
GRADE 5

CLUSTER 1

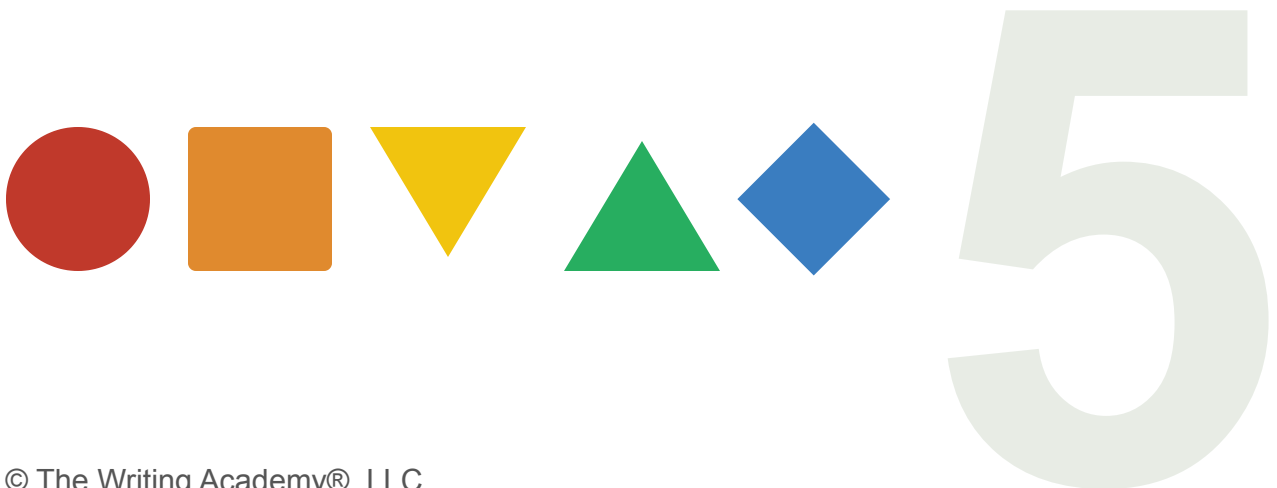
Short Constructed Response: Thesis, Evidence, Explanation

Module 1 · Understanding and Upgrading Thinking Levels

Module 2 · Writing a Strong Thesis (Central Idea) with TOPIC, CHARGE, ANSWER

Module 3 · Using Evidence to Support Thinking

Module 4 · Writing the Explanation Sentence



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Teacher Lesson Plan Guide

Understanding and Upgrading Thinking Levels in WHY and HOW Responses

Grade 5 | Cluster 1 | Module 1

Grade: 5

Cluster: 1, Short Constructed Response (SCR) with thesis (central idea), evidence, and explanation

Module: 1 of the cluster

Primary Instructional Category: Informational Writing / Short Constructed Response (SCR)

Module Title: Understanding and Upgrading Thinking Levels in WHY and HOW Responses

Content Connection / Passage Titles: "From Tension to Revolution" and "The Ocean Lesson" (Week 1, Low Stamina)

Primary TEKS: [5.11\(A\)\(i\)](#), [5.12\(B\)\(i\)](#), [5.11\(C\)\(i\)](#), and [5.11\(C\)\(ii\)](#)

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

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Response Strand TEKS Woven Into This Module

Strand 7 is the Response strand. These Grade 5 response standards are woven through the reading, discussion, annotation, and writing in this module. The verbatim TEKS wording is used.

- **5.7(A)** describe personal connections to a variety of sources, including self-selected texts.
- **5.7(B)** write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.
- **5.7(C)** use text evidence to support an appropriate response.
- **5.7(D)** retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
- **5.7(E)** interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating.
- **5.7(F)** respond using newly acquired vocabulary as appropriate.
- **5.7(G)** discuss specific ideas in the text that are important to the meaning.

1. A Little Inspiration Goes a Long Way!

This module opens Cluster 1 by showing that the words a writer chooses reveal the level of thinking. Students examine WHY and HOW SCR responses, locate the words that lead into evidence and explanation, determine the response level, and upgrade the response one level at a time.

TEACHER SCRIPT

"When students level up their language, they level up their thinking, and when thinking grows, achievement follows."

Connection to this week's type of thinking: precise language, not length, shows depth. Students move from says and shows toward suggests, indicates, demonstrates, and establishes when the evidence supports that stronger wording.

2. Why This Module Matters

This introductory module acquaints students with the Thinking Levels Charts in their Interactive Notebooks. Students look at sample responses, find the words and phrases that lead into evidence and explanation, determine the response level, and upgrade the response one level at a time.

Using "From Tension to Revolution" and "The Ocean Lesson," students learn that precise language, not length, shows the depth of thinking. They practice a WHY response with a complex sentence using a subordinating word such as because and a relational HOW response with a simple sentence using a preposition such as through or by.

Independent product: identify the level of a WHY response and a HOW response, then rewrite each one level higher using accurate evidence, a clearer citation stem, and a more precise explanation.

3. Module Essential / Overarching Question

How can writers upgrade WHY and HOW SCR responses so their word choice shows deeper thinking?

Students record their thinking at the start of the week and return to it on Friday. They answer it in Section 80 at the end of the module.

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. This page gives every family a clear picture of the week's learning, questions for an open conversation, and simple activities that require no special materials. The goal is to listen as a student explains how precise word choice shows deeper thinking.

How to Send It: share the letter in the language each family prefers, or send both. The conversation starters and activities invite a student to explain a WHY or HOW response from the two module passages.

5. Family Letter (English)

Dear Families,

This week your student is learning to upgrade a short constructed response by choosing precise words that reveal a thinking level. The Thinking Levels Chart moves from Foundational and Emergent to Visible, Independent, and Reflective. The goal is not to write longer sentences. It is to choose a more precise citation stem and explanation that show how evidence connects to the answer.

We will read "From Tension to Revolution" and "The Ocean Lesson." The first text traces how taxes, the Stamp Act, the Boston Massacre, the Boston Tea Party, and the Intolerable Acts built the road to the American Revolution. The second text follows sea turtles that rely on instinct and orcas that rely on learned behavior and teamwork. Ask your student which words make a response sound like a thinker instead of a reteller.

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

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

Estimadas familias:

Esta semana, su estudiante practica cómo mejorar una respuesta construida corta al elegir palabras precisas que revelan un nivel de pensamiento. El cuadro de Niveles de Pensamiento avanza de Fundamental y Emergente a Visible, Independiente y Reflexivo. La meta no es escribir oraciones más largas, sino elegir una frase de cita y una explicación más precisas que muestren cómo la evidencia se conecta con la respuesta.

Leeremos "From Tension to Revolution" y "The Ocean Lesson". El primer texto muestra cómo los impuestos, la Ley del Timbre, la Masacre de Boston, el Motín del Té de Boston y las Leyes Intolerables construyeron el camino hacia la Revolución Americana. El segundo texto muestra tortugas marinas que dependen del instinto y orcas que dependen del comportamiento aprendido y del trabajo en equipo. Pregúntele qué palabras hacen que una respuesta suene como la de un pensador y no como la de alguien que solo repite.

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

7. Family Conversation Starters

- In "From Tension to Revolution," why did the Stamp Act matter as more than a tax, and which precise word would begin your explanation?
- Why might the author include both the Boston Massacre and the Boston Tea Party instead of only one event?
- In "The Ocean Lesson," how would you explain the difference between the turtles' instinct and the orcas' learned behavior?
- Which word shows deeper thinking, says, shows, or demonstrates, and what evidence supports your choice?
- How does historical or environmental setting shape the ideas you explain?

8. Simple Family Activities

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

Family Activity: Upgrade It

Read this sentence together: "The text says the turtles follow instinct." Ask your student to replace "The text says" with indicates or demonstrates and explain whether the new wording reaches one level higher.

Family Activity: Thinker or Reteller

Read this sentence together: "The passage shows that the Stamp Act made colonists angry." Ask your student to swap in suggests or establishes and explain why the word choice makes the thinking deeper.

Teacher Road Map

9. Teacher Navigation Key

Symbols identify what the teacher models, what the student practices, and what the student demonstrates independently. Use this key 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 lesson slide

10. GRADUATE Evidence Alignment

This module explicitly connects each GRADUATE stage to the evidence it produces for upgrading WHY and HOW SCR responses.

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Activates the idea that precise language reveals a thinking level.
Reveal	■ TEACH	Makes the Thinking Levels Chart and sentence structures visible.
Attempt	○ LEARN	Students identify a level and upgrade a response one level.
Discuss	○ LEARN	Students explain which words made the reasoning more precise.
Use	✓ ASSESS	Students independently upgrade one WHY response and one HOW response.
Award	✓ ASSESS	Students recognize a demonstrated word-choice strength.
Target	✓ ASSESS	Students set a next goal for precise citation or explanation language.
Explain / Educate	✓ ASSESS	Students teach the level-up move and justify why the new version is stronger.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 5, Cluster 1, Module 1
Module Category	Short Constructed Response, understanding and upgrading thinking levels in WHY and HOW responses
Primary TEKS	5.11(A)(i) , 5.12(B)(i) , 5.11(C)(i) , 5.11(C)(ii)
Primary Breakout	Plan a first draft and compose a brief informational text using a clear central idea, then revise sentence structure and word choice.
Language Correlations	Listening, Speaking, Reading, and Writing are practiced through oral rehearsal, passage reading, discussion, and upgraded responses.
Recursive Habits	The DOT reading habit, TRACKS evidence reading, and the SCR structure of thesis (central idea), evidence, and explanation.

Content Connection	Informational/historical passage "From Tension to Revolution" and fiction passage "The Ocean Lesson"
Daily Lesson Time	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)	Thinking Levels Chart notes, two upgraded responses, independent WHY and HOW practice, and My Progress Tracker
Formal Assessment Product	Independent WHY and HOW practice, with the citation stem, explanation, and sentence structure upgraded one level

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: Students will upgrade a WHY response and a HOW response by choosing precise language that shows deeper, clearer thinking.

I Will Statements

- I will read closely, listen actively, discuss my reasoning, write independently, reflect on my growth, and explain my thinking to others.
- I will move a response up one thinking level at a time instead of just making it longer.
- I will use stronger citation stems and explanation words to show precise thinking.
- I will connect my responses to historical, cultural, and environmental setting.

I Can Statements

- I can upgrade an SCR response by choosing precise language that shows deeper, clearer thinking.
- I can identify the thinking level of a response by the words it uses.
- I can write a WHY response as a complex sentence using a subordinating word such as because.
- I can write a relational HOW response as a simple sentence using a preposition such as through or by.

CLASS SLIDE

Daily Deck,: 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 name the thinking level of a response and point to the exact words that reveal it.
- I upgrade a response one level higher with a stronger stem and a clearer explanation.
- I match my sentence structure to a WHY prompt or a HOW prompt.
- I support my answer with accurate evidence from the passage.

14. Evidence That Will Demonstrate Mastery

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

- The Listen, Decide, and Defend responses from the auditory engagement.
- The Level Up Showdown upgrades recorded in the Interactive Notebook.
- The independent WHY and HOW practice, rewritten one level higher.

15. TEKS Correlations

Primary targets are [5.11\(A\)\(i\)](#), [5.12\(B\)\(i\)](#), [5.11\(C\)\(i\)](#), and [5.11\(C\)\(ii\)](#). The Student Expectation column preserves the lesson plan's full wording.

TEKS	Strand	Student Expectation (verbatim TEKS)	Where Taught	Where Practiced	Where Assessed
5.11(A)(i)			Day 1	Days 1 and 3	

	Writing Process, Planning	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies			Day 3 independent practice
5.12(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 and 3	Day 3 independent practice
5.12(B)(ii)	Writing Genre	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics	Day 1	Days 2 and 5	Day 5 teach-back
5.12(B)(iii)	Writing Genre	compose informational texts, including brief compositions that convey information about a topic, using craft	Day 2	Days 2 and 4	Day 4 target
5.11(C)(i)	Revising	revise drafts to improve sentence structure	Day 3	Days 3 and 5	Upgraded responses
5.11(C)(ii)	Revising	revise drafts to improve word choice	Day 2	Days 2 through 5	Independent upgrade
5.11(D)(i)	Editing	edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement	Day 5	Day 5	Teach-back response
5.11(D)(xxix)	Editing	edit drafts using standard English conventions, including correct spelling of high-frequency words	Day 5	Day 5	Independent response

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 5 standard as PRIMARY or RECURSIVE and names where it occurs in this module.

Classification	TEKS	Student Expectation (verbatim, abbreviated)	Where It Occurs
PRIMARY	<u>5.11(A)(i)</u>	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies	Day 1 and Day 3 planning
PRIMARY	<u>5.12(B)(i)</u>	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	Days 1 through 5
PRIMARY	<u>5.12(B)(ii)</u>	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics	SCR structure and teach-back
PRIMARY	<u>5.12(B)(iii)</u>	compose informational texts, including brief compositions that convey information about a topic, using craft	Precise stems and explanation words
RECURSIVE	<u>5.11(C)(i)</u>	revise drafts to improve sentence structure	WHY and HOW sentence work
RECURSIVE	<u>5.11(C)(ii)</u>	revise drafts to improve word choice	Level-up practice across the week
RECURSIVE	<u>5.11(D)(i)</u> and <u>5.11(D)(xxix)</u>	edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement and correct spelling of high-frequency words	Day 5 edit and teach-back
RECURSIVE	DOT / TRACKS / SCR	reading and evidence habits support thesis (central idea), evidence, and explanation	Anchor charts and all five days

17. ELPS Correlations

Matched to the actual language demands of this module. Every domain is present as students listen, speak, read, and write about thinking levels, evidence, and explanation.

ELPS	Domain	Language Pattern	Complete ELPS Student Expectation	Day Addressed
1(E)(i)	Listening	Comprehension	demonstrate listening comprehension from information presented orally during formal classroom interactions by restating, responding, paraphrasing, summarizing, or asking for clarification or additional details	Days 1, 3, and 5
2(B)(i)	Speaking	Vocabulary	speak using content-area vocabulary during formal classroom interactions to demonstrate acquisition of new words	Days 2 and 4
2(E)(i)	Speaking	Discourse	narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic context or discourse	Days 1, 3, and 5
3(G)(ii)	Reading	Paraphrase	paraphrase content-area text	Days 1 and 2
4(C)(i)	Writing	Vocabulary	write using a combination of both high-frequency words and content-area vocabulary	Days 2 through 5
4(D)(ii)	Writing	Sentence Types	write content-area texts using a variety of sentence types	Day 3
4(F)(i)	Writing	Purpose	write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for [a] specific purpose	Days 3 and 5
4(F)(ix)	Writing	Evidence	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for [a] specific purpose	Days 3 and 5

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 5 rigor while opening clear language pathways as students identify a thinking level, select precise language, and explain how evidence supports the response.

Proficiency Level	Language Objective (access changes; the thinking demand stays intact)
Pre-Production	Point to the exact word that reveals the level and match says, shows, suggests, indicates, demonstrates, or establishes to a visual.
Beginning	Complete orally: "This response is at Level ____ because it uses ____."
Intermediate	Use the frame, "The text indicates that _____. This demonstrates that _____." and explain the evidence.
High Intermediate	Explain in complete sentences why the upgraded citation stem and explanation show a deeper level.
Advanced	Independently identify a level, rewrite the response one level higher, and justify the precise word choice.

Language Supports

- Provide the Thinking Levels Chart and read one response aloud at a time.
- Offer oral rehearsal before writing; partners may point to the exact word, say the upgrade, and then write.
- Keep the grade-level response intact. Define one needed word and return the level decision to the student.
- Use the frames: "The text says _____. This shows _____." and "The text establishes _____. This pattern strengthens the inference that _____."
- Invite students to explain the level and evidence in a familiar 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 two responses and decide which shows stronger thinking, then restate the exact word or relationship that supports the decision.
Speaking	Students defend a level and explain an upgrade orally with content-area vocabulary.
Reading	Students read both passages and mark details that show how historical or environmental setting shapes behavior.
Writing	Students rewrite WHY and HOW responses one thinking level higher with precise word choice, accurate evidence, and clearer explanation.

20. Rigor Safeguard

Teachers MAY provide	Teachers MAY NOT do for students
Read both passages aloud, reread them, let students use the Thinking Levels Chart, provide oral rehearsal, and define an unfamiliar word.	Choose the level, choose the stronger language, write the upgraded response, or supply the explanation 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	Identify the thinking level of a response by its words.	Supported. The teacher may reread the response.	The student names the level and points to the exact words.
Inferential	Upgrade a response one level higher with a stronger stem and explanation.	Guided early, independent by Use Again.	The student rewrites a response that shows more precise thinking.
Evaluative	Judge which of two responses shows stronger thinking and defend the choice.	Independent by the game and auditory task.	The student explains why precise language raises the level.
Synthesis	Connect evidence from both passages to the larger idea that setting shapes behavior.	Independent challenge after mastery.	The response synthesizes details or ideas into a larger understanding.

22. The Five Thinking Levels

Use this progression to name the level of thinking a response requires. Colors are labels only; the exact language and explanation identify the level in black and white.

Level	Symbol	Color Label	Thinking Stage	Description
Level 1	● circle	Red	Foundational	Uses basic words like says, shows, or tells and restates the text.
Level 2	■ square	Orange	Emergent	Begins to use words like suggests or means and adds a little explanation.
Level 3	▽ inverted triangle	Yellow	Visible	Uses words like indicates or demonstrates and connects evidence to an idea.
Level 4	△ triangle	Green	Independent	Uses establishes and shows a pattern that strengthens an inference.
Level 5	◆ diamond	Blue	Reflective	Synthesizes ideas, reframes the meaning, and connects to a bigger idea or setting.

The Progression of Thinking

Level	Hidden Question	Student Thinking	Thinking Focus
Foundational (Red)	What does the text say?	I can restate the detail.	Basic citation and restatement
Emergent (Orange)	What does the detail suggest?	I can add a little explanation.	Suggestion and first inference
Visible (Yellow)	What does the evidence indicate?	I can connect the evidence to an idea.	Clear evidence and explanation
Independent (Green)	What pattern does the evidence establish?	I can strengthen an inference.	Pattern and precise inference
Reflective (Blue)	What larger understanding emerges?	I can synthesize and reframe the meaning.	Setting and larger idea

Where this module primarily operates: Foundational through Reflective (Levels 1-5). Students identify a level, upgrade one level at a time, and explain why the new wording shows deeper thinking.

23. Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
Longer writing is automatically deeper.	The teacher may praise added sentences without checking precise language.	Point to the exact citation stem and explanation. Reinforce that precise language, not length, raises the level.
A stronger stem works by itself.	The teacher may accept establishes without checking the explanation.	Ask what the evidence means and make the explanation match the stronger stem.
Every response must use the biggest word.	The teacher may push students to use reflective language without support.	Choose the strongest wording the evidence can support and move one level at a time.

24. Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
More words automatically mean a higher level.	The student adds sentences but keeps says, shows, or tells and restates the text.	Ask the student to point to the exact word that raises the level and replace only one precise feature.
Copying a stronger stem is enough.	The student writes establishes but the explanation stays vague.	Ask, "What does the evidence mean?" Have the student make the explanation match the stem.
One citation stem fits every level.	The student uses demonstrates for a detail that only supports a basic restatement.	Return to the Thinking Levels Chart and choose the strongest word the evidence truly supports.

Module Foundations: Review, Refresh & Readiness

25. TEKS Target

Exact standards and breakouts being taught: **5.11(A)(i)** plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies; **5.12(B)(i)** compose informational texts, including brief compositions that convey information about a topic, using a clear central idea; **5.11(C)(i)** revise drafts to improve sentence structure; and **5.11(C)(ii)** revise drafts to improve word choice.

26. How I Say the Standard!

TEKS says	How I say it
5.11(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.	I can plan a short constructed response for its topic, purpose, and audience.
5.11(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea reflecting depth of thought with specific facts and details.	I can organize my draft with an introduction, transitions, and a conclusion, and develop my idea with specific facts and details.
5.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.	I can revise a WHY response with because or a relational HOW response with through or by.
5.11(D) edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) collective nouns; (iv) adjectives, including their comparative and superlative forms; (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including indefinite; (viii) subordinating conjunctions to form complex sentences; (ix) capitalization of abbreviations, initials, acronyms, and organizations; (x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.	I can edit for a complete simple sentence and subject-verb agreement.
5.12(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.	I can write a clear thesis (central idea) and use evidence and explanation to show how my answer makes sense.

27. This Week I Can...

This week I can identify the thinking level of a WHY response and a HOW response, then rewrite each one level higher with accurate evidence, a clearer citation stem, and a more precise explanation.

Thesis (central idea) reminder: use TOPIC + CHARGE + ANSWER when planning the thesis (central idea). Keep the response type visible: WHY asks for reasons and HOW asks for method.

28. Before I Can... Prerequisites

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

- Read a grade-level informational/historical passage and a fiction passage.
- Recognize that a response has a thesis (central idea), evidence, and explanation.
- Write a complete simple sentence with a subject and a predicate.
- Use the DOT habit to mark an unfamiliar word.
- Know that evidence is specific text proof used to support an answer.

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"In 60 seconds, tell your partner one word that reveals a thinking level and one word that could upgrade a response. Point to the exact word that supports your choice."

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
thinking level	a stage that shows how deeply a response explains evidence	I can name the thinking level.
citation stem	words that lead into evidence	I can upgrade the citation stem.
thesis (central idea)	the sentence that directly answers the SCR prompt	My thesis (central idea) is ____.
explanation	the writer's thinking about what evidence means and why it matters	My explanation shows ____.

31. Conventions Connection

Recursive conventions review for the week: an upgraded response is a complete sentence. Retrieve capitalization, end punctuation, subject-verb agreement, and correct spelling of high-frequency words. During revision, students check that the sentence structure and word choice match the thinking they can support. [5.11\(D\)\(i\)](#) [5.11\(D\)\(xxix\)](#)

32. Writing Connection

Choosing exact language is what makes a written response show its thinking. Students identify the current level, point to the words that reveal it, and upgrade the response one level at a time. The thesis (central idea), evidence, and explanation remain connected while the writer improves sentence structure and word choice. [5.12\(B\)\(i\)](#) [5.11\(C\)\(ii\)](#)

33. Watch Out!

Common misconception: students believe that adding length automatically raises a response's level.

Teacher move: return to the Thinking Levels Chart, identify the exact citation stem and explanation, and ask the student to make one precise upgrade.

34. Ready Check

Read one response aloud: "The text says the colonists were upset." Ask students to name its level, point to the word that reveals the level, and suggest a stronger citation stem and explanation. Use responses to decide who needs the Thinking Levels Chart and oral rehearsal during Day 1.

35. Teacher Look-Fors

- Students name a response's level and point to the exact words that reveal it.
- Students move from says or shows toward suggests, indicates, demonstrates, or establishes.
- Students explain what the evidence means rather than restating it.
- Students match a complex WHY sentence or relational HOW sentence to the response type.

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
answer	what you write or say to respond to a question or prompt	When I answer a prompt, I start by ____.
explain	to tell why something happened or how it works, not just what happened	To explain, I tell ____.
reason	the why behind an idea, the cause or support for it	The reason is ____.
choose	to pick the best evidence or detail to support your thinking	I choose this detail because ____.
clear	easy to understand, so the reader does not have to guess	A clear response helps the reader ____.
deeper	going past the surface to think about what something means or why it matters	To go deeper, I ask ____.
upgrade	to make a response better by adding stronger thinking or wording	I can upgrade my answer by ____.
level	a step that shows how deep the thinking is	This response is at level ____.
stronger	more convincing because it uses precise words and real evidence	A stronger response uses ____.
word	a single unit of meaning; the right word makes thinking sharper	I will swap this word for ____.

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	specific text proof used to support an answer	My evidence is ____.
explanation	the writer's thinking about what the evidence means and why it matters	My explanation shows ____.
thesis (central idea)	the sentence that directly answers the SCR prompt	My thesis (central idea) is ____.
infer	to combine text clues with reasoning to reach a supported idea	I can infer that ____.
suggests	signals an idea that the evidence reasonably points toward	The evidence suggests ____.
demonstrates	shows an idea clearly through evidence and reasoning	This demonstrates that ____.
supports	provides proof that strengthens a thesis (central idea) or explanation	This detail supports ____.
indicates	points toward a conclusion supported by the text	The text indicates that ____.
establishes	builds firm support for an idea through clear evidence	The text establishes that ____.
synthesizes	combines multiple details or ideas into a larger understanding	My response synthesizes ____.

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
Parliament	PAR-luh-ment	the British law-making body that passed taxes and laws affecting the American colonies
taxation	tak-SAY-shun	the act of collecting money through taxes
representation	rep-ri-zen-TAY-shun	having someone speak for you in government
revolution	rev-uh-LOO-shun	a long fight to break away from a ruler or government
instinct	IN-stinkt	a behavior an animal is born with and does not learn
orcas	OR-kuhz	large ocean animals, also called killer whales, that hunt in groups
Intolerable Acts	in-TOL-er-uh-bul AKTS	the harsh laws Britain passed after the Boston Tea Party to punish the colonies
Sons of Liberty	SUNZ uv LIB-er-tee	the group that, with Samuel Adams, helped organize resistance and spread ideas
Boston Massacre	BAW-stun MAS-uh-ker	the 1770 killing of colonists by British soldiers that increased anger toward Britain
coordinated	koh-OR-di-nay-tid	working together in an organized way

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

Teacher Resource: For more practice with academic words, see the Academic Vocabulary Companion App.

39. Background Knowledge & Teacher Context

What the teacher needs to know. This Low stamina module uses "From Tension to Revolution," an informational/historical passage about taxes, resistance, and the American Revolution, and "The Ocean Lesson," a fiction passage about instinct, learned behavior, and survival.

Important conceptual background. Students examine sample responses, find the words and phrases that lead into evidence and explanation, determine the response level, and upgrade the response one level at a time. Historical, cultural, and environmental setting shapes the ideas students explain.

Content context and connection to writing instruction. The first passage gives students evidence about colonial resistance, including the Stamp Act, the Boston Massacre, the Boston Tea Party, and the Intolerable Acts. The second passage gives students evidence about sea turtles and orcas. Both passages support precise citation and explanation.

The SCR Habit

A short constructed response has three parts: thesis (central idea), evidence, and explanation. Students use DOT while reading, tap the TRACKS for evidence, choose a precise citation stem, and explain what the evidence means.

40. Materials Needed

Category	Items
Core print materials	Printed copies of both passages; interactive notebooks; student-sized Thinking Levels Charts
Reading and writing materials	Glue and scissors; highlighters or colored pencils; pencils
Game materials	Spinner labeled 1 to 5; Level Up game cards; simple gameboard path; student-selected markers; optional dice
Assessment materials	Independent WHY and HOW practice; My Progress Tracker; response-level notes
Technology	Teacher-made slides for virtual learners; a digital spinner and a Thinking Levels Chart slide
Accessibility supports	Thinking Levels Chart; oral sentence frames; one quote at a time; movable labels for digital sorting

41. Preparation Before Day 1

- ☐ Prepare printed copies of "From Tension to Revolution" and "The Ocean Lesson" at the Low stamina level.
- ☐ Prepare the Interactive Notebook Thinking Levels Chart and the DOT reminder: Dot, Discover, Drop.
- ☐ Prepare the SCR chart with thesis (central idea), evidence, and explanation.
- ☐ Prepare the Level Up game cards, spinner labeled 1 to 5, gameboard path, markers, and optional dice.
- ☐ Prepare highlighters or colored pencils for the six TRACKS categories and the two annotation guides.
- ☐ Prepare the Day 3 independent WHY and HOW practice and the My Progress Tracker.
- ☐ Display both passages so quoted lines remain visible during every response-level decision.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15	Gather + Reveal	Compare two responses, identify the exact language that shows stronger thinking, and reveal the Thinking Levels Chart.
Day 2	15	Attempt	Play Level Up Showdown: identify a response level, upgrade it one level, and explain what changed in the reasoning.
Day 3	15	Discuss + Use	Discuss the upgraded language, then independently upgrade a WHY response and a HOW response.
Day 4	15	Award + Target	Recognize a precise upgrade and set a next thinking-level goal.
Day 5	15	Explain + Educate	Teach a partner how to identify a level, upgrade one feature, and justify why the new version is stronger.

43. Tiny Times Transition

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

- Signal the class and say, "Tiny Time! Name the level!"

- Read one short response from either module passage.
- Students point to the exact citation or explanation word that reveals the level.
- Students say one stronger word that could raise the response, then return quietly to their work.

Citizenship & Content Connection

44. The Citizenship Connection

This module connects precise language to the way readers explain historical, cultural, and environmental setting.

Element	This Module
Suitability	A natural fit. One passage uses historical and cultural setting to explain colonial resistance; the other uses environmental setting to explain animal survival.
Focus	Explain how setting shapes the ideas a writer supports.
Historical Connection	"From Tension to Revolution" shows how taxes, laws, protests, and punishment increased anger and brought colonies closer together.
Environmental Connection	"The Ocean Lesson" shows turtles using instinct and orcas using learned behavior and teamwork in their environments.
Literacy Connection	Precise language helps a reader see whether the writer is restating a detail or explaining what the evidence means.
Content Question	"How does setting shape the ideas we explain in a response?"
Teacher Script	<i>"You can explain history and animal behavior more clearly when you connect your evidence to the setting where the action happens."</i>
Accuracy / Source Note	Use only the two passages printed in Section 47 for module examples and models.

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

Prompt-Shaping Key

Thesis (central idea)	Evidence	Explanation
The sentence that directly answers the SCR prompt.	Specific text proof used to support the answer.	The writer's thinking about what the evidence means and why it matters.

The Two Types of Prompts

Thinking Type	Clue Words	What the Writer Explains
WHY responses	WHY, because, since	Reasons that explain why something happened or why an idea is supported.
HOW responses	HOW, through, by	A method or way that explains how something happened or how behavior developed.

SCR Thinking Chart

SCR Part	What It Means
Thesis (central idea)	The sentence that directly answers the prompt.
Evidence	Specific text proof used to support an answer.
Explanation	The explanation sentence tells what the evidence means and why it supports the thesis (central idea).

46. Core Habit / Strategy Explanation

TEACHER SCRIPT

"As established readers, you use the DOT habit while you read. DOT stands for three steps: Dot, Discover, Drop."

CLASS SLIDE

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

DOT: place a small dot above an unfamiliar word, discover its meaning as the lesson continues, and erase the dot once you know the word. Use Parliament, representation, resistance, instinct, and coordinated.

CREATE THE ANCHOR CHART

Build a chart titled "Words = Thinking Level." Add the five stages, the citation stems, the explanation language, WHY with because, and relational HOW with through or by. Add the SCR chart: thesis (central idea), evidence, explanation.

Thesis (central idea) frame: TOPIC + CHARGE + ANSWER. Use this frame while planning, then write the thesis (central idea) that matches the WHY or HOW response type.

47. Student Source Passage(s)

Accuracy / Source Note: use the exact Low stamina passages below for every example, annotation, and model response in this module.

From Tension to Revolution

[1] Before the American Revolution, the thirteen colonies were part of Great Britain, a superpower at the time. Many colonists considered themselves loyal to the king. However, this began to change after the French and Indian War. Although Great Britain gained land, it also gained significant debt. To recover money, Parliament placed new taxes on the colonies.

[2] One of these laws was the Stamp Act. It required colonists to pay taxes on printed materials such as newspapers and legal documents. Colonists strongly opposed this law because they had no representatives in Parliament. They argued that it was unfair to be taxed without a voice, which led to the phrase “taxation without representation.”

[3] Tensions continued to rise. In 1770, the Boston Massacre occurred when British soldiers fired into a crowd of colonists, killing several people. This event increased anger and distrust toward British authority. A few years later, the Tea Act was passed, leading to the Boston Tea Party. After the Tea Act was passed, trouble was brewing in the colonies. During this protest, colonists dumped tea into Boston Harbor. Samuel Adams and the Sons of Liberty helped organize resistance and spread ideas.

[4] In response, Great Britain passed the Intolerable Acts, which punished the colonies and limited their rights. Instead of ending the conflict, these actions brought the colonies closer together. The colonists learned that there is strength in numbers.

[5] Over time, many colonists wanted to remove British control. The American Revolution became a fight for independence, leading to the Declaration of Independence and the creation of a new nation.

The Ocean Lesson

[1] Nyla stood quietly on the beach as dozens of sea turtles began to hatch from the sand. One by one, they broke through their shells and started moving toward the ocean.

[2] “How do they know where to go?” Nyla asked.

[3] “They don’t need to be taught,” her guide explained. “It’s an instinct. They are born with that behavior.”

[4] Nyla watched closely. The turtles moved slowly but with determination. Even though birds circled above and the sand was uneven, most continued toward the water. Their instinct guided them through the transition from sand to ocean, increasing their chances of survival during a dangerous moment.

[5] The guide smiled and said, “Slow and steady wins the race.”

[6] Later that day, Nyla visited a marine biology exhibit at an aquarium. She stopped in front of a large tank where a group of orcas swam together in coordinated patterns. A trainer explained how they hunt in the wild.

[7] “Orcas rely on learned behavior,” he said. “Young orcas observe older members of their group. Over time, they learn strategies and practice working together.”

[8] The trainer smiled and said, “These orcas are a whale of a team.”

[9] Nyla noticed how the orcas stayed close and moved as a team. Their actions seemed planned and purposeful.

[10] “So they have to learn how to survive?” Nyla asked.

[11] “Yes,” the trainer replied. “Their success depends on learning and cooperation.”

[12] Nyla thought about what she had seen. The turtles relied on instinct to act quickly without guidance. The orcas relied on learning and teamwork over time. Both types of behavior helped animals survive in their environments, even though they developed in different ways.

48. Student Annotation Guide

The evidence students learn to identify in each source through the TRACKS reading habit.

From Tension to Revolution

TRACKS	Evidence
T Time	Before the American Revolution; In 1770
R Reactions	Colonists strongly opposed this law; This event increased anger and distrust toward British authority
A Actions	Parliament placed new taxes on the colonies; British soldiers fired into a crowd of colonists
C Character, Concept, Creature	Parliament; the Stamp Act; Samuel Adams and the Sons of Liberty
K Key Knowledge	taxation without representation; The colonists learned that there is strength in numbers
S Scenery / Setting	the thirteen colonies were part of Great Britain

The Ocean Lesson

TRACKS	Evidence
T Time	Later that day
R Reactions	The turtles moved slowly but with determination; Nyla noticed how the orcas stayed close and moved as a team
A Actions	they broke through their shells and started moving toward the ocean; Their instinct guided them through the transition from sand to ocean
C Character, Concept, Creature	Nyla; orcas
K Key Knowledge	They are born with that behavior; Orcas rely on learned behavior; Their success depends on learning and cooperation
S Scenery / Setting	on the beach; a marine biology exhibit at an aquarium

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; DOT marks unfamiliar words.

Use the same six categories, the same wording, and the same TRACKS marking in every module.

Letter	Category	What to Look For	Highlight Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs or adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs or adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters, people, or animals, or major concepts as the central idea. Often nouns or proper nouns.	Pastel Yellow
K	Key Knowledge	All other important information needed for the meaning of the passage that is not in another TRACKS category.	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged or measured through the five senses.	Pastel Green

Use note: students highlight the exact words they will use as evidence in WHY and HOW responses.

50. Five-Day GRADUATE Lesson

DAY 1 | Gather + Reveal | 15 MINUTES

Day Purpose: compare two SCR responses, decide which shows deeper thinking, point to exact language, and reveal that words show a thinking level.

Standard	Focus
TEKS	5.11(A)(i) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies; 5.12(B)(ii) compose informational texts using genre characteristics
ELPS	1(E)(i) demonstrate listening comprehension; 2(E)(i) explain orally with increasing specificity

GATHER ■ TEACH

CLASS SLIDE

Stronger Thinking or Weaker Thinking? Compare two SCR responses, decide which shows deeper thinking, point to the exact language, and explain why precision matters.

TEACHER SCRIPT

"Today, you are going to become thinking detectives. You will see two responses. Both answer a question, but one shows stronger thinking. Decide which one and explain why."

Prompt: Why did colonists protest British laws?

Response A: The colonists protested because they were taxed. The text says, "It required colonists to pay taxes on printed materials..." This shows they were upset.

Response B: The colonists protested British laws because they were taxed without representation and believed the treatment was unfair. According to the text, "They argued that it was unfair to be taxed without a voice..." This suggests the colonists wanted fairness and a say in decisions that affected them.

TEACHER SCRIPT

"Turn and talk. Which response shows stronger thinking and why? Point to the exact words that prove your decision."

Answer Key: Response B is stronger because it uses a stronger citation stem, a more precise explanation, and connects the evidence to fairness and a voice in decisions.

REVEAL ■ TEACH

CLASS SLIDE

Reveal the Level-Up Language Ladder: says and shows, then suggests, indicates, demonstrates, establishes, and synthesis language.

TEACHER SCRIPT

"Your words show your thinking level. A lower-level response often uses says, shows, or tells. A stronger response uses suggests, indicates, demonstrates, or establishes. The strongest responses synthesize ideas and explain them clearly."

Read the Auditory Engagement aloud while students take notes: a WHY response usually uses a complex sentence with because; a relational HOW response usually uses a simple sentence with through or by; historical, cultural, and environmental setting can shape the ideas a writer explains.

EMBEDDED CHECK FOR UNDERSTANDING ○ **LEARN**

Students name the word that reveals the level in Response A and Response B. The answer key is says and shows for A, and According to the text and suggests for B.

Student product: Thinking Levels Chart notes and the partner completion, "One change that can raise a response's thinking level without making it longer is ____."

DAY 2 | Attempt | 15 MINUTES

Day Purpose: attempt upgrading through Level Up Showdown: identify a response's current thinking level, upgrade it one level, and explain what changed in the reasoning.

Standard	Focus
TEKS	5.11(C)(ii) revise drafts to improve word choice; 5.12(B)(iii) compose informational texts using craft
ELPS	2(B)(i) speak using content-area vocabulary; 4(F)(ix) write with supporting evidence

ATTEMPT ○ **LEARN****CLASS SLIDE**

Level Up Showdown. Spin to land on a level from 1 to 5, draw a task card, identify the level, upgrade the response one level, and explain what changed in the reasoning.

TEACHER SCRIPT

"You will identify a thinking level and then upgrade the response. Each time you upgrade a response, you help a writer think more deeply."

Students spin, draw, read the response aloud, identify its level using the Thinking Levels Chart, upgrade it one level higher, move a marker, and record at least two upgraded responses in the Interactive Notebook.

Game Routine and Sample Card (Teacher Reference)

Step	Action	Check
1	Spin to land on a level from 1 to 5.	Say the level aloud.
2	Draw a task card and read the response.	Use the exact words on the card.
3	Identify the level with the Thinking Levels Chart.	Point to the citation stem and explanation.
4	Upgrade the response one level higher.	Change the stem and make the explanation more precise.
5	Explain what changed in the reasoning.	Do not say only that it is longer.
6	Move the marker and record the response.	Record at least two upgrades.

Teacher guidance: Task Cards 1 through 10 provide the response, answer key, and upgrade example. Use the exact module passages in every card response.

EMBEDDED CHECK FOR UNDERSTANDING ○ **LEARN**

Before awarding the marker move, students must name the level, point to the exact word, and explain why the upgraded version is stronger.

Misconception / teacher move: if a student copies a stronger stem without changing the explanation, ask, "What does the evidence mean? Make the explanation match the stem." **Student product:** two recorded level upgrades.

DAY 3 | Discuss + Use | 15 MINUTES

Day Purpose: discuss what changed when responses were upgraded, then independently identify the level of a WHY response and a HOW response and rewrite each one level higher.

Standard	Focus
TEKS	5.11(C)(i) revise drafts to improve sentence structure; 5.11(C)(ii) revise drafts to improve word choice; 5.12(B)(i) compose using a clear central idea
ELPS	4(D)(ii) write content-area texts using a variety of sentence types

DISCUSS ○ **LEARN**

CLASS SLIDE

Talk It Over. Which words showed the original level? What became more specific? How did the explanation change?

TEACHER SCRIPT

"Let's talk about what changed when you upgraded a response. Which words showed the level? How did the citation stem change? What happened to the explanation?"

Possible student responses: We changed says to indicates. We changed shows to demonstrates. The explanation became more specific. The stronger answer connected better to the prompt and setting.

TEACHER SCRIPT

"Your vocabulary controls your thinking level. When you move from says to indicates or establishes, your thinking becomes more precise. The explanation is not just longer. It is sharper, clearer, and more connected."

USE (Try It On Your Own!) ✓ ASSESS

CLASS SLIDE

Try It On Your Own. Independently identify the level of a WHY response and a HOW response, then rewrite each one level higher using accurate evidence and a clearer explanation.

WHY Practice: The colonists protested because they had taxes. The text says, "It required colonists to pay taxes on printed materials..." This means they did not like the law.

Teacher Answer Example: The colonists protested British laws because they were taxed without representation and believed the treatment was unfair. According to the text, "They argued that it was unfair to be taxed without a voice..." This suggests the colonists wanted fairness and a voice in government.

HOW Practice: Setting influences behavior by making people and animals act differently. The text says, "They argued that it was unfair to be taxed without a voice..." and "Young orcas observe older members of their group." This shows behavior changes.

Teacher Answer Example: Setting influences behavior in both passages through conflict in the colonies and learning in the ocean group. The text indicates that colonists felt it was "unfair to be taxed

without a voice..." while "young orcas observe older members of their group." This demonstrates that historical and environmental settings shape how groups respond and survive.

EMBEDDED CHECK FOR UNDERSTANDING ✓ **ASSESS**

Students name the current level, underline the citation stem, circle the explanation words, and explain why the rewritten response is stronger.

Access without lowering rigor: students may use the Thinking Levels Chart and oral rehearsal; they still choose the new language and write the explanation independently. **Student product:** two upgraded responses.

DAY 4 | Award + Target | 15 MINUTES

Day Purpose: recognize the upgrades students made, then set a precise next goal for thinking level, citation stem, or explanation.

Standard	Focus
TEKS	<u>5.11(C)(ii)</u> revise drafts to improve word choice; <u>5.12(B)(iii)</u> compose informational texts using craft
ELPS	2(B)(i) speak using content-area vocabulary during formal classroom interactions

AWARD ✓ **ASSESS**

CLASS SLIDE

Choose one word, stem, or explanation move that made your response stronger.

TEACHER SCRIPT

"Give yourself credit for leveling up your thinking. Name one change that made your response clearer."

Award options: write "Today I leveled up by changing _____ to _____"; tell a partner one strong word choice; or mark the level worked in today.

TARGET ✓ **ASSESS**

CLASS SLIDE

Choose the next thinking level or language habit you want to reach and write one specific action.

Student goal options: move from Level 1 to Level 2; move from Level 2 to Level 3; use stronger explanation words; use a better citation stem; connect the response more clearly to setting; or use the Thinking Levels Chart every time you write.

Interactive Notebook Reflection: My current thinking level is _____. My next level goal is _____. One word I want to start using is _____. One question I still have is _____.

EMBEDDED CHECK FOR UNDERSTANDING ✓ **ASSESS**

Students identify the exact word they will change and explain what the new wording will show.

Access without lowering rigor: offer the five level names and citation stems as a reference; the student chooses the next goal. **Student product:** Award reflection and specific Target.

DAY 5 | Explain + Educate | 15 MINUTES

Day Purpose: teach a partner how to identify the current level of a response, upgrade one feature, and justify why the new version is stronger.

Standard	Focus
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TEKS	5.12(B)(ii) compose informational texts using genre characteristics; 5.11(D)(i) edit complete simple sentences with subject-verb agreement
ELPS	2(E)(i) explain orally with increasing specificity; 4(C)(i), 4(D)(ii), and 4(F)(ix) write with content vocabulary, sentence types, and supporting evidence

EXPLAIN ✓ ASSESS

CLASS SLIDE

Teach a partner how to identify the current level of a response, upgrade one feature, and justify why the new version is stronger.

EDUCATE

TEACHER SCRIPT

"Teach your partner how to use the Thinking Levels Chart. Read one response, identify its level, explain which words show that level, upgrade it one level higher, and explain why the new version is stronger."

Student sentence stems: "This response is at Level ____ because it uses the words ____." "I can upgrade it by changing ____ to ____." "The new version is stronger because ____." "This response connects to setting by ____." Listen for exact words, stronger citation stems, clearer explanation, and connection to historical, cultural, or environmental setting.

Answer Key for the Teach-Back: a successful explanation names the level, points to the exact words, names one upgrade, and explains the change in reasoning, not only the change in length.

Independent transfer: choose one response from either passage and complete the upgrade in writing. Edit for a complete sentence, subject-verb agreement, and correct spelling of high-frequency words.

Return to the Overarching Question

Students compare their First Thinking to their Final Thinking. **Student product:** partner teaching explanation, upgraded response, and progress reflection.

CLOSING ENCOURAGEMENT

Students have learned to use precise language to show deeper thinking one level at a time.

Student Exemplars

Use this prompt: Why did colonists protest British laws? The exemplars show Low, Medium, and High thinking at the Low stamina level.

51. Low / Developing Exemplar

Field	Detail
Student response	The colonists protested because they were taxed. The text says, "It required colonists to pay taxes on printed materials..." This shows they were upset. (Level 1, Foundational)
What the student did successfully	The response answers the question and includes one piece of text evidence.
What is missing	The citation stem and explanation remain at a foundational level and name a feeling only.
Why it falls at this level	The words says and shows restate the detail without explaining the effect of the taxes.
Exact next instructional step	Upgrade the stem to According to the text and the explanation to This suggests, then explain the effect of the taxes.

52. Medium / Approaching Exemplar

Field	Detail
Student response	According to the text, "They argued that it was unfair to be taxed without a voice..." This suggests the colonists were upset about the taxes. (Level 2 to 3, Emergent to Visible)
What the student did successfully	The response uses a stronger citation stem and a clearer explanation that begins to connect evidence to an idea.
What is missing	The explanation still names a feeling instead of the larger effect the evidence points toward.
Why it falls at this level	The words According to and suggests move beyond a restatement, but the reasoning remains limited.
Exact next instructional step	Move to The text indicates that and This demonstrates that, then explain that the colonists believed British rule was unjust.

53. High / Secure Exemplar

Part	Example
Student response	The colonists protested British laws because they were taxed without representation and believed the treatment was unfair. The text establishes that "They argued that it was unfair to be taxed without a voice..." This pattern strengthens the inference that unfair taxation pushed the colonies toward organized resistance. (Level 4, Independent)
Why it works	A complex WHY sentence, a precise citation stem, and an explanation that names a pattern and connects the evidence to the historical setting show deeper, clearer thinking.

Additional Secure Exemplars

Type	Level	Response	Why It Works
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WHY response	Level 5, Reflective	Critically, the passage frames the conflict around fairness and voice. The evidence converges on the idea that colonists were "taxed without a voice." Ultimately, this reframes the Revolution as a response to denied rights.	Synthesizes the evidence and reframes the historical setting.
HOW response	Level 5, Reflective	Critically, the passage frames survival differently for each animal. The evidence converges on the idea that turtles are "born with that behavior" while young orcas "observe older members of their group." Synthesizing these details reveals that survival may depend on instinct or learning, depending on the setting.	Synthesizes both animals and connects the explanation to setting.

Secure Response: Evidence and Explanation (Deck Slide 19)

Response Part	Text from the Secure Model	Why It Works
Evidence	"They argued that it was unfair to be taxed without a voice..."	Gives text proof of unfair treatment.
Explanation	This pattern strengthens the inference that unfair taxation pushed the colonies toward organized resistance.	Connects the proof to the thesis (central idea) and historical setting.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

What an adequate final understanding should include: a student who understands this module can identify the thinking level of a response, point to the exact words that reveal it, upgrade the response one level higher, and explain why the new citation stem and explanation show deeper thinking. The response remains grounded in one of the two passages.

55. Standards Evidence Trail

Evidence ID	Location	Role	What It Demonstrates
T1	Day 1 Gather	■ TEACH	Students compare two SCR responses and locate the language that reveals a thinking level.
T2	Day 1 Reveal	■ TEACH	The Level-Up Language Ladder, WHY sentence structure, and relational HOW sentence structure are modeled.
L3	Day 2 Attempt	○ LEARN	Students use Level Up Showdown to identify and upgrade a response.
L4	Day 3 Discuss	○ LEARN	Students explain how precise word choice changes reasoning.
A5	Day 3 Use	✓ ASSESS	Students independently upgrade a WHY response and a HOW response.
A6	Day 4 Award	✓ ASSESS	Students name one word or explanation move that strengthened their response.
A7	Day 4 Target	✓ ASSESS	Students set a next level or language goal.
A8	Day 5 Explain	✓ ASSESS	Students teach the level-up process to a partner.
A9	Day 5 Transfer	✓ ASSESS	Students edit and write a precise response using passage evidence.

56. Assessment Opportunities

Field	Detail
Purpose	Determine whether students can identify a response's thinking level and upgrade it with precise citation and explanation language.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	Both passages, the Thinking Levels Chart, Level Up Showdown cards, and student notebooks.
Related TEKS Breakout	[5.11(C)(ii)] revise drafts to improve word choice; [5.11(C)(i)] revise drafts to improve sentence structure.
Task	Students play Level Up Showdown and complete the independent WHY and HOW practice, rewriting each response one level higher.
Expected Response	Students name the level, upgrade the citation stem and explanation, and match a complex sentence to WHY or a preposition to relational HOW.

Informal Assessment. During the Listen, Decide, and Defend routine and Level Up Showdown, note whether students can name the level and point to the exact words that reveal it.

Formative Assessment. The Day 3 independent WHY and HOW practice is the formative check. Students determine each response's level, rewrite each one level higher, underline the citation stem, circle the explanation words, and explain the change.

Assessment decision. Students meet the target when they improve the reasoning, not merely the length, and when the evidence still comes from the assigned passages.

Assessment Prompt Bank (Teacher Reference)

Prompt	Prompt Type	Expected thesis (central idea)
Why did colonists protest British laws?	WHY response	The colonists protested British laws because they were taxed without representation and believed the treatment was unfair. According to the text, "They argued that it was unfair to be taxed without a voice..." This suggests the colonists wanted fairness and a voice in government.
How does setting influence behavior in both passages?	HOW response	Setting influences behavior in both passages through conflict in the colonies and learning in the ocean group. The text indicates that colonists felt it was "unfair to be taxed without a voice..." while "young orcas observe older members of their group." This demonstrates that historical and environmental settings shape how groups respond and survive.
Why do orcas rely on learned behavior?	WHY response	Orcas rely on learned behavior because young orcas observe older members of their group and practice working together. The text indicates that their success depends on learning and cooperation.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Name: _____ **Date:** _____

TEKS: 5.11(C)(ii) revise drafts to improve word choice | **Student-Friendly Target:** I can identify a response's level and upgrade it one level higher.

Directions: Read each response. Name its thinking level, point to the exact words that reveal it, and rewrite it one level higher using accurate evidence and a clearer explanation.

Response 1: The text says, "It required colonists to pay taxes on printed materials..." This shows the colonies had taxes.

Response 2: The author says, "They are born with that behavior." This means turtles use instinct.

1. Level check. Name the level of each response. (2 points each)

2. Constructed response. Rewrite each response one level higher. Underline the citation stem and circle the explanation words. (4 points each)

3. Circle the explanation words. (2 points)

4. Explain the upgrade. Tell why your new wording shows deeper thinking. (2 points)

Total Score: _____ / 12

58. Exit Ticket Answer Key

Item	Answer	Expected Thinking	Points	TEKS Evidence
1	Response 1 is Level 1, Foundational, because it uses says and shows. Response 2 is Level 1, Foundational, because it uses says and means.	Names the current level and points to exact words.	4	<u>5.11(C)(ii)</u>
2	Response 1 upgrade: According to the text, "It required colonists to pay taxes on printed materials..." This suggests the new law created conflict. Response 2 upgrade: According to the text, "They are born with that behavior." This suggests sea turtles rely on instinct from the beginning of life.	Upgrades citation and explanation.	4	<u>5.12(B)(i)</u>
3	Accept an explanation that the new wording gives a more precise inference instead of only restating the text.	Explains the reasoning change.	2	<u>5.11(C)(i)</u>
4	Accept a response naming accurate evidence from either passage and explaining what it means.	Transfers the level-up move.	2	<u>5.11(D)(i)</u>

59. Scoring Principle

Score the current level, the accuracy of the exact language identified, the quality of the one-level upgrade, and the explanation of why the new wording is stronger. Minor handwriting or convention errors should not remove upgrade points if they do not change the meaning.

60. Gradebook Conversion

Raw Score	Percent	Interpretation	Next Instructional Step
11-12	90-100%	Secure	Route to Multi-Level Response Lab enrichment.
8-10	70-89%	Developing	Confer on the weakest upgrade and explanation.
6-7	50-69%	Emerging	Use one quote at a time and rebuild the response with Levels 1 through 3.
0-5	Below 50%	Beginning	Reteach the Thinking Levels Chart, citation stems, and explanation sentence.

61. Recommended Gradebook Label

Gradebook label: "G5 C1 M1 Thinking Level Upgrades."

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Field	Detail
Primary TEKS	5.11(A)(i) planning; 5.12(B)(i) clear central idea; 5.11(C)(i) and 5.11(C)(ii) revision
Language Correlations	4(C)(i) content vocabulary; 4(D)(ii) sentence types; 4(F)(ix) supporting evidence
Purpose	Students identify the level of a WHY response and a HOW response, then rewrite each one level higher.
Exact Student Prompt	Use one response from "From Tension to Revolution" and one response from "The Ocean Lesson." Name each level and upgrade each response one level.
Exact Student Directions	Read each response. Name the current thinking level. Point to the exact citation stem and explanation words. Rewrite the response one level higher using accurate evidence, a clearer citation stem, and a more precise explanation.
Non-Negotiable Expectations	Each response names a level, uses evidence from the assigned passage, improves the citation stem and explanation, and explains why the new version shows deeper thinking.

WRITING REQUIREMENT **5.11(C)(II)**

Use precise content-area vocabulary such as suggests, indicates, demonstrates, establishes, instinct, representation, or coordinated when the evidence supports it.

63. Student Planning Frame

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

1. Identify whether the response is WHY with because or relational HOW with through or by.
2. Name the current thinking level using the exact words in the response.
3. Choose one level higher on the Thinking Levels Chart.
4. Keep one accurate detail from the passage.
5. Upgrade the citation stem and explanation sentence.
6. Explain what the evidence means and why the new word choice is stronger.

64. Writing Assignment Rubric

Five criteria, four levels, converting to 20 points. The rubric checks the current level, precise word choice, evidence, explanation, and conventions.

Criterion	4 Secure	3 Developing	2 Emerging	1 Beginning
Thinking level	Names the level and points to the exact words.	Names the level with one word identified.	Level or evidence partly correct.	Level not identified.
Word choice	Upgrades the citation stem and explanation to a precise next level.	Uses a stronger stem but explanation remains general.	Changes a word without a clear level match.	No upgrade.
Evidence	Accurate, relevant text detail supports the response.	Accurate detail is present.	Detail is weakly related.	No text evidence.
Explanation	Explains what the evidence means and why it supports the answer.	Explains the link generally.	Restates evidence.	No explanation.
Conventions and vocabulary	Complete sentences, subject-verb agreement, correct spelling, and content vocabulary.	Mostly complete with one minor error.	Several errors but meaning remains.	Meaning unclear.

65. Writing Gradebook Conversion

Rubric Score	Percent	Instructional Interpretation	Next Step
18-20	90-100%	Secure level-up writer	Enrichment: write the same idea at multiple thinking levels.
14-17	70-89%	Developing	Confer on the weakest upgrade and explanation.
10-13	50-69%	Emerging	Use one quote at a time and rebuild the response with Levels 1 through 3.
Below 10	Below 50%	Beginning	Reteach the Thinking Levels Chart, citation stems, and explanation sentence.

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 identifying thinking levels, matching quotes to ideas, and building stronger responses one piece at a time.
Group Size	Small group (3-6 students)
Time	10-12 minutes
Materials	Thinking Levels Chart, quote strips from both passages, dry erase boards, and sentence stems
Relevant TEKS Breakout	5.11(C)(i) sentence structure; 5.11(C)(ii) word choice
Relevant ELPS	1(E)(i) listening comprehension; 2(B)(i) content-area vocabulary

Step 1: Match the Quote to the Idea. Students match "It required colonists to pay taxes on printed materials..." to a new tax, "They argued that it was unfair to be taxed without a voice..." to unfair treatment, "Their instinct guided them through the transition from sand to ocean..." to instinct, and "Young orcas observe older members of their group." to learned behavior.

Step 2: Build a Basic Response.

CLASS SLIDE

The text says, "Their instinct guided them through the transition from sand to ocean..." This shows turtles use instinct.

TEACHER SCRIPT

"You will build a Level 1 response together. Then you will move it up one level at a time."

Step 3: Upgrade It Together. Level 2: According to the text, "Their instinct guided them through the transition from sand to ocean..." This suggests turtles rely on instinct to survive. Level 3: The text indicates that "Their instinct guided them through the transition from sand to ocean..." This demonstrates that the environmental setting requires immediate action.

Step 4: Color-Code the Response. Use green for thesis (central idea), yellow for evidence, and red or pink for explanation. Use blue for a reflective or significant moment when one is present.

Step 5: Write It in the Interactive Notebook. Students copy one built response and upgrade one word independently.

Small Group Teacher Table: provide sentence stems at Levels 1, 2, and 3; give one quote at a time; have students say the upgraded sentence before writing it. The answer key is the matched quote and the level-appropriate upgrade.

68. Embedded Checks & Student Support

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask students to name the thinking level.	Students name the level and point to the exact words.	Students think a longer answer is automatically higher.	Point out that precise language, not length, raises the level.
Ask students to upgrade a stem.	Students change says to indicates or establishes.	Students copy a stronger stem without changing the explanation.	Ask, "What does the evidence mean? Make the explanation match the stem."
Ask why a response is stronger.	Students name the exact word or relationship.	Students say it is longer.	Ask, "Which word made the thinking more precise?"

69. Student Support Quick Reference

If a student...	Support to Provide
Restates the text instead of explaining	Use the Level 1 to 2 sentence stems and the This suggests frame.
Copies a stem without understanding	Have the student say what the evidence means before writing.
Cannot name a level	Use the Thinking Levels Chart and point to the exact words.
Masters quickly	Route to Multi-Level Response Lab enrichment.

Supporting Materials: the Thinking Levels Chart, quote cards, sentence frames, exemplar responses, and My Progress Tracker support this module's checks.

70. Enrichment: Connect Across Texts

Field	Detail
Purpose	Challenge students who identify levels accurately to write the same idea at more than one level and justify each word choice.
Group Size	Pairs or small groups
Materials	Both passages, Thinking Levels Chart, Interactive Notebook, and response cards
Relevant TEKS Breakout	5.12(B)(i) clear central idea; 5.11(C)(ii) revising word choice
Relevant ELPS	2(E)(i) explain information; 4(D)(ii) use a variety of sentence types

Part 1: Choose a Prompt. Students choose "Why did colonists protest British laws?" or "How does setting influence behavior in both passages?"

Part 2: Write a Level 2 Response. Use According to the text and This suggests.

Part 3: Rewrite at Level 3. Use The text indicates that and This demonstrates that.

Part 4: Rewrite at Level 4 or 5. Use The text establishes that and This pattern strengthens the inference that, or synthesize and reframe ideas when the evidence supports it.

Example progression: Level 2: According to the text, "They argued that it was unfair to be taxed without a voice..." This suggests the colonists felt upset. Level 3: The text indicates that "They argued that it was unfair to be taxed without a voice..." This demonstrates that the colonists believed British rule was unfair. Level 4: The text establishes that "They argued that it was unfair to be taxed without a voice..." This pattern strengthens the inference that unfair taxation helped unite the colonies in resistance. Level 5: Critically, the passage frames the conflict around fairness and voice. The evidence converges on the

idea that colonists were "taxed without a voice." Ultimately, this reframes the Revolution as a response to denied rights.

Expert Reflection: students explain why suggests fits one level, why demonstrates fits another, and why frames or reframes signals higher thinking. Extension: create one original task card with a quote from one of the two passages.

71. Additional Writing Opportunity: Plan and Draft

Writing Prompt: Choose one WHY response and one HOW response from this module and upgrade each one level higher.

Connection to This Module: this week you learned that words reveal a thinking level. Use accurate evidence from "From Tension to Revolution" and "The Ocean Lesson," then make the citation stem and explanation more precise.

Planning Support

1. Identify the response type: WHY uses a complex sentence with because; relational HOW uses a simple sentence with through or by.
2. Name the current thinking level using the exact words in the response.
3. Choose one level higher on the Thinking Levels Chart.
4. Keep one accurate detail from the passage.
5. Upgrade the citation stem and explanation sentence.
6. Explain what the evidence means and why the new word choice is stronger.

WRITING REQUIREMENT 5.11(D)(XXIX)

Use correct spelling of high-frequency words and content-area vocabulary.

Drafting Space: write the original response, the named level, the one-level upgrade, and the explanation of the change.

Success Criteria

- I name the current thinking level and point to the exact words that reveal it.
- I use accurate evidence from the passage.
- I upgrade the citation stem one level higher.
- I make the explanation more precise, not merely longer.
- I explain why the new version is stronger.

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

Revise. Read your response aloud. Improve sentence structure and word choice so the reasoning is precise. Match a WHY response to because and a relational HOW response to through or by. **5.11(C)(i)**
5.11(C)(ii)

Edit. Check complete simple sentences with subject-verb agreement and correct spelling of high-frequency words. **5.11(D)(i)** **5.11(D)(xxix)**

Share. Read your response to a partner. Your partner names the level, points to the exact word, and explains why the upgraded version is stronger.

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 choosing the word that makes a relationship and reasoning more precise.

- Read two possible responses aloud. Students show A or B and defend the choice by naming the exact word or relationship.
- Read the sentence, "The text says the colonists were upset," and ask students to upgrade the citation stem and explanation orally.
- Read a response from "The Ocean Lesson." Students name whether the evidence supports, suggests, indicates, demonstrates, or establishes.
- A student reads an upgraded response aloud; the class listens for precise evidence and explanation.

74. Pause Points

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

PAUSE POINT: NAME THE LEVEL

What words in this response tell me its thinking level?

PAUSE POINT: CHOOSE A STRONGER STEM

Which citation stem would raise this response one level, suggests, indicates, demonstrates, or establishes?

PAUSE POINT: MATCH THE STRUCTURE

Is this a WHY response using because or a relational HOW response using through or by?

PAUSE POINT: CONNECT TO SETTING

How does the historical, cultural, or environmental setting shape my explanation?

75. At-Home Connection

These at-home tasks turn a student into a thinking-level detective. They need little or no materials and end in a short conversation.

Task Card 1: Upgrade It. Read "The text says the turtles follow instinct." Replace The text says with indicates or demonstrates, finish the sentence, and explain whether the new version reaches one level higher.

Task Card 2: Thinker or Reteller. Read "The passage shows that the Stamp Act made colonists angry." Swap in suggests or establishes and explain why the word choice makes the thinking deeper.

Task Card 3: Compare Two Responses. Ask which is stronger, "The text says orcas learn" or "The text establishes that orcas learn from older members." Explain the exact word and relationship that make the stronger response clearer.

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"This is your progress tracker. As you learn this week, you get to show how you feel about each skill. Be honest with yourself, because this shows how much you are growing."

Directions: This tracker is for you. If you can do a skill all by yourself, check the box that matches how you feel.

I Can...	Not Yet	Getting Set	I Can Do It
Name the thinking level of a response.			
Point to the exact words that show the level.			
Upgrade a citation stem and explanation one level higher.			
Match a complex sentence to a WHY response.			
Match a preposition to a relational HOW response.			

77. Student Award

What can I already do? One response I upgraded 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 upgrading a response 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

"At the beginning of this module, we asked how writers can upgrade WHY and HOW SCR responses so their word choice shows deeper thinking. Now we can answer it: writers match the response structure to WHY or HOW thinking, choose precise citation and explanation language, and explain how the evidence supports the answer."

80. Essential / Overarching Question, Answered

How can writers upgrade WHY and HOW SCR responses so their word choice shows deeper thinking?

Writers upgrade WHY and HOW SCR responses by identifying the current thinking level, choosing precise citation and explanation language, matching a complex sentence with because to a WHY response, matching a relational HOW sentence with through or by, and explaining how accurate evidence supports the answer. The stronger wording makes the relationship among the answer, evidence, setting, and reasoning clearer.

81. Teacher Reflection

- Which students can name a response's thinking level and point to the exact words?
- Which students upgrade the citation stem and explanation instead of only adding length?
- Which students still restate the text instead of explaining what the evidence means?
- Which students can match because to WHY and through or by to relational HOW?
- Who is ready to synthesize evidence from both passages?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

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

- Day 1 paired response decisions and Thinking Levels Chart notes
- Level Up Showdown responses with levels named
- Day 3 independent WHY and HOW upgrades
- Day 4 Award reflection and Target goal
- Day 5 partner teach-back and edited response
- 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 lesson slides correspond to the five-day activities and use the same Grade 5 Cluster 1 Module 1 language.

Slide	Title	Required Content	Lesson Location
1	Understanding and Upgrading Thinking Levels	Grade 5; Cluster 1; Module 1; Low Stamina; SCR	Cover
2	Today We Will Look For	Words that reveal a thinking level; WHY because; relational HOW through or by; setting	Opening
3	From Tension to Revolution	Historical passage and TRACKS evidence	Day 1 Gather
4	The Ocean Lesson	Fiction passage and environmental setting	Day 1 Gather
5	Stronger Thinking or Weaker Thinking	Compare Response A and Response B	Day 1 Gather
6	Level-Up Language Ladder	Move from says and shows to suggests, indicates, demonstrates, and establishes	Day 1 Reveal
7	Level Up Showdown	Identify a level, upgrade one level, and explain what changed	Day 2 Attempt
8	What Changed	Discuss precise word choice and explanation	Day 3 Discuss
9	Try It On Your Own	Independent WHY and HOW upgrades	Day 3 Use
10	Award	Name a word or explanation move that made the response stronger	Day 4 Award
11	Target	Choose the next thinking level or language habit	Day 4 Target
12	Turn and Teach	Teach the level-up process and justify the upgrade	Day 5 Explain
13	Explain and Educate	Partner teach-back with content vocabulary and evidence	Day 5 Educate
14	Build It Together	Match a quote to an idea and build a Level 1 to Level 3 response	Intervention
15	Multi-Level Response Lab	Write one idea at Levels 2, 3, 4, and 5	Enrichment
16	My Progress Tracker	Reflect on naming levels and upgrading language	Student Ownership
17	Low Exemplar	Foundational response using says and shows	Section 51
18	Medium Exemplar	Emergent to Visible response using According to and suggests	Section 52
19	High Exemplar	Independent response using establishes and a precise explanation	Section 53

84. Virtual / Online Adaptation

Keep the skill and rigor identical; change only the delivery and access method. Students still identify a thinking level, upgrade one feature, and explain why the new version is stronger.

Element	Adaptation
Shared display	Display two responses and ask students to type A or B, then name the exact word that made one response stronger.
Annotation	Students mark the exact citation stem and explanation words on a shared document or slide.
Partner discussion	Send pairs to breakout rooms to name the level, propose an upgrade, and explain the reasoning.
Oral response	Students say the upgraded sentence aloud before typing it.
Asynchronous option	Use digital Level Up cards and a spinner from 1 to 5. Students submit the current level, one-level upgrade, and explanation.
Written submission	Collect each upgraded response through a form or shared document.
Digital tracking	Students update My Progress Tracker digitally and answer the Pause Points with a short written note.

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

Writing a Strong Thesis (central idea) Using TOPIC, CHARGE, and ANSWER

Grade 5 | Cluster 1 | Module 2

Grade: 5

Cluster: 1, Short Constructed Response (SCR)

Module: 2 of the cluster

Primary Instructional Category: Informational Writing / Short Constructed Response (SCR)

Module Title: Writing a Strong Thesis (central idea) Using TOPIC, CHARGE, and ANSWER

Content Connection / Passage Titles: "From Tension to Revolution" and "The Ocean Lesson"

Primary TEKS: [5.11\(B\)\(i\)](#), [5.12\(B\)\(i\)](#), [5.12\(B\)\(ii\)](#), [5.12\(B\)\(iii\)](#), and [5.11\(C\)\(i\)](#)

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. These Grade 5 response standards are woven through the reading, discussion, annotation, and writing in this module. The verbatim TEKS wording is used.

- **5.7(A)** describe personal connections to a variety of sources, including self-selected texts.
- **5.7(B)** write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.
- **5.7(C)** use text evidence to support an appropriate response.
- **5.7(D)** retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
- **5.7(E)** interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating.
- **5.7(F)** respond using newly acquired vocabulary as appropriate.
- **5.7(G)** discuss specific ideas in the text that are important to the meaning.

1. A Little Inspiration Goes a Long Way!

This module starts with the opening sentence because the way a writer begins controls the strength of the response that follows. Students move from an incomplete answer to a strong thesis (central idea) by naming the TOPIC, carrying the CHARGE, and adding the ANSWER.

TEACHER SCRIPT

"The way students begin their response determines the strength of everything that follows. When we teach them to start strong, we teach them to think strong."

Module reminder: A strong thesis (central idea) has all three pieces. The WHAT prompt uses a simple sentence. The WHY prompt uses a complex sentence with because. The relational HOW prompt uses a simple sentence with a preposition such as through or by.

2. Why This Module Matters

Students often confuse answering a question with writing a complete thesis (central idea). This module teaches that a strong thesis (central idea) combines TOPIC, CHARGE, and ANSWER. TOPIC is the noun of importance, CHARGE is the verb of importance, and ANSWER is the writer's own thinking. The prompt type decides the sentence structure.

Students work with the two Medium stem passages, "From Tension to Revolution" and "The Ocean Lesson." They build, label, and upgrade thesis (central idea) statements about colonial protest, instinct, learned behavior, teamwork, survival, and setting. The opening sentence must control the response, so the writer reads the prompt closely and makes the ANSWER precise.

Where it fits into writing: the thesis (central idea) is the beginning of a Short Constructed Response. It states the central idea, prepares the evidence, and gives the explanation a clear direction. **5.11(B)(i)**

5.12(B)(i)

3. Module Essential / Overarching Question

How do TOPIC, CHARGE, and ANSWER work together to build a strong thesis (central idea) for WHAT, WHY, and HOW SCR prompts?

Students record first thinking before instruction and return to the question at the end of Day 5.

My First Thinking:

My Final Thinking:

What changed in my thinking?

Family Communication

4. Parent Communication Purpose

Families are partners in this work. This page explains the week's learning, offers an open question for home conversation, and gives a simple way to help. The goal is to hear a student name the TOPIC, CHARGE, and ANSWER in an everyday response.

This week at a glance: the big skill is building a strong Short Constructed Response thesis (central idea) from three pieces. The two passages are "From Tension to Revolution," about how taxes and events pushed the colonies toward revolution, and "The Ocean Lesson," about instinct, learned behavior, teamwork, and survival.

One question to ask at home:

TEACHER SCRIPT

"What is your main point, and what are you being asked to do with it?"

One way to help: When a student shares an idea, ask for the TOPIC, the CHARGE, and the ANSWER. Putting all three together in one sentence is this week's work.

5. Family Letter (English)

Dear Families,

This week your student continues Grade 5 Cluster 1 Short Constructed Response work. Your student will learn that a strong thesis (central idea), the sentence that answers a prompt, is built from three pieces: the TOPIC, the important subject; the CHARGE, what the prompt asks the writer to do; and the ANSWER, the writer's own thinking.

Your student will also learn that a WHAT prompt uses a simple sentence, a WHY prompt uses a complex sentence with a word like because, and a relational HOW prompt uses a simple sentence with a preposition. We are reading "From Tension to Revolution," about taxes, protest, and the colonies' movement toward revolution, and "The Ocean Lesson," about sea turtles using instinct and orcas using learned behavior and teamwork.

Please try this at home: when your student shares an idea, ask for a complete thesis (central idea). Ask the student to name the subject, tell what the prompt asks, and add personal thinking. For example, "The colonists protested British laws because they were taxed without representation and believed the treatment was unfair."

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

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

Estimadas familias:

Esta semana su estudiante continúa el trabajo de quinto grado del Grupo 1, la Respuesta Construida Corta. Aprenderá que una tesis fuerte (idea central), la oración que responde a una pregunta, se construye con tres partes: TOPIC, el sujeto importante; CHARGE, lo que la pregunta le pide hacer al escritor; y ANSWER, el pensamiento propio del escritor.

Su estudiante también aprenderá que una pregunta WHAT usa una oración simple, una pregunta WHY usa una oración compleja con una palabra como because, y una pregunta relacional HOW usa una oración simple con una preposición. Leeremos "From Tension to Revolution," sobre los impuestos, las protestas y el movimiento de las colonias hacia la revolución, y "The Ocean Lesson," sobre las tortugas marinas que usan el instinto y las orcas que usan el comportamiento aprendido y el trabajo en equipo.

Por favor, intente esto en casa: cuando su estudiante comparta una idea, pídale una tesis completa (idea central). Pídale que nombre el sujeto, diga lo que la pregunta pide y agregue su propio pensamiento. Por ejemplo, "Los colonos protestaron contra las leyes británicas porque fueron gravados sin representación y creyeron que el trato era injusto."

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

7. Family Conversation Starters

These open-ended questions invite the student to explain rather than answer with yes or no.

- What are the three pieces every strong thesis (central idea) needs?
- How is answering a question different from writing a complete thesis (central idea)?
- In "From Tension to Revolution," what would a strong thesis (central idea) say about why the colonists protested?
- In "The Ocean Lesson," how would you build a thesis (central idea) about how setting influences survival?
- Which prompt type is easiest for you to match to a sentence structure, and why?

8. Simple Family Activities

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

Family Activity: Name the Three Pieces

TEACHER SCRIPT

"Say a prompt aloud, such as 'Why did colonists protest British laws?' Take turns naming the TOPIC, the CHARGE, and the ANSWER, then put them together into one complete sentence."

Use the answer, "The colonists protested British laws because they were taxed without representation and believed the treatment was unfair." Ask the student to identify the TOPIC, CHARGE, and ANSWER.

Family Activity: Match the Structure

Ask a WHAT question and use a simple sentence. Ask a WHY question and use a complex sentence with because. Ask a relational HOW question and use a preposition such as through or by. Notice how the sentence changes with each prompt type.

Teacher Road Map

9. Teacher Navigation Key

Use these symbols to read the five-day lesson at a glance.

- **TEACH** : the teacher explicitly teaches or models the standard
 - **LEARN** : the student practices or develops the standard
 - ✓ **ASSESS** : the student independently demonstrates or transfers learning
- Teacher Script** : exact recommended teacher language spoken to students
- Class Slide** : corresponding lesson cue

10. GRADUATE Evidence Alignment

This module connects each stage to evidence specific to TOPIC, CHARGE, and ANSWER.

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	The student notices that "The colonists protested" stops before the ANSWER.
Reveal	■ TEACH	The student records the three pieces and the WHAT, WHY, and HOW sentence structures.
Attempt	○ LEARN	The student builds a complete thesis (central idea) from a prompt, piece cards, and passage details.
Discuss	○ LEARN	The student explains how the prompt determines the structure.
Use	✓ ASSESS	The student independently writes and labels three thesis (central idea) statements.
Award	✓ ASSESS	The student recognizes a clear TOPIC, CHARGE, or ANSWER in personal work.
Target	✓ ASSESS	The student names a precise next goal for structure, precision, or completeness.
Explain / Educate	✓ ASSESS	The student teaches the framework and defends why a sentence matches its prompt.

11. Module at a Glance

Field	This Module
Grade / Cluster / Module	Grade 5, Cluster 1, Module 2
Module Category	Short Constructed Response, Medium stam
Module Title	Writing a Strong Thesis (central idea) Using TOPIC, CHARGE, and ANSWER
Primary TEKS	[5.11(B)(i)], [5.12(B)(i)], [5.12(B)(ii)], [5.12(B)(iii)], and [5.11(C)(i)]
Passages	"From Tension to Revolution" and "The Ocean Lesson"
Daily Lesson Time	Exactly 15 minutes per day for five days
Student Product	

	One labeled WHAT thesis (central idea), one labeled WHY thesis (central idea), and one labeled relational HOW thesis (central idea)
Weekly Map	Day 1 Gather + Reveal; Day 2 Attempt; Day 3 Discuss + Use; Day 4 Award + Target; Day 5 Explain + Educate

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: Students will build a strong SCR thesis (central idea) by combining TOPIC, CHARGE, and ANSWER and matching the sentence structure to the prompt type.

I Will Statements

- I will read closely, listen actively, discuss my reasoning, write independently, reflect on my growth, and explain my thinking to others.
- I will label the three pieces of every thesis (central idea) I build.
- I will use stronger words from my Thinking Levels Chart to upgrade my thesis (central idea).
- I will make sure my sentence structure matches the prompt type.

I Can Statements

- I can build a strong SCR thesis (central idea) by combining TOPIC, CHARGE, and ANSWER.
- I can identify the TOPIC, the CHARGE, and the ANSWER in a thesis (central idea).
- I can match a WHAT prompt to a simple sentence, a WHY prompt to a complex sentence with because, and a relational HOW prompt to a simple sentence with a preposition.
- I can find and add a missing thesis (central idea) part.

CLASS SLIDE

Build a strong SCR thesis (central idea) with TOPIC, CHARGE, and ANSWER.

13. Success Criteria

Use these criteria when checking a student's work.

- I can name the three pieces and point to each one in a sentence.
- I can build a complete thesis (central idea) that answers the prompt and includes all three pieces.
- I can match my sentence structure to a WHAT, WHY, or HOW prompt.
- I can upgrade my thesis (central idea) with stronger, more precise word choice.

14. Evidence That Will Demonstrate Mastery

- Listen and Label responses from the auditory engagement.
- Thesis (central idea) Builder Showdown statements recorded in the Interactive Notebook.
- Independent WHAT, WHY, and relational HOW thesis (central idea) statements, each labeled with TOPIC, CHARGE, and ANSWER.
- A partner explanation that names the prompt type, the sentence structure, and the reason the thesis (central idea) is complete.

15. TEKS Correlations

The Student Expectation column uses the exact wording supplied in the lesson plan.

TEKS	Strand	Student Expectation	Where Students Show It
5.11(B)(i)	Writing Process	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction	Opening thesis (central idea), Days 1, 2, 5

5.12(B)(i)	Writing Genre	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	Three independent thesis (central idea) statements
5.12(B)(ii)	Writing Genre	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics	SCR opening sentence and prompt-matched structure
5.12(B)(iii)	Writing Genre	compose informational texts, including brief compositions that convey information about a topic, using craft	Precise word choice and sentence structure
5.11(C)(i)	Revising	revise drafts to improve sentence structure	Day 3 Use and Day 4 Target

16. Standards Coverage Matrix

Classification	TEKS	Student Evidence	Lesson Location
PRIMARY	5.11(B)(i)	Writes a focused opening thesis (central idea) with purposeful structure.	Days 1, 2, 3, and 5
PRIMARY	5.12(B)(i)	Conveys a topic through a clear thesis (central idea).	Independent WHAT, WHY, and HOW work
PRIMARY	5.12(B)(ii) / 5.12(B)(iii)	Matches genre expectations and uses precise craft.	Day 4 revision and Day 5 teaching
RECURSIVE	5.11(C)(i) / 5.11(C)(ii)	Improves sentence structure and word choice.	Thinking Levels Chart and Target
EDITING	5.11(D)(i) , 5.11(D)(vi) , 5.11(D)(viii) , 5.11(D)(ix)	Checks complete simple sentences, verb forms, and comparative or superlative adjectives in constructed sentences.	Conventions Connection and final review

17. ELPS Correlations

ELPS	Domain	Complete Expectation	Day Addressed
1(E)(i)	Listening	demonstrate listening comprehension from information presented orally during formal classroom interactions by restating, responding, paraphrasing, summarizing, or asking for clarification or additional details	Day 1
2(E)(i)	Speaking	narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic context or discourse	Days 3, 4, and 5
2(F)(i)	Speaking	restate, ask questions about, or respond to information during formal classroom interactions	Days 1 and 3
3(G)(ii)	Reading	paraphrase content-area text	Days 1 and 2
4(C)(i)	Writing	write using a combination of both high-frequency words and content-area vocabulary	Vocabulary infusion
4(D)(ii)	Writing	write content-area texts using a variety of sentence types	WHAT, WHY, and HOW practice
4(E)(ii)	Writing	write content-area specific text using grammatical structures	Day 3 Use
4(F)(i)	Writing	write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for a specific purpose	Independent thesis (central idea) work
4(F)(ix)	Writing	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for a specific purpose	Answer Key and passage application

ELPS Woven Into Intervention

ELPS	Domain	Support
1(E)(i)	Listening	Hear one piece at a time, restate its job, and ask for clarification.
2(F)(i)	Speaking	Use the frame to respond about the missing piece.

ELPS Woven Into Enrichment

ELPS	Domain	Extension
2(E)(i)	Speaking	Explain why a stronger verb shows deeper thinking.
4(D)(ii)	Writing	Write a second accurate version using a different structure.

18. ELPS Linguistic Accommodations

Proficiency Level	Language Support, Same Thinking Demand
Beginning	Point to TOPIC, CHARGE, or ANSWER and rehearse the phrase orally.
Intermediate	Use "The TOPIC is _____. The CHARGE asks me to _____. My ANSWER is _____."
High Intermediate	Explain why because fits WHY and a preposition fits relational HOW.
Advanced	Independently build, label, and defend a thesis (central idea) with precise vocabulary.

Language Supports

- Keep the prompt intact and read it aloud.
- Offer TOPIC, CHARGE, and ANSWER cards without supplying the student's ANSWER.
- Use oral rehearsal before writing.
- Invite discussion in a home language before English rehearsal.

19. Language Domains

Domain	How This Module Builds It
Listening	Students hear pieces of a thesis (central idea), identify each job, and restate the pattern.
Speaking	Students explain TOPIC, CHARGE, and ANSWER to partners.
Reading	Students read both passages and mark details that could become the ANSWER.
Writing	Students build WHAT, WHY, and relational HOW thesis (central idea) statements and label every piece.

20. Rigor Safeguard

Teachers May Provide	Teachers May Not Do for Students
Reread a prompt, provide the charts, allow oral rehearsal, and define a needed word.	Choose the student's ANSWER, write the thesis (central idea), or decide the prompt type for the student.

The student must still identify the prompt type, build all three pieces, and match the sentence structure.

21. Rigor & Cognitive Demand

Level	What Students Must Do	Independence	Evidence
Literal	Identify TOPIC, CHARGE, and ANSWER.	Supported by rereading.	Labels each piece.
Inferential	Build a complete thesis (central idea) with the required structure.	Guided early, independent by Use.	Writes a prompt-matched sentence.
Evaluative	Judge whether a thesis (central idea) is complete and repair it.	Independent by the game and auditory task.	Names the missing piece and revises.

22. The Five Thinking Levels

Level	Color	Stage	Language That Shows It
1	Red	Foundational	The text says. This shows.
2	Orange	Emergent	According to the text. This suggests.
3	Yellow	Visible	The text indicates. This demonstrates.
4	Green	Independent	The text establishes. This pattern strengthens the inference.
5	Blue	Reflective	The evidence converges on the idea. Ultimately, this reframes.

Level	Upgrade the ANSWER	Module Example
1	Use a basic accurate verb.	Taxes caused tension.
2	Add a relationship.	Taxes contributed to tension.
3	Connect evidence to an idea.	Taxes increased tension because colonists lacked representation.
4	Show a pattern.	New taxes and punishments strengthened colonial resistance.
5	Reframe the larger meaning.	The growing resistance transformed anger about taxes into a struggle for self-government.

TEACHER SCRIPT

"A thesis (central idea) is stronger when the word choice matches the depth of thinking the prompt requires."

23. Possible Teacher Misconceptions

Misunderstanding	Correction
The teacher treats a longer thesis (central idea) as automatically stronger.	Check completeness, precision, and prompt match. Stronger does not mean more words.
The teacher supplies the ANSWER so the sentence sounds polished.	Provide a frame or passage location, then return the thinking to the student.
The teacher uses the same structure for every prompt.	Connect WHAT to simple, WHY to because, and relational HOW to a preposition.

24. Possible Student Misconceptions

Student Misconception	Teacher Response
Restating the prompt is a complete thesis (central idea).	Ask, "Where is your own ANSWER?" Return to the three cards.
A thesis (central idea) is strong because it is long.	Ask whether it has all three pieces and the correct structure.
A simple sentence works for every prompt.	Point to the prompt type and model because for WHY or through or by for relational HOW.
The ANSWER is just a topic word.	Ask what the passage shows about the topic and require a complete thought.

Module Foundations: Review, Refresh & Readiness

25. TEKS Target

The target is a focused SCR opening. The student names the subject, carries the task, and supplies the thinking in one complete thesis (central idea). The sentence structure must fit WHAT, WHY, or relational HOW. [5.11\(B\)\(i\)](#) [5.12\(B\)\(i\)](#)

26. How I Say the Standard!

TEKS says	How I say it
5.11(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.	I can choose a genre that fits my topic, purpose, and audience, and plan my draft by brainstorming, freewriting, or mapping.
5.11(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea reflecting depth of thought with specific facts and details.	I can start my response with a focused, organized thesis (central idea) that introduces my thinking.
5.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.	I can revise my thesis (central idea) when the sentence does not match the prompt.
5.11(D) edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) collective nouns; (iv) adjectives, including their comparative and superlative forms; (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including indefinite; (viii) subordinating conjunctions to form complex sentences; (ix) capitalization of abbreviations, initials, acronyms, and organizations; (x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.	I can edit my draft for complete sentences, grammar, capitalization, punctuation, and spelling.
5.12(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.	I can write a clear thesis (central idea) that tells what my response is about.

27. This Week I Can...

- Build a strong SCR thesis (central idea) from TOPIC, CHARGE, and ANSWER.

- Identify each piece in a thesis (central idea).
- Match WHAT to a simple sentence, WHY to a complex sentence with because, and relational HOW to a simple sentence with a preposition.
- Find and add a missing piece.
- Upgrade word choice when stronger wording truly matches the thinking.

28. Before I Can... Prerequisites

- I can read a prompt all the way through.
- I can notice the important subject and action.
- I can read both passages and mark details that could become my ANSWER.
- I can speak a complete thought before writing it.
- I can use a capital letter and ending punctuation.

Teacher note: The student may reread, use the charts, and rehearse orally. The teacher does not choose the ANSWER.

29. Remember This! (60-Second Retrieval)

A strong thesis (central idea) has THREE pieces: TOPIC names the main subject, CHARGE names what the prompt asks the writer to do, and ANSWER supplies the writer's own thinking. WHAT uses a simple sentence. WHY uses a complex sentence with because. Relational HOW uses a simple sentence with through or by.

TEACHER SCRIPT

"Point to your head for TOPIC, your hands for CHARGE, and your heart for ANSWER. Say the three pieces, then tell me which structure WHAT, WHY, and HOW need."

30. Vocabulary Infusion

Use the words in speaking, reading, and writing so students can name what each phrase does.

Word	Student-Friendly Definition	Oral Rehearsal Frame
TOPIC	the important subject from the prompt	The TOPIC is ____.
CHARGE	what the prompt asks the writer to do	The CHARGE asks me to ____.
ANSWER	the writer's own thinking	My ANSWER is ____.
structure	the way the sentence is organized	The structure matches because ____.
evidence	specific proof from a passage	My evidence is ____.
explanation	the thinking that tells what evidence means	My explanation shows ____.
relationship	the connection between ideas	The relationship is ____.
influence	the power to affect an action, idea, or result	Setting can influence ____.
analyze	to study parts closely	When I analyze the prompt, I see ____.
compare	to compare similarities or differences	I can compare ____ and ____.

31. Conventions Connection

When students build each thesis (central idea), check a complete simple sentence with subject-verb agreement. Check irregular past tense when a past event is described, comparative or superlative

adjectives when the student compares effects, capitalization of Parliament, Great Britain, Boston, Nyla, and sentence-ending punctuation. **5.11(D)(i)** **5.11(D)(vi)** **5.11(D)(viii)** **5.11(D)(ix)**

32. Writing Connection

The opening sentence controls the response. A focused thesis (central idea) gives the writer a path for evidence and explanation. The TOPIC names the subject, the CHARGE carries the work named by the prompt, and the ANSWER gives the writer's own interpretation. **5.12(B)(i)**

33. Watch Out!

Watch for three real misunderstandings: a student may restate the prompt without thinking, use a simple sentence for WHY, or write a general phrase such as "taxes" without explaining the relationship. Return to the three cards and ask, "What is the prompt asking you to do, and what do you think?"

34. Ready Check

Read these prompts aloud: "What caused tension between Great Britain and the colonies?" "Why did colonists protest British laws?" "How does setting influence survival in both passages?" Ask students to name the prompt type and the structure before writing. Expected responses: WHAT uses a simple sentence, WHY uses because, and relational HOW uses through or by.

35. Teacher Look-Fors

- The student names the important subject.
- The student carries the prompt's task into the sentence.
- The student adds an actual ANSWER rather than a copied phrase.
- The student matches sentence structure to the prompt type.
- The student uses passage details from either "From Tension to Revolution" or "The Ocean Lesson."

Vocabulary, Content & Preparation

TEACHER SCRIPT

"Before we begin, let's preview the words we will use to talk about the thesis (central idea), its three pieces, and the different prompt types: everyday words, academic words, and words from our two texts."

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
topic	the main subject the prompt is about	The topic of this prompt is ____.
answer	the response you give to a question	My answer is ____.
build	to put pieces together to make something	I can build a thesis (central idea) by ____.
piece	one part of a bigger whole	The missing piece is ____.
sentence	a group of words that shares a complete idea	My sentence has ____.
ask	to put a question to someone	The prompt asks me to ____.
match	to pair things that go together	I can match the structure by ____.
begin	to start something	I begin my response with ____.
strong	powerful and clear	My thesis (central idea) is strong because ____.
missing	not there when it should be	The part that is missing 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 prompt and explain your answer."

Word	Student-Friendly Definition	Oral Rehearsal Frame
thesis (central idea)	a complete sentence that directly answers the prompt	My thesis (central idea) is ____.
structure	the way ideas and sentence parts are organized	The structure of a WHY thesis (central idea) is ____.
response	the written answer a student creates from a prompt and text	My response includes ____.
evidence	specific proof from the passage	My evidence is ____.
explanation	the thinking that tells what evidence means	My explanation shows ____.
relationship	the connection between ideas, events, details, or conditions	The relationship here is ____.
influence	the power to affect an action, idea, behavior, or result	Setting can influence ____.
connect	to show how ideas or details belong together	I connect these ideas by ____.
analyze	to study parts closely in order to understand how they work	When I analyze the prompt, I see ____.
compare	to compare ideas or details for meaningful similarities or differences	I can compare ____ and ____.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

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

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
Parliament	PAR-luh-ment	the group in Great Britain that made laws and taxes for the colonies	Parliament decided to ____.
representation	rep-ri-zen-TAY-shun	having someone speak for you in government	The colonists wanted representation because ____.
colonists	KOL-uh-nists	people who lived in the American colonies	The colonists reacted by ____.
resistance	ri-ZIS-tuns	the act of fighting against or opposing something	The resistance grew when ____.
revolution	rev-uh-LOO-shun	a fight to change who holds power	The revolution began because ____.
instinct	IN-stinkt	a behavior an animal is born with and does not learn	The turtles used instinct to ____.
survival	sur-VY-vul	staying alive through danger	Survival depended on ____.
orcas	OR-kuhz	large ocean animals, also called killer whales	The orcas showed that ____.
coordinated	koh-OR-di-nay-tid	working together in an organized way	The orcas swam in coordinated ____.
behavior	bi-HAY-vyur	the way a person or animal acts	Learned behavior means ____.

Teacher Resource: For more practice with academic words, see the Academic Vocabulary Companion App.

39. Background Knowledge & Teacher Context

In "From Tension to Revolution," students follow the colonies from loyalty to resistance. Great Britain gained debt after the French and Indian War and Parliament placed new taxes on the colonies. The Stamp Act led to protest because colonists had no representatives in Parliament. The Boston Massacre increased anger and distrust. The Tea Act led to the Boston Tea Party. The Intolerable Acts punished the colonies but brought them closer together. The historical setting shapes the ANSWER in a WHY thesis (central idea).

In "The Ocean Lesson," students compare sea turtles and orcas. Turtles rely on instinct to act quickly during a dangerous transition from sand to ocean. Orcas rely on learned behavior, practice, signals, and teamwork. The environmental setting shapes the ANSWER in a relational HOW thesis (central idea).

40. Materials Needed

Category	Materials
Reading	Printed copies of "From Tension to Revolution" and "The Ocean Lesson"
Writing	Interactive notebooks, pencils, sentence strips, and highlighters
Charts	Three Pieces to a Thesis (central idea), prompt-type chart, and Thinking Levels Chart
Game	Prompt Cards, TOPIC / CHARGE / ANSWER Piece Cards, spinner labeled 1 = WHAT, 2 = WHY, 3 = HOW, and student-selected markers
Teacher display	Daily lesson slides and both passages where all students can refer to details

41. Preparation Before Day 1

- ☐ Print both Medium stem passages and place them with the Interactive Notebooks.
- ☐ Prepare the three-piece chart: TOPIC is the noun of importance, CHARGE is the verb of importance, and ANSWER is the writer's own thinking.
- ☐ Prepare the prompt-type chart: WHAT uses a simple sentence, WHY uses a complex sentence with because, and relational HOW uses a simple sentence with through or by.
- ☐ Prepare the Thinking Levels Chart and sentence strips for the game.
- ☐ Copy the Prompt Cards and Piece Cards using only questions and details from the two passages.
- ☐ Set out highlighters for DOT and TRACKS work.
- ☐ Plan the five daily 15-minute lessons and display the day's TEKS and ELPS.

42. Weekly Timing & Transition Overview

Day	Minutes	Stage	Instructional Focus
Day 1	15	Gather + Reveal	Find the missing ANSWER and reveal TOPIC, CHARGE, and ANSWER.
Day 2	15	Attempt	Build and label thesis (central idea) statements in the showdown.
Day 3	15	Discuss + Use	Explain structure and write WHAT, WHY, and relational HOW statements.
Day 4	15	Award + Target	Recognize strong thinking and set one precise next goal.
Day 5	15	Explain + Educate	Teach the three pieces and demonstrate one original thesis (central idea).

43. Tiny Times Transition

Use a quick oral rehearsal when students need a reset. Read one prompt from this module. Students name the TOPIC, the CHARGE, and the prompt type. They then say the structure: simple for WHAT, because for WHY, and through or by for relational HOW. Close with the phrase, "A strong thesis (central idea) has all three pieces."

Citizenship & Content Connection

44. The Citizenship Connection

Element	This Module
Historical connection	"From Tension to Revolution" shows how colonists moved from loyalty toward resistance, self-government, and independence.
Science connection	"The Ocean Lesson" shows that animals use different behaviors to meet environmental challenges.
Writing connection	A careful reader identifies the topic and task before stating a central idea.
Student question	How do TOPIC, CHARGE, and ANSWER help a writer explain an important idea clearly?
Teacher Script	<i>"When you name the subject, carry the task, and add your own thinking, you begin with a sentence that can guide the whole response."</i>

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

Three Pieces to a Thesis (central idea)

Piece	Job	Example
TOPIC	the noun of importance, the main subject named in the prompt	colonists and British laws
CHARGE	the verb of importance, what the prompt asks the writer to do	protested
ANSWER	the writer's own thinking that completes the sentence	because they were taxed without representation

SCR Prompt Types

Prompt Type	Required Structure	Module Example
WHAT	simple sentence with facts or details	The Boston Massacre increased tension between colonists and British soldiers.
WHY	complex sentence with because	The colonists protested British laws because they were taxed without representation and believed the treatment was unfair.
HOW, relational	simple sentence with through or by	Setting influences survival in both passages through instinct in sea turtles and learned behavior in orcas.

DOT Reading Habit

Step	What to Do	Student Reminder
D: Dot	Place a small dot above an unfamiliar word.	Dot the word.
O: Discover	Discover the meaning during the lesson.	Discover the meaning.
T: Drop	Erase the dot once the word is understood.	Drop the dot.

46. Core Habit / Strategy Explanation

The DOT Reading Habit

TEACHER SCRIPT

"As established readers, we use the DOT habit while we read the passages in our Interactive Notebooks. DOT stands for three steps: Dot, Discover, Drop."

- **D: Dot.** Place a small dot above any word that seems unfamiliar as you are reading.
- **O: Discover.** Discover the meaning of the word as we learn together through our lessons.
- **T: Drop.** Go back and erase the dot above the word once you know its meaning.

Board text: Dot the word. Discover the meaning. Drop the dot. Apply DOT to passage words such as Parliament, representation, resistance, instinct, and coordinated without interrupting the first read for lengthy definitions.

TEACHER SCRIPT

"As established readers, you use the DOT habit while you read. Dot an unfamiliar word, discover its meaning, and drop the dot once you own the word."

Students read for cause, relationship, and a direct answer. First they use DOT without interrupting the first read. Then they identify the prompt type. Finally they build the thesis (central idea) from three visible pieces. The ANSWER must come from the student's thinking about the passage, not from a copied prompt.

Framework reminder: WHY asks for reasons. HOW asks for a way something happened or a relationship. A strong thesis (central idea) is complete, precise, and matched to the prompt.

47. Student Source Passage(s)

Use the two assigned Medium stem passages exactly as printed below.

From Tension to Revolution

[1] Before the American Revolution, the thirteen colonies were part of Great Britain, a superpower at the time. Many colonists considered themselves loyal to the king and were proud to be British subjects. They followed British laws, traded with British merchants, and depended on Great Britain for protection. However, this began to change after the French and Indian War. Although Great Britain gained land, it also gained significant debt. To recover money, Parliament placed new taxes on the colonies.

[2] One of these laws was the Stamp Act. It required colonists to pay taxes on printed materials such as newspapers, legal documents, licenses, and playing cards. Colonists strongly opposed this law because they had no representatives in Parliament. They argued that it was unfair to be taxed without a voice, which led to the phrase "taxation without representation." Many colonists began to meet together, write letters, and speak out against the tax. Some refused to buy stamped paper, while others protested in the streets. These actions showed that the colonists were beginning to challenge British authority.

[3] Tensions continued to rise. In 1770, the Boston Massacre occurred when British soldiers fired into a crowd of colonists, killing several people. Before the shooting, colonists had gathered near the soldiers and shouted angrily. Some threw snowballs and other objects. The event shocked many people and increased anger and distrust toward British authority. Leaders such as Samuel Adams used the event to remind colonists that British soldiers were a threat to their rights.

[4] A few years later, the Tea Act was passed, leading to the Boston Tea Party. The Tea Act allowed one British company to sell tea at a lower price, but many colonists still saw it as another way for Parliament to control them. After the Tea Act was passed, trouble was brewing in the colonies. During this protest, colonists dumped tea into Boston Harbor. Samuel Adams and the Sons of Liberty helped organize resistance and spread ideas. Some colonists dressed as Native Americans to hide their identities as they threw the tea into the water. This protest showed that many colonists were willing to take bold action.

[5] In response, Great Britain passed the Intolerable Acts, which punished the colonies and limited their rights. One part of these acts closed Boston Harbor until the ruined tea was paid for. Another part allowed British officials to have more control over the colony of Massachusetts. Instead of ending the conflict, these actions brought the colonies closer together. Colonists in different places sent food, supplies, and support to Boston. They began to understand that one colony's problem could become every colony's problem. The colonists learned that there is strength in numbers.

[6] Over time, many colonists wanted to remove British control. They believed they should have a government that protected their rights and listened to their voices. The American Revolution became a fight for independence, leading to the Declaration of Independence and the creation of a new nation. What began as anger over taxes grew into a larger struggle for freedom, self-government, and independence.

The Ocean Lesson

[1] Nyla stood quietly on the beach as dozens of sea turtles began to hatch from the sand. The morning air was cool, and small waves rolled onto the shore. At first, the sand looked still. Then tiny movements appeared near the nest. One by one, they broke through their shells and started moving toward the ocean.

[2] "How do they know where to go?" Nyla asked.

[3] "They don't need to be taught," her guide explained. "It's an instinct. They are born with that behavior."

[4] Nyla watched closely. The turtles moved slowly but with determination. Their small flippers pushed against the sand again and again. Some turtles slipped into shallow footprints, and others had to crawl around pieces of seaweed. Even though birds circled above and the sand was uneven, most continued toward the water. Their instinct guided them through the transition from sand to ocean, increasing their chances of survival during a dangerous moment.

[5] The guide smiled and said, "Slow and steady wins the race."

[6] Nyla understood what the guide meant. The turtles were not the fastest animals on the beach, but they kept moving. They did not stop to look for help. They did not wait for an older turtle to show them the way. Their bodies and brains already knew what to do. Reaching the ocean quickly helped protect them from danger on the beach.

[7] Later that day, Nyla visited a marine biology exhibit at an aquarium. She stopped in front of a large tank where a group of orcas swam together in coordinated patterns. A trainer explained how they hunt in the wild.

[8] "Orcas rely on learned behavior," he said. "Young orcas observe older members of their group. Over time, they learn strategies and practice working together."

[9] The trainer smiled and said, "These orcas are a whale of a team."

[10] Nyla noticed how the orcas stayed close and moved as a team. Their actions seemed planned and purposeful. One orca turned, and the others followed. Another slowed down, and the group changed direction together. The trainer explained that young orcas spend a long time watching and practicing. They learn which signals to follow and how to stay with the group.

[11] "So they have to learn how to survive?" Nyla asked.

[12] "Yes," the trainer replied. "Their success depends on learning and cooperation."

[13] Nyla thought about what she had seen. The turtles relied on instinct to act quickly without guidance. The orcas relied on learning and teamwork over time. Both types of behavior helped animals survive in their environments, even though they developed in different ways.

[14] As Nyla left the aquarium, she realized that survival could look different for different animals. Some behaviors were present from birth, like the turtles moving toward the sea. Other behaviors developed through practice, like the orcas hunting in a group. Instinct helped one animal act right away, while learning helped another animal improve over time. Nyla smiled because both examples showed how animals are equipped to meet the challenges of their environments.

48. Student Annotation Guide

Students read both passages, use DOT for unfamiliar words, and mark TRACKS evidence in the assigned colors.

From Tension to Revolution

TRACKS	Evidence
T: Time	Before the American Revolution; In 1770
R: Reactions	Colonists strongly opposed this law; increased anger and distrust
A: Actions	Parliament placed new taxes; colonists protested; colonists dumped tea
C: Character, Concept, Creature	Parliament; Stamp Act; Samuel Adams and the Sons of Liberty
K: Key Knowledge	taxation without representation; strength in numbers
S: Scenery / Setting	the thirteen colonies were part of Great Britain

The Ocean Lesson

TRACKS	Evidence
T: Time	Later that day
R: Reactions	turtles moved slowly but with determination; orcas stayed close
A: Actions	turtles moved toward the ocean; instinct guided them
C: Character, Concept, Creature	Nyla; orcas
K: Key Knowledge	born with that behavior; learned behavior; success depends on cooperation
S: Scenery / Setting	the beach; a marine biology exhibit at an aquarium

49. TRACKS Evidence Highlighting

Letter	Category	What to Look For	Highlight Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs or adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs or adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters, people, or animals, or major concepts as the central idea. Often nouns or proper nouns.	Pastel Yellow
K	Key Knowledge	All other important information needed for the meaning of the passage that is not in another TRACKS category.	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged or measured through the five senses.	Pastel Green

50. Five-Day GRADUATE Lesson

DAY 1 | GATHER + REVEAL | 15 MINUTES

Purpose: Students gather the idea that an answer can be incomplete, then reveal that a strong thesis (central idea) is built from TOPIC, CHARGE, and ANSWER.

Standard	Student Expectation or Focus
TEKS	5.11(B)(i) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction; 5.12(B)(i) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.
ELPS	1(E)(i) demonstrate listening comprehension from information presented orally during formal classroom interactions by restating, responding, paraphrasing, summarizing, or asking for clarification or additional details; 2(F)(i) restate, ask questions about, or respond to information during formal classroom interactions.

GATHER, ■ TEACH

CLASS SLIDE

What's Missing? "The colonists protested."

TEACHER SCRIPT

"I am going to show you a response. Your job is to figure out what is missing."

Students turn and tell a partner. Acceptable responses name that the sentence does not say why, is missing the reason, or stops before the ANSWER.

TEACHER SCRIPT

"This answer is missing the most important part, your thinking, the ANSWER."

REVEAL, ■ TEACH

Read the auditory engagement script. Students write the missing words in their Interactive Notebook.

TEACHER SCRIPT

"A strong thesis (central idea) has THREE pieces. The first piece is the TOPIC, the main idea from the question. The second piece is the CHARGE, what the question is asking you to do. The third piece is the ANSWER, your thinking. A WHAT prompt uses a SIMPLE sentence with facts. A WHY prompt uses a COMPLEX sentence with a word like BECAUSE. A HOW prompt uses a SIMPLE sentence with a PREPOSITION to show relationships. When you choose strong words from your THINKING LEVEL chart, you upgrade your response."

Notebook fill-in: A thesis (central idea) has THREE pieces. TOPIC is the main idea from the question. CHARGE is what the question asks. ANSWER is your thinking. WHAT equals SIMPLE. WHY equals COMPLEX with BECAUSE. HOW equals SIMPLE with a PREPOSITION.

TEACHER SCRIPT

"Connect WHAT prompts to simple fact statements, WHY prompts to reason relationships, and HOW prompts to relationship language."

Board text: TOPIC + CHARGE + ANSWER = a strong thesis (central idea).

Embedded check: Ask students to name the missing piece in "The colonists protested." The answer is ANSWER. Ask students to match WHAT, WHY, and HOW with the three structures. **[5.11(B)(i)]**

Student product: a labeled notebook definition and a complete partner statement, "The three pieces are TOPIC, CHARGE, and ANSWER."

DAY 2 | ATTEMPT | 15 MINUTES

Purpose: Students attempt thesis (central idea) building through Thesis (central idea) Builder Showdown.

Standard	Student Expectation or Focus
TEKS	[5.11(B)(i)] develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction; [5.12(B)(iii)] compose informational texts, including brief compositions that convey information about a topic, using craft.
ELPS	4(D)(ii) write content-area texts using a variety of sentence types; 4(F)(i) write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for a specific purpose.

ATTEMPT, ○ LEARN

TEACHER SCRIPT

"You will play a game where you build a complete thesis (central idea) from three pieces. Each time you build a strong thesis (central idea), you start your thinking with strength and clarity."

Students work in groups of three or four. Each group receives Prompt Cards, Piece Cards labeled TOPIC, CHARGE, and ANSWER, and a spinner labeled 1 = WHAT, 2 = WHY, 3 = HOW. Students may choose a marker.

Game Routine and Sample Card

Step	Action	Success Check
1	Spin to determine the prompt type.	Name WHAT, WHY, or HOW.
2	Draw a prompt from the passage set.	Read the entire prompt.
3	Assemble TOPIC, CHARGE, and ANSWER.	All three pieces are present.
4	Match the sentence structure.	Simple, because, or through/by.
5	Write and label the thesis (central idea).	Label all three pieces.
6	Move the marker and explain the choice.	Reasoning is stated aloud.

Prompt Cards: What caused tension between Great Britain and the colonies? Why did colonists protest British laws? How does setting influence behavior in both passages?

Answer Key, sample builds: WHAT: Tension between Great Britain and the colonies was caused by taxes and lack of representation. WHY: The colonists protested British laws because they were taxed without representation and felt it was unfair. HOW: Setting influences behavior in both passages through the colonists' protests and the animals' survival methods.

TEACHER SCRIPT

"Keep these cards in your notebook pocket to review anytime. Use the notebook pages, game cards, and review pieces whenever you have free time so you can continue growing your SCR habits."

TEACHER SCRIPT

"In your Interactive Notebook, write one thesis (central idea) and label the three pieces: TOPIC, CHARGE, and ANSWER."

Day 2 closing: Each student records the strongest thesis (central idea) and checks that all three pieces are present.

DAY 3 | DISCUSS + USE | 15 MINUTES

Purpose: Students discuss how the prompt tells them which sentence structure to use, then independently write one WHAT, one WHY, and one relational HOW thesis (central idea).

Standard	Student Expectation or Focus
TEKS	5.11(C)(i) revise drafts to improve sentence structure; 5.12(B)(i) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea; 5.12(B)(ii) compose informational texts, including brief compositions that convey information about a topic, using genre characteristics.
ELPS	4(E)(ii) write content-area specific text using grammatical structures.

DISCUSS, ○ LEARN

TEACHER SCRIPT

"How did you know which sentence structure to use? Explain your reasoning to your partner."

Ask: How did the prompt tell you which structure to use? Which piece was easiest to miss? What made your thesis (central idea) strong? How can stronger words improve your thinking?

Expected responses: The prompt tells you how to think. Missing one piece weakens the thinking. Strong words improve precision.

Response to questions: If a student asks what to do when words are missing, point to the Thinking Levels Chart. If a student asks what happens when a thesis (central idea) does not match the prompt, explain that the reader may be confused, so WHY needs a complex sentence and relational HOW needs a preposition.

USE, ✓ ASSESS

TEACHER SCRIPT

"Write one thesis (central idea) for each prompt type. Label the three pieces."

WHAT Practice: Prompt: What event increased tension between colonists and British soldiers? Teacher Answer Example: The Boston Massacre increased tension between colonists and British soldiers. TOPIC: the Boston Massacre and tension. CHARGE: increased. ANSWER: the event named.

WHY Practice: Prompt: Why do sea turtles rely on instinct? Teacher Answer Example: Sea turtles rely on instinct because they must act quickly in a dangerous environment. TOPIC: sea turtles and instinct. CHARGE: rely. ANSWER: because they must act quickly in a dangerous environment.

HOW Practice, relational: Prompt: How does setting influence survival in both passages? Teacher Answer Example: Setting influences survival in both passages through instinct in sea turtles and learned behavior in orcas. TOPIC: setting and survival. CHARGE: influences. ANSWER: through instinct and learned behavior.

Formative evidence: collect the three labeled statements. Each must answer the prompt, include all three pieces, and use the required structure.

TEACHER SCRIPT

"Leave space under each thesis (central idea) so you can upgrade its word choice later. You are building a habit of starting strong."

DAY 4 | AWARD + TARGET | 15 MINUTES

Purpose: Students recognize strong thesis (central idea) statements and set a precise next goal.

Standard	Student Expectation or Focus
TEKS	5.11(C)(i) revise drafts to improve sentence structure; 5.12(B)(iii) compose informational texts, including brief compositions that convey information about a topic, using craft.
ELPS	2(E)(i) narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic context or discourse.

AWARD, ✓ ASSESS**TEACHER SCRIPT**

"You have just built strong thinking from the very first sentence. Highlight the TOPIC, the CHARGE, and the ANSWER in your strongest thesis (central idea)."

- Notebook Recognition: write, "My strongest thesis (central idea) today was ____."
- Highlight the Pieces: mark all three pieces in the strongest sentence.
- Self-Check: confirm, "I used the correct structure for my prompt."
- Peer Recognition: tell a partner, "One strong thing I saw in your thesis (central idea) was ____."

TEACHER SCRIPT

"You are learning to start your thinking with strength and clarity."

TARGET, ✓ ASSESS**TEACHER SCRIPT**

"What is your goal for your next thesis (central idea)?"

- I want to use stronger vocabulary.
- I want to match the correct structure.
- I want to include all three pieces.
- I want to make my ANSWER clearer.

Interactive Notebook Reflection: My goal for my next thesis (central idea) is _____. The prompt type that is hardest for me is _____. One word I want to start using is _____. One question I still have is _____.

TEACHER SCRIPT

"Strong thinkers always set their next goal. Refer to your Thinking Levels Chart to help you upgrade your thesis (central idea)."

Day 4 closing: Complete the sentence, "My next goal is to strengthen my thesis (central idea) by _____."

DAY 5 | EXPLAIN + EDUCATE | 15 MINUTES

Purpose: Students teach a partner how to build a thesis (central idea) using the three pieces and demonstrate them in one original sentence.

Standard	Student Expectation or Focus
TEKS	5.12(B)(ii) compose informational texts, including brief compositions that convey information about a topic, using genre characteristics; 5.11(D)(i) edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement.
ELPS	2(E)(i) narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic context or discourse.

EXPLAIN, ✓ ASSESS

TEACHER SCRIPT

"Turn to your partner and explain how to build a thesis (central idea) using the three pieces. Then give an example."

Student directions: explain TOPIC, CHARGE, and ANSWER; give a sample thesis (central idea); identify the prompt type; and explain why the sentence is complete. Sentence stems: "The TOPIC of my thesis (central idea) is ____." "The CHARGE asks me to ____." "My ANSWER is ____." "This is a ____ prompt, so I used a ____ sentence."

EDUCATE

Listen for students who name all three pieces, match the correct structure, explain their reasoning, and connect the ANSWER to historical, cultural, or environmental setting.

Overarching question answer: TOPIC identifies the important subject, CHARGE names what the prompt requires the writer to do, and ANSWER supplies the writer's thinking. Together, the three pieces create a complete thesis (central idea), while the WHAT, WHY, or HOW prompt type guides the sentence structure.

TEACHER SCRIPT

"Today you learned how to begin your thinking with strength. A strong thesis (central idea) is more than a sentence. It is your voice, your thinking, and your understanding all in one. Keep building, keep growing, and keep challenging yourself to think at a higher level every time you write."

Student Exemplars

51. Low / Developing Exemplar

Student Response	What Is Working	What Needs Improvement
The colonists protested.	The response names a TOPIC and a CHARGE.	The ANSWER is missing. Add a WHY relationship with because.

Teacher guidance: The sentence stops before the writer's thinking. Ask, "Why did they protest?" The student's repair should state the reason from the passage.

52. Medium / Approaching Exemplar

Student Response	What Is Working	What Needs Improvement
The colonists protested because of taxes.	The response has TOPIC, CHARGE, and a partial ANSWER. It uses because for a WHY prompt.	The ANSWER is general. Add representation and fairness from the passage.

Improved version: The colonists protested British laws because they were taxed without representation and believed the treatment was unfair.

53. High / Secure Exemplar

Student Response	Why It Meets the Target
The colonists protested British laws because they were taxed without representation and believed the treatment was unfair.	The thesis (central idea) includes all three pieces, uses a complex WHY structure, and states a precise ANSWER connected to the historical setting.

Prompt Type	Strong Sample	Labels
WHAT	Tension between Great Britain and the colonies was caused by taxes and lack of representation.	TOPIC: tension; CHARGE: was caused; ANSWER: taxes and lack of representation
WHY	The colonists protested British laws because they were taxed without representation and felt it was unfair.	TOPIC: colonists and laws; CHARGE: protested; ANSWER: reason after because
HOW	Setting influences behavior in both passages through the colonists' protests and the animals' survival methods.	TOPIC: setting and behavior; CHARGE: influences; ANSWER: relationship after through

Passage	Possible Thesis (central idea)	Evidence to Develop Later
From Tension to Revolution	Colonists resisted British control because taxes and punishments threatened their rights and voice.	Stamp Act, lack of representatives, Boston Tea Party, Intolerable Acts
The Ocean Lesson	Animals meet environmental challenges through different behaviors, including instinct in sea turtles and learning in orcas.	Turtles move without guidance; orcas observe, practice, and cooperate.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

Accept a student's wording when it is accurate, complete, and matched to the prompt. A complete answer names the important subject, carries the task, and adds thinking grounded in one of the two passages. For a WHAT prompt, look for a simple factual sentence. For a WHY prompt, look for a reason relationship with because. For a relational HOW prompt, look for a relationship stated with through or by.

Use the answer examples as models, not as words students must copy. A response about the colonies may mention taxes, representation, fairness, resistance, or rights. A response about the ocean passage may mention instinct, learned behavior, teamwork, survival, or environmental challenge. The explanation must show how the answer fits the prompt.

55. Standards Evidence Trail

Evidence	Standard	What the Teacher Can See
Gather and Reveal notebook	5.11(B)(i)	The student records purposeful opening structure and the missing ANSWER.
Builder Showdown	5.12(B)(i)	The student composes a clear central idea about a passage topic.
Day 3 independent page	5.11(C)(i)	The student revises a sentence to match WHAT, WHY, or HOW.
Day 5 explanation	5.12(B)(ii) and 5.12(B)(iii)	The student names genre expectations and makes a precise craft choice.

56. Assessment Opportunities

Assessment	When	Evidence and Answer Key
Informal assessment	Day 1 Gather and Day 2 Attempt	Listen for the missing piece. The answer to "The colonists protested" is ANSWER. Watch for three fingers when all pieces are present.
Formative assessment	Day 3 Use	Collect one WHAT, one WHY, and one relational HOW thesis (central idea), each labeled and structurally matched.
Teacher conference	Day 4 Target	Student names one goal and revises one sentence or one word choice.

Assessment Prompt Bank

Prompt	Expected Structure	Sample Answer
What caused tension between Great Britain and the colonies?	Simple sentence	Tension was caused by taxes and lack of representation.
Why do sea turtles rely on instinct?	Complex sentence with because	Sea turtles rely on instinct because they must act quickly in a dangerous environment.
How does setting influence survival in both passages?	Simple sentence with through or by	Setting influences survival through instinct in sea turtles and learned behavior in orcas.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Prompt: How does setting influence survival in both passages?

Directions: Write a relational HOW thesis (central idea). Label TOPIC, CHARGE, and ANSWER. Use a preposition such as through or by.

Self-check: I named the topic. I carried the charge. I supplied my ANSWER. I used through or by. I used a complete sentence.

58. Exit Ticket Answer Key

Part	Answer
Prompt type	Relational HOW
Sample thesis (central idea)	Setting influences survival in both passages through instinct in sea turtles and learned behavior in orcas.
TOPIC	setting and survival in both passages
CHARGE	influences
ANSWER	through instinct in sea turtles and learned behavior in orcas

59. Scoring Principle

Score the thinking, not just the length. A secure response has all three pieces, answers the prompt, and uses the correct sentence structure. A developing response may name a topic and action but stop before the ANSWER. An approaching response may include all three pieces but use a general ANSWER or weak word choice.

60. Gradebook Conversion

Level	Description	Record
Secure	All three pieces, accurate prompt match, precise ANSWER.	4
Approaching	All pieces present, but structure or precision needs revision.	3
Developing	TOPIC and CHARGE present, ANSWER incomplete or missing.	2
Beginning	Response does not yet identify the prompt task.	1

61. Recommended Gradebook Label

G5 C1 M2

Record the independent thesis (central idea) page and the partner explanation. Note whether the student can write WHAT, WHY, and relational HOW structures.

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Prompt	Student Product	Success Criteria
Build one WHAT thesis (central idea), one WHY thesis (central idea), and one relational HOW thesis (central idea) from the two passages.	Three sentences, each labeled TOPIC, CHARGE, and ANSWER.	Each sentence answers its exact prompt and matches the required structure.

Required prompt set: What caused tension between Great Britain and the colonies? Why did colonists protest British laws? How does setting influence survival in both passages? Students may use the passages and Thinking Levels Chart. The teacher may reread and clarify a word but does not provide the ANSWER.

63. Student Planning Frame

Prompt type: WHAT, WHY, or relational HOW: _____

TOPIC, the noun of importance:

CHARGE, what the prompt asks me to do:

ANSWER, my own thinking:

Sentence structure I will use:

Complete thesis (central idea):

64. Writing Assignment Rubric

Component	4, Secure	3, Approaching	2, Developing
TOPIC	Names the important subject precisely.	Names the subject generally.	Topic is unclear or copied without control.
CHARGE	Carries the exact task.	Partly carries the task.	Does not carry the task.
ANSWER	Supplies precise, passage-grounded thinking.	Supplies a general thought.	Missing or unrelated.
Structure	WHAT, WHY, or HOW structure is accurate.	Structure is understandable but needs revision.	Structure does not match.

65. Writing Gradebook Conversion

Score	Meaning	Next Instruction
4	Three complete, matched thesis (central idea) statements.	Upgrade precision and explain evidence.
3	Most pieces present; one structure or ANSWER needs work.	Practice the missed prompt type.
2	Some topic and task language, but missing thinking.	Use the three cards and oral rehearsal.
1	Prompt type and subject are not yet controlled.	Return to Gather and Reveal.

66. Teacher Feedback Shortcuts

- "Name the TOPIC."
- "Carry the CHARGE."
- "Add your ANSWER."
- "Match the structure to WHAT, WHY, or HOW."
- "Use a precise word only when your thinking supports it."

Response to Student Need

67. Intervention: Name the Thinking

Step	Teacher Action	Student Action
1	Give the prompt: Why did colonists protest?	Identify WHY.
2	Provide TOPIC: The colonists.	Read the piece.
3	Provide CHARGE: protested.	Read the piece.
4	Ask for the student's ANSWER from the passage.	Say because they were taxed without representation.
5	Ask the student to assemble and label.	Write the complete thesis (central idea).

TEACHER SCRIPT

"We are going to build a thesis (central idea) one piece at a time. You do not have to write the whole sentence all at once."

Remove support gradually. First remove the full sentence, then remove the ANSWER, then remove the CHARGE. Use a word bank with because, through, by, and due to. The student chooses the word that matches the prompt type and highlights TOPIC, CHARGE, and ANSWER.

68. Embedded Checks & Student Support

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask which piece is missing.	Names TOPIC, CHARGE, or ANSWER.	Restating is a complete thesis (central idea).	Point out that a thesis (central idea) also needs the student's thinking.
Ask students to match structure.	Simple for WHAT, because for WHY, preposition for HOW.	Simple sentence for WHY.	Ask what the prompt asks the writer to do.
Ask why a thesis (central idea) is strong.	Names all three pieces and the matched structure.	It is strong because it is longer.	Ask whether it is complete and precise.

69. Student Support Quick Reference

If a student...	Support to Provide
Restates the prompt without thinking	Provide a frame such as because or through and ask what the student thinks.
Uses the wrong sentence structure	Point to the prompt-type chart and name the type together.
Omits a piece	Use the three cards and check TOPIC, CHARGE, and ANSWER.
Masters quickly	Route to the Advanced Thesis (central idea) Challenge.

70. Enrichment: Connect Across Texts

Challenge	Student Work	Answer Key or Success Criteria
Choose one prompt.	Write a thesis (central idea).	All three pieces are labeled.
Upgrade the vocabulary.	Rewrite with a stronger verb.	The new verb matches deeper thinking.
Create a second version.	Use a different accurate structure.	The second version still answers the same prompt.

TEACHER SCRIPT

"You are now thinking beyond the expected. Push your thinking further."

Example: Original: Setting influences behavior in both passages. Upgraded: Setting significantly shapes behavior in both passages through historical conflict and environmental survival demands. The student must explain why the upgraded verb is stronger and why the structure matches the prompt type.

71. Additional Writing Opportunity: Plan and Draft

Prompt Bank: What caused tension between Great Britain and the colonies? Why did colonists protest British laws? Why do sea turtles rely on instinct? How do orcas learn to survive in their group? How does setting influence behavior in both passages?

1. Name the TOPIC from the prompt.
2. Name the CHARGE, what the prompt asks you to do.
3. Add the ANSWER, your own thinking.
4. Match the structure to the prompt type.
5. Upgrade the word choice using the Thinking Levels Chart.

Drafting direction: Write one strong thesis (central idea), label the three pieces, and explain which passage detail supports the ANSWER.

Success Criteria

- My thesis (central idea) includes TOPIC, CHARGE, and ANSWER.
- My sentence structure matches the prompt type.
- My word choice is precise, not just longer.
- My ANSWER is accurate to one of the two passages.

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

Revise: Read the thesis (central idea) aloud. Improve sentence structure and word choice so the thinking is precise. Match a complex sentence to a WHY prompt and a preposition to a relational HOW prompt. **[5.11(C)(i)]**

Edit: Run the conventions sweep: complete simple sentence with subject-verb agreement, correct spelling of high-frequency words, past tense of irregular verbs, comparative or superlative adjectives, and proper nouns such as Parliament, Boston, and Nyla.

Share: Read the sentence to a partner. The partner identifies TOPIC, CHARGE, ANSWER, prompt type, and sentence structure.

Engagement & Home Connection

73. Auditory Engagement Moments

Use Listen and Label. Read one piece at a time. Students label TOPIC, CHARGE, or ANSWER and tell how the piece helps build a complete thesis (central idea).

- "the colonists" equals TOPIC.
- "explain why they protested British laws" equals CHARGE.
- "because they were taxed without representation and believed the treatment was unfair" equals ANSWER.
- "through instinct in turtles and learned behavior in orcas" equals ANSWER in a relational HOW thesis (central idea).

TEACHER SCRIPT

"I will read one piece of a thesis (central idea) at a time. Label what you hear as TOPIC, CHARGE, or ANSWER. Be ready to tell how that piece helps build the complete thesis (central idea)."

74. Pause Points

PAUSE POINT: FIND THE MISSING PIECE

Stop and think: Which piece is missing from this answer, TOPIC, CHARGE, or ANSWER?

PAUSE POINT: NAME THE PROMPT TYPE

Stop and think: Is this a WHAT, WHY, or HOW prompt, and what sentence structure does it need?

PAUSE POINT: ADD YOUR THINKING

Stop and think: What is my own ANSWER, and how can I say it clearly?

PAUSE POINT: CONNECT TO SETTING

Stop and think: How does the historical, cultural, or environmental setting shape my ANSWER?

75. At-Home Connection

Ask a family member to give a WHAT, WHY, or HOW question. The student says the prompt type, names the structure, and gives a complete thesis (central idea). Use the passages for examples: taxes and representation, or instinct and learned behavior. The conversation starter is open-ended: "How did you decide what your ANSWER should say?"

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"This is your progress tracker. As you learn this week, check how you feel about each skill. Be honest with yourself, because this shows how much you are growing."

I Can...	Not Yet	Getting Set	I Can Do It
Name the three pieces of a strong thesis (central idea).			
Find a missing thesis (central idea) part.			
Match a simple sentence to a WHAT prompt.			
Match a complex sentence with because to a WHY prompt.			
Match a preposition to a relational HOW prompt.			
Use precise vocabulary in the ANSWER.			

77. Student Award

My strongest thesis (central idea) today was:

The piece that was especially clear was:

78. Student Target

My next goal is to: use stronger vocabulary, match the correct structure, include all three pieces, or make my ANSWER clearer.

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

"At the beginning of this module, we asked how TOPIC, CHARGE, and ANSWER work together to build a strong thesis (central idea). Now we can answer it: TOPIC names the subject, CHARGE names the task, and ANSWER supplies the writer's thinking, while the prompt type guides the sentence structure."

80. Essential / Overarching Question, Answered

How do TOPIC, CHARGE, and ANSWER work together to build a strong thesis (central idea) for WHAT, WHY, and HOW SCR prompts?

TOPIC identifies the important subject, CHARGE names what the prompt requires the writer to do, and ANSWER supplies the writer's thinking. Together, the three pieces create a complete thesis (central idea). A WHAT prompt guides a simple sentence, a WHY prompt guides a complex sentence with because, and a relational HOW prompt guides a simple sentence with a preposition such as through or by.

81. Teacher Reflection

- Which students can build a complete thesis (central idea) with all three pieces?
- Which students match the sentence structure to the prompt type?
- Which students still restate the prompt instead of adding their own ANSWER?
- Who is ready to choose and introduce evidence in the next module?

82. Teacher Artifacts of Effectiveness

- Gather and Reveal notebook responses
- Thesis (central idea) Builder Showdown statements
- Day 3 independent WHAT, WHY, and HOW page
- Day 4 revised sentence and next goal
- Day 5 partner explanation and exit ticket
- My Progress Tracker and annotated passages

Production & Implementation Support

83. Module Slide Deck Build Sheet

The slide sequence follows the five-day lesson and uses only the two module passages.

Slide	Title	Required Content	Lesson Location
1	Writing a Strong Thesis (central idea)	Grade 5, Cluster 1, Module 2, Medium stam	Cover
2	Meet Our Week	TOPIC, CHARGE, ANSWER and prompt structures	Learning Destination
3	What's Missing?	The colonists protested, missing ANSWER	Day 1 Gather
4	Three Pieces	TOPIC + CHARGE + ANSWER	Day 1 Reveal
5	Builder Showdown	WHAT, WHY, HOW prompt cards	Day 2 Attempt
6	Write Three Versions	Independent practice	Day 3 Use
7	Award and Target	Recognize strength and set a goal	Day 4
8	Turn and Teach	Explain the three pieces	Day 5

84. Virtual / Online Adaptation

Element	Adaptation
Listen and Label	Read one thesis (central idea) piece at a time. Students type TOPIC, CHARGE, or ANSWER in the chat.
Passage marking	Display both passages and provide digital copies for DOT and TRACKS marking.
Builder Showdown	Use a digital spinner and drag-and-drop TOPIC, CHARGE, and ANSWER pieces.
Discussion	Use breakout pairs to explain why a sentence matches WHAT, WHY, or HOW.
Independent work	Students submit three labeled thesis (central idea) statements in a shared document.

PART XIX

Teacher Reflection

85. Teacher Reflection (This Module)

Fill this in after teaching the module. Write in the right column.

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

Using Evidence to Support Thinking

Grade 5 | Cluster 1 | Module 3

Grade: 5

Cluster: 1, Short Constructed Response (SCR)

Module: 3 of the cluster

Primary Instructional Category: Informational Writing / Short Constructed Response (SCR)

Module Title: Using Evidence to Support Thinking

Content Connection / Passage Titles: "From Tension to Revolution" and "The Ocean Lesson"

Primary TEKS: [5.12\(B\)\(i\)](#), [5.12\(B\)\(ii\)](#), [5.12\(B\)\(iii\)](#), [5.11\(B\)\(i\)](#), [5.11\(C\)\(ii\)](#)

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. These Grade 5 response standards are woven through the reading, discussion, annotation, and writing in this module. The verbatim TEKS wording is used.

- **5.7(A)** describe personal connections to a variety of sources, including self-selected texts.
- **5.7(B)** write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.
- **5.7(C)** use text evidence to support an appropriate response.
- **5.7(D)** retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
- **5.7(E)** interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating.
- **5.7(F)** respond using newly acquired vocabulary as appropriate.
- **5.7(G)** discuss specific ideas in the text that are important to the meaning.

1. A Little Inspiration Goes a Long Way!

This module asks students to choose proof with care. Students become stronger writers when they can spot the proof, name the proof, and explain the proof. Evidence gives their thinking a backbone.

TEACHER SCRIPT

"Students become stronger writers when they can spot the proof, name the proof, and explain the proof. Evidence gives their thinking a backbone."

2. Why This Module Matters

Students often believe that any sentence copied from a text counts as strong evidence. In this module, students learn what evidence is and is not, how to judge whether evidence is strong or weak, and how to test it with CSI: Connect, Support, Infer. Students also learn to introduce a quote with a signal marker and to punctuate it correctly. Using two Grade 5 Cluster 1 passages, students choose precise proof that truly supports a thesis (central idea).

Where it fits into writing: a strong SCR paragraph states a thesis (central idea), proves it with evidence, and explains what the evidence means. This module concentrates on the evidence that gives the paragraph its backbone.

3. Module Essential / Overarching Question

How does CSI help a writer choose and introduce evidence that truly supports an SCR thesis (central idea)?

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

My First Thinking:

My Final Thinking:

What changed in my thinking?

Family Communication

4. Parent Communication Purpose

Families are partners in this work. This page gives families a clear picture of the week's learning, one question to ask at home, and one simple way to help. Nothing here is homework for the family. It is an invitation to listen as a student explains an idea and backs it with exact proof.

5. Family Letter (English)

Dear Families,

This week your student continues Cluster 1 of our fifth-grade writing curriculum, the Short Constructed Response. Your student will learn that not every sentence copied from a text is strong evidence. Strong evidence must pass CSI: it must Connect to the question, Support the thesis (central idea), and help the writer Infer additional ideas. Your student will also learn to introduce a quote with a signal marker, such as "The text states," and to punctuate the quote correctly.

We are reading "From Tension to Revolution," about how new taxes, the Stamp Act, the Boston Massacre, and the Boston Tea Party pushed the American colonies toward revolution, and "The Ocean Lesson," about Nyla learning that sea turtles rely on instinct while orcas rely on learned behavior and teamwork. Your student will choose exact quotes from these texts and test each one with CSI.

Please try this at home: when your student shares an idea about something read or watched, ask for the proof and then ask, "Does that proof connect, support, and help you infer more?" Talk about why a short, exact quote can be stronger than a long one.

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

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

Estimadas familias:

Esta semana su estudiante continúa el Grupo 1 de nuestro currículo de escritura de quinto grado, la Respuesta Construida Corta (SCR). Su estudiante aprenderá que no toda oración copiada de un texto es evidencia fuerte. La evidencia fuerte debe pasar la prueba CSI: debe Conectar con la pregunta, Apoyar la tesis (idea central) y ayudar al escritor a Inferir ideas adicionales. También aprenderá a presentar una cita con un marcador de señal, como "The text states," y a usar la puntuación correcta.

Estamos leyendo "From Tension to Revolution", sobre cómo los nuevos impuestos, la Ley del Timbre, la Masacre de Boston y el Motín del Té de Boston llevaron a las colonias americanas hacia la revolución, y "The Ocean Lesson", sobre Nyla, quien aprende que las tortugas marinas dependen del instinto mientras que las orcas dependen del comportamiento aprendido y del trabajo en equipo. Su estudiante elegirá citas exactas de estos textos y probará cada una con CSI.

Por favor, intente esto en casa: cuando su estudiante comparta una idea sobre algo que leyó o vio, pídale la prueba y luego pregúntele: "¿Esa prueba conecta, apoya y te ayuda a inferir más?" Hablen sobre por qué una cita corta y exacta puede ser más fuerte que una cita larga.

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

7. Family Conversation Starters

- What is the difference between evidence and a personal opinion?
- Why is not every accurate quote strong evidence?
- In "From Tension to Revolution," which quote best shows why the colonists protested?
- In "The Ocean Lesson," which quote best shows how orcas learn to survive?

8. Simple Family Activities

Family Activity: Prove It with CSI

Make a claim about a show, a game, or a book. Take turns finding one piece of proof and checking it three ways: Does it Connect? Does it Support? Does it help you Infer more?

Family Activity: Signal the Quote

Practice introducing proof with a signal marker. Say, "The text states," or "The author says," before the exact words. Notice how the signal tells the listener that proof is coming.

Teacher Road Map

9. Teacher Navigation Key

- **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 five-day lesson connects each GRADUATE stage to the evidence it produces.

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Students distinguish text proof from a general statement or personal reaction.
Reveal	■ TEACH	Teacher makes CSI, signal markers, and punctuation visible.
Attempt	○ LEARN	Students solve evidence challenges and judge strong or weak proof.
Discuss	○ LEARN	Students explain why an accurate quote may still be weak for a prompt.
Use	✓ ASSESS	Students independently pair a thesis (central idea) with a strong quote.
Award	✓ ASSESS	Students recognize an evidence habit they used well.
Target	✓ ASSESS	Students choose a next evidence goal.
Explain / Educate	✓ ASSESS	Students teach a partner how to match, signal, and test proof.

11. Module at a Glance

Field	This Module
Grade / Cluster / Module	Grade 5, Cluster 1, Module 3
Module Category	Informational Writing / Short Constructed Response (SCR)
Primary TEKS	5.12(B)(i) , 5.12(B)(ii) , 5.12(B)(iii)
Module Focus	Choose, test, and introduce evidence that connects to a prompt and supports a thesis (central idea).
Frameworks	WHY vs HOW response types; TOPIC + CHARGE + ANSWER for the thesis (central idea); DOT; TRACKS; CSI; explanation sentence.
Passages	"From Tension to Revolution" and "The Ocean Lesson"
Daily Lesson Time	15 minutes per day, 5 days
Student Product	Thesis (central idea) + Evidence page with a signal marker, quotation marks, and a CSI explanation.

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: Students will choose, test, and introduce evidence that connects to the prompt and supports a thesis (central idea).

I Will Statements

- I will read closely, listen actively, discuss my reasoning, write independently, reflect on my growth, and explain my thinking to others.
- I will choose short, precise quotes instead of the longest quote.
- I will check every quote with CSI before I use it.
- I will introduce each quote with a signal marker and correct punctuation.

I Can Statements

- I can choose, test, and introduce evidence that connects to the prompt and supports my thesis (central idea).
- I can tell the difference between evidence and explanation, and between evidence and opinion.
- I can test evidence with CSI: Connect, Support, Infer.
- I can introduce a quote with a signal marker and punctuate it correctly.

13. Success Criteria

- I can decide whether a quote is strong or weak for a given prompt.
- I can name which CSI checks a quote passes.
- I can add a signal marker and a comma before a quotation.
- I can explain what a quote helps me infer.

14. Evidence That Will Demonstrate Mastery

- Catch and Correct the Mistake responses from the auditory engagement.
- CSI Evidence Quest answers recorded in the Interactive Notebook.
- The independent Thesis (central idea) + Evidence page, with a signal marker and a CSI explanation.

15. TEKS Correlations

TEKS	Student Expectation	Where Taught and Assessed
5.11(B)(i)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction	Day 1 reveal; Day 3 use; writing product
5.12(B)(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	Days 1 and 3; independent evidence page
5.12(B)(ii)	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics	Day 5 evidence coach
5.12(B)(iii)	compose informational texts, including brief compositions that convey information about a topic, using craft	Day 2 signal marker work
5.11(C)(ii)	revise drafts to improve word choice	Day 2 and Day 4 signal-marker revision
5.11(D)(xxvii)		

	edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns	Day 5 quotation presentation
5.11(D)(xxix)	edit drafts using standard English conventions, including correct spelling of high-frequency words	Day 4 target and Day 5 transfer

16. Standards Coverage Matrix

Classification	TEKS	Student Expectation	Where It Occurs
PRIMARY	5.12(B)(i)	compose informational texts using a clear central idea	Days 1, 3, and 5
PRIMARY	5.12(B)(ii)	compose informational texts using genre characteristics	Day 5 evidence coach
PRIMARY	5.12(B)(iii)	compose informational texts using craft	Signal markers and quote presentation
RECURSIVE	5.11(B)(i)	develop drafts into a focused, structured, coherent piece	Thesis (central idea) + Evidence page
RECURSIVE	5.11(C)(ii)	revise drafts to improve word choice	Signal marker upgrade

17. ELPS Correlations

ELPS	Domain	Student Expectation	Day Addressed
1(E)(i)	Listening	demonstrate listening comprehension from information presented orally during formal classroom interactions by restating, responding, paraphrasing, summarizing, or asking for clarification or additional details	Day 1
2(B)(i)	Speaking	speak using content-area vocabulary during formal classroom interactions to demonstrate acquisition of new words	Days 1 and 5
2(E)(i)	Speaking	narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic context or discourse	Days 4 and 5
3(G)(ii)	Reading	paraphrase content-area text	Days 1 and 2
4(D)(ii)	Writing	write content-area texts using a variety of sentence types	Day 2
4(F)(ix)	Writing	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for a specific purpose	Days 2 and 3
4(F)(xiii)	Writing	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for a specific audience	Day 3

18. ELPS Linguistic Accommodations

Language pathway	Access support that preserves the thinking demand
Listening	Read the prompt and quote aloud; students restate the claim and name the CSI check.
Speaking	Use frames: "This quote connects because ____." "This evidence helps me infer ____."
Reading	Reread both passages and use DOT and TRACKS to mark unfamiliar words and possible proof.
Writing	Provide signal-marker frames, but require the student to select the quote and explain its meaning.

19. Language Domains

Domain	How This Module Builds It
Listening	Students listen for near-miss statements about evidence and signal when they hear an error.
Speaking	Students repair the statement and name the evidence rule they used.
Reading	Students reread both passages like evidence detectives, marking short, precise proof.
Writing	Students add quoted evidence to a thesis (central idea) with a signal marker, correct punctuation, and a CSI check.

20. Rigor Safeguard

You may read both passages aloud, reread them, and let students use the Thinking Levels Chart, the CSI chart, the signal-marker chart, and the passages. You may model CSI aloud and provide oral rehearsal. You may not choose a student's quote, decide the CSI result for them, or write their evidence sentence. The student must still select the proof, test it with CSI, and present it with a signal marker and correct punctuation.

21. Rigor & Cognitive Demand

Level of Thinking	What Students Must Do	Independence	Evidence of Thinking
Literal	Tell the difference between evidence and non-evidence.	Supported.	The student sorts proof from opinion.
Inferential	Test a quote with CSI and introduce it with a signal marker.	Guided early, independent by Use Again.	The student names the CSI checks a quote passes.
Evaluative	Judge whether a quote is strong or weak and choose the stronger one.	Independent by the game.	The student defends why one quote is stronger.

22. The Five Thinking Levels

Level	Color	Stage	What the Language Shows
Level 1	Red	Foundational	Uses says, shows, or tells; restates the text.
Level 2	Orange	Emergent	Begins to use suggests or means and adds a little explanation.
Level 3	Yellow	Visible	Uses indicates or demonstrates and connects evidence to an idea.
Level 4	Green	Independent	Uses establishes and shows a pattern that strengthens an inference.
Level 5	Blue	Reflective	Synthesizes ideas, reframes meaning, and connects to a bigger idea or setting.

23. Possible Teacher Misconceptions

- Any accurate sentence is not automatically strong evidence. The quote must connect to the prompt and support the thesis (central idea).
- The longest quote is not always the best quote. A short, exact quote may be stronger.
- Evidence is what the text says; explanation is what the writer says about what the text means.
- A signal marker and comma make the quotation clear, but they do not make weak evidence strong.

24. Possible Student Misconceptions

- "I think the colonists were angry" is an idea, not quoted proof.
- "Great Britain gained land" can be accurate but weak for a prompt about why colonists protested.
- A quote that cannot answer "What does this prove?" needs to be replaced.
- Students may forget that the exact words need quotation marks and a signal marker.

Module Foundations: Review, Refresh & Readiness

25. TEKS Target

Primary target: compose a brief informational response with a clear central idea and relevant quoted evidence. Supporting targets: develop a focused, structured piece; revise word choice; edit spelling; and explain evidence orally.

26. How I Say the Standard!

TEKS says	How I say it
5.11(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.	I can choose a genre that fits my topic, purpose, and audience, and plan my draft by brainstorming, freewriting, or mapping.
5.11(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea reflecting depth of thought with specific facts and details.	I can organize my draft with an introduction, transitions, and a conclusion, and develop my idea with specific facts and details.
5.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.	I can improve the words that introduce my quote so they match what the evidence proves.
5.11(D) edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) collective nouns; (iv) adjectives, including their comparative and superlative forms; (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including indefinite; (viii) subordinating conjunctions to form complex sentences; (ix) capitalization of abbreviations, initials, acronyms, and organizations; (x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.	I can check spelling and quotation punctuation before I share my evidence.
5.12(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.	I can write a brief response with a clear thesis (central idea) about my topic.

27. This Week I Can...

This week I can choose, test, and introduce evidence that connects to the prompt and supports my thesis (central idea).

28. Before I Can... Prerequisites

- Recognize that evidence is proof taken from a text.
- Read both passages and locate details in numbered paragraphs.
- Know that a thesis (central idea) gives a writer's direct answer.
- Use the DOT habit to mark an unfamiliar word and return to it after reading.
- Write a complete sentence with a capital letter and end punctuation.

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"In 60 seconds, tell your partner what evidence is and what explanation is. Then say the three CSI words in order."

Evidence is text proof. Explanation is the writer's thinking about the proof. CSI stands for Connect, Support, Infer.

30. Vocabulary Infusion

Word	Student-Friendly Meaning	Use It Today
evidence	specific proof taken from the passage	My evidence is ____.
support	to strengthen an idea with relevant proof	This proof supports ____.
infer	to form a supported idea from evidence and reasoning	I can infer that ____.
signal marker	a word or phrase that alerts the reader that evidence is coming	My signal marker is ____.
thesis (central idea)	the sentence that gives the writer's direct answer	My thesis (central idea) is ____.
explanation	the writer's interpretation of what the evidence proves	My explanation shows ____.

31. Conventions Connection

Recursive conventions review: a signal marker is followed by a comma, and the exact words from the passage are placed inside quotation marks. Check the spelling of high-frequency words and proper nouns such as Parliament, Boston, Nyla, and orcas. Read the finished evidence sentence aloud to check that it is complete and clear.

32. Writing Connection

A strong SCR paragraph states a thesis (central idea), proves it with evidence, and explains what the evidence means. In this module, students select the evidence that truly proves the thesis (central idea), rather than the first quote they see.

33. Watch Out!

Common misconception: a student copies the longest or first sentence found. **Teacher move:** ask, "Does it Connect? Does it Support? Does it help you Infer?" Then ask, "What does this evidence prove?"

34. Ready Check

Read two choices: "Great Britain gained land..." and "They argued that it was unfair to be taxed without a voice..." Ask which is stronger for the prompt "Why did colonists protest British laws?" Listen for the reason, not only the fact that a sentence came from the passage.

35. Teacher Look-Fors

- Students distinguish evidence from opinion and explanation.
- Students name Connect, Support, and Infer in order.
- Students choose a short, precise quote that matches a thesis (central idea).
- Students use a signal marker, comma, and quotation marks.
- Students explain what the evidence helps the reader infer.

TEACHER SCRIPT

"Before we begin, let's preview the words we will use to talk about evidence, CSI, signal markers, punctuation, and our two texts."

Vocabulary, Content & Preparation

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
proof	something that shows an idea is true	My proof is ____.
choose	to pick one option over another	I choose the quote that ____.
check	to look closely to make sure something is right	I check my evidence by ____.
strong	powerful and clear	This evidence is strong because ____.
weak	not powerful or not clear	This evidence is weak because ____.
match	to pair things that go together	This quote matches the prompt because ____.
exact	correct in every detail	My exact quote is ____.
quote	the exact words copied from a text	My quote is ____.
find	to locate something you are looking for	I can find evidence by ____.
show	to make something clear to see	This quote shows ____.

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	specific proof taken from the passage	My evidence is ____.
support	to strengthen an idea with relevant proof	This proof supports ____.
infer	to form a supported idea from evidence and reasoning	I can infer that ____.
connect	to show how evidence relates to the prompt or thesis (central idea)	This quote connects to ____.
signal marker	a word or phrase that alerts the reader that evidence is coming	My signal marker is ____.
thesis (central idea)	the sentence that gives the writer's direct answer	My thesis (central idea) is ____.
punctuation	marks that organize written language and clarify how quoted words are presented	The punctuation I need is ____.
explanation	the writer's interpretation of what the evidence proves	My explanation shows ____.
relevant	directly connected to the prompt, thesis (central idea), or idea being proved	This evidence is relevant because ____.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

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

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
Parliament	PAR-luh-ment	the group in Great Britain that made laws and taxes for the colonies	Parliament decided ____.
representation	rep-ri-zen-TAY-shun	having someone speak for you in government	The colonists wanted representation because ____.
boycott	BOY-kot	refusing to buy or use products as a form of protest	The colonists used a boycott to ____.
repealed	ri-PEELD	officially canceled a law	Parliament repealed the law because ____.
resistance	ri-ZIS-tuns	the act of fighting against or opposing something	The resistance grew when ____.
instinct	IN-stinkt	a behavior an animal is born with and does not learn	The turtles used instinct to ____.
survival	sur-VY-vul	staying alive through danger	Survival depended on ____.
orcas	OR-kuhz	large ocean animals, also called killer whales	The orcas showed that ____.
pod	pod	a group of orcas that lives and travels together	A young orca learns from its pod by ____.
coordinated	koh-OR-di-nay-tid	working together in an organized way	The orcas swam in coordinated ____.

Teacher Resource: For more practice with academic words, see the Academic Vocabulary Companion App.

39. Background Knowledge & Teacher Context

This module uses two Grade 5 Cluster 1 passages that support evidence work. In "From Tension to Revolution," students can find quoted proof about how new taxes, the Stamp Act, boycotts, the Boston Massacre, the Boston Tea Party, and the Intolerable Acts pushed the colonies from loyalty toward revolution. In "The Ocean Lesson," students can find quoted proof about how sea turtles rely on instinct while orcas rely on learned behavior and teamwork within their pod. Both passages give students precise details to test with CSI.

Both passages are High stamina. They are longer and hold more possible quotes, so students must choose precise proof and test it with CSI. Historical, cultural, and environmental setting shapes the evidence students choose.

40. Materials Needed

Category	Items
Core print materials	Printed copies of both passages; Interactive Notebooks; anchor charts
Writing materials	Pencils; highlighters or colored pencils; sticky notes; sentence strips
Game materials	Game cards; spinner; simple gameboard; student markers
Assessment materials	Thesis (central idea) + Evidence page; progress tracker; exit ticket
Virtual materials	Teacher-created slides; draggable text boxes; digital copies of both passages

41. Preparation Before Day 1

- ☐ Prepare anchor charts: What Evidence IS / What Evidence is NOT; CSI for Evidence; Signal Markers for Evidence; Quoting Evidence Punctuation; Strong Evidence / Weak Evidence.
- ☐ Print copies of both Cluster 1 passages and display them where all students can refer to quoted lines.
- ☐ Copy and cut the CSI Evidence Quest cards; set out notebook supplies, highlighters, and sentence strips.
- ☐ Prepare thesis (central idea) statements for the game and the independent Thesis (central idea) + Evidence page.
- ☐ Prepare the Daily Deck prompts and the "Hey! Hey! Hey! Evidence is on the way!" chant with motions.
- ☐ For virtual students, turn all cards into digital slides, use draggable text boxes, and provide digital copies for TRACKS highlighting.

42. Weekly Timing & Transition Overview

Day	Minutes	Stage	What Happens
Day 1	15	Gather + Reveal	Distinguish proof from opinion; reveal CSI and signal markers.
Day 2	15	Attempt	Play CSI Evidence Quest and judge strong or weak evidence.
Day 3	15	Discuss + Use Again	Choose a strong quote for a thesis (central idea), introduce it, and explain CSI.
Day 4	15	Award + Target	Recognize an evidence habit and choose a next goal.
Day 5	15	Explain / Educate	Become an Evidence Coach and answer the overarching question.

43. Tiny Times Transition

A Tiny Time is a quick, zero-material movement routine that reinforces the evidence habit.

- Teacher says, "Tiny Time! Evidence is on the way!"
- Students make quote fingers and say the three CSI words in order.
- Students name one exact quote from either passage and one thing it proves.

Citizenship & Content Connection

44. The Citizenship Connection

This module connects evidence work to historical, cultural, and environmental settings. "From Tension to Revolution" shows colonists evaluating laws, taxes, protests, and rights. "The Ocean Lesson" shows Nyla comparing instinct with learned behavior and teamwork. Students practice reading carefully before making a claim about a community or an environment.

Element	This Module
Historical connection	Colonists moved from loyalty toward resistance as taxes and actions limited their rights.
Environmental connection	Turtles and orcas use different behaviors that increase their chances of survival.
Literacy connection	Responsible readers test proof before repeating a claim.
Teacher Script	<i>"A careful reader does not accept the first detail as proof. A careful reader checks whether the detail connects, supports, and helps infer."</i>

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

SCR Thinking Chart

Part	What It Means	Student Check
WHY vs HOW	WHY asks for reasons; HOW asks for a way something happened.	I identify the response type.
TOPIC	What the prompt is about.	I name the topic.
CHARGE	What the prompt asks me to do.	I name the task.
ANSWER	My direct thesis (central idea).	I answer the exact prompt.
Evidence	Exact proof from the text.	I quote the source.
Explanation	What the evidence means.	I explain what it proves.

CSI for Evidence

Letter	Check	Question to Ask
C	Connects to the prompt	Does this quote answer the question?
S	Supports the thesis (central idea)	Does this proof strengthen my answer?
I	Infers additional ideas	What more can the reader figure out?

TRACKS for Finding Evidence

Letter	Category	What to Look For
T	Time	Age, era, dates, cultural details, or historical details.
R	Reactions	Reactions, solutions, resolutions, or effects.
A	Actions	Actions, problems, conflicts, or causes.
C	Character, Concept, Creature	People's names, animals' names, or major concepts.
K	Key Knowledge	Important information necessary to the meaning.
S	Scenery / Setting	Setting characteristics noticed through the senses.

46. Core Habit / Strategy Explanation

TEACHER SCRIPT

"As established readers, we use the DOT habit while we read. DOT stands for three steps: Dot, Discover, Drop."

D: Dot: place a small dot above any word that seems unfamiliar. **O: Discover:** discover the meaning as we learn together. **T: Drop:** go back and erase the dot once you know its meaning.

Evidence framework: Evidence is what the text says. Explanation is what you say about what the text means. A signal marker announces that evidence is coming. Use a signal marker, then a comma, then quotation marks. Examples: The text states, "...". The author says, "...". The passage explains, "...".

47. Student Source Passage(s)

Passage use: use the two source texts below at high stamina. Keep the numbered paragraphs for discussion and evidence.

Passage 1: "From Tension to Revolution" (Stamina: High)

- [1] Before the American Revolution, the thirteen colonies were part of Great Britain, a superpower at the time. Great Britain had a strong army, a powerful navy, and a large empire that reached across many parts of the world. Many colonists considered themselves loyal to the king. They followed British laws, traded with British merchants, and depended on Great Britain for protection. Some colonists were proud to be British subjects because they believed Great Britain was strong and successful. At first, many people in the colonies did not want to separate from Great Britain. They simply wanted to be treated fairly.
- [2] However, this began to change after the French and Indian War. This war was fought between Great Britain and France, with Native American groups joining on different sides. Great Britain won the war and gained a large amount of land in North America. Many colonists were happy that France had lost power in the region because it seemed to make the colonies safer. Although Great Britain gained land, it also gained significant debt. War was expensive. Soldiers had to be paid, supplies had to be bought, and forts had to be protected. To recover money, Parliament placed new taxes on the colonies.
- [3] One of these laws was the Stamp Act. It required colonists to pay taxes on printed materials such as newspapers, legal documents, licenses, pamphlets, and even playing cards. Colonists strongly opposed this law because they had no representatives in Parliament. They believed that only their own colonial governments should have the power to tax them. They argued that it was unfair to be taxed without a voice, which led to the phrase "taxation without representation." This phrase became one of the most important ideas during the time before the American Revolution.
- [4] Many colonists began to protest the Stamp Act. Some refused to buy stamped paper. Others wrote letters, gave speeches, and printed articles explaining why the law was unfair. Groups such as the Sons of Liberty helped organize protests in cities like Boston and New York. Sometimes colonists gathered in large crowds to show their anger. They wanted Parliament to understand that the colonies would not accept unfair taxes without a fight. These protests helped unite colonists who had once thought of themselves mostly as people from separate colonies. Now they began to see that they shared the same problem.
- [5] Great Britain eventually repealed, or canceled, the Stamp Act. Many colonists celebrated because they believed their protests had worked. However, Parliament still believed it had the right to tax the colonies. Soon, more laws and taxes followed. Colonists were taxed on goods such as glass, paper, paint, lead, and tea. These taxes continued to anger many people. Some colonists began to boycott British goods. A boycott means refusing to buy or use certain products as a form of protest. By refusing to buy British goods, colonists hoped to hurt British businesses and pressure Parliament to change its laws.
- [6] Tensions continued to rise. British soldiers were sent to the colonies to keep order and enforce the laws. Many colonists did not like seeing soldiers in their towns. They felt as if they were being watched and controlled. In 1770, the Boston Massacre occurred when British soldiers fired into a crowd of colonists, killing several people. Before the shooting, colonists had gathered near the soldiers and shouted angrily. Some threw snowballs, sticks, and other objects. The situation quickly became dangerous and confusing. When the soldiers fired, several colonists were killed or wounded.
- [7] The Boston Massacre shocked many people. News of the event spread through the colonies. Some colonists saw it as proof that British soldiers were a threat to their rights and safety. Leaders such as Samuel Adams used the event to increase anger toward British authority. Paul Revere created an engraving that showed the soldiers firing at colonists. The picture was used to influence public opinion. Although the event was more complicated than the picture showed, it helped many colonists believe that Great Britain was becoming too forceful.
- [8] A few years later, another conflict grew over tea. Tea was a popular drink in the colonies, and many colonists

bought it regularly. Parliament passed the Tea Act, which allowed one British company to sell tea directly to the colonies. This made the tea cheaper, but many colonists still saw the law as a problem. They believed Parliament was trying to make them accept its power to tax. To them, buying the tea would mean accepting British control. After the Tea Act was passed, trouble was brewing in the colonies.

[9] This conflict led to the Boston Tea Party. During this protest, colonists dumped tea into Boston Harbor. Samuel Adams and the Sons of Liberty helped organize resistance and spread ideas. Some colonists dressed as Native Americans to hide their identities. They boarded British ships and threw hundreds of chests of tea into the water. The protest was bold and costly. The destroyed tea was worth a large amount of money. To many colonists, the Boston Tea Party was a strong message against unfair taxation. To Great Britain, it was an act of rebellion.

[10] In response, Great Britain passed the Intolerable Acts, which punished the colonies and limited their rights. One part of these acts closed Boston Harbor until the ruined tea was paid for. This hurt many people in Boston because the harbor was important for trade and jobs. Another part of the laws gave British officials more control over Massachusetts. The laws also allowed British soldiers to be housed in empty buildings when needed. Many colonists believed these acts were harsh and unfair.

[11] Instead of ending the conflict, these actions brought the colonies closer together. Colonists in different places sent food, supplies, and support to Boston. They began to understand that one colony's problem could become every colony's problem. Leaders from different colonies met to discuss what they should do next. They shared ideas, debated solutions, and talked about their rights. The colonists learned that there is strength in numbers. Working together made them more powerful than acting alone.

[12] As the conflict grew, many colonists still hoped for peace. They wanted Great Britain to listen to their concerns and respect their rights. However, others began to believe that the colonies needed to break away completely. They argued that a government across the ocean could not understand or protect the needs of the colonists. More people began to question the king's power and Parliament's control. The idea of independence slowly became stronger.

[13] Over time, many colonists wanted to remove British control. They believed they should have a government that protected their rights and listened to their voices. The American Revolution became a fight for independence, leading to the Declaration of Independence and the creation of a new nation. What began as anger over taxes grew into a larger struggle for freedom, self-government, and independence. The colonists' protests, boycotts, meetings, and acts of resistance helped prepare them for the difficult fight ahead. Their choices changed history and helped create the United States of America.

Passage 2: "The Ocean Lesson" (Stamina: High)

[1] Nyla stood quietly on the beach as dozens of sea turtles began to hatch from the sand. The morning air was cool, and the sky was just starting to brighten. Small waves rolled gently onto the shore and then slid back into the ocean. At first, the sand looked still. Then Nyla noticed tiny movements near the nest. Little cracks appeared in the shells, and bits of sand shifted as the hatchlings pushed upward. One by one, they broke through their shells and started moving toward the ocean.

[2] Nyla leaned closer, careful not to step too near the nest. The turtles were very small, but they seemed to know exactly what they needed to do. Their tiny flippers pressed into the sand as they moved forward. Some crawled in a straight line, while others had to move around small shells, seaweed, and footprints left by people walking along the beach.

[3] "How do they know where to go?" Nyla asked.

[4] "They don't need to be taught," her guide explained. "It's an instinct. They are born with that behavior."

[5] Nyla watched closely. The turtles moved slowly but with determination. Each movement seemed small, but together those movements helped the turtles get closer to the water. The beach was not an easy place for them. The sand was soft in some places and packed down in others. A few turtles slipped into shallow dips in the sand and had to push themselves out. Others paused for a moment, then continued forward.

[6] Even though birds circled above and the sand was uneven, most continued toward the water. Their instinct guided them through the transition from sand to ocean, increasing their chances of survival during a dangerous moment. Nyla could see why the first journey was so important. The longer the turtles stayed on the beach, the more danger they faced. Birds, crabs, and other animals could catch them before they reached the sea.

[7] The guide smiled and said, “Slow and steady wins the race.”

[8] Nyla understood what the guide meant. The turtles were not moving quickly, and they were not strong compared with many animals around them. Still, they did not give up. They kept crawling toward the waves. They did not need an older turtle to show them the way. They did not wait for someone to teach them how to move toward the ocean. Their bodies and brains already knew what to do.

[9] As the first turtles reached the edge of the water, a small wave washed over them. For a moment, they disappeared in the foam. Then Nyla saw them floating and paddling in the shallow water. Their flippers moved in a new way now that they were no longer on land. The guide explained that reaching the ocean was only the first step. The turtles would still face many challenges, but their instinct had helped them begin the journey.

[10] Nyla thought about how amazing that was. The turtles had just hatched, but they already had a behavior that helped them survive. They did not have to practice it first. They did not have to watch another turtle do it. They were born ready to respond to their environment in a way that gave them a better chance of living.

[11] Later that day, Nyla visited a marine biology exhibit at an aquarium. The building was cool and quiet compared with the bright beach. Large signs showed pictures of ocean animals and explained how different species survive. Nyla walked past tanks filled with colorful fish, sea stars, and jellyfish. Then she stopped in front of a large tank where a group of orcas swam together in coordinated patterns.

[12] The orcas moved through the water with power and control. They glided past the glass, turned smoothly, and stayed close to one another. Nyla noticed that they did not swim randomly. Their movements seemed connected, almost like they were following a plan.

[13] A trainer stood nearby and explained how orcas hunt in the wild. Nyla listened carefully because the orcas seemed very different from the tiny turtles she had seen that morning.

[14] “Orcas rely on learned behavior,” he said. “Young orcas observe older members of their group. Over time, they learn strategies and practice working together.”

[15] The trainer smiled and said, “These orcas are a whale of a team.”

[16] Nyla smiled at the joke, but she also understood the meaning behind it. The orcas survived by working together. Their teamwork was not something they were born knowing how to do perfectly. Instead, young orcas had to watch, listen, and practice.

[17] Nyla noticed how the orcas stayed close and moved as a team. Their actions seemed planned and purposeful. One orca turned, and the others followed. Another slowed down, and the group changed direction together. They seemed to communicate through their movements. The trainer explained that, in the wild, orcas use sounds and signals to stay connected. These signals can help them hunt, travel, and protect one another.

[18] “So they have to learn how to survive?” Nyla asked.

[19] “Yes,” the trainer replied. “Their success depends on learning and cooperation.”

[20] The trainer explained that young orcas learn from the older members of their group, called a pod. A young orca may watch how adults find food or work together during a hunt. At first, the young orca may not know exactly what to do. Over time, it learns by observing and practicing. The more it practices, the better it becomes at using the skills that help the pod survive.

[21] Nyla looked back at the tank. She imagined a young orca swimming beside its mother and watching every move. The young orca would learn when to turn, when to stay close, and how to follow the group. Unlike the turtles, the orcas did not depend only on instinct. They depended on learning from others.

[22] Nyla thought about what she had seen. The turtles relied on instinct to act quickly without guidance. The orcas relied on learning and teamwork over time. Both types of behavior helped animals survive in their environments, even though they developed in different ways.

[23] As Nyla left the aquarium, she compared the two examples in her mind. The turtles had been born with a

behavior that helped them move toward the ocean right away. That instinct helped them during a dangerous time when there was no chance to stop and learn. The orcas, however, survived by gaining knowledge from their pod. Their learned behaviors helped them hunt in groups and respond to different situations in the ocean.

[24] Nyla realized that survival could look different for different animals. Some behaviors are present from birth, like turtle hatchlings moving toward the sea. Other behaviors develop through practice, like orcas hunting in a group. Instinct helps an animal act right away, while learning helps an animal improve over time. Both are important because both increase an animal's chances of survival.

[25] By the end of the day, Nyla had learned that animal behavior is not always the same. A tiny turtle and a giant orca may live in the ocean, but they use different behaviors to survive. The turtle's instinct gives it a quick start in life. The orca's learned behavior helps it become a strong member of its pod. Nyla smiled because both examples showed how animals are equipped to meet the challenges of their environments.

48. Student Annotation Guide

TRACKS	From Tension to Revolution	The Ocean Lesson
T: Time	Before the American Revolution; In 1770	Later that day
R: Reactions	Colonists strongly opposed this law; British soldiers were a threat to their rights and safety	The turtles moved slowly but with determination; Nyla noticed how the orcas stayed close and moved as a team
A: Actions	Parliament placed new taxes on the colonies; British soldiers fired into a crowd of colonists	broke through their shells and started moving toward the ocean; Their instinct guided them through the transition from sand to ocean
C: Character, Concept, Creature	Parliament; the Stamp Act; Samuel Adams and the Sons of Liberty	Nyla; orcas
K: Key Knowledge	taxation without representation; there is strength in numbers	They are born with that behavior; Orcas rely on learned behavior; success depends on learning and cooperation
S: Scenery / Setting	the thirteen colonies were part of Great Britain	on the beach; a marine biology exhibit at an aquarium

49. TRACKS Evidence Highlighting

Letter	Category	What to Look For	Highlight Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs or adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs or adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters, people, or animals, or major concepts as the central idea. Often nouns or proper nouns.	Pastel Yellow
K	Key Knowledge	All other important information needed for the meaning of the passage that is not in another TRACKS category.	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged or measured through the five senses.	Pastel Green

In this module:

- **T (Time):** From Tension to Revolution: "Before the American Revolution, the thirteen colonies were part of Great Britain"

- **R (Reactions):** From Tension to Revolution: "These protests helped unite colonists." It supports a thesis (central idea) about resistance bringing people together.
- **A (Actions):** From Tension to Revolution: "They argued that it was unfair to be taxed without a voice." It connects to why colonists protested, supports a thesis (central idea) about unfair treatment, and helps infer that they wanted representation.
- **C (Character, Concept, Creature):** The Ocean Lesson: "Young orcas observe older members of their group." It connects to learned behavior and helps infer that practice and cooperation support survival.
- **K (Key Knowledge):** The Ocean Lesson: "They are born with that behavior." It connects to instinct and supports a thesis (central idea) about how turtles survive without guidance.
- **S (Scenery / Setting):** The Ocean Lesson: "The morning air was cool, and the sky was just starting to brighten."

The exact words students highlight become the quoted evidence they test with CSI.

50. Five-Day GRADUATE Lesson

DAY 1 | GATHER AND REVEAL | 15 MINUTES

G and R: Evidence is Proof

Standard	Student Expectation
5.12(B)(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
5.11(B)(i)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction
ELPS 1(E) (i)	demonstrate listening comprehension from information presented orally during formal classroom interactions by restating, responding, paraphrasing, summarizing, or asking for clarification or additional details
ELPS 2(B) (i)	speak using content-area vocabulary during formal classroom interactions to demonstrate acquisition of new words

Purpose: Students gather the difference between real proof and a general statement, then reveal the CSI test and the signal marker that introduces quoted evidence.

TEACHER SCRIPT

"Today, I am going to show you three things on the board. Only one of them is real evidence that could support a response. Your job is to figure out which one is the strongest proof."

DAILY DECK SLIDE

- The colonists were upset.
- "They argued that it was unfair to be taxed without a voice..."
- I think the colonists were mad because taxes are annoying.

Possible student responses: "Number 2." "The one with the quote." "The second one because it came from the text."

TEACHER SCRIPT

"Yes. Today we will learn how to find strong evidence, how to introduce it, and how to make sure it actually proves our thinking. Writers do not just make claims. Writers prove them."

R: Reveal: CSI for Evidence

TEACHER SCRIPT

"As I say the Auditory Engagement, you will listen carefully and fill in the missing key words in your Interactive Notebook. Only write the key words you hear."

Auditory Engagement Script: "Evidence is the PROOF from the passage that helps support your thinking. It must CONNECT to the prompt. Strong evidence must SUPPORT your thesis (central idea). Strong evidence can also help you INFER additional ideas. We use CSI to test our evidence. C means CONNECT. S means SUPPORT. I means INFER. When we use quoted evidence, we need a SIGNAL marker first. We also need correct PUNCTUATION. We use a comma before the quotation marks after the signal marker. Strong evidence is clear, relevant, and connected to our thesis (central idea)."

Interactive Notebook Fill-In: Evidence is the PROOF from the passage. Strong evidence must CONNECT to the prompt. Strong evidence must SUPPORT the thesis (central idea). Strong evidence can help us INFER more ideas. CSI stands for CONNECT, SUPPORT, and INFER. A SIGNAL marker announces evidence. Quoted evidence needs correct PUNCTUATION. Evidence should be clear and RELEVANT.

Board text: Evidence = text proof. Explanation = my thinking about the proof.

TEACHER SCRIPT

"If I say, 'The colonists were angry,' that may be my idea. But if I write, 'They argued that it was unfair to be taxed without a voice,' now I have proof from the text."

Day 1 Closing: Partner completion: "CSI stands for ____, ____, and ____, and a signal marker tells the reader that ____."

DAY 2 | ATTEMPT | 15 MINUTES

A: CSI Evidence Quest

Standard	Student Expectation
5.11(C)(ii)	revise drafts to improve word choice
5.12(B)(iii)	compose informational texts, including brief compositions that convey information about a topic, using craft
ELPS 4(D)(ii)	write content-area texts using a variety of sentence types
ELPS 4(F)(ix)	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for a specific purpose

Purpose: Students move through prompt checks, thesis (central idea) matches, strong or weak decisions, signal markers, quote presentation, and CSI checks.

TEACHER SCRIPT

"You will work with your group to move around the board and complete evidence challenges. Every time you land on a space, one person will draw a game card and your group will solve it together. Remember to use the passages, your Thinking Charts, and your Interactive Notebooks to help you."

Create a simple gameboard with spaces labeled Prompt Check, Thesis (central idea) Match, Strong or Weak, Signal Marker, Quote It, CSI Check, Move Ahead 1, and Move Back 1. Use a spinner: 1 = Prompt Check, 2 = Thesis (central idea) Match, 3 = Strong or Weak, 4 = Signal Marker, 5 = Quote It, 6 = CSI Check.

TEACHER SCRIPT

"Anytime you hear me say, 'Hey! Hey! Hey!' you will respond, 'Evidence is on the way!' with the motions."

Prompt Check Cards: Prompt: Why did colonists protest British laws? Quote: "It required colonists to pay taxes on printed materials..." Answer: Yes. It connects because the taxes were one reason colonists protested British laws. Prompt: How does setting influence behavior in both passages? Quote: "They are born with that behavior." Answer: Yes. It connects because it shows how the environment and natural setting influence instinctive behavior.

Thesis (central idea) Match Cards: "The colonists protested British laws because they were taxed without representation and felt it was unfair." Choice A: "They argued that it was unfair to be taxed without a voice..." Choice B: "Nyla visited an aquarium." Answer: A. "Setting influences survival in both passages through instinct in sea turtles and learned behavior in orcas." Choice A: "Young orcas observe older members of their group." Choice B: "Great Britain gained land..." Answer: A.

Strong or Weak Cards: "Great Britain gained land..." is weak for why colonists protested. "They argued that it was unfair to be taxed without a voice..." is strong because it directly supports the reason for protest. "Their instinct guided them through the transition from sand to ocean..." is strong for how setting influences survival.

Signal Marker Cards: The text states, "Samuel Adams and the Sons of Liberty helped organize resistance..." The author says, "Young orcas observe older members of their group."

Quote It Cards: The text states, "They argued that it was unfair to be taxed without a voice." The passage explains, "Young orcas observe older members of their group."

CSI Check Cards: "The Boston Massacre occurred when British soldiers fired into a crowd of colonists..." connects to growing tension and may support a thesis (central idea) about resistance. It could help a reader infer that violence increased distrust. "The turtles moved slowly but with determination" connects to the prompt, supports a thesis (central idea) about survival behavior, and helps infer that instinct helps the turtles continue even in danger.

TEACHER SCRIPT

"In your Interactive Notebook, create a section titled 'Strong Evidence / Weak Evidence.' Write down one example of strong evidence and one example of weak evidence from today's game. Then explain why each one belongs in that category."

Day 2 Closing: Record one strong quote and one weak quote from the game. Remember: strong evidence connects, supports, and helps you infer.

DAY 3 | DISCUSS AND USE | 15 MINUTES

D and U: Thesis (central idea) + Evidence

Standard	Student Expectation
5.12(B)(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
5.11(C)(ii)	revise drafts to improve word choice
ELPS 4(F)(ix)	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for a specific purpose
ELPS 4(F)(xiii)	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for a specific audience

Purpose: Students discuss why not every accurate quote is strong evidence, then independently take a thesis (central idea), locate one strong quote, introduce it with a signal marker, and explain which CSI checks it passes.

TEACHER SCRIPT

"Now let's talk about what we noticed about evidence."

Discussion Questions: What is the difference between evidence and explanation? Evidence is from the passage, and explanation is what we think about it. Why is not every quote strong evidence? A quote may be true, but if it does not connect to the prompt or support the thesis (central idea), it is weak for that response. How does CSI help us choose better evidence? It helps us check if the evidence connects, supports, and helps us infer. Why do we need a signal marker before a quote? So the reader knows evidence is coming. What makes quoted evidence look correct? Quotation marks and a comma after the signal marker.

Possible student questions: "Can I use a whole sentence?" Yes, but only if the whole sentence is the best proof. Often, a shorter and more precise quote is stronger. "What if I have evidence but do not know what it proves?" Ask, "What is this quote showing me about the prompt?" "Can I use more than one quote?" Yes, but each quote should have a clear purpose.

TEACHER SCRIPT

"Connect to the Overarching Question: How does CSI help a writer choose and introduce evidence that truly supports an SCR thesis (central idea)?"

TEACHER SCRIPT

"Now you are going to use evidence in a new way. You will take a thesis (central idea) statement and add a clear piece of quoted evidence that supports it."

Student Directions: Title the page Thesis (central idea) + Evidence. Copy the thesis (central idea) statement. Find one strong quote from the passage. Add a signal marker before the quote and underline it. Write the quote with correct punctuation and quotation marks. Use the Thinking Levels Chart to upgrade the signal marker or wording if possible.

Practice Set 1: Thesis (central idea): The colonists protested British laws because they were taxed without representation and felt it was unfair. Teacher answer example: The text states, "They argued that it was unfair to be taxed without a voice..."

Practice Set 2: Thesis (central idea): Setting influences survival in both passages through instinct in sea turtles and learned behavior in orcas. Teacher answer example: The author says, "Young orcas observe older members of their group."

Practice Set 3: Thesis (central idea): The Boston Massacre increased anger and distrust toward British authority. Teacher answer example: The passage explains, "The Boston Massacre shocked many people."

Practice Set 4: Thesis (central idea): Sea turtles survive dangerous moments because instinct guides them quickly toward the ocean. Teacher answer example: The text states, "Their instinct guided them through the transition from sand to ocean..."

Day 3 Closing: "Hey! Hey! Hey! Evidence is on the way!" Every time you add a quote correctly, you are proving your thinking.

DAY 4 | AWARD AND TARGET | 15 MINUTES

A and T: Recognize and Improve

Standard	Student Expectation
5.11(C)(ii)	revise drafts to improve word choice
5.11(D)(xxix)	edit drafts using standard English conventions, including correct spelling of high-frequency words

ELPS 2(E) (i)	narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic context or discourse
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Purpose: Students recognize evidence habits they used well and set a precise next goal for choosing and presenting evidence.

TEACHER SCRIPT

"Today you learned how to prove your thinking with evidence. That is a big writing step."

Award Options: Evidence Expert Strip: "One strong habit I used today was ____." Partner Praise: "One thing you did well was ____." Self-Recognition Box: I can tell what evidence is; I can tell what evidence is not; I can use CSI; I can use a signal marker; I can punctuate a quote correctly.

TEACHER SCRIPT

"Recognizing your own growth helps your brain notice success and build confidence for the next step."

TEACHER SCRIPT

"Strong learners do not stop after one success. They set a target for what they will improve next."

Student Reflection: One thing I can already do well with evidence is _____. One thing I still want to improve is _____. My next evidence goal is _____.

Target Choices: choose stronger evidence; connect evidence more clearly to the thesis (central idea); use better signal markers; punctuate quotes correctly every time; infer more; use stronger vocabulary.

Curiosity Questions: How would the meaning of a response change if evidence did not match the thesis (central idea)? Why might a short quote be stronger than a long quote? Which passage gives easier evidence to find, and why? How does setting help us decide what evidence matters most? If Nyla explained the turtles' behavior, which quote would she choose?

TEACHER SCRIPT

"Refer to your Thinking Levels Charts to help you upgrade your evidence and signal markers."

Day 4 Closing: Complete the sentence: "My next goal is to strengthen my evidence by _____."

DAY 5 | EXPLAIN TO OTHERS | 15 MINUTES

E: Evidence Coach

Standard	Student Expectation
5.12(B)(ii)	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics
5.11(D)(xxvii)	edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns
ELPS 2(E) (i)	narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic context or discourse

Purpose: Students become Evidence Coaches and teach a partner how to match evidence to a thesis (central idea) and check it with CSI.

TEACHER SCRIPT

"Now you are going to become an evidence coach. You will teach someone else how to choose and present evidence correctly."

Turn and Teach Directions: Partner A reads a thesis (central idea), explains how to find matching evidence, chooses a signal marker, and says the evidence sentence aloud with correct punctuation language. Partner B listens, checks for CSI, tells whether the quote is strong or weak, and suggests one improvement. Then switch roles.

Sample thesis (central idea) statements: The colonists protested British laws because they were treated unfairly. Sea turtles rely on instinct because they must survive danger immediately. Setting influences behavior in both passages through conflict, instinct, and learning.

Sentence Stems: "This evidence is strong because ____." "This quote connects to the prompt by ____." "A good signal marker would be ____." "This evidence helps us infer ____."

Teacher Monitoring: listen for the difference between evidence and explanation, correct signal markers, correct quotation punctuation language, CSI vocabulary, and stronger vocabulary from the Thinking Charts.

Module Overarching Question: Answer: How does CSI help a writer choose and introduce evidence that truly supports an SCR thesis (central idea)? CSI helps a writer test whether evidence connects to the prompt, supports the thesis (central idea), and helps the writer infer more. A clear signal marker and correct presentation of the quotation help the reader recognize exactly where the proof begins.

TEACHER SCRIPT

"Today you learned that writers do more than answer questions. Writers prove their thinking. Every time you choose a strong quote, introduce it clearly, and connect it to your thesis (central idea), you are building stronger habits as a reader and writer."

Student Exemplars

51. Low / Developing Exemplar

Student Response	What Is Working	Teacher Notes
I think the colonists were mad because taxes are annoying.	The response is on the topic of the colonists and taxes.	This is a personal opinion, not quoted proof from the text, so it does not pass CSI. Replace the opinion with an exact quote introduced by a signal marker.

52. Medium / Approaching Exemplar

Student Response	What Is Working	Teacher Notes
The passage says, "Great Britain gained land..."	The response uses a signal marker and an exact quote with quotation marks.	The quote is accurate but weak for this prompt. It does not connect to why the colonists protested, so it fails the Connect check. Choose "They argued that it was unfair to be taxed without a voice..."

53. High / Secure Exemplar

Student Response	What Is Working	Teacher Notes
The text states, "They argued that it was unfair to be taxed without a voice..." This quote connects to the prompt about protest, supports a thesis (central idea) about unfair treatment, and helps the reader infer that the colonists wanted representation.	A signal marker and correct punctuation introduce a precise quote that passes Connect, Support, and Infer.	The quote is short and exact, and the explanation names what the proof helps the reader infer.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

For "Why did colonists protest British laws?" the strongest sample is: The text states, "They argued that it was unfair to be taxed without a voice..." It connects to the prompt, supports a thesis (central idea) about unfair treatment, and helps infer that the colonists wanted representation. For "How do orcas learn to survive?" the strongest sample is: The author says, "Young orcas observe older members of their group." It supports learned behavior and cooperation.

55. Standards Evidence Trail

Evidence Source	What the Teacher Sees	TEKS Connection
Mystery Proof Reveal	Student distinguishes source proof from a general statement or personal reaction.	5.12(B)(i)
CSI Evidence Quest	Student judges strong or weak evidence and explains the decision.	5.12(B)(iii)
Thesis (central idea) + Evidence	Student chooses a quote, adds a signal marker, uses punctuation, and explains CSI.	5.11(B)(i) , 5.12(B)(i)
Evidence Coach	Student explains the process to a specific audience.	5.12(B)(ii)

56. Assessment Opportunities

Opportunity	Detail
Informal	Observe Catch and Correct the Mistake and discussion. Note whether students sort proof from opinion.
Visual / Physical	During CSI Finger Check, one finger means Connect, two means Support, and three means Infer.
Formative	The Day 3 Thesis (central idea) + Evidence page is the formative check.
Expected response	Students choose a strong quote, test it with CSI, introduce it with a signal marker, and punctuate it correctly.

Assessment Lens	Question
Selection	Does the quote prove the thesis (central idea)?
Presentation	Is the quote introduced and punctuated correctly?

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Prompt: Why did colonists protest British laws? Choose one strong quote, introduce it with a signal marker, and check it with CSI.

My thesis (central idea):

My evidence sentence:

My CSI check: The quote Connects because ____; Supports because ____; helps me Infer ____.

58. Exit Ticket Answer Key

Part	Sample Answer
Thesis (central idea)	The colonists protested British laws because they were taxed without representation and felt it was unfair.
Evidence	The text states, "They argued that it was unfair to be taxed without a voice..."
CSI	It connects to the prompt, supports the thesis (central idea) about unfair treatment, and helps infer that the colonists wanted representation.

59. Scoring Principle

Component	Requirement
Connect	The quote connects to the prompt.
Support	The quote supports the thesis (central idea).
Signal Marker	A signal marker introduces the quote.
Punctuation	A comma follows the signal marker and quotation marks surround exact words.

60. Gradebook Conversion

Use the evidence page as a brief writing product. A complete score requires a prompt-matched thesis (central idea), strong evidence, a signal marker, correct punctuation, and an explanation of CSI. If one part is missing, record the missing habit for the next target.

61. Recommended Gradebook Label

Gradebook Label	Evidence Product
G5 C1 M3	Using Evidence to Support Thinking: choose, test, and introduce evidence for an SCR thesis (central idea).

Writing Lens	Question
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Evidence	Does the proof pass CSI?
Explanation	Does the writer explain what it means?

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Prompt Bank: Why did colonists protest British laws? How did British actions push the colonies toward revolution? Why do sea turtles rely on instinct? How do orcas learn to survive in their group? How does setting influence behavior in both passages?

Task: Choose one prompt. Write a thesis (central idea), then add one strong quote that passes CSI, introduced with a signal marker and correct punctuation. Add an explanation sentence that tells what the evidence means.

Requirement	Look For
Thesis (central idea)	One direct answer to the exact prompt.
Evidence	One short, exact quote from the assigned passage.
Presentation	Signal marker, comma, and quotation marks.
Explanation	What the evidence proves and what it helps the reader infer.

63. Student Planning Frame

Step	Planning Guide	My Work
Step 1: Topic	What is the prompt about?	
Step 2: Charge	Is it WHY or HOW? What must I do?	
Step 3: Answer	Write a thesis (central idea) that answers the prompt.	
Step 4: Evidence	Choose a short, exact quote that passes CSI.	
Step 5: Present It	Add a signal marker, a comma, and quotation marks.	
Step 6: Explanation	Explain what the proof means.	

64. Writing Assignment Rubric

Score	Description
4	Clear thesis (central idea), precise quote, all CSI checks explained, signal marker and punctuation correct, and explanation gives the proof meaning.
3	Clear thesis (central idea), relevant quote, signal marker and punctuation mostly correct, and explanation is present.
2	Topic is present, but evidence is weak or the CSI explanation is incomplete.
1	Opinion or copied detail appears without a prompt-matched quote.

65. Writing Gradebook Conversion

Record the score with the label G5 C1 M3. A score of 3 or 4 shows that the student can independently select and present evidence. A score of 1 or 2 identifies a need for intervention with evidence sorting, quote matching, and signal-marker practice.

66. Teacher Feedback Shortcuts

Feedback	Meaning	Next Move
Connect	Your quote answers the prompt.	Check Support and Infer.
Support	Your quote proves the thesis (central idea).	Explain what it means.
Signal	Tell the reader proof is coming.	Add a signal marker and comma.
Precise	Your quote is short and exact.	Keep the wording faithful to the passage.
Infer	Your explanation goes beyond copying.	Name what the reader can figure out.

Support Lens	Question
Intervention	What habit needs modeling?
Enrichment	How can the student compare quotes?

Response to Student Need

67. Intervention: Name the Thinking

For students who need extra help telling the difference between evidence and non-evidence, matching evidence to a thesis (central idea), and using a signal marker correctly, slow it down and build the thinking step by step.

TEACHER SCRIPT

"We are going to slow it down and build this one step at a time. First, we will decide what counts as evidence. Then we will decide whether it is strong enough. Then we will practice saying it the right way."

Step	Teacher Action	Student Action
1. Sort	Give sentence strips: "They argued that it was unfair to be taxed without a voice..."; "Young orcas observe older members of their group."; "I think the colonists were upset."	Sort Evidence and Not Evidence.
2. Match	Give the thesis (central idea): Sea turtles survive dangerous moments because instinct helps them move toward safety.	Choose "Their instinct guided them through the transition from sand to ocean..."
3. Signal	Model the signal-marker frame.	Say and write: The text states, "Their instinct guided them through the transition from sand to ocean."
4. CSI	Ask for one, two, or three fingers.	Show Connect, Support, and Infer checks.

68. Embedded Checks & Student Support

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask whether a statement is evidence or opinion.	Student identifies quoted proof versus a personal idea.	Any copied sentence is strong.	Strong evidence must connect and support.
Ask students to test a quote with CSI.	Student names Connect, Support, Infer.	Student chooses the longest quote.	A shorter quote can be stronger.
Ask students to introduce a quote.	Student adds a signal marker and a comma.	Student drops the quote into the paragraph.	Ask, "How will the reader know proof is coming?"

69. Student Support Quick Reference

If a student...	Support to Provide
Writes an opinion instead of a quote	Use the Evidence / Not Evidence sort and find an exact quote.
Chooses a quote that does not fit	Apply CSI aloud and ask what the quote proves.
Forgets the signal marker or punctuation	Use the chart: signal marker + comma + quotation marks.
Masters quickly	Route to Evidence Upgrade Lab.

70. Enrichment: Connect Across Texts

Students who master the concept compare two possible quotes, rank them with CSI, introduce the stronger quote, and explain what it helps the reader infer.

TEACHER SCRIPT

"You already know how to find evidence. Now you are going to compare, judge, and improve evidence like an expert writer."

Sample thesis (central idea): Setting influences behavior in both passages through the colonists' resistance and the animals' survival habits.

Possible evidence: "Samuel Adams and the Sons of Liberty helped organize resistance..." "Their instinct guided them through the transition from sand to ocean..." "Young orcas observe older members of their group." "Many colonists considered themselves loyal to the king."

Challenge: Which quote best shows historical setting shaping behavior? Which quote best shows environmental setting shaping behavior? Which two quotes would work best if you had to prove both parts?

Sample strong response: The passage explains, "Samuel Adams and the Sons of Liberty helped organize resistance..." This evidence supports the idea that the historical setting pushed colonists toward action. It also helps us infer that resistance grew stronger as tensions increased.

71. Additional Writing Opportunity: Plan and Draft

Choose one prompt from the bank. Write a thesis (central idea), find one short, exact quote, test it with CSI, introduce it with a signal marker and a comma, add quotation marks around the exact words, and add an explanation sentence.

Prompt	Possible thesis (central idea)
Why did colonists protest British laws?	Colonists protested because they were taxed without representation and felt it was unfair.
How did British actions push the colonies toward revolution?	British taxes, soldiers, and punishments pushed the colonies toward revolution by increasing anger and unity.
Why do sea turtles rely on instinct?	Sea turtles rely on instinct because they must move toward the ocean immediately during danger.
How do orcas learn to survive in their group?	Orcas learn to survive by observing older members, practicing, and cooperating.

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

Revise	Edit	Share
Improve the word choice in the signal marker and check that the quote is the most precise proof.	Run the conventions sweep: signal marker + comma + quotation marks, correct spelling, and proper nouns capitalized.	Read the evidence sentence to a partner. The partner names the strongest CSI check.

Engagement Lens	Question
Listen	What evidence rule did the student hear?
Pause	What should the student think about next?

Engagement & Home Connection

73. Auditory Engagement Moments

Approach: Catch and Correct the Mistake. Students listen for deliberate near-misses about evidence, signal markers, and relevance.

Round	What the Teacher Reads	Answer / Look-For
1	"Any sentence copied from the passage is automatically strong evidence."	Incorrect. Strong evidence must connect to the prompt and support the thesis (central idea).
2	"I think the colonists were angry" is quoted evidence.	Incorrect. That is the writer's idea, not source proof.
3	"The text states, "They argued that it was unfair to be taxed without a voice." uses a signal marker.	Correct.
4	"Young orcas observe older members of their group" is relevant evidence for learned behavior.	Correct. It directly supports learning through observation.

TEACHER SCRIPT

"I may try to trick your ears with a close-but-not-correct statement about evidence. When you hear a mistake, signal CATCH IT, repair the statement, and explain the evidence rule you used."

74. Pause Points

Pause Point	Stop and Think
Evidence or Opinion	Is this quoted proof from the text, or is it my own idea?
Run the CSI Test	Does this quote Connect, Support, and help me Infer?
Signal the Quote	Which signal marker will announce that proof is coming?
Connect to Setting	How does the historical, cultural, or environmental setting make this evidence matter?

75. At-Home Connection

When a student makes a claim about something read or watched, ask for a short, exact quote and then check it three ways: Does it connect to the question? Does it support the thesis (central idea)? Does it help infer more? Choosing strong proof is exactly this module's work.

Ownership Lens	Question
Award	Which habit feels strong?
Target	Which habit will improve next?

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

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

I Can...	Not yet	Getting set	I can do it
Tell the difference between evidence and opinion.			
Test a quote with CSI: Connect, Support, Infer.			
Decide whether a quote is strong or weak.			
Introduce a quote with a signal marker.			
Punctuate a quote correctly.			

One thing I am proud of: _____

One thing I want to get better at: _____

77. Student Award

Evidence Expert Strip: One strong habit I used today was choosing relevant evidence, using CSI, introducing evidence with a signal marker, or using quotation marks correctly.

78. Student Target

One thing I can already do well with evidence is _____. One thing I still want to improve is _____. My next evidence goal is _____. Choose: stronger evidence; clearer connection to the thesis (central idea); better signal markers; correct punctuation; stronger inference; stronger vocabulary.

Closure Lens	Question
Reflect	Who can select precise proof?
Transfer	Who can explain CSI to a partner?

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

CLOSING SCRIPT

"At the beginning of this module, we asked how CSI helps a writer choose and introduce evidence. Now we can answer it: CSI tests whether evidence connects to the prompt, supports the thesis (central idea), and helps the writer infer more, and a signal marker with correct punctuation shows the reader where the proof begins."

80. Essential / Overarching Question, Answered

How does CSI help a writer choose and introduce evidence that truly supports an SCR thesis (central idea)?

CSI helps a writer test whether evidence connects to the prompt, supports the thesis (central idea), and helps the writer infer more. A clear signal marker and correct presentation of the quotation then help the reader recognize exactly where the proof begins.

81. Teacher Reflection

Which students can sort proof from opinion and choose a strong quote?

Which students introduce evidence with a signal marker and correct punctuation?

Which students still copy the longest quote instead of the most precise one?

Who is ready for the next module, writing the explanation sentence that gives evidence meaning?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

- Anchor charts for Evidence / Not Evidence, CSI, signal markers, and punctuation.
- Student notebooks with the Strong Evidence / Weak Evidence page.
- Day 3 Thesis (central idea) + Evidence pages.
- Progress trackers and next evidence targets.
- Evidence Coach explanations.

Production & Implementation Support

83. Module Slide Deck Build Sheet

Slide	Display	Teacher Use
M3-04	Mystery Proof Reveal	Decide which option is actual text evidence.
M3-05	Reveal CSI for Evidence	Connect to the prompt, Support the thesis (central idea), Infer more.
M3-06	CSI Evidence Quest	Move through prompt checks, matches, strong or weak decisions, signal markers, and CSI.
M3-07 / M3-08	Discuss and Use Again	Choose one strong quote for a thesis (central idea).
M3-09	Award	Name one evidence habit used well.
M3-10	Target	Choose the next evidence habit to strengthen.
M3-11 / M3-14	Explain and Answer	Become an Evidence Coach and answer the overarching question.

84. Virtual / Online Adaptation

For Catch and Correct the Mistake, read each near-miss statement aloud and have students give a "Catch It" hand signal or type CATCH in the chat. For Mystery Proof Reveal, display the three examples and ask students to type 1, 2, or 3, then explain the choice. Put the CSI chart and signal-marker chart on slides. For CSI Evidence Quest, use a digital spinner and clickable cards; students type answers, hold up fingers for strong or weak, or unmute to explain CSI. Display both passages in view-only form and provide separate digital copies for TRACKS highlighting. For the independent Thesis (central idea) + Evidence page, students type the evidence sentence, hold notebooks up to the camera, or complete a digital slide using quotation marks and an underlined signal marker. For Evidence Coach, assign partners in breakout rooms and place sample thesis (central idea) statements on slides.

Final Lens	Question
Evidence	Which student products show growth?
Next step	What should the next module strengthen?

Teacher Reflection**85. Teacher Reflection (This Module)**

Reflection Prompt	Notes
Which students distinguished evidence from opinion?	
Which students chose evidence that passed CSI?	
Which students used a signal marker and correct punctuation?	
Which students explained what the evidence helped the reader infer?	
Which students need more practice with precise quotes?	
Open notes	

THE WRITING ACADEMY®, LLC.
Teacher Lesson Plan Guide

Writing the Explanation Sentence

Grade 5 | Cluster 1 | Module 4

Grade: 5

Cluster: 1, Short Constructed Response (SCR)

Module: 4 of the cluster

Primary Instructional Category: Informational Writing / Short Constructed Response (SCR)

Module Title: Writing the Explanation Sentence

Content Connection / Passage Titles: "From Tension to Revolution" and "The Ocean Lesson"
(Very High Stamina, informational and fiction passages)

Primary TEKS: [5.11\(B\)\(i\)](#), [5.11\(C\)\(i\)](#), [5.11\(C\)\(ii\)](#), [5.12\(B\)\(i\)](#), [5.12\(B\)\(ii\)](#), [5.12\(B\)\(iii\)](#)

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. These Grade 5 response standards are woven through the reading, discussion, annotation, and writing in this module. The verbatim TEKS wording is used.

- **5.7(A)** describe personal connections to a variety of sources, including self-selected texts.
- **5.7(B)** write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.
- **5.7(C)** use text evidence to support an appropriate response.
- **5.7(D)** retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
- **5.7(E)** interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating.
- **5.7(F)** respond using newly acquired vocabulary as appropriate.
- **5.7(G)** discuss specific ideas in the text that are important to the meaning.

1. A Little Inspiration Goes a Long Way!

This module completes the Grade 5 Cluster 1 Short Constructed Response. Students move from proof to meaning by writing an explanation sentence that tells what evidence means, shows why it matters, and connects back to the thesis (central idea).

TEACHER SCRIPT

"When students learn to explain their thinking, they stop being answer finders and become meaning makers."

Connection to this week's type of thinking: students read both passages, separate evidence from explanation, and use two starter bookends: Definition, "this means" or "this shows," and Story, "this reminds me of" or "this makes me think of."

2. Why This Module Matters

Students often think explanation means repeating the evidence in slightly different words. This module teaches that explanation is the writer's own thinking: it tells what the proof means, connects the meaning to the thesis (central idea), and shows why the evidence matters. Students practice Definition and Story bookends, use the word *this* to point back to nearby evidence, and complete the Short Constructed Response.

Where it fits into writing: an explanation is the bridge between a quote and the reader's understanding. A strong paragraph needs a thesis (central idea), evidence, and explanation, in that purposeful order.

Why it matters beyond this assignment: explaining evidence helps students make meaning in history, science, and everyday conversations. Returning to the same passages and terms also supports metacognition, thinking about one's own thinking.

3. Module Essential / Overarching Question

How does a strong explanation turn evidence into clear meaning for the reader?

Students record their thinking at the start of the week and return to it on Friday after writing explanations for evidence from both passages.

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. This page explains the week's learning, gives families an open-ended question to ask, and offers two simple ways to help a fifth grader turn evidence into meaning.

How to Send It: share the English or Spanish letter, or send both. The conversation starters and family activities can be shared on paper or in a class stream.

5. Family Letter (English)

Dear Families,

This week your fifth grader is completing Grade 5 Cluster 1, the Short Constructed Response. Your fifth grader will learn that an explanation sentence tells what the evidence means, explains why it matters, and connects back to a thesis (central idea). An explanation is the writer's thinking, not another quote.

We will read "From Tension to Revolution," about taxes, protests, and events that pushed the colonies toward revolution, and "The Ocean Lesson," about sea turtles that rely on instinct and orcas that rely on learned behavior and cooperation. Your fifth grader will use Definition, "this means" or "this shows," and Story, "this reminds me of" or "this makes me think of," to explain evidence.

Please try this at home: when your fifth grader shares a fact or quote, ask, "What does that mean, and why does it matter?" Talk about how the explanation adds meaning instead of repeating the fact.

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

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

Estimadas familias:

Esta semana su estudiante de quinto grado está completando el Grupo 1 de escritura de quinto grado, la Respuesta Construida Corta. Su estudiante aprenderá que una oración de explicación dice lo que significa la evidencia, explica por qué importa y conecta con una tesis (idea central). Una explicación es el pensamiento del escritor, no otra cita.

Leeremos "From Tension to Revolution", sobre los impuestos, las protestas y los acontecimientos que llevaron a las colonias hacia la revolución, y "The Ocean Lesson", sobre las tortugas marinas que dependen del instinto y las orcas que dependen del comportamiento aprendido y la cooperación. Su estudiante usará la Definición, "this means" o "this shows", y la Historia, "this reminds me of" o "this makes me think of", para explicar la evidencia.

Por favor, intente esto en casa: cuando su estudiante comparta un hecho o una cita, pregunte: "¿Qué significa eso y por qué importa?" Conversen sobre cómo la explicación agrega significado en vez de repetir el hecho.

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

7. Family Conversation Starters

- What is the difference between repeating a fact and explaining what it means?
- Why does a strong explanation say why the evidence matters?
- In "From Tension to Revolution," what does "taxation without representation" mean, and why does it matter?
- In "The Ocean Lesson," what does it mean that orcas learn from older members of their group?
- How can the word *this* help a reader connect an explanation to nearby evidence?

8. Simple Family Activities

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

Family Activity: This Means...

TEACHER SCRIPT

"Say a simple fact aloud. Take turns explaining it with 'this means' or 'this shows,' and then add why it matters."

Family Activity: This Reminds Me Of...

Share a short story or memory that a fact reminds you of. Use "this reminds me of" or "this makes me think of," and explain how the story helps make the idea clearer.

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	Students hear the difference between naming proof and explaining meaning.
Reveal	■ TEACH	The teacher makes the explanation job, bookends, and word <i>this</i> visible.
Attempt	○ LEARN	Students match a thesis (central idea), evidence, and explanation in the relay.
Discuss	○ LEARN	Students clarify how an explanation adds meaning.
Use	✓ ASSESS	Students independently explain selected evidence from both passages.
Award	✓ ASSESS	Students recognize an explanation habit they used well.
Target	✓ ASSESS	Students select a precise next explanation goal.
Explain / Educate	✓ ASSESS	Students teach a partner how evidence becomes clear meaning.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 5, Cluster 1, Module 4
Module Category	Informational Writing / Short Constructed Response, Writing the Explanation Sentence
Primary TEKS	5.11(C)(i) , 5.11(C)(ii) , 5.12(B)(i) , 5.12(B)(iii)
Primary Breakout	Revise sentence structure and word choice with 5.11(C)(i) and 5.11(C)(ii) ; compose a clear central idea with 5.12(B)(i)
Spiral TEKS	5.11(B)(i) , 5.12(B)(ii) , and 5.11(D)(i) support the complete Short Constructed Response.
Recursive Habits	DOT and TRACKS reading habits; evidence, explanation, and thesis (central idea) connection; sentence capitalization and punctuation.

Content Connection	"From Tension to Revolution" and "The Ocean Lesson"
Daily Lesson Time	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)	Listen for What Is Missing responses; Explanation Relay Race matches; Thesis (central idea) + Evidence + Explanation pages; progress tracker.
Formal Assessment Product	Independent explanations for selected evidence from both passages and the completed Short Constructed Response.

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: Students will explain evidence so the reader understands what the proof means, why it matters, and how it supports the thesis (central idea).

I Will Statements

- I will read closely and listen for what evidence means.
- I will tell the difference between evidence and explanation.
- I will use a Definition or Story bookend.
- I will connect each explanation to the thesis (central idea).
- I will revise sentence structure and word choice so my meaning is clear.

I Can Statements

- I can explain what a piece of evidence means.
- I can say why the evidence matters.
- I can use "this means" or "this shows" as a Definition bookend.
- I can use "this reminds me of" or "this makes me think of" as a Story bookend.
- I can use the word *this* to point back to nearby evidence.

CLASS SLIDE

Daily Deck, Module 4 opening slide: the I Will and I Can statements for explaining evidence, 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 identify the evidence and keep it separate from my own explanation.
- I explain what the evidence means instead of repeating it.
- I use a Definition or Story bookend correctly.
- I connect the explanation to the thesis (central idea).
- I say why the evidence matters.
- I capitalize the first word and punctuate the last word of every sentence.

14. Evidence That Will Demonstrate Mastery

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

- Day 1 Listen for What Is Missing responses that add meaning to evidence.
- Day 2 Explanation Relay Race matches that distinguish evidence from explanation.
- Day 3 independent Thesis (central idea) + Evidence + Explanation pages for both passages.
- Day 4 Award and Target reflections naming a successful explanation habit and a next goal.
- Day 5 Explanation Coach teaching and the completed Short Constructed Response.

15. TEKS Correlations

This module addresses the Grade 5 breakouts named in the lesson plan. The Student Expectation column preserves the official breakout wording used for this module.

TEKS	Strand		Where Taught		
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		Student Expectation (verbatim TEKS)		Where Practiced	Where Assessed
5.11(B)(i)	Writing Process, Developing Drafts	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction	Day 1	Days 1-5	Completed SCR
5.11(C)(i)	Writing Process, Revising	revise drafts to improve sentence structure	Day 3	Days 3-5	Explanation revision
5.11(C)(ii)	Writing Process, Revising	revise drafts to improve word choice	Day 2	Days 2-5	Thinking Levels upgrade
5.12(B)(i)	Writing Genre, Informational Texts	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	Day 1	Days 1-5	Thesis (central idea) + Evidence + Explanation
5.12(B)(ii)	Writing Genre, Informational Texts	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics	Day 5	Days 3-5	Completed SCR
5.12(B)(iii)	Writing Genre, Informational Texts	compose informational texts, including brief compositions that convey information about a topic, using craft	Day 2	Days 2-5	Definition and Story bookends

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 5 standard as PRIMARY, SPIRAL, or RECURSIVE and names where it occurs in this module.

Classification	TEKS	Student Expectation (verbatim, abbreviated)	Where It Occurs
PRIMARY	5.12(B)(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	Thesis (central idea), evidence, and explanation across all five days
PRIMARY	5.12(B)(iii)	compose informational texts, including brief compositions that convey information about a topic, using craft	Definition and Story explanation bookends
RECURSIVE	5.11(B)(i)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction	Complete Short Constructed Response
RECURSIVE	5.11(C)(i)	revise drafts to improve sentence structure	Day 3 Use; Day 5 coaching; revision check
RECURSIVE	5.11(C)(ii)	revise drafts to improve word choice	Day 2 relay; Thinking Levels; Day 4 target
SPIRAL	5.12(B)(ii)	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics	Completed SCR and partner teaching
SPIRAL	5.11(D)(i)	edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement	Day 4 editing and final response
RECURSIVE	DOT / TRACKS	reading and evidence habits carried across modules	Passage reading and annotation

17. ELPS Correlations

Matched to the actual language demands of this module: students listen, speak, read, and write as they turn evidence into explanation.

ELPS	Domain	Language Pattern	Complete ELPS Student Expectation	Day Addressed
1(E)(i)	Listening	Listening Comprehension	demonstrate listening comprehension from information presented orally during formal classroom interactions by restating, responding, paraphrasing, summarizing, or asking for clarification or additional details	Day 1 and Auditory Engagement
2(E)(i)	Speaking	Academic Discourse	narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic context or discourse	Days 3 and 5
2(F)(i)	Speaking	Formal Interaction	restate, ask questions about, or respond to information during formal classroom interactions	Days 1, 3, and 5
3(G)(ii)	Reading	Paraphrase	paraphrase content-area text	Days 1 and 2
4(C)(i)	Writing	Vocabulary	write using a combination of both high-frequency words and content-area vocabulary	Vocabulary and all written explanations
4(D)(ii)	Writing	Sentence Types	write content-area texts using a variety of sentence types	Days 2-5
4(E)(ii)	Writing	Grammar	write content-area specific text using grammatical structures	Day 4 editing
4(F)(i)	Writing	Purpose and Details	write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for [a] specific purpose	Day 3 Use and Day 5
4(F)(ix)	Writing	Supporting Evidence	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for [a] specific purpose	All Thesis (central idea) + Evidence + Explanation work
Reading	Reading	Meaning Beyond the Quote	Students read for meaning beyond the quote, pausing to state what a detail means and why it matters.	Days 1-5

ELPS Woven Into Intervention

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
1(E)(i)	Listening	Restate the evidence and identify the missing reasoning move in Listen for What Is Missing.	Intervention
2(F)(i)	Speaking	Respond to the question, "What does this quote mean?" using a Definition starter.	Intervention

ELPS Woven Into Enrichment

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
2(E)(i)	Speaking	Justify why one explanation is stronger and explain how it connects to the thesis (central idea).	Enrichment

4(D)(ii)	Writing	Write two valid explanations for one piece of evidence using different bookends.	Enrichment
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18. ELPS Linguistic Accommodations

These accommodations maintain Grade 5 rigor while opening clear language pathways as students name evidence, explain meaning, and connect to the thesis (central idea).

Proficiency Level	Language Objective (access changes; the thinking demand stays intact)
Pre-Production	Point to the evidence and then to the Definition or Story bookend. Use gestures for proof, meaning, and connection.
Beginning	Complete orally: "This means _____. " or "This shows _____. "
Intermediate	Use the frame, "This shows _____, which supports the thesis (central idea) because _____."
High Intermediate	Explain in complete sentences why the evidence matters and how the word <i>this</i> points back to it.
Advanced	Independently write a precise explanation using stronger vocabulary from the Thinking Levels Chart and revise word choice.

Language Supports

- Provide a two-column Evidence / Explanation visual plus the Definition and Story bookends.
- Offer oral rehearsal before writing; partners may point, sort, say, and then write.
- Keep the passage and evidence intact. Read it aloud, define one needed word, and return the reasoning work to the student.
- Use these frames: "This means _____ because _____." and "This reminds me of _____, which helps show _____."
- Invite students to explain evidence and meaning 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 identifies evidence, explains its meaning, and connects it to the thesis (central idea).

19. Language Domains

Domain	How This Module Builds It
Listening	Students hear an incomplete explanation and identify the missing meaning or connection.
Speaking	Students say what evidence means and why it matters before writing.
Reading	Students read both passages for evidence that can be turned into meaning with a Definition or Story bookend.
Writing	Students write explanation sentences that connect evidence to the thesis (central idea).

20. Rigor Safeguard

Teachers MAY provide	Teachers MAY NOT do for students
Read both passages aloud, reread a quote, and let students use the Thinking Levels Chart, explanation bookends, thesis (central idea) and evidence charts. Model an explanation aloud and provide oral rehearsal.	Choose a student's meaning, write the explanation, supply the reasoning, or accept a second quote as the explanation.

The student must still tell what the evidence means, choose a bookend, and connect the explanation to the thesis (central idea).

21. Rigor & Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Sort a sentence as evidence or explanation.	Supported by rereading the quote.	The student labels the sentence accurately.
Inferential	Write an explanation that tells what the evidence means.	Guided early, independent by Use.	The student writes a Definition or Story explanation.
Evaluative	Judge which explanation is stronger and revise a weak one.	Independent by the relay and auditory task.	The student explains why one connection is clearer.
Synthesis	Connect evidence from either passage to a thesis (central idea) and explain why the proof matters.	Independent in the completed SCR.	The student turns proof into clear meaning for the reader.

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	Uses basic words like says, shows, or tells and mostly restates the text.
Level 2	■ square	Orange	Emergent	Begins to use means and adds a small amount of explanation.
Level 3	▽ inverted triangle	Yellow	Visible	Uses indicates or demonstrates and connects evidence to an idea.
Level 4	△ triangle	Green	Independent	Uses establishes and shows a pattern that strengthens an inference.
Level 5	◆ diamond	Blue	Reflective	Synthesizes ideas, reframes meaning, and connects the evidence to a bigger idea or setting.

The Progression of Thinking

Level	Hidden Question	Student Thinking	Thinking Focus
Foundational (Red)	What does the quote say?	I can identify the evidence.	Evidence
Emergent (Orange)	What does it mean?	I can begin an explanation with a Definition bookend.	Meaning
Visible (Yellow)	How does it support the thesis (central idea)?	I can connect the evidence to the main idea.	Connection
Independent (Green)	Why does the evidence matter?	I can explain the proof's importance precisely.	Importance
Reflective (Blue)	What larger idea does the evidence suggest?	I can reframe the meaning while staying grounded in the passage.	Reflection

Where this module primarily operates: Visible and Independent (Levels 3-4). Students use evidence from both passages to write precise explanations and connect them to a thesis (central idea).

23. Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
Explanation is a longer quote.	The teacher may accept a copied sentence as reasoning.	Model that evidence is the proof and explanation is the writer's own meaning.
Any sentence beginning with <i>this</i> is an explanation.	The teacher may accept "This is important" with no connection.	Ask what <i>this</i> points to, what the evidence means, and why it matters.
Definition and Story bookends are interchangeable without purpose.	The teacher may let the Story sentence wander away from the passage.	Keep every explanation close to the evidence and connected to the thesis (central idea).

24. Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
Repeating the quote is explaining it.	The student changes only a few words and stops.	Ask, "What does this evidence tell us?" Require a new idea, not a restatement.
A second quote is an explanation.	The student adds another passage detail after the first quote.	Sort the sentence as evidence or explanation and use "this means" to add thinking.
"This is important" is enough.	The student names importance without saying why.	Ask, "Why does it matter, and how does it support the thesis (central idea)?"
A strong explanation must be long.	The student adds unrelated details.	Remind the student that a short explanation can be strong when it is precise.

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: [5.11\(B\)\(i\)](#), [5.11\(C\)\(i\)](#), [5.11\(C\)\(ii\)](#), [5.12\(B\)\(i\)](#), [5.12\(B\)\(ii\)](#), and [5.12\(B\)\(iii\)](#). The central lesson target is writing an explanation that tells what evidence means, why it matters, and how it supports the thesis (central idea).

26. How I Say the Standard!

TEKS says	How I say it
5.11(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.	I can choose a genre that fits my topic, purpose, and audience, and plan my draft by brainstorming, freewriting, or mapping.
5.11(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea reflecting depth of thought with specific facts and details.	I put my thesis (central idea), evidence, and explanation in a clear order so the reader can follow my thinking.
5.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.	I revise my explanation so each sentence is complete and clear.
5.11(D) edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) collective nouns; (iv) adjectives, including their comparative and superlative forms; (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including indefinite; (viii) subordinating conjunctions to form complex sentences; (ix) capitalization of abbreviations, initials, acronyms, and organizations; (x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.	I can edit my draft for complete sentences, grammar, capitalization, punctuation, and spelling.
5.12(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.	I write a thesis (central idea) and explain evidence so the reader understands the topic.

27. This Week I Can...

This week I can explain evidence so the reader understands what the proof means and how it supports my thesis (central idea).

28. Before I Can... Prerequisites

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

- Read both Grade 5 passages and locate a detail that supports a thesis (central idea).
- Recognize evidence as proof taken from a text.
- Write a complete sentence with a capital letter and end punctuation.
- Use the DOT habit to mark and later own an unfamiliar word.
- Know that an explanation is the writer's thinking about evidence, not another quote.

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"In 60 seconds, tell your partner one piece of evidence from a passage we have read and explain what it means. Start with 'this means' or 'this shows.'"

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
evidence	proof from the text	My evidence comes from the passage.
explanation	what the proof means and why it matters	My explanation tells the reader what the quote means.
Definition	an explanation bookend beginning with "this means" or "this shows"	This shows that the colonists wanted their rights respected.
Story	an explanation bookend beginning with "this reminds me of" or "this makes me think of"	This reminds me of a younger student learning from an older classmate.
this	a demonstrative pronoun that points back to nearby evidence	The word this points back to the quote.

31. Conventions Connection

Recursive conventions review for the week: every explanation is a complete sentence. Retrieve capitalization of the first word, end punctuation, and subject-verb agreement. When students draft on Day 3 and revise on Day 4, have them check each explanation and thesis (central idea) for a clear subject, a complete verb, and correct punctuation. **5.11(D)(i)**

32. Writing Connection

Evidence is proof, and explanation is what the proof means. A strong Short Constructed Response begins with a thesis (central idea), adds evidence from the passage, and follows the evidence with a Definition or Story explanation. The explanation turns a correct quote into clear meaning for the reader.

33. Watch Out!

Common misconception: students repeat the quote, add a second quote, or write "This is important" without meaning. **Teacher move:** ask, "What does this evidence tell us? Why does it matter? How does it support the thesis (central idea)?" Require one precise explanation.

34. Ready Check

Read aloud: "The text states, 'They argued that it was unfair to be taxed without a voice...'" Ask students to identify the evidence, name the missing explanation, and say one sentence beginning "This shows..." Use responses to decide who needs the Evidence / Explanation sort and oral rehearsal during Day 1.

35. Teacher Look-Fors

- Students separate a quote from their own thinking.
- Students use a Definition or Story starter correctly.
- Students explain what the evidence means and why it matters.
- Students connect the explanation to the thesis (central idea).

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
explain	to tell what something means and why	I explain the quote by ____.
mean	to stand for a certain idea	This quote means ____.
matter	to be important	This matters because ____.
show	to make something clear	This shows that ____.
think	to form an idea in your mind	I think this proves ____.
story	a short example that helps make an idea clear	This reminds me of the story of ____.
repeat	to say the same thing again	An explanation does not just repeat ____.
add	to put in something more	My explanation adds ____.
clear	easy to understand	My explanation is clear because ____.
point	to show where something is	The word <i>this</i> points back to ____.

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
explanation	the sentence or sentences that tell what evidence means	My explanation tells ____.
clarify	to make an idea easier for the reader to understand	This explanation clarifies ____.
demonstrate	to show an idea clearly with proof or reasoning	This demonstrates that ____.
meaning	the idea or understanding communicated by evidence and explanation	The meaning of this quote is ____.
support	to strengthen an answer with proof and reasoning	My explanation supports ____.
analyze	to examine evidence closely and explain its significance	When I analyze this quote, I see ____.
anecdote	a brief story or example used to make an idea more understandable	My anecdote is ____.
illustrate	to make an idea clear by giving an example or showing a connection	This illustrates ____.
connection	a meaningful relationship between evidence, explanation, and the thesis (central idea)	The connection here is ____.
metacognition	thinking about how your own thinking and writing choices work	I use metacognition when I ____.

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
Parliament	PAR-luh-ment	the group in Great Britain that made laws and taxes for the colonies
representation	rep-ri-zen-TAY-shun	having someone speak for you in government
boycott	BOY-kot	refusing to buy or use products as a form of protest
resistance	ri-ZIS-tuns	the act of fighting against or opposing something
revolution	rev-uh-LOO-shun	a fight to change who holds power
instinct	IN-stinkt	a behavior an animal is born with and does not learn
predators	PRED-uh-terz	animals that hunt and eat other animals
orcas	OR-kuhz	large ocean animals, also called killer whales
pod	pod	a group of orcas that lives and travels together
cooperation	koh-op-uh-RAY-shun	working together toward the same goal

Use these words in oral rehearsal, the Explanation Relay Race, and the independent Thesis (central idea) + Evidence + Explanation page.

Teacher Resource: For more practice with academic words, see the Academic Vocabulary Companion App.

39. Background Knowledge & Teacher Context

What the teacher needs to know. This Very High Stamina module uses "From Tension to Revolution" and "The Ocean Lesson." The historical passage gives evidence about taxes, resistance, the Boston Massacre, the Boston Tea Party, and growing unity. The fiction passage gives evidence about turtle instinct and orca learned behavior, practice, and cooperation.

Important conceptual background. Evidence is proof from the passage. Explanation is the writer's own thinking about the proof. Students need to name what a quote means, show why it matters, and connect it to the thesis (central idea). A Definition explanation clarifies directly. A Story explanation adds a relevant anecdote or familiar connection.

Content context and connection to writing instruction. Historical, cultural, and environmental settings shape the explanations students write. In "From Tension to Revolution," a Definition explanation can clarify why "taxation without representation" mattered. In "The Ocean Lesson," a Story explanation can connect animal behavior to a familiar example. The passages remain demanding because evidence is distant from the thesis (central idea) and requires careful rereading.

The Explanation Habit

Before writing, students DOT unfamiliar words and TAP the TRACKS for evidence. They sort evidence from explanation, choose a bookend, use the word *this* to point back to nearby evidence, and connect the explanation to the thesis (central idea). Reusing the same passages and terms supports metacognition.

40. Materials Needed

Category	Items
Core print materials	Printed copies of "From Tension to Revolution" and "The Ocean Lesson"; interactive notebooks; anchor chart paper
Activity / game materials	Explanation Relay Race cards in three categories: Thesis (central idea), Evidence, and Explanation; a simple movement path and markers
Writing materials	Pencils; highlighters or colored pencils; glue and scissors; sentence strips
Assessment materials	Recording sheet for the race; Thesis (central idea) + Evidence + Explanation pages; My Progress Tracker
Technology	Projector or teacher-made slides for virtual learners
Accessibility supports	Thinking Levels Chart; Definition and Story sentence frames; Evidence / Explanation sorting labels; oral rehearsal

41. Preparation Before Day 1

- ☐ Print both Very High Stamina passages, "From Tension to Revolution" and "The Ocean Lesson."
- ☐ Prepare the Evidence / Explanation sorting labels and the two explanation bookend labels: Definition and Story.
- ☐ Prepare Explanation Relay Race cards for the four thesis (central idea) and evidence matches in this module.
- ☐ Prepare the "Wow! Wow! Wow! I'm explaining now!" chant with motions.
- ☐ Set out highlighters or colored pencils for the canonical TRACKS colors and notebooks for the independent product.
- ☐ Prepare the Listen for What Is Missing statements and the Day 3 Thesis (central idea) + Evidence + Explanation page.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15	G Gather + R Reveal	Compare repeating evidence with explaining meaning; reveal Definition, Story, the word <i>this</i> , and the connection to the thesis (central idea).
Day 2	15	A Attempt	Play the Explanation Relay Race and match thesis (central idea), evidence, and the strongest explanation.
Day 3	15	D Discuss + U Use	Discuss what explanation does, then independently write explanations for selected evidence from both passages.
Day 4	15	A Award + T Target	Recognize an explanation that makes thinking visible and choose a precise next goal.
Day 5	15	E Explain + Educate	Teach a partner the difference between evidence and explanation and model one complete connection.

43. Tiny Times Transition

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

- Signal the class and say, "Tiny Time! Explain the evidence!"

- Read one evidence sentence from either passage.
- Students make a meaning motion and say "this means" or "this shows."
- Students add why the evidence matters and return quietly to their work.

Citizenship & Content Connection

44. The Citizenship Connection

This module connects to responsible citizenship in the historical passage and to cooperation and survival in the environmental passage.

Element	This Module
Suitability	A natural fit. The historical passage shows people explaining why resistance grew. The fiction passage shows animals whose behaviors support survival.
Focus	Rights, shared action, instinct, learned behavior, and cooperation.
Historical / Content Connection	Colonists connected unfair taxation to rights and resistance. Nyla connects instinct and learning to survival.
Perspective Connection	A strong explanation respects the evidence, then makes the meaning clear for another reader.
Literacy-to-Citizenship Connection	Readers who explain evidence carefully can communicate why a decision, action, or idea matters.
Citizenship Question	"How can explaining evidence help people understand the meaning of a shared problem?"
Teacher Script	<i>"When you explain evidence carefully, you help another person understand what happened, why it matters, and how the details support your central idea."</i>
Accuracy / Source Note	Use only the two assigned passages for examples and models in this module.

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

Explanation Bookend Key

Definition	Story	Pointing Word
this means / this shows	this reminds me of / this makes me think of	this points back to nearby evidence

What Explaining Is / Is Not

Explaining IS	Explaining is NOT	Check
what the proof means	another quote	Say the idea in your own words.
how the proof supports the thesis (central idea)	a random opinion	Connect back to the thesis (central idea).
why the evidence matters	a repeat of the quote	Use a Definition or Story bookend.

Evidence and Explanation Work Together

Part	Job	Example from this module
Thesis (central idea)	The main idea the response proves.	Sea turtles survive dangerous moments because instinct guides them.
Evidence	Proof from the passage.	"Their instinct guided them through the transition from sand to ocean..."
Explanation	What the proof means and why it matters.	This means the turtles must act quickly to survive in a dangerous environment.

46. Core Habit / Strategy Explanation

The DOT Reading Habit

TEACHER SCRIPT

"As established readers, we use the DOT habit while we read the passages in our Interactive Notebooks. DOT stands for three steps: Dot, Discover, Drop."

- **D: Dot.** Place a small dot above any word that seems unfamiliar as you are reading.
- **O: Discover.** Discover the meaning of the word as we learn together through our lessons.
- **T: Drop.** Go back and erase the dot above the word once you know its meaning.

Board text: Dot the word. Discover the meaning. Drop the dot. Apply DOT to passage words such as boycott, resistance, instinct, predators, and cooperation without interrupting the first read for lengthy definitions.

TEACHER SCRIPT

"As established readers, you use the DOT habit while you read. Dot an unfamiliar word, discover its meaning with us, and drop the dot once you own it. Then TAP the TRACKS to find evidence you can explain."

CLASS SLIDE

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

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

CREATE THE ANCHOR CHART

Build an anchor chart titled "Evidence and Explanation Work Together." Add Evidence = proof from the text. Add Explanation = what the proof means and why it matters. Display the two bookends, Definition and Story, and remind students that *this* points back to nearby evidence.

47. Student Source Passage(s)

Accuracy / Source Note: use these assigned Very High Stamina passages for every example, annotation, model response, and assessment in this module.

From Tension to Revolution

[1] Before the American Revolution, the thirteen colonies were part of Great Britain, a superpower at the time. Great Britain had a strong army, a powerful navy, and a large empire that reached across many parts of the world. The king ruled from far across the Atlantic Ocean, but British laws still affected daily life in the colonies. Many colonists considered themselves loyal to the king. They followed British laws, traded with British merchants, and depended on Great Britain for protection. Some colonists were proud to be British subjects because they believed Great Britain was strong and successful.

[2] At first, many people in the colonies did not want to separate from Great Britain. They thought of themselves as both colonists and British citizens. They enjoyed some freedoms in the colonies and had their own local governments. These local governments helped make decisions about roads, trade, taxes, and other needs. However, the colonists still had to follow many laws made by Parliament, the lawmaking group in Great Britain. Over time, colonists began to feel that Parliament was making decisions without understanding life in the colonies.

[3] This began to change even more after the French and Indian War. This war was fought between Great Britain and France, with Native American groups joining on different sides. Both Great Britain and France wanted control of land in North America. The war lasted for several years and affected many people living in the colonies. Colonists helped British soldiers fight because they believed a British victory would protect them from French power. Great Britain won the war and gained a large amount of land in North America. Many colonists were happy that France had lost power in the region because it seemed to make the colonies safer.

[4] Although Great Britain gained land, it also gained significant debt. War was expensive. Soldiers had to be paid, supplies had to be bought, and forts had to be protected. Great Britain believed the colonies should help pay for the cost of the war because the war had helped protect them. To recover money, Parliament placed new taxes on the colonies. British leaders also wanted to keep soldiers in North America to protect the new land. This meant Great Britain needed even more money. Many colonists did not agree with this plan. They believed they had already helped during the war and should not be forced to pay taxes decided by leaders far away.

[5] One of these laws was the Stamp Act. It required colonists to pay taxes on printed materials such as newspapers, legal documents, licenses, pamphlets, and even playing cards. These items were used by many people, so the tax affected lawyers, business owners, newspaper printers, and ordinary colonists. Colonists strongly opposed this law because they had no representatives in Parliament. They believed that only their own colonial governments should have the power to tax them. They argued that it was unfair to be taxed without a voice, which led to the phrase "taxation without representation." This phrase became one of the most important ideas during the time before the American

Revolution.

[6] Many colonists began to protest the Stamp Act. Some refused to buy stamped paper. Others wrote letters, gave speeches, and printed articles explaining why the law was unfair. Groups such as the Sons of Liberty helped organize protests in cities like Boston and New York. Sometimes colonists gathered in large crowds to show their anger. They wanted Parliament to understand that the colonies would not accept unfair taxes without a fight. These protests helped unite colonists who had once thought of themselves mostly as people from separate colonies. Now they began to see that they shared the same problem.

[7] The protests against the Stamp Act showed that the colonists could work together. Merchants agreed not to buy certain British goods. Printers shared information about the protests. Colonial leaders met to discuss how to respond. These actions made it difficult for Great Britain to enforce the law. Great Britain eventually repealed, or canceled, the Stamp Act. Many colonists celebrated because they believed their protests had worked. They had spoken out, worked together, and caused Parliament to change its decision.

[8] However, the conflict was not over. Parliament still believed it had the right to tax the colonies. British leaders wanted to remind the colonists that Parliament was in control. Soon, more laws and taxes followed. Colonists were taxed on goods such as glass, paper, paint, lead, and tea. These taxes continued to anger many people. Some colonists began to boycott British goods. A boycott means refusing to buy or use certain products as a form of protest. By refusing to buy British goods, colonists hoped to hurt British businesses and pressure Parliament to change its laws.

[9] Boycotts became an important way for colonists to resist British control. Some families chose to make their own goods instead of buying British products. Women often helped by spinning thread, making cloth, and encouraging others to use homemade items. This showed that resistance was not only led by famous leaders. Ordinary people also played an important role. Every time colonists refused to buy British goods, they were sending a message that they wanted their rights to be respected.

[10] Tensions continued to rise. British soldiers were sent to the colonies to keep order and enforce the laws. Many colonists did not like seeing soldiers in their towns. They felt as if they were being watched and controlled. Soldiers and colonists often argued with one another. Colonists were upset that soldiers sometimes took jobs or stayed in their communities. British leaders believed the soldiers were needed to keep peace, but many colonists believed the soldiers made the situation worse.

[11] In 1770, the Boston Massacre occurred when British soldiers fired into a crowd of colonists, killing several people. Before the shooting, colonists had gathered near the soldiers and shouted angrily. Some threw snowballs, sticks, and other objects. The situation quickly became dangerous and confusing. The soldiers felt threatened, and the crowd grew louder. When the soldiers fired, several colonists were killed or wounded. The event shocked people in Boston and across the colonies.

[12] The Boston Massacre increased anger and distrust toward British authority. News of the event spread quickly. Some colonists saw it as proof that British soldiers were a threat

to their rights and safety. Leaders such as Samuel Adams used the event to increase anger toward British authority. Paul Revere created an engraving that showed the soldiers firing at colonists. The picture was used to influence public opinion. Although the event was more complicated than the picture showed, it helped many colonists believe that Great Britain was becoming too forceful. The Boston Massacre became a symbol of the growing conflict between the colonies and Great Britain.

[13] A few years later, another conflict grew over tea. Tea was a popular drink in the colonies, and many colonists bought it regularly. Parliament passed the Tea Act, which allowed one British company to sell tea directly to the colonies. This made the tea cheaper, but many colonists still saw the law as a problem. They believed Parliament was trying to make them accept its power to tax. To them, buying the tea would mean accepting British control. After the Tea Act was passed, trouble was brewing in the colonies.

[14] This conflict led to the Boston Tea Party. During this protest, colonists dumped tea into Boston Harbor. Samuel Adams and the Sons of Liberty helped organize resistance and spread ideas. Some colonists dressed as Native Americans to hide their identities. They boarded British ships and threw hundreds of chests of tea into the water. The protest was bold and costly. The destroyed tea was worth a large amount of money. To many colonists, the Boston Tea Party was a strong message against unfair taxation. To Great Britain, it was an act of rebellion.

[15] The Boston Tea Party showed that some colonists were no longer willing to protest only with words or boycotts. They were ready to take stronger action. Some colonists supported the protest because they believed British laws were unfair. Others worried that destroying property would make the conflict worse. Even though colonists did not always agree on every action, more and more of them were beginning to question British rule. The colonies were changing. People were talking more openly about rights, government, and freedom.

[16] In response, Great Britain passed the Intolerable Acts, which punished the colonies and limited their rights. One part of these acts closed Boston Harbor until the ruined tea was paid for. This hurt many people in Boston because the harbor was important for trade and jobs. Ships could not come and go as they once had. Merchants, sailors, workers, and families all felt the effects. Another part of the laws gave British officials more control over Massachusetts. The laws also allowed British soldiers to be housed in empty buildings when needed. Many colonists believed these acts were harsh and unfair.

[17] Great Britain hoped the Intolerable Acts would make the colonists obey. Instead, the laws had the opposite effect. Instead of ending the conflict, these actions brought the colonies closer together. Colonists in different places sent food, supplies, and support to Boston. They began to understand that one colony's problem could become every colony's problem. If Great Britain could punish Massachusetts, it could punish any colony. This idea made people in other colonies pay closer attention.

[18] Leaders from different colonies met to discuss what they should do next. They shared ideas, debated solutions, and talked about their rights. Some leaders wanted to continue

asking the king for help. Others believed stronger action was needed. These meetings helped the colonies become more united. The colonists learned that there is strength in numbers. Working together made them more powerful than acting alone. Even though the colonies had different economies, religions, and ways of life, they were beginning to see themselves as part of one larger cause.

[19] As the conflict grew, many colonists still hoped for peace. They wanted Great Britain to listen to their concerns and respect their rights. They did not all want independence at first. Some believed the king would protect them if he understood what was happening. Others were afraid that separating from Great Britain would lead to war, danger, and uncertainty. Great Britain was powerful, and the colonies did not have the same kind of army or navy. Choosing independence would not be easy.

[20] However, others began to believe that the colonies needed to break away completely. They argued that a government across the ocean could not understand or protect the needs of the colonists. They believed people should have a voice in the laws they were expected to follow. More people began to question the king's power and Parliament's control. The idea of independence slowly became stronger. Colonists talked about natural rights, liberty, and self-government. These ideas helped people think differently about their relationship with Great Britain.

[21] Over time, many colonists wanted to remove British control. They believed they should have a government that protected their rights and listened to their voices. The American Revolution became a fight for independence, leading to the Declaration of Independence and the creation of a new nation. What began as anger over taxes grew into a larger struggle for freedom, self-government, and independence. The colonists' protests, boycotts, meetings, and acts of resistance helped prepare them for the difficult fight ahead. Their choices changed history and helped create the United States of America.

The Ocean Lesson

[1] Nyla stood quietly on the beach as dozens of sea turtles began to hatch from the sand. The morning air was cool, and the sky was just starting to brighten. Small waves rolled gently onto the shore and then slid back into the ocean. The beach seemed peaceful, but Nyla knew something important was happening beneath the sand. At first, the nest looked like a small, still mound. Then tiny movements appeared. Grains of sand shifted, and little cracks formed in the shells hidden below the surface.

[2] One by one, the sea turtles broke through their shells and started moving toward the ocean. Nyla leaned forward, careful not to step too close. The hatchlings were small, but they were active. Their tiny flippers pushed against the sand again and again. Some turtles moved in a straight line, while others had to crawl around shells, seaweed, and shallow footprints. The ocean was not far away, but for such small animals, the trip looked long and difficult.

[3] "How do they know where to go?" Nyla asked.

[4] "They don't need to be taught," her guide explained. "It's an instinct. They are born with that behavior."

[5] Nyla thought about the word instinct. It meant the turtles did not have to watch another turtle first. They did not have to practice or wait for instructions. They already had the behavior inside them from the moment they hatched. Even though they were new to the world, their bodies seemed to understand that the ocean was where they needed to go.

[6] Nyla watched closely. The turtles moved slowly but with determination. Each movement seemed small, but together those movements helped them get closer to the water. The sand was not easy for them to cross. In some places it was soft, and the turtles sank down a little as they crawled. In other places, the sand was packed tight. A few turtles slipped into shallow dips and had to push themselves out. Others paused for a moment, then began moving again.

[7] Even though birds circled above and the sand was uneven, most continued toward the water. Their instinct guided them through the transition from sand to ocean, increasing their chances of survival during a dangerous moment. Nyla could see why this first journey mattered so much. The longer the turtles stayed on the beach, the more danger they faced. Birds, crabs, and other animals might catch them before they reached the sea.

[8] The guide smiled and said, "Slow and steady wins the race."

[9] Nyla smiled too, but she kept watching the turtles. The saying made sense. The turtles were not fast, and they were not strong compared with many animals around them. Still, they did not quit. They kept moving forward, little by little. They did not stop to look for help. They did not wait for an older turtle to lead them. Their instinct gave them a chance to survive when there was no time for a lesson.

[10] As the first turtles reached the edge of the water, a small wave washed over them. For a moment, they disappeared in the white foam. Nyla held her breath. Then she saw them floating and paddling in the shallow water. Their flippers moved differently now that they were no longer on land. On the sand, their flippers had dragged them forward. In the water, those same flippers helped them swim.

[11] The guide explained that reaching the ocean was only the beginning. The young turtles would still face many challenges in the sea. They would need to avoid predators and find food. However, their instinct had helped them survive the first dangerous part of life. Without that instinct, the hatchlings might not know to move toward the ocean right away.

[12] Nyla looked back at the nest. More turtles were still coming out. Some were just beginning the trip, while others were almost to the waves. Nyla noticed that the hatchlings did not all move at the same speed. Some seemed stronger. Some seemed slower. But most of them were moving in the same direction. Their instinct guided them, even though they had never taken this journey before.

[13] The guide told Nyla that instincts are important for many animals. Some birds know when to migrate. Some spiders know how to spin webs. Sea turtle hatchlings know to

move toward the ocean. These behaviors help animals survive because they happen naturally. The animals do not have to learn every step from a parent or teacher.

[14] Nyla thought that was amazing. A baby turtle had just hatched, yet it already knew something that could save its life. It did not need a map. It did not need a warning. It did not need another turtle to explain the danger. Its instinct helped it act quickly in the environment where it lived.

[15] After watching for a while, Nyla and her guide moved away from the nest so the turtles could continue safely. Nyla kept thinking about the hatchlings. Their journey had been short compared with the size of the ocean, but it was full of danger. Instinct helped them respond at the right time.

[16] Later that day, Nyla visited a marine biology exhibit at an aquarium. The building was cool and quiet compared with the bright beach. Large signs showed pictures of ocean animals and explained how different species survive. Nyla walked slowly from one display to another. She saw tanks filled with colorful fish, sea stars, jellyfish, and rays. Some animals hid in rocks, while others swam in groups.

[17] Then Nyla stopped in front of a large tank where a group of orcas swam together in coordinated patterns. The orcas looked powerful and graceful. They moved through the water with control. Their black and white bodies glided past the glass, turned smoothly, and stayed close to one another. Nyla noticed right away that they did not seem to be swimming randomly. Their movements looked connected, almost as if they were following a plan.

[18] A trainer stood nearby and explained how orcas hunt in the wild. Nyla listened carefully because the orcas seemed very different from the tiny turtles she had seen that morning. The turtles had acted alone as they moved toward the ocean. The orcas, however, moved as a group.

[19] "Orcas rely on learned behavior," he said. "Young orcas observe older members of their group. Over time, they learn strategies and practice working together."

[20] The trainer smiled and said, "These orcas are a whale of a team."

[21] Nyla laughed softly at the joke, but she also understood the point. The orcas survived by working together. Their teamwork was not something they were born knowing how to do perfectly. Instead, young orcas learned by watching the older orcas in their pod. They practiced skills again and again until they could help the group.

[22] Nyla noticed how the orcas stayed close and moved as a team. Their actions seemed planned and purposeful. One orca turned, and the others followed. Another slowed down, and the group changed direction together. At times, they swam side by side. At other times, one orca moved ahead while the others stayed nearby. Their movements showed cooperation.

[23] The trainer explained that, in the wild, orcas often live in groups called pods. A pod

may include mothers, young orcas, and other family members. The older orcas help the younger ones by showing them how to survive. Young orcas watch how adults find food, travel, and communicate. They learn what sounds and movements mean. They also learn when to stay close and when to follow the group.

[24] "So they have to learn how to survive?" Nyla asked.

[25] "Yes," the trainer replied. "Their success depends on learning and cooperation."

[26] The trainer explained that learned behavior develops through experience. A young orca is not born knowing every hunting strategy. It must observe the pod and practice. For example, older orcas may show younger ones how to work together to find food. A young orca may make mistakes at first, but over time it improves. The more it watches and practices, the better it becomes at using the skills that help the pod survive.

[27] Nyla looked back at the tank. She imagined a young orca swimming beside its mother in the open ocean. The young orca might listen for sounds, watch the movements of the pod, and follow the older orcas during a hunt. Each day, it would learn a little more. Over time, those lessons would help it become a stronger hunter and a better member of the group.

[28] The trainer also explained that cooperation is important because orcas often hunt animals that are difficult to catch alone. Working as a team helps them be more successful. One orca might help guide prey in a certain direction, while others move into place. Because they practice these behaviors, the pod can act together. This teamwork increases their chances of getting food.

[29] Nyla compared the orcas to the sea turtles. The turtle hatchlings did not wait for help. Their instinct told them to move toward the ocean as soon as they hatched. That behavior helped them escape danger on the beach. The orcas, however, depended on learning from others. Their survival depended on time, practice, and cooperation.

[30] Nyla thought about how both behaviors were useful, even though they were different. Instinct was helpful when an animal needed to act right away. A hatchling could not spend days learning how to reach the ocean because danger was all around. Learned behavior was helpful when an animal needed to develop more complex skills. Orcas had to learn how to communicate, hunt, and work as a team.

[31] As Nyla continued watching, the orcas changed direction again. Their large bodies moved smoothly through the water. They seemed calm, but their actions were organized. Nyla realized that what looked simple from the outside actually took learning. The orcas had practiced these movements many times. Their behavior helped them survive in a challenging ocean environment.

[32] Nyla thought about what she had seen. The turtles relied on instinct to act quickly without guidance. The orcas relied on learning and teamwork over time. Both types of behavior helped animals survive in their environments, even though they developed in different ways.

[33] As Nyla left the aquarium, she compared the two examples in her mind. The turtles had been born with a behavior that helped them move toward the ocean right away. That instinct helped them during a dangerous time when there was no chance to stop and learn. The orcas survived by gaining knowledge from their pod. Their learned behaviors helped them hunt in groups and respond to different situations in the ocean.

[34] Nyla realized that survival could look different for different animals. Some behaviors are present from birth, like turtle hatchlings moving toward the sea. Other behaviors develop through practice, like orcas hunting in a group. Instinct helps an animal act right away, while learning helps an animal improve over time. Both are important because both increase an animal's chances of survival.

[35] On the ride home, Nyla looked out the window and pictured the beach again. She imagined the tiny turtles pushing across the sand, guided by instinct. Then she pictured the orcas swimming together, guided by learning and teamwork. Both animals lived in or near the ocean, but they used different behaviors to meet their needs.

[36] By the end of the day, Nyla had learned that animal behavior is not always the same. A tiny turtle and a giant orca may both be connected to the ocean, but they survive in different ways. The turtle's instinct gives it a quick start in life. The orca's learned behavior helps it become a strong member of its pod. Nyla smiled because both examples showed how animals are equipped to meet the challenges of their environments.

48. Student Annotation Guide

The evidence students learn to identify in each source before writing explanation sentences.

From Tension to Revolution

TRACKS	Evidence
T Time	Before the American Revolution; In 1770
R Reactions	Colonists strongly opposed this law; increased anger and distrust toward British authority
A Actions	Parliament placed new taxes on the colonies; British soldiers fired into a crowd of colonists
C Character/ Concept/Creature	Parliament; the Stamp Act; Samuel Adams and the Sons of Liberty
K Key Knowledge	taxation without representation; The colonists learned that there is strength in numbers
S Scenery/Setting	the thirteen colonies were part of Great Britain

The Ocean Lesson

TRACKS	Evidence
T Time	the morning; later that day; by the end of the day
R Reactions	Nyla held her breath; Nyla smiled; their chances of survival increased
A Actions	turtles moved toward the ocean; young orcas observe and practice working together
C Character/ Concept/Creature	Nyla; sea turtles; orcas; instinct; learned behavior
K Key Knowledge	instinct helps an animal act right away; learning helps an animal improve over time
S Scenery/Setting	the beach; the aquarium; the open ocean

49. TRACKS Evidence Highlighting

Preview both 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 explanation bookends turn selected evidence into meaning.

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 fixed key.

Letter	Category	What to Look For	Highlight Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs or adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs or adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters, people, or animals, or major concepts as the central idea. Often nouns or proper nouns.	Pastel Yellow
K	Key Knowledge	All other important information needed for the meaning of the passage that is not in another TRACKS category.	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged or measured through the five senses.	Pastel Green

Use note: students can mark the passages with the fixed color labels, then select evidence to explain with a Definition or Story bookend.

50. Five-Day GRADUATE Lesson

DAY 1 | Gather + Reveal | 15 MINUTES

Day Purpose: students gather the difference between naming something and explaining it, then reveal that an explanation tells what the evidence means, connects it to the thesis (central idea), and shows why it matters.

Standard	Focus
TEKS	[5.11(B)(i)] develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction; [5.12(B)(i)] compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
ELPS	1(E)(i) demonstrate listening comprehension from information presented orally during formal classroom interactions by restating, responding, paraphrasing, summarizing, or asking for clarification or additional details; 2(F)(i) restate, ask questions about, or respond to information during formal classroom interactions

GATHER ■ TEACH

CLASS SLIDE

Meaning Maker Warm-Up. Compare a response that repeats evidence with one that explains what the evidence means and why it matters.

TEACHER SCRIPT

"I am going to show you something simple, but you may not name it right away. Your job is to explain what it does and why it matters."

Hold up an ordinary classroom object such as a pencil, sticky note, or paperclip.

TEACHER SCRIPT

"Do not tell me what it is yet. Tell your partner what it does. Now tell your partner why it matters."

Possible student responses: "It helps you write." "It keeps papers together." "It matters because it helps organize things."

TEACHER SCRIPT

"You just did something important. You did not only name something. You explained it. In writing, evidence is the proof, but explanation is where your thinking shines."

REVEAL ■ TEACH

CLASS SLIDE

Reveal the job of explanation: Meaning + Connection + Why It Matters. Evidence proves; explanation interprets and connects the proof.

TEACHER SCRIPT

"As I say the Auditory Engagement, listen carefully and write the missing key words in your Interactive Notebook. Keep your pencil ready. You are listening for only the most important words."

TEACHER SCRIPT

"An explanation tells what the evidence MEANS. An explanation helps the reader understand why the evidence MATTERS. An explanation is not another QUOTE from the passage. An explanation is your THINKING about the quote. Today we will use Definition, 'this means' and 'this shows,' and Story, 'this reminds me of' and 'this makes me think of.' The word THIS points back to nearby evidence. THIS is a DEMONSTRATIVE pronoun. Good explanations connect directly to the evidence and the THESIS (Central Idea). Capitalize the first word and punctuate the last word of each sentence. Returning to the same passages and terms supports METACOGNITION, thinking about our own thinking."

Interactive Notebook Fill-In: evidence means; evidence matters; not another quote; your thinking; Definition; Story; this points back; demonstrative pronoun; thesis (central idea); capitalization and punctuation; metacognition.

EMBEDDED CHECK FOR UNDERSTANDING ○ **LEARN**

Students complete: "Evidence = proof from the text. Explanation = what the proof means." Listen for the words means, matters, thinking, and connection.

Misconception / teacher move: if a student repeats the quote, ask, "What does this evidence tell us?" If the response is vague, ask, "Why does it matter to the thesis (central idea)?" **Access without lowering rigor:** read the passage and auditory statement aloud, provide the fill-in words, and require the student to state the meaning. **Student product:** completed notebook fill-in and one oral explanation.

DAY 2 | Attempt | 15 MINUTES

Day Purpose: students attempt explanation through the Explanation Relay Race: they match a thesis (central idea) and evidence with the strongest explanation, then defend why it adds meaning rather than repeating the quote.

Standard	Focus
TEKS	5.11(C)(ii) revise drafts to improve word choice; 5.12(B)(iii) compose informational texts, including brief compositions that convey information about a topic, using craft
ELPS	4(D)(ii) write content-area texts using a variety of sentence types; 4(F)(ix) write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for [a] specific purpose

ATTEMPT ○ **LEARN**

CLASS SLIDE

Explanation Race. Match thesis (central idea) + evidence with the strongest explanation, then defend why it adds meaning rather than repeating the quote.

TEACHER SCRIPT

"You are about to race to build strong SCR parts. Your team must match a thesis (central idea), an evidence sentence, and the best explanation sentence. If your explanation is strong, your team moves ahead. If you also explain why it is correct, your team moves an extra space."

Prepare cards in three categories: Thesis (central idea), Evidence, and Explanation. Create a race path on the board, floor, or slides.

TEACHER SCRIPT

"Before every round, we will do our chant. Wow! Wow! Wow!"

Students hold three fingers up on either side of the face and respond, "I'm explaining now!" while rolling their hands in front of their bodies. Use the chant before the game and between rounds.

Game Routine and Sample Card (Teacher Reference)

Step	Action	Check
1	A student draws a Thesis (central idea) Card.	Read the central idea.
2	Another student draws the matching Evidence Card.	Read the exact evidence.
3	The team chooses the best Explanation Card.	Does it add meaning?
4	If correct, the team moves one space.	Match is accurate.
5	If the team explains why, it moves an extra space.	Defense names meaning and connection.
6	Repeat the chant before the next round.	"I'm explaining now!"

Explanation Relay Race Cards with Answer Key: thesis (central idea) 1, "The colonists protested British laws because they were treated unfairly," plus evidence 1, "They argued that it was unfair to be taxed without a voice...," matches explanation 1, "This shows that the colonists believed British rule was unfair and wanted change." Thesis (central idea) 2, "Sea turtles survive dangerous moments because instinct guides them," plus evidence 2, "Their instinct guided them through the transition from sand to ocean...," matches explanation 2, "This means the turtles do not have time to be taught because survival must happen immediately." Thesis (central idea) 3 plus evidence 4 matches explanation 6, "This means historical setting can push groups to resist control." Thesis (central idea) 4 plus evidence 3 matches explanation 3, "This shows that orcas depend on learning and cooperation to survive in their environment." Story explanations may also work when justified.

EMBEDDED CHECK FOR UNDERSTANDING ○ LEARN

Card 5 is evidence, not explanation. Card 7, "The ocean is a place with water," is weak because it does not explain the quote's meaning. Ask the team to name what the evidence proves and how it connects to the thesis (central idea).

Access without lowering rigor: reread the card set and allow oral rehearsal, but students still choose the explanation and defend the match. **Student product:** an Explanation Relay Race match recorded in the Interactive Notebook.

DAY 3 | Discuss + Use | 15 MINUTES

Day Purpose: students discuss what makes an explanation more than a restatement, then independently write explanation sentences for selected evidence from both passages, checking that each one connects back to the thesis (central idea).

Standard	Focus
TEKS	5.11(C)(i) revise drafts to improve sentence structure; 5.12(B)(i) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
ELPS	4(E)(ii) write content-area specific text using grammatical structures; 4(F)(i) write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for [a] specific purpose

DISCUSS ○ LEARN

CLASS SLIDE

What makes an explanation more than a restatement? How does the word *this* point back to nearby evidence?

TEACHER SCRIPT

"Now let's talk about what explanation is really doing in a response."

Discussion questions and possible responses: An explanation tells what the evidence means. Evidence is from the passage, and explanation is the writer's thinking. The word *this* points back to the nearby evidence. A weak explanation repeats the quote or stays too general. Explanation helps the reader see why the evidence matters.

TEACHER SCRIPT

"Connect to the Overarching Question: How does a strong explanation turn evidence into clear meaning for the reader?"

Possible student questions: A strong explanation can be short if it clearly tells what the evidence means. A Story sentence works if it helps clarify the point and still connects to the evidence and thesis (central idea). If a student forgets to explain, ask, "What does this quote prove?"

USE (Try It On Your Own!) ✓ ASSESS

TEACHER SCRIPT

"Now you will use what you learned in a new way. You will take a thesis (central idea) and evidence sentence from our previous lessons and add a strong explanation."

Student directions: Title the page "Thesis (central idea) + Evidence + Explanation." Copy the thesis (central idea) and matching evidence sentence. Add one explanation using Definition or Story. Check the first word of each sentence and the last punctuation mark. Use stronger vocabulary from the Thinking Levels Chart if possible.

CLASS SLIDE

Build the Explanation. Use evidence from both passages and connect each explanation to the thesis (central idea).

Practice Set 1

Thesis (central idea): The colonists protested British laws because they were treated unfairly.

Evidence: The text states, "They argued that it was unfair to be taxed without a voice..." **Teacher**

Answer Example: This shows that the colonists believed British rule was unfair and wanted their rights respected.

Practice Set 2

Thesis (central idea): Sea turtles survive dangerous moments because instinct guides them.

Evidence: The passage explains, "Their instinct guided them through the transition from sand to ocean..." **Teacher Answer Example:** This means the turtles must act quickly to survive in a dangerous environment.

Practice Set 3, Story approach

Thesis (central idea): Orcas succeed because they learn from older members of their group.

Evidence: The author says, "Young orcas observe older members of their group." **Teacher Answer**

Example: This makes me think of a younger student learning from an older classmate during partner work.

Practice Set 4

Thesis (central idea): Setting influences behavior in both passages through conflict, instinct, and learning. **Evidence:** The text states, "Samuel Adams and the Sons of Liberty helped organize resistance..." **Teacher Answer Example:** This means the historical setting pushed colonists to work together against British control.

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Collect the four-part page. Check that each explanation adds meaning, uses Definition or Story, connects to the thesis (central idea), and begins with a capital letter and ends with punctuation.

Misconception / teacher move: if a student copies a second quote, return to "What does this quote prove?" If the explanation says only "This is important," ask why it matters to the thesis (central idea). **Access without lowering rigor:** offer the bookend frames and reread the evidence, but the student supplies the meaning. **Student product:** independent explanations for selected evidence from both passages.

DAY 4 | Award + Target | 15 MINUTES

Day Purpose: students recognize the explanation sentences that made their thinking visible, then set a precise next goal for explaining evidence.

Standard	Focus
TEKS	5.11(C)(ii) revise drafts to improve word choice; 5.11(D)(i) edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement
ELPS	2(E)(i) narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic context or discourse

AWARD ✓ ASSESS

CLASS SLIDE

Identify one explanation sentence that made your thinking visible to the reader.

TEACHER SCRIPT

"Today you did important writer's work. You moved from proof to meaning."

Award options: Explanation Glow Line, "One explanation HABIT I used well today was _____"; Bookend Badge, "I used this explanation type well because _____"; Partner Praise, "You explained clearly when you _____." Students point to a sentence in their notebook as evidence.

TEACHER SCRIPT

"When you notice what you did well, you train your brain to keep doing it."

TARGET ✓ ASSESS

CLASS SLIDE

Choose one explanation habit to strengthen: clarity, connection, deeper meaning, or avoiding repetition.

TEACHER SCRIPT

"Strong writers always set a next target."

Interactive Notebook Reflection: One explanation skill I am getting stronger at is _____. One explanation skill I still need to improve is _____. My next target is to _____.

Target choices: explain more clearly what the quote means; use "this shows" correctly; use "this reminds me of" correctly; connect the explanation to the thesis (central idea); capitalize the first word; punctuate the last word; use stronger words from the Thinking Levels Chart.

Curiosity questions: Why is a quote not enough by itself? How does the word *this* make explanation stronger? When would a Story explanation help a reader most? How does setting affect the explanation in these passages? Why does building on earlier lessons help the brain remember more?

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Collect the Award and Target lines. Look for a named explanation habit and a next target that can be practiced in one sentence.

Access without lowering rigor: offer the target choices and reread one student's evidence, but require the student to select and state the next step. **Student product:** Award reflection and a precise explanation target.

DAY 5 | Explain + Educate | 15 MINUTES

Day Purpose: students become Explanation Coaches and teach a partner the difference between evidence and explanation, modeling one complete evidence-to-explanation connection.

Standard	Focus
TEKS	5.12(B)(ii) compose informational texts, including brief compositions that convey information about a topic, using genre characteristics; 5.11(D)(i) edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement
ELPS	2(E)(i) narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic context or discourse

EXPLAIN ✓ ASSESS**CLASS SLIDE**

Teach a partner the difference between evidence and explanation and model one complete evidence-to-explanation connection.

EDUCATE**TEACHER SCRIPT**

"Now you are going to teach someone else how explanation works."

Turn and Teach Directions: Partner A reads the thesis (central idea) and evidence, explains what the quote means using one starter, and tells whether the explanation used Definition or Story. Partner B listens, checks whether the explanation connects back to the evidence, says one strength, and suggests one way to make it clearer. Then switch roles.

Set 1: The colonists protested British laws because they were treated unfairly. Evidence: "They argued that it was unfair to be taxed without a voice..." Possible explanation: This shows that the colonists believed they deserved a say in decisions that affected them.

Set 2: Sea turtles survive dangerous moments because instinct guides them. Evidence: "Their instinct guided them through the transition from sand to ocean..." Possible explanation: This means the turtles do not need to stop and learn because survival must happen right away.

Set 3: Orcas succeed because they learn from older members of their group. Evidence: "Young orcas observe older members of their group." Possible explanation: This makes me think of a new player learning from an experienced teammate.

Sentence stems: "This explanation is strong because _____. "The word 'this' points back to _____. "A clearer explanation would say _____. "This explanation type is _____."

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Listen for an explanation instead of a repeated quote, a clear connection to the evidence, correct use of Definition or Story, and stronger vocabulary from the Thinking Levels Chart.

Access without lowering rigor: provide the sentence stems and reread the evidence, but Partner A still supplies the explanation and Partner B still evaluates its connection. **Student product:** partner teaching explanation and completed evidence-to-explanation model.

CLASS SLIDE

Answer the Overarching Question: Explanation tells what evidence means, connects it to the thesis (central idea), and shows why the proof matters rather than repeating it.

TEACHER CLOSING SCRIPT

"Today you did more than find proof. You gave that proof meaning. That is what strong writers do. Every time you explain your evidence, you make your thinking clearer, stronger, and more powerful. Be proud of the way you built on what you already learned. You are not starting over each day. You are growing layer by layer, and that growth matters."

Student Exemplars

Prompt: Why did colonists protest British laws? Add an explanation sentence that tells what the evidence means and why it matters. Evidence for all three: The text states, "They argued that it was unfair to be taxed without a voice..."

51. Low / Developing Exemplar

Field	Detail
Student response	This shows they were taxed without a voice.
What the student did successfully	The explanation begins with the Definition starter "this shows" and points back to the quote.
Teacher Notes	The sentence repeats the evidence in slightly different words and does not add meaning.
What Needs Improvement	Add what the quote means, such as: This shows that the colonists believed the system was unfair because they had no representation.
Answer Key Guidance	The explanation must state the larger meaning, not repeat the phrase "without a voice."

52. Medium / Approaching Exemplar

Field	Detail
Student response	This shows the colonists were unhappy.
What the student did successfully	The explanation adds a small piece of meaning beyond the quote and stays connected to it.
Teacher Notes	The meaning is general; it names a feeling instead of the larger idea the evidence points toward.
What Needs Improvement	Sharpen the meaning and connect it to the thesis (central idea), such as: This shows that the colonists believed they should have a voice in decisions that affected them.
Answer Key Guidance	The response needs the larger idea of voice, rights, or representation.

53. High / Secure Exemplar

Part	Example
Student response	This shows that the colonists believed they should have a voice in decisions that affected them, which is why unfair taxation pushed them to protest.
What Is Working	The Definition explanation tells what the quote means, connects the meaning back to the thesis (central idea) about protest, and shows why the evidence matters.
Teacher Notes	The word <i>this</i> points clearly back to the nearby quote, the sentence adds interpretation instead of repeating the proof, and it links the meaning to the historical setting.

Additional Secure Exemplars

Type	Evidence	Strong Explanation	Why It Works
Definition	"Their instinct guided them through the	This means the turtles' inborn behavior helps them move through danger before they can learn from another animal.	Explains instinct and connects it to immediate survival.

	transition from sand to ocean..."		
Story	"Young orcas observe older members of their group."	This makes me think of a younger student learning a classroom routine by watching an older student.	The story clarifies learned behavior while staying connected to the evidence.

Secure Response: Evidence and Explanation (Deck Slide 19)

Response Part	Text from the Secure Model	Why It Works
Thesis (central idea)	Sea turtles survive dangerous moments because instinct guides them.	States the central idea the evidence supports.
Evidence	"Their instinct guided them through the transition from sand to ocean, increasing their chances of survival during a dangerous moment."	Gives exact proof from the passage.
Explanation	This means the turtles must act quickly to survive because instinct guides them before there is time for a lesson.	Explains the meaning and why the evidence supports the thesis (central idea).

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

What an adequate final understanding should include: a student who understands this module can distinguish evidence from explanation, explain what selected evidence means, use a Definition or Story bookend, connect the explanation to a thesis (central idea), and show why the proof matters. Accept varied wording when the explanation is precise, passage-grounded, and not a restatement.

55. Standards Evidence Trail

Evidence ID	Location	Role	What It Demonstrates
T1	Day 1 Gather	■ TEACH	Students experience the difference between naming an object and explaining what it does and why it matters.
T2	Day 1 Reveal	■ TEACH	Definition, Story, the word <i>this</i> , and the evidence-to-meaning connection are modeled.
L3	Day 2 Attempt	○ LEARN	Students match thesis (central idea), evidence, and explanation in the relay.
L4	Day 3 Discuss	○ LEARN	Students explain why a quote is not enough and how the word <i>this</i> creates a connection.
A5	Day 3 Use	✓ ASSESS	Independent explanation sentences for selected evidence from both passages.
A6	Day 4 Award	✓ ASSESS	Student names an explanation habit used well and points to evidence in the notebook.
A7	Day 4 Target	✓ ASSESS	Student chooses a precise next explanation goal.
A8	Day 5 Explain	✓ ASSESS	Student teaches the difference between evidence and explanation.
A9	Day 5 Educate	✓ ASSESS	Student models one complete evidence-to-explanation connection and names Definition or Story.

56. Assessment Opportunities

Field	Detail
Purpose	Determine whether students can write an explanation sentence that tells what the evidence means, connects to the thesis (central idea), and shows why it matters.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	Both passages, the Thinking Levels Chart, the explanation bookends chart, Explanation Relay Race cards, and student notebooks.
Related TEKS Breakout	[5.12(B)(iii)] compose informational texts, including brief compositions that convey information about a topic, using craft; [5.11(C)(i)] revise drafts to improve sentence structure.
Task	Students play the Explanation Relay Race and complete the Thesis (central idea) + Evidence + Explanation page for both passages.

Expected Response	Students write an explanation that adds meaning, uses a Definition or Story bookend, and connects back to the thesis (central idea).
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Informal Assessment. During the lesson, observe Listen for What Is Missing and the Explanation Relay Race. Note whether students can sort evidence from explanation and add meaning instead of repeating the quote.

Formative Assessment. The Day 3 Thesis (central idea) + Evidence + Explanation page serves as the formative check. Students write one explanation for evidence from each passage.

Assessment Prompt Bank (Teacher Reference)

Evidence	Bookend	Expected Explanation
"They argued that it was unfair to be taxed without a voice..."	Definition	This shows that the colonists believed British rule was unfair and wanted their rights respected.
"Their instinct guided them through the transition from sand to ocean..."	Definition	This means the turtles must act quickly to survive in a dangerous environment.
"Young orcas observe older members of their group."	Story	This makes me think of a younger student learning from an older classmate during partner work.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Name: _____ **Date:** _____

TEKS: 5.12(B)(iii), 5.11(C)(i) | **Student-Friendly Target:** I can explain evidence so the reader understands what the proof means and why it matters.

Directions: Read the evidence from one of the two passages. Write an explanation sentence using Definition or Story. Make sure the explanation adds meaning, connects to the thesis (central idea), and is a complete sentence.

Evidence: The text states, "They argued that it was unfair to be taxed without a voice..."

1. Selected response. This sentence is: [] EVIDENCE [] EXPLANATION (2 points)

2. Constructed response. Write one explanation sentence that tells what the evidence means and why it matters: (4 points)

3. Name your bookend. Definition or Story: _____ (2 points)

4. Transfer / application. Use evidence from "The Ocean Lesson" and write a second explanation that connects to a thesis (central idea): _____ (2 points)

Total Score: _____ / 10

58. Exit Ticket Answer Key

Item	Answer	Expected Thinking	Points	TEKS Evidence
1	EXPLANATION. The sentence is the writer's thinking, not a quote.	Sorts evidence from explanation.	2	<u>5.12(B)(iii)</u>
2	Secure example: This shows that the colonists believed British rule was unfair and wanted their rights respected. Award 4 for meaning and connection; 3 for meaning with a thin connection; 2 for a general feeling; 1 for a restatement; 0 for no response.	Explains the evidence and connects it to the thesis (central idea).	4	<u>5.12(B)(i)</u>
3	Definition. Accept "this means" or "this shows" as the bookend. Award 2 for a correct bookend; 1 for a partial or unclear label; 0 if absent.	Names the explanation craft.	2	<u>5.12(B)(iii)</u>
4	Example: This means the turtles must act quickly to survive in a dangerous environment. Accept a Story explanation when it is relevant and connected to the thesis (central idea).	Transfers the evidence-to-meaning habit to the second passage.	2	<u>5.11(C)(i)</u>

59. Scoring Principle

Score meaning, connection, bookend, and conventions. Minor handwriting or convention errors should not remove meaning points if they do not change the explanation. A strong response tells what the evidence means, connects to the thesis (central idea), and shows why it matters.

60. Gradebook Conversion

Raw Score	Percent	Interpretation	Next Instructional Step
9-10	90-100%	Secure	Route to Explanation Upgrade Lab enrichment.
7-8	70-89%	Developing	Reteach the missing meaning or connection with a Definition frame.
5-6	50-69%	Emerging	Use the Evidence / Explanation sort and oral rehearsal.
0-4	Below 50%	Beginning	Reteach evidence, explanation, and the two bookends with one quote at a time.

61. Recommended Gradebook Label

Gradebook label: "G5 C1 M4"

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Field	Detail
Primary TEKS	5.12(B)(i) clear central idea; 5.12(B)(iii) craft through explanation bookends
Spiral TEKS	5.11(B)(i) purposeful structure; 5.11(C)(i) sentence structure; 5.11(C)(ii) word choice; 5.11(D)(i) complete sentences
Purpose	Students write a thesis (central idea), evidence, and explanation for selected evidence from both passages.
Exact Student Prompt	Write an explanation sentence that tells what the evidence means and why it matters.
Exact Student Directions	Choose evidence from "From Tension to Revolution" and "The Ocean Lesson." Write a thesis (central idea), copy the evidence, and add an explanation using Definition or Story. Connect the explanation back to the thesis (central idea).
Non-Negotiable Expectations	Each explanation adds meaning instead of repeating the quote, uses a correct bookend, connects to the thesis (central idea), and has a capital letter and end punctuation.

WRITING REQUIREMENT

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 TAP the TRACKS to find evidence.
2. Write a thesis (central idea) that gives the reader the main idea.
3. Copy one evidence sentence from each assigned passage.
4. Choose Definition or Story for each explanation.
5. Write what each piece of evidence means in your own thinking.
6. Show why each piece of evidence matters and how it supports the thesis (central idea).
7. Revise sentence structure and word choice, then edit capitalization, punctuation, and subject-verb agreement. **5.11(C)(i)** **5.11(C)(ii)** **5.11(D)(i)**

64. Writing Assignment Rubric

Five criteria, four levels, converting to 20 points. The explanation row is the central target of this module.

Criterion	4 Secure	3 Developing	2 Emerging	1 Beginning
Thesis (central idea)	Clear central idea that the evidence can support.	Clear but general central idea.	Related topic or detail.	No central idea.
Evidence	Relevant exact evidence from both passages.	Evidence from both passages, one link thin.	Evidence from one passage or weakly related details.	No text evidence.
Explanation	Explains meaning, connection, and why it matters without repeating.	Explains meaning and connection, but one part is thin.	Repeats or gives a vague idea.	No explanation.
Bookend and word choice	Uses Definition or Story correctly and chooses precise words.	Uses a bookend with mostly clear words.	Bookend or word choice is inconsistent.	No bookend or meaning unclear.
Conventions 5.11(D)(i)	Complete sentences, capitalization, punctuation, and subject-verb agreement are correct.	One minor error does not affect meaning.	Several errors affect clarity.	Fragments or errors make meaning unclear.

65. Writing Gradebook Conversion

Rubric Score	Percent	Instructional Interpretation	Next Step
18-20	90-100%	Secure SCR writer	Enrichment: write two explanations for one quote and evaluate the stronger connection.
14-17	70-89%	Developing	Confer on the weakest criterion and revise one explanation.
10-13	50-69%	Emerging	Use the Evidence / Explanation sort and a bookend frame.
Below 10	Below 50%	Beginning	Reteach evidence, meaning, and connection with one quote at a time.

66. Teacher Feedback Shortcuts

- Strength: "You told the reader what the evidence means when you wrote _____."
- Strength: "You connected the explanation to the thesis (central idea) when you wrote _____."
- Target: "Your sentence repeats the quote. Add the idea the quote means."
- Target: "Use the word *this* to point back to the nearby evidence."
- Evidence: "You chose relevant evidence. Now explain why it matters."
- Vocabulary: "Replace a general word with a precise word from the Thinking Levels Chart."

Response to Student Need

67. Intervention: Name the Thinking

Field	Detail
Purpose	Support students who need extra practice telling the difference between evidence and explanation and writing an explanation that connects to the quote.
Group Size	Small group (3-6 students)
Time	10-12 minutes
Materials	Both passages, Evidence / Explanation labels, explanation bookend frames, sentence strips, and student notebooks
Relevant TEKS Breakout	[5.12(B)(iii)] compose informational texts, including brief compositions that convey information about a topic, using craft; [5.11(C)(i)] revise drafts to improve sentence structure
Relevant ELPS	1(E)(i) restate and respond to orally presented information; 2(F)(i) restate, ask questions about, or respond to information

Step 1: Say It. Show the quote, "Their instinct guided them through the transition from sand to ocean..." Ask whether it is evidence or explanation. Answer: evidence. Model: "This means the turtles need to move toward safety quickly." Repeat with "Young orcas observe older members of their group." Model: "This shows that orcas learn survival habits from others."

Step 2: Sort It. Sort these under Evidence and Explanation. Evidence: "They argued that it was unfair to be taxed without a voice..." "Young orcas observe older members of their group." "Their instinct guided them through the transition from sand to ocean..." "Samuel Adams and the Sons of Liberty helped organize resistance..." Explanation: This shows that colonists wanted fairness. This means learning helps orcas survive. This makes me think of doing something quickly without stopping to ask for help. This shows the colonists worked together.

Step 3: Build It. Thesis (central idea): Sea turtles survive dangerous moments because instinct guides them. Evidence: "Their instinct guided them through the transition from sand to ocean..." Choices: A. This means the turtles must move quickly to survive. B. "Their instinct guided them through the transition from sand to ocean..." C. The beach has sand. Answer: A.

Step 4: Write It. Students write a thesis (central idea), evidence, and explanation. Check for a correct starter, a connection to the quote, a capital letter, and punctuation.

Step 5: Say It Again. Students read the explanation aloud. ☐

TEACHER SCRIPT

"Reading it aloud helps you hear whether it makes sense."

Goal: students can sort evidence from explanation and write an explanation that connects to the quote.

68. Embedded Checks & Student Support

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask whether a sentence is evidence or explanation.	Students identify the quote as evidence and the thinking as explanation.	Students think explanation repeats the quote in new words.	Point out that an explanation tells what the quote means and why it matters.
Ask students to add meaning to a quote.	Students use "this means" or "this shows" and add an idea.	Students write a second quote instead of an explanation.	Ask, "What does this quote tell you? Say it in your own words."
Ask why an explanation is strong.	Students name the meaning and the connection to the thesis (central idea).	Students say "This is important" with no reason.	Ask, "Why does it matter? Connect it to the thesis (central idea)."

69. Student Support Quick Reference

If a student...	Support to Provide
Repeats the quote as an explanation	Ask, "What does this quote mean?" and provide the "this means" frame.
Writes a second quote	Use the Evidence / Explanation sort and label each sentence.
Writes a vague explanation	Ask why it matters and connect it to the thesis (central idea).
Masters quickly	Route to Explanation Upgrade Lab enrichment.

Supporting Materials in This Guide: the two passages, TRACKS chart, bookend chart, sentence frames, exemplars, and My Progress Tracker support this module's checks.

70. Enrichment: Connect Across Texts

Field	Detail
Purpose	Challenge students who master the concept to write two different valid explanations for the same evidence and evaluate which creates a stronger connection to the thesis (central idea).
Group Size	Pairs or small groups
Materials	Both passages, notebooks, the Thinking Levels Chart, and explanation cards
Relevant TEKS Breakout	5.12(B)(i) clear central idea; 5.12(B)(iii) craft; 5.11(C)(ii) word choice
Relevant ELPS	2(E)(i) explain and justify orally; 4(D)(ii) write using a variety of sentence types

Part 1: Choose the Stronger Explanation. Thesis (central idea): The colonists protested British laws because they were treated unfairly. Evidence: "They argued that it was unfair to be taxed without a voice..." Explanation A: This shows the colonists were unhappy. Explanation B: This shows that the colonists believed they should have a voice in decisions that affected them. **Answer:** B is stronger because it is more precise and more clearly connected to the evidence and thesis (central idea).

Part 2: Improve a Weak Explanation. Thesis (central idea): Orcas succeed because they learn from older members of their group. Evidence: "Young orcas observe older members of their group." Weak explanation: This shows something about orcas. **Sample answer:** This shows that orcas depend on learning from experienced group members to survive successfully.

Part 3: Add a Story Bookend. Sample answer: This makes me think of a new student learning classroom habits by watching others.

Part 4: Higher-Level Reflection. Definition may work best for historical setting because the history needs to be clarified directly. Story may work well for environmental setting because animal behavior can be connected to familiar real-life examples.

71. Additional Writing Opportunity: Plan and Draft

Writing Prompt: Choose one: Why did colonists protest British laws? How did British actions push the colonies toward revolution? Why do sea turtles rely on instinct? How do orcas learn to survive in their group? How does setting influence behavior in both passages?

Connection to This Module: this week you learned that an explanation turns evidence into meaning. Write a thesis (central idea), evidence sentence, and explanation using Definition or Story.

Planning Support

1. DOT unfamiliar words and TAP the TRACKS to locate evidence.
2. Write a thesis (central idea) that answers the chosen prompt.
3. Add one quoted evidence sentence with a signal marker.
4. Add an explanation using "this means" or "this shows," or "this reminds me of" or "this makes me think of."
5. Connect the explanation to the thesis (central idea) and show why the evidence matters.
6. Capitalize the first word and punctuate the last word of each sentence.

WRITING REQUIREMENT

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

Drafting Space: write the Short Constructed Response. Start with the thesis (central idea), add evidence, and follow each quote with explanation.

Success Criteria

- My explanation tells what the evidence means, not just what it says.
- My explanation connects back to my thesis (central idea).
- My sentences are capitalized and punctuated correctly.
- I use a Definition or Story bookend correctly.

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

Revise. Read your response aloud. Improve one sentence for clarity, sentence structure, or word choice.

5.11(C)(i) **5.11(C)(ii)**

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 thesis (central idea), evidence, explanation, and bookend, then says why the explanation helps the reader.

Success criteria: the explanation adds meaning, connects to the thesis (central idea), and uses a complete sentence.

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: sorting evidence from explanation and adding meaning that connects to a thesis (central idea).

- Read an incomplete explanation aloud. Students signal that something is missing.
- Students say whether the missing move is meaning, connection, or why the evidence matters.
- Students add a Definition or Story sentence aloud.
- A student reads an explanation; the class listens for the evidence it points back to and the thesis (central idea) it supports.

74. Pause Points

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

PAUSE POINT: EVIDENCE OR EXPLANATION

Stop and think: Is this sentence a quote from the passage or my own thinking?

PAUSE POINT: SAY WHAT IT MEANS

Stop and think: What does this quote mean, and how can I say it with "this means" or "this shows"?

PAUSE POINT: SAY WHY IT MATTERS

Stop and think: Why does this evidence matter, and how does it support the thesis (central idea)?

PAUSE POINT: CHECK THE WORD THIS

Stop and think: Does the word *this* point clearly back to the nearby evidence?

75. At-Home Connection

These at-home tasks turn a student into an explanation coach. They need little or no materials and each ends in a short conversation, not a worksheet.

TEACHER INFORMATION: TASK CARD 1

Send this card home first. It practices adding meaning to an everyday fact.

Task Card 1: This Means. Share a fact. Ask, "What does that mean, and why does it matter?" Answer with "this means" or "this shows," then connect the meaning to a larger idea.

TEACHER INFORMATION: TASK CARD 2

This card practices a Story bookend while keeping the evidence close.

Task Card 2: This Reminds Me Of. Share a fact from one passage. Say, "This reminds me of _____," or "This makes me think of _____," and explain how the story makes the evidence clearer.

TEACHER INFORMATION: TASK CARD 3

Card 3 practices the complete evidence-to-explanation connection.

Task Card 3: Teach the Connection. Read a thesis (central idea) and evidence sentence to a family member. Add an explanation, name Definition or Story, and say why the evidence matters.

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"This is your very own progress tracker. As you learn this week, you get to color in how you feel about each skill by yourself. Be honest with yourself, because this shows you how much you are growing. You are in charge of your own learning, and I am proud of the thinking you are doing."

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!
Tell the difference between evidence and explanation.			
Write an explanation that tells what the evidence means.			
Use the Definition bookend, this means or this shows.			
Use the Story bookend, this reminds me of or this makes me think of.			
Connect my explanation back to the thesis (central idea).			

77. Student Award

What can I already do? One explanation I wrote successfully, and the evidence in my work:

78. Student Target

What do I want to practice next? One next step for explaining evidence:

These connect directly to Day 4 Award and Target work.

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

"At the beginning of this module, we asked how a strong explanation turns evidence into clear meaning. Now we can answer it: a strong explanation tells what the evidence means, connects that meaning back to the thesis (central idea), and shows why the proof matters, instead of simply repeating the quotation."

80. Essential / Overarching Question, Answered

How does a strong explanation turn evidence into clear meaning for the reader?

A strong explanation tells what the evidence means, connects that meaning back to the thesis (central idea), and shows why the proof matters. It adds interpretation and reasoning instead of simply repeating the quotation.

81. Teacher Reflection

- Which students can write an explanation that adds meaning instead of repeating the quote?
- Which students connect the explanation back to the thesis (central idea)?
- Which students still repeat the evidence or stop after the quote?
- Who has completed the full SCR habit across Cluster 1, thesis (central idea), evidence, and explanation?
- Who needs Say It, Sort It, Build It intervention, and who is ready for Explanation Upgrade Lab 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:

- Listen for What Is Missing responses
- Explanation Relay Race matches and defenses
- Day 3 Thesis (central idea) + Evidence + Explanation pages
- Day 4 Award and Target reflections
- Day 5 Explanation Coach teaching
- Low, Medium, and High explanation exemplars

Production & Implementation Support

83. Module Slide Deck Build Sheet

The Module 4 deck, listed in physical slide order. Every slide supports explaining evidence from the two assigned passages.

Slide	Title	Required Content	Lesson Location
1	Writing the Explanation Sentence	Module 4; Grade 5 Cluster 1; Very High Stamina; Short Constructed Response	Cover
2	Meet Our Week	I Can statements for meaning, connection, bookends, and the word <i>this</i>	Learning Destination
3	Meaning Maker Warm-Up	Explain what an ordinary object does and why it matters	Day 1 Gather
4	Reveal the Job of Explanation	Meaning + Connection + Why It Matters; evidence proves and explanation interprets	Day 1 Reveal
5	Listen for What Is Missing	Evidence, explanation, Definition, Story, and the demonstrative pronoun <i>this</i>	Day 1 Reveal
6	Evidence and Explanation Work Together	Thesis (central idea), Evidence, Explanation	Day 1 Reveal
7	Explanation Relay Race	Match thesis (central idea) + evidence with the strongest explanation	Day 2 Attempt
8	What Is Explanation Doing?	Discuss meaning, connection, and why evidence matters	Day 3 Discuss
9	Build the Explanation	Write explanations for selected evidence from both passages	Day 3 Use
10	Explanation Glow Line	Identify one explanation that made thinking visible	Day 4 Award
11	Choose a Next Target	Strengthen clarity, connection, deeper meaning, or avoid repetition	Day 4 Target
12	Turn and Teach	Teach a partner the difference between evidence and explanation	Day 5 Explain
13	Explanation Exit Ticket	Explain "They argued that it was unfair to be taxed without a voice..."	Assessment Addendum
14	Say It, Sort It, Build It	Sort evidence and explanation, then build one explanation	Intervention
15	Explanation Upgrade Lab	Choose the stronger explanation and revise a weak one	Enrichment
16	My Progress Tracker	Reflect on evidence, meaning, bookends, and connection	Student Ownership
17	Low Explanation	Definition starter repeats the evidence and needs deeper meaning	Section 51
18	Medium Explanation	General meaning is present but the connection is thin	Section 52

19	High Explanation	Precise meaning, thesis (central idea) connection, and historical significance	Section 53
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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	Display one evidence sentence and invite a student to add a Definition or Story explanation.
Annotation	Students use separate digital copies of both passages for TRACKS highlighting.
Breakout discussion	Send pairs to sort evidence and explanation, then explain one match back to the class.
Oral response	Students say the bookend and explanation aloud before typing.
Asynchronous option	Students submit one thesis (central idea), one quote, and one explanation labeled Definition or Story.
LMS submission	Collect the Day 3 page so the teacher can check meaning, connection, bookend, and conventions.
Digital tracking	Keep the Pause Points and 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	