

THE WRITING ACADEMY®, LLC.

Teacher Lesson Plan Guide

GRADE 5

CLUSTER 3

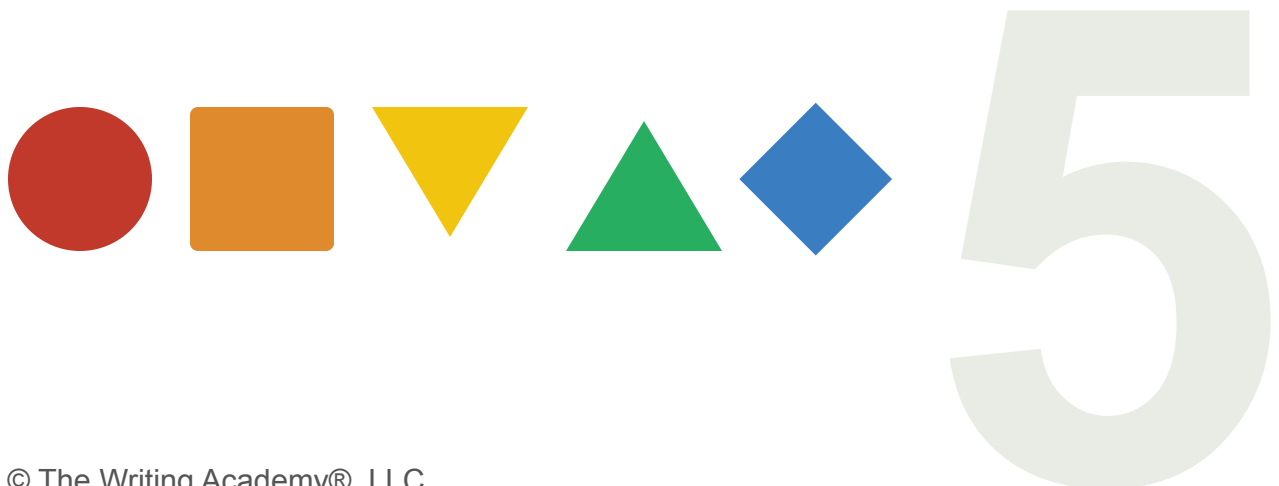
Informative ECR Through Poetry and Drama

Module 1 · Building the Full ECR

Module 2 · Hidden WHY and HOW Prompt Clues

Module 3 · Magnifying WHY Reasons into Topic Sentences

Module 4 · Proving Reasons with Evidence and Explanation



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Teacher Lesson Plan Guide

Building the Full ECR

Grade 5 | Cluster 3 | Module 1

Grade: 5

Cluster: 3, informative Extended Constructed Response across a poem and a drama

Module: 1, Low Stamina

Primary Instructional Category: Informational Writing / Extended Constructed Response

Module Title: Building the Full ECR

Content Connection / Passage Titles: the poem "Our Rights, Our Voices" and the drama "A Voice of Their Own"

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

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

Module Product: a complete informative ECR using TREES, CSI, the Magnifying process, DOT, and TRACKS

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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.

- **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 notetaking, 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 helps Grade 5 students see that a complete informative ECR is built through connected decisions. The teacher names the writing job, students read for conflict and ideas, the Magnifying process narrows broad thinking into reasons or ways, CSI selects proof, and TREES organizes the response.

TEACHER SCRIPT

"When students learn to move from prompt to thesis (central idea), from reasons to evidence, and from evidence to explanation, they begin to see that strong writing is built step by step, and they are fully capable of building it."

Teacher focus: keep the poem and drama visible all week. Students are building one response from both genres, not writing two unrelated answers.

2. Why This Module Matters

Students build a full informative ECR from the sentence-statement prompt: "Explain how the poem 'Our Rights, Our Voices' and the drama 'A Voice of Their Own' both develop the idea that people want fairness and a voice. Use evidence from both texts to support your answer." The work begins with close reading. Students use DOT to notice unfamiliar words, TRACKS to locate measurable details, and the Magnifying process to move from broad concepts such as fairness and voice to focused reasons or ways.

TREES gives the response a stable order: thesis (central idea), reason or way, evidence, explanation, and summary. CSI asks students to Cite, Say what it means, and Illustrate or name the Impact. DEEP FACTS + E strengthens the explanation by requiring precise detail and a clear connection to the thesis (central idea). The poem presents rights and fair laws. The drama presents representation and self-government. Together, they support one informative response across two genres.

3. Module Essential / Overarching Question

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

Students return to this question after reading, after selecting evidence, and at the end of Day 5.

My First Thinking:

My Final Thinking:

What changed in my thinking?

Family Communication

4. Parent Communication Purpose

Families can support this module by asking students to explain how a detail supports an idea. The goal is not a longer response for its own sake. The goal is a clear response that names a central idea, uses evidence from both texts, and explains the connection. Share the English or Spanish letter, then invite a short conversation about fairness, rights, representation, self-government, and voice.

How to Send It: share the letter in the family's preferred language. Conversation starters are open-ended. The activities use no special materials and end with a student explaining an idea aloud.

5. Family Letter (English)

Dear Families,

This week your student is building a complete informative Extended Constructed Response. Students will read the poem "Our Rights, Our Voices" and the drama "A Voice of Their Own." The poem names rights and fair laws. The drama shows people thinking about representation, self-government, and having a voice in decisions.

In class, students will move from the prompt to a thesis (central idea), then magnify reasons or ways, choose CSI evidence, explain the proof, and organize the response with TREES. They will use details from both texts. Ask your student which detail shows fairness, which detail shows voice, and how the two genres connect.

Try this conversation at home: Ask, "Which right or voice idea stood out to you, and what detail supports your thinking?" Invite your student to answer in a complete sentence and explain why the detail is a strong match.

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

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

Estimadas familias:

Esta semana su estudiante está construyendo una respuesta informativa extensa completa. Leerá el poema "Our Rights, Our Voices" y el drama "A Voice of Their Own". El poema presenta derechos y leyes justas. El drama muestra a personas pensando en la representación, el autogobierno y tener voz en las decisiones.

En clase, los estudiantes pasarán de la consigna a una tesis (idea central), ampliarán razones o maneras, elegirán evidencia CSI, explicarán la evidencia y organizarán la respuesta con TREES. Usarán detalles de los dos textos. Pregúntele a su estudiante qué detalle muestra justicia, qué detalle muestra voz y cómo se conectan los dos géneros.

Prueben esta conversación en casa: Pregunte, "¿Qué idea sobre los derechos o la voz te llamó la atención y qué detalle apoya tu pensamiento?" Invite a su estudiante a responder con una oración completa y explicar por qué el detalle es una buena elección.

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

7. Family Conversation Starters

- Which right in the poem seems most important to you, and which exact detail supports your choice?
- How does Thomas's thinking change from the first scene to the last scene?
- What makes a law or decision feel fair to the people who must follow it?
- How is evidence different from explanation in a response?
- How do the poem and drama develop the shared idea that people want fairness and a voice?

8. Simple Family Activities

Both activities need little or no materials. Each ends with the student speaking, listening, and explaining.

Family Activity: Upgrade the Explanation

Read a sentence together that begins, "The text says..." Ask the student to replace that opening with "shows," "suggests," or "demonstrates," then explain what the new word helps the reader understand about rights, fairness, or voice.

Family Activity: Passage Talk

Read a short part of either text together. Ask the student to name one important idea, point to one exact detail, and explain how that detail supports the idea. Ask what the poem or drama helps the student understand about people wanting fairness and a voice.

Teacher Road Map

9. Teacher Navigation Key

Use these symbols to read the instructional purpose of each move.

- **TEACH** means the teacher explicitly teaches or models.
- **LEARN** means the student practices or develops the skill.
- ✓ **ASSESS** means the student independently demonstrates or transfers learning.

Teacher Script means exact words spoken directly to students.

Class Slide means the matching visual cue.

10. GRADUATE Evidence Alignment

Each stage creates evidence for the full informative ECR.

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	The teacher frames the full ECR process and the paired-text purpose.
Reveal	■ TEACH	The teacher models how a thesis (central idea), reasons or ways, evidence, and explanation connect.
Attempt	○ LEARN	Students magnify a broad idea and practice selecting a CSI detail.
Discuss	○ LEARN	Students explain why a detail supports fairness and voice.
Use	✓ ASSESS	Students build an independent response with evidence from both texts.
Award	✓ ASSESS	Students identify a demonstrated strength in their ECR.
Target	✓ ASSESS	Students select a precise next step for revision or explanation.
Explain / Educate	✓ ASSESS	Students teach the process and answer the overarching question.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 5, Cluster 3, Module 1, Low Stamina
Module Category	Informational Extended Constructed Response across a poem and a drama
Primary TEKS	[5.11(B)(iv)] , [5.12(B)(i)] , [5.12(B)(ii)] , and [5.12(B)(iii)]
Primary Breakout	Develop a focused, structured, coherent draft with specific facts and compose an informative text with a clear central idea.
Content Connection	The poem "Our Rights, Our Voices" and the drama "A Voice of Their Own" develop fairness and voice through rights, fair laws, representation, and self-government.
Reading Habits	DOT and TRACKS, followed by the Magnifying process and CSI.
Response Structure	TREES: thesis (central idea), Reason or Way, Evidence, Explanation, Summary.
Daily Lesson Time	15 minutes per day for five 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	A complete evidence-based informative ECR using both genres.

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: Students will analyze the sentence-statement prompt, read a poem and a drama for conflict and ideas, write a thesis (central idea), magnify reasons or ways, choose CSI evidence from both texts, add DEEP FACTS + E explanation, and organize a coherent informative response with TREES.

I Will Statements

- I will analyze the prompt before I write.
- I will write a thesis (central idea) that answers the exact prompt.
- I will use the Magnifying process to narrow broad thinking into reasons or ways.
- I will choose evidence from the poem and drama.
- I will explain what each detail proves.
- I will build a complete response with TREES.

I Can Statements

- I can identify fairness, rights, voice, and conflict.
- I can use DOT and TRACKS while reading.
- I can test evidence with CSI.
- I can connect a reason or way, evidence, explanation, and summary.
- I can revise for focus, coherence, and precise word choice.

CLASS SLIDE

Build the Full ECR: Prompt, thesis (central idea), reasons or ways, CSI evidence, explanation, and TREES response.

13. Success Criteria

Use these criteria during guided practice, independent writing, and review.

- The response names a thesis (central idea) about fairness and voice.
- The response develops at least one reason or way that grows from the thesis (central idea).
- The response uses exact evidence from both the poem and the drama.
- Each evidence choice passes CSI: Cite, Say what it means, and Illustrate or name the Impact.
- The explanation tells how the evidence supports the reason or way and the thesis (central idea).
- The response is organized with TREES and ends with a summary of the connected idea.

14. Evidence That Will Demonstrate Mastery

Collect evidence across the five days so the final response is supported by visible thinking.

- Day 1: ordered ECR cards, clean-reading notes, and one marked detail from each text.
- Day 2: a Magnifying chart, CSI matches, and an oral DEEP FACTS + E explanation.
- Day 3: an independent TREES organizer and a complete response using the poem and drama.
- Day 4: an Award reflection, one revision for focus or coherence, and a precise Target.
- Day 5: a partner teach-back, a final explanatory response, and a written answer to the overarching question.

15. TEKS Correlations

The writing standards come from the lesson plan and are applied through the paired texts.

TEKS	Standard Focus	Where Taught	Where Practiced	Where Assessed
5.11(B)(iv)	Develop a focused, structured, coherent draft with specific facts.	Days 1 and 2	Days 2 and 3	Day 3 response and writing assignment
5.12(B)(i)	Compose informational texts with a clear central idea.	Day 1 model	Days 2 and 3	Complete ECR
5.12(B)(ii)	Use informational genre characteristics.	Day 2	Day 3	Complete ECR
5.12(B)(iii)	Use craft.	Day 2 explanation model	Days 3 and 4	Revised ECR
5.11(C)(i) to 5.11(C)(iv)	Improve sentence structure, word choice, coherence, and focus by adding or deleting ideas.	Day 4	Days 4 and 5	Revision check

16. Standards Coverage Matrix

Classification	TEKS	Module Application	Evidence
PRIMARY	5.11(B)(iv)	Students order the ECR parts and use specific facts from both passages.	Focused TREES response.
PRIMARY	5.12(B)(i)	Students state and sustain a thesis (central idea).	Central idea and summary.
PRIMARY	5.12(B)(ii)	Students explain an idea with text facts and connected paragraphs.	Informative response.
PRIMARY	5.12(B)(iii)	Students use precise wording in CSI explanation.	DEEP FACTS + E sentences.
RECURSIVE	5.11(C)(i) to 5.11(C)(iv)	Students revise for clarity, coherence, and exact word choice.	Day 4 revision.
RECURSIVE	DOT, TRACKS, Magnifying, CSI, TREES	Students use the reading and writing habits across both genres.	Notes, organizers, and response.

17. ELPS Correlations

The language demands include listening to directions, speaking about evidence, reading two genres, and writing to explain.

ELPS	Domain	Observable Language Action	Day Addressed
1(E)(i)	Listening	Listen, restate, respond, paraphrase, summarize, or ask for clarification.	Days 1, 3, and 5
2(B)(i)	Speaking	Use content-area vocabulary during formal classroom interactions.	Days 2 and 5
2(E)(i)	Speaking	Explain, justify, discuss, and elaborate with specificity.	Days 2, 3, and 5
3(G)(ii)	Reading	Paraphrase content-area text.	Days 1 and 3
3(G)(iii)	Reading	Summarize content-area text.	Days 3 and 5
4(C)(i)	Writing	Write with high-frequency and content-area vocabulary.	Days 2 and 4
4(D)(ii)	Writing	Write content-area texts using varied sentence types.	Days 3 and 5
4(F)(ix)	Writing	Write to explain, respond, or justify with supporting evidence.	Days 3 and 5

ELPS Woven Into Intervention

ELPS	Domain	Support	Evidence
1(E)(i)	Listening	Hear one direction at a time and restate it.	Student orders the ECR steps.
2(E)(i)	Speaking	Use a sentence frame to explain one detail.	Oral CSI explanation.

ELPS Woven Into Enrichment

ELPS	Domain	Extension	Evidence
3(G)(iii)	Reading	Summarize how each genre develops fairness and voice.	Cross-text summary.
4(F)(ix)	Writing	Justify why one evidence choice is stronger than another.	Written CSI rationale.

18. ELPS Linguistic Accommodations

Keep the grade-level thinking demand intact while making the language pathway explicit.

Proficiency Level	Access Support
Pre-Production	Point to icons for prompt, thesis (central idea), reason or way, evidence, explanation, and summary. Rehearse one word at a time.
Beginning	Use: "The poem shows _____. The drama shows _____. Both show _____."
Intermediate	Use: "This evidence means _____ because _____. It impacts the idea of fairness or voice by _____."
High Intermediate	Explain how one detail from each genre develops the shared idea.
Advanced	Independently select evidence from both texts and justify each choice with CSI.

Language Supports

- Read the prompt and passages aloud, then allow purposeful rereads.
- Provide a bilingual vocabulary bank for fair, voice, right, law, representation, self-government, conflict, evidence, explanation, and summary.
- Offer oral rehearsal before writing.
- Use frames without supplying the thinking: "The poem develops the idea by _____" and "The drama develops the idea by _____."
- Invite students to discuss an idea in a familiar language before rehearsing in English.

19. Language Domains

Domain	Student Action	Access Support
Listening	Sequence the ECR steps after hearing the complete direction.	Hear the complete direction before writing.
Speaking	Rehearse a thesis (central idea) and defend a CSI choice.	Use a partner frame and precise vocabulary.
Reading	Read clean copies, then annotate TRACKS copies.	Use clean copies first and TRACKS copies second.
Writing	Build a complete TREES response.	Use the organizer, word bank, and gradual release.

20. Rigor Safeguard

Teachers MAY provide	Teachers MAY NOT do for students
Read directions aloud, define a needed word, model one evidence decision, provide a sentence frame, and point to the organizer.	Choose the thesis (central idea), select all evidence, write the explanation, or make the cross-text connection for the student.

The student must decide what the prompt asks, magnify a reason or way, select evidence from both texts, and explain the connection.

21. Rigor & Cognitive Demand

Level	What Students Do	Evidence
Notice	Identify rights, fairness, voice, representation, self-government, and conflict.	Precise details marked.

Name	Label thesis (central idea), reason or way, evidence, explanation, and summary.	TREES organizer.
Connect	Explain what a detail means and how it supports an idea.	CSI explanation.
Defend	Justify why evidence is connected, strong, and important.	CSI rationale.
Build	Write a coherent ECR using both genres.	Complete response.

22. The Five Thinking Levels

The Progression of Thinking

1. **Notice:** identify a precise detail about rights, fair laws, representation, self-government, or voice.
2. **Name:** label each TREES part and each CSI move.
3. **Connect:** explain what a detail means and how it supports a reason or way.
4. **Defend:** justify why a detail is stronger than another detail for the exact prompt.
5. **Build:** organize a full evidence-based response across the poem and drama.

23. Possible Teacher Misconceptions

- Do not treat the poem and drama as two separate assignments. The prompt requires one response using both.
- Do not accept the topic "rights" as a thesis (central idea). Require an idea about fairness and voice.
- Do not treat a quotation as an explanation. Ask what the quotation proves.
- Do not replace TREES, CSI, the Magnifying process, DOT, or TRACKS. They are legitimate and connected module tools.

24. Possible Student Misconceptions

Misunderstanding	What It May Sound Like	Responsive Teacher Move
The topic is the thesis (central idea).	"My thesis (central idea) is rights."	Ask what both texts explain about rights, fairness, and voice.
Any related detail is strong evidence.	"This line has the word fair, so it proves everything."	Test the line with CSI: Cite, Say what it means, and Illustrate or name the Impact.
Explanation repeats evidence.	"This means the text says the same thing."	Ask what the evidence proves about the reason or way.
One genre is enough.	"I used the poem, so I finished."	Return to the prompt and point to "both texts."

Module Foundations: Review, Refresh & Readiness

25. TEKS Target

Students develop a focused, structured, coherent draft with specific facts and compose an informative text with a clear central idea, informational genre characteristics, and craft. The revision standards support sentence structure, word choice, coherence, and focus.

26. How I Say the Standard!

TEKS says	How I say it
[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 build my response in a clear order and use exact facts from the poem and drama.
[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 by adding, deleting, combining, or changing words so my thinking is easier to follow.
[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 thesis (central idea) that answers the prompt and guides my response.

27. This Week I Can...

- I can analyze the prompt before writing.
- I can write a thesis (central idea) about fairness and voice.
- I can magnify a broad concept into a reason or way.
- I can choose CSI evidence from both a poem and a drama.
- I can explain what each detail proves.
- I can organize a complete response with TREES.

28. Before I Can... Prerequisites

Students should be able to read a short poem and drama, identify a speaker or character, locate an exact line or speech as evidence, and write a complete sentence. Refresh fair, right, voice, law, conflict, evidence, explanation, representation, and self-government before Day 1.

- Read for gist and retell in logical order.
- Distinguish a text detail from an explanation of that detail.
- Use a complete sentence with a subject and verb.
- Listen to a peer and restate the peer's idea accurately.

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"Name the six moves in order: prompt, thesis (central idea), reasons or ways, evidence, explanation, and TREES response. Now name one detail from the poem and one detail from the drama that could enter the process as evidence."

Answer Key: Prompt, thesis (central idea), reasons or ways, evidence, explanation, and TREES response. A valid poem detail is "They wrote down rights to make things fair," and a valid drama detail is "If we live here and follow these laws, we should have a part in making them." A complete answer also tells how both details support fairness and voice.

30. Vocabulary Infusion

Word	Student-Friendly Meaning	Module Use
fair	treating people in a just way	Fair laws protect people.
voice	a chance to share an idea or choice	People want a voice in decisions.
right	a freedom or protection people have	Rights protect people every day.
law	an official rule for a community	Laws guide how people live together.
representation	having people speak or decide for a group	Representatives help people have a voice.
self-government	people taking part in governing themselves	Self-government gives people a part in decisions.
conflict	a problem or disagreement	Conflict creates a need for an explanation.
evidence	specific proof from a text	Evidence supports the thesis (central idea).
explanation	thinking that tells how proof supports an idea	Explanation connects evidence to the reason or way.

31. Conventions Connection

Convention Focus	Revision Check in This Module
5.11(D)(i)	Check complete simple sentences with subject-verb agreement.
5.11(D)(vi)	Check past tense of irregular verbs.
5.11(D)(vii) and 5.11(D)(viii)	Check collective nouns and comparative adjectives.
5.11(D)(ix) , 5.11(D)(xi) , and 5.11(D)(xii)	Check superlative adjectives, prepositions, and prepositional phrases.
5.11(D)(xiii) , 5.11(D)(xxvii) , 5.11(D)(xxviii) , and 5.11(D)(xxix)	Check agreement with prepositional phrases, spelling patterns, spelling rules, and high-frequency words.

32. Writing Connection

Writing Move	Connection to the Full ECR
Plan	Use the prompt, clean reads, DOT, and TRACKS to gather ideas.
Develop	Use the Magnifying process to turn broad ideas into reasons or ways.
Support	Use CSI to choose and interpret evidence from both genres.
Explain	Use DEEP FACTS + E to show how evidence supports the thesis (central idea).
Organize	Use TREES to make the response coherent.

33. Watch Out!

Watch for a response that names only one text, gives a quotation without explaining it, lists rights without connecting them to fairness, treats representation as a word without explaining voice, or summarizes the plot without a thesis (central idea). Return the student to the exact prompt and the next TREES step.

34. Ready Check

Ready Signal	Teacher Check
Reading readiness	Student identifies the poem and drama as different genres and locates a precise line or speech.
Language readiness	Student uses fair, voice, right, law, conflict, evidence, and explanation in an oral sentence.
Writing readiness	Student writes a complete sentence and connects a reason to a detail.
Process readiness	Student explains that a thesis (central idea) is the central answer and that explanation tells how evidence supports it.

35. Teacher Look-Fors

Look For	What It Shows	Next Move
Student names both genres.	Student understands the source requirement.	Ask for one detail from each text.
Student writes a complete thesis (central idea).	Student has a controlling idea.	Magnify it into reasons or ways.
Student chooses a quote and says what it means.	Student is using CSI.	Ask for impact on fairness or voice.
Student links the texts.	Student sees the cross-genre idea.	Ask how the two details work together.

Vocabulary, Content & Preparation

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"These everyday words help you talk about the ideas in both texts. Say each word, connect it to a passage detail, and use it in a sentence."

Word	Student-Friendly Definition	Oral Rehearsal Frame
fair	treating people in a just way	A fair rule is ____.
voice	a chance to share an idea or choice	My voice matters when ____.
rule	a direction people are expected to follow	One rule I follow is ____.
right	a freedom or protection people have	One right protects ____.
law	an official rule for a community	A law can ____.
safe	protected from harm	People feel safe when ____.
choose	decide between options	I choose ____ because ____.
hear	listen to someone's ideas	People should hear ____.
build	put parts together to make something	I can build ____.
guide	help show the way	This guide helps me ____.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"These academic words name the work you will do. Use them when you describe how the prompt, evidence, and explanation fit together."

Word	Definition	Frame
prompt	the statement that gives a writing job	The prompt asks me to ____.
thesis (central idea)	the central sentence that answers a prompt	My thesis (central idea) is ____.
reason	an idea that explains why something matters	One reason is ____.
way	a method that explains how something happens	One way is ____.
evidence	specific proof from a text	My evidence is ____.
explanation	thinking that tells how evidence proves an idea	My explanation shows ____.
analyze	study parts closely to understand them	I analyze by ____.
coherent	clear and logically connected	My response is coherent because ____.
response	a written answer to a prompt	My response explains ____.
summarize	state important ideas in logical order	I summarize by ____.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"These passage-specific words help you talk about history, laws, rights, and voice with precision. Use the rehearsal frame, then connect the word to the exact text."

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
amendment	uh-MEND-muhnt	an official change or addition to a governing document	An amendment can ____.
religion	rih-LLJ-uhn	a set of beliefs about faith or worship	Religion is mentioned when ____.
jury	JOO-ree	a group that listens in a court case	A jury helps ____.
punishments	PUN-ish-ments	consequences for breaking a law	Punishments should be ____.
colonists	KOL-uh-nists	people who lived in colonies	The colonists wanted ____.
Parliament	PAR-luh-ment	the lawmaking group in Great Britain	Parliament made ____.
representation	rep-rih-zen-TAY-shuhn	having people speak or decide for a group	Representation means ____.
self-government	self-GUV-ern-ment	people taking part in governing themselves	Self-government gives people ____.
apprentice	uh-PREN-tiss	a young person learning a trade from an expert	An apprentice learns ____.
conflict	KON-flikt	a problem or disagreement	The conflict grows when ____.

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

39. Background Knowledge & Teacher Context

The poem "Our Rights, Our Voices" names protections in the Bill of Rights and connects them to fairness. The drama "A Voice of Their Own" shows Thomas and Mr. Harris considering laws made far away, representation, and self-government. Students use both texts to think about the conflict between following laws and having a voice in making them.

The ECR Habit

DOT unfamiliar words. TRACKS the reading details. Use the Magnifying process to move from a broad concept to a reason or way. Use CSI to choose proof. Use DEEP FACTS + E to explain. Use TREES to organize the final response.

40. Materials Needed

Category	Materials	Preparation
Passages	Low Stamina clean and TRACKS-ready copies of both passages	Prepare paired copies.
Writing tools	Interactive notebooks, pencils, colored pencils, and highlighters	Set at tables.
ECR tools	Prompt, thesis (central idea), reason or way, evidence, explanation, and TREES cards	Sort by step.
Response tools	CSI cards, DEEP FACTS + E cards, organizer, and keys	Stage before class.

Teacher Note: Prepare the materials before students arrive so the class can move from seeing each part to using it independently.

41. Preparation Before Day 1

- ☐ Prepare clean copies and TRACKS-highlighted copies of "Our Rights, Our Voices" and "A Voice of Their Own."
- ☐ Prepare a Full ECR Flow chart: Prompt, thesis (central idea), Reasons or Ways, CSI Evidence, Explanation, and TREES Response.
- ☐ Prepare DOT and TRACKS reminders and the Magnifying process: broad idea, narrowed reason or way, selected evidence, connected explanation.
- ☐ Prepare vocabulary cards for fair, voice, right, law, amendment, representation, self-government, apprentice, conflict, evidence, and explanation.
- ☐ Prepare the Day 3 organizer, Day 5 writing task, answer keys, and the My Progress Tracker.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15	Gather + Reveal	Build the ECR House and read both passages for conflict, rights, fairness, and voice.
Day 2	15	Attempt	Magnify reasons or ways, select CSI evidence, and rehearse explanation.
Day 3	15	Discuss + Use	Discuss the cross-text connection and write a complete response using TREES.
Day 4	15	Award + Target	Recognize a strength, revise for coherence, and select a next step.
Day 5	15	Explain + Educate	Teach the ECR process to a partner, answer the overarching question, and complete the final response.

43. Tiny Times Transition

Use a quick oral reset when students need to reconnect with the process.

- Say, "Name the next ECR step."
- Students respond with the next step and its purpose.
- Read one passage detail and ask whether it is a reason, evidence, or explanation.

- Students answer, then return to the current task.

Citizenship & Content Connection

44. The Citizenship Connection

The poem connects citizenship to rights, fair laws, protections, and the idea that rights guide laws. The drama connects citizenship to representation, self-government, and the belief that people who live under laws should have a part in making them.

Element	This Module
Content focus	Rights, fairness, voice, representation, self-government, and conflict.
Poem connection	"Our Rights, Our Voices" explains that rights protect people and help guide laws.
Drama connection	"A Voice of Their Own" shows Thomas and Mr. Harris considering a voice in decisions.
Literacy connection	Students read closely, choose evidence, and explain how details develop an idea.
Citizenship question	How do rights and a voice help people work toward fairness?
Teacher Script	<i>"When you understand your rights and have a voice in decisions, you can think carefully about fairness and help shape the laws that guide a community."</i>

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

Full ECR Flow Anchor Chart

Step	What the Writer Does
Prompt	Read the complete writing job and identify the source requirement.
thesis (central idea)	State the central answer about fairness and voice.
Reasons or Ways	Use the Magnifying process to narrow broad ideas.
CSI Evidence	Cite, Say what it means, and Illustrate or name the Impact.
Explanation	Use DEEP FACTS + E to connect proof to the idea.
TREES Response	Organize thesis (central idea), Reason or Way, Evidence, Explanation, and Summary.

DOT Habit

Dot unfamiliar words. Discover their meaning with context or a resource. Drop the meaning into a sentence. Apply DOT to amendment, representation, self-government, apprentice, and conflict.

Magnifying Process

Stage	Teacher Prompt	Student Product
Broad idea	What idea appears in both texts?	Fairness and voice.
Magnify	Which part of that idea can the evidence explain?	Rights protect people; people want a part in decisions.
Narrow	Which reason or way is precise enough to prove?	Fair laws protect people and a voice supports self-government.
Connect	How will the evidence support the thesis (central idea)?	CSI and DEEP FACTS + E explanation.

TREES Thinking Chart

Letter	Part	What It Means
T	thesis (central idea)	The central answer to the prompt.
R	Reason or Way	The focused idea that develops the central answer.
E	Evidence	Exact proof from the poem or drama.
E	Explanation	How the proof supports the reason or way and thesis (central idea).
S	Summary	A final sentence that brings the connected ideas together.

46. Core Habit / Strategy Explanation

The DOT Vocabulary Habit

Dot unfamiliar words. Discover their meaning with context or a resource. Drop the meaning into a sentence. Apply DOT to amendment, representation, self-government, and apprentice.

TEACHER SCRIPT

"Read the whole prompt, notice the words that name the writing job, and let the prompt guide every choice. Then use DOT, TRACKS, the Magnifying process, CSI, and TREES to make your thinking visible."

DOT keeps an unfamiliar word from stopping the reading. TRACKS gives students six measurable ways to notice evidence: Time, Reactions, Actions, Character, Concept, Creature, Key Knowledge, and Scenery or Setting. The Magnifying process turns a broad thought into a focused reason or way. CSI tests whether a detail connects, strongly supports, and matters enough. DEEP FACTS + E supplies specific explanation. TREES puts the parts in a coherent order.

CLASS SLIDE

Read clean first. On the second reading, TRACK the details that can help build a thesis (central idea), a reason or way, evidence, and explanation.

Teacher look-for: students should be able to state not only what a text says, but how a detail develops fairness, rights, voice, representation, or self-government.

47. Student Source Passage(s)

Read each clean copy first. Use the second reading to mark TRACKS details. The two passages below are the only source texts used for examples, annotations, and model responses in this module.

Poem: "Our Rights, Our Voices"

Long ago, when a nation was new,
Leaders asked, "What should we do?"
They wrote down rights to make things fair,
So people's freedoms would be there.
The First says you can speak your mind,
Practice religion of any kind,
Write your thoughts and gather too,
And transmit ideas as others do.
The Second says you have a right
To keep and bear arms, day or night,
The Third says soldiers cannot stay,
Inside your home without your say.
The Fourth is protective of things and space,
No searches happen without a case,
The Fifth says courts must treat you fair,
And follow laws with proper care.
The Sixth gives you a trial that's fair,
With a jury there to listen and care,
The Seventh keeps your right to sue,
In certain cases brought to court too.
The Eighth says punishments must be fair,

Not too harsh or hard to bear,
The Ninth reminds us rights still exist,
Even ones not on the list.
The Tenth says powers not written down
Belong to states and people around,
These rights protect us every day,
And help guide laws in every way.

Drama: "A Voice of Their Own"

Characters:

NARRATOR

THOMAS (a young apprentice)

MR. HARRIS (a shop owner)

Scene 1: Outside the Shop

(Thomas sweeps outside a small shop. Mr. Harris stands nearby, looking over papers.)

NARRATOR: In the colonies, most laws were made far away in Great Britain. Over time, some colonists began to question this.

THOMAS: (curious) Mr. Harris, why do we follow laws from people who don't live here?

MR. HARRIS: (sighs) Because the king and Parliament make the rules. That's how it has always been.

THOMAS: But it doesn't seem fair.

Scene 2: Later That Day

(Thomas stops sweeping and leans on the broom. Mr. Harris looks thoughtful.)

NARRATOR: As more laws were passed, colonists began to think differently.

MR. HARRIS: I've been hearing about Virginia. They have a group of representatives who help make decisions.

THOMAS: (interested) So people there have a voice?

MR. HARRIS: Yes. It's called self-government.

THOMAS: That sounds better than having no say at all.

Scene 3: A New Understanding

(Both stand facing each other, more serious now.)

NARRATOR: Slowly, ideas about self-government began to grow.

MR. HARRIS: (firmly) If we live here and follow these laws, we should have a part in making them.

THOMAS: (nodding) I didn't understand before, but now I do. People want to be heard.

MR. HARRIS: And once people start thinking that way, it's hard to go back.

NARRATOR: These ideas continued to spread and helped shape the future of the colonies.

48. Student Annotation Guide

Students read the clean copies first, then mark one or more details for each TRACKS category. The guide keeps the original passage wording.

Our Rights, Our Voices

TRACKS	Exact Detail
T: Time	"Long ago, when a nation was new,"
R: Reactions	"Leaders asked, 'What should we do?'"
A: Actions	"They wrote down rights to make things fair,"
C: Character, Concept, Creature	"The First says you can speak your mind,"
K: Key Knowledge	"These rights protect us every day,"
S: Scenery / Setting	"Inside your home without your say."

A Voice of Their Own

TRACKS	Exact Detail
T: Time	"Scene 2: Later That Day"
R: Reactions	"But it doesn't seem fair."
A: Actions	"Thomas stops sweeping and leans on the broom."
C: Character, Concept, Creature	"THOMAS"
K: Key Knowledge	"It's called self-government."
S: Scenery / Setting	"Scene 1: Outside the Shop"

Students star details about protection, fair laws, representation, self-government, or voice. Students then use exact words when selecting CSI evidence. A valid annotation identifies a category and explains why the detail matters to the prompt.

49. TRACKS Evidence Highlighting

Students TAP the TRACKS: they hunt for the six kinds of evidence and mark each one. TRACKS marks the evidence in the passages. DOT is used to notice unfamiliar words and keep reading. The color labels below are fixed for this 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

Annotation success criteria: the student marks an exact detail, labels the TRACKS category, and explains how that detail could support fairness, rights, voice, representation, or self-government.

50. Five-Day GRADUATE Lesson

Every day is 15 minutes. The five days move from a teacher model to independent construction and teach-back. Use the poem and drama throughout.

Day	Stage	Student Evidence
Day 1	Gather + Reveal	Ordered ECR steps and one detail from each genre.
Day 2	Attempt	Magnified ideas, CSI choices, and oral explanation.
Day 3	Discuss + Use	Complete response using both texts.
Day 4	Award + Target	Revision and precise next step.
Day 5	Explain + Educate	Partner teach-back and final answer.

DAY 1 | Gather + Reveal | 15 MINUTES

Standard	Focus
TEKS	5.11(B)(iv) develop a focused draft; 5.12(B)(i) compose informational texts with a clear central idea.
ELPS	1(E)(i) listen and respond; 2(E)(i) explain with specificity.

GATHER ■ TEACH

TEACHER SCRIPT

"An ECR is built piece by piece. First we understand the prompt. Then we write a thesis (central idea). Next we magnify reasons or ways, choose evidence, explain the evidence, and organize everything with TREES."

Place six cards in order: Prompt, thesis (central idea), Reasons or Ways, Evidence, Explanation, TREES Response. Read the full writing prompt. Read both clean passages aloud. Ask students to notice the poem's rights and fair laws and the drama's questions about laws, representation, self-government, and voice.

REVEAL ■ TEACH

TEACHER SCRIPT

"Today you are learning the whole chain, not just one isolated part. The poem and drama give us connected ideas, and our job is to explain the connection with evidence."

Model a thesis (central idea): Both texts develop the idea that people want fairness and a voice by showing the need for rights that protect people, fair laws, and participation in decisions. Think aloud that the thesis (central idea) answers the prompt and previews the response. Model one poem detail, "They wrote down rights to make things fair," and one drama detail, "People want to be heard." Explain that both details need interpretation.

Reading Purpose: students mark one detail from each text that could support the prompt.

Embedded Check: ask students to name the six ECR steps in order. **Misconception:** if a student names only a topic, ask what both texts develop about that topic. **Product:** ordered cards, two marked details, and a model thesis (central idea).

DAY 2 | Attempt | 15 MINUTES

Standard	Focus
TEKS	5.11(B)(iv) develop a focused draft; 5.12(B)(ii) use informational genre characteristics.
ELPS	2(B)(i) use content vocabulary; 3(G)(ii) paraphrase content-area text.

ATTEMPT ○ LEARN**TEACHER SCRIPT**

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

Phase 1, Magnify: begin with fairness and voice. Students narrow fairness to rights that protect people and fair laws, then narrow voice to representation and participation in decisions. **Phase 2, CSI:** students test "They wrote down rights to make things fair," and "If we live here and follow these laws, we should have a part in making them." They Cite the words, Say what each means, and Illustrate or name the Impact on fairness or voice. **Phase 3, DEEP FACTS + E:** students orally connect thesis (central idea), reason or way, evidence, explanation, and summary.

Use partner rehearsal. One student reads the evidence. The other says what it means and how it supports the reason or way. Switch roles. **Embedded Check:** listen for the difference between evidence and explanation. **Misconception:** if a student says, "The text says the same thing," ask what the detail proves about people wanting fairness or a voice. **Product:** Magnifying notes, two CSI matches, and one oral explanation.

DAY 3 | Discuss + Use | 15 MINUTES

Standard	Focus
TEKS	5.11(B)(iv) develop a coherent draft; 5.12(B)(iii) use craft.
ELPS	2(E)(i) discuss and elaborate; 3(G)(iii) summarize content-area text.

DISCUSS ○ LEARN**TEACHER SCRIPT**

"Explain how the poem and drama develop the same idea in different genres. What does the poem show about rights and fair laws? What does the drama show about representation and self-government?"

Students discuss that the poem presents written rights and protections, while the drama presents people asking for a part in making laws and wanting to be heard. Invite a personal connection to a time a fair decision included people's voices, but bring the discussion back to the text. Ask why evidence without explanation is incomplete.

USE ✓ ASSESS

1. Write the module prompt at the top of the organizer.
2. Write a thesis (central idea) that answers the prompt.
3. Magnify the thesis (central idea) into two reasons or ways.
4. Select one CSI evidence detail from the poem and one from the drama.
5. Write one explanation sentence for each detail.

6. Finish with a summary that brings fairness and voice together.

Teacher Answer Key: A strong thesis (central idea) is, Both texts develop the idea that people want fairness and a voice by showing the need for rights that protect people, fair laws, and participation in decisions. A strong poem detail is, "These rights protect us every day," with an explanation that rights protect people. A strong drama detail is, "People want to be heard," with an explanation that people want a voice in decisions. The summary states that both texts connect fairness to protections and participation.

Embedded Check: collect the organizer and check both genres, both evidence choices, and both explanations. **Misconception:** if the student writes a topic, ask for the idea the two texts develop.

Product: complete informative response using TREES.

DAY 4 | Award + Target | 15 MINUTES

Standard	Focus
TEKS	5.11(B)(iv) maintain coherence; 5.12(B)(iii) use craft; 5.11(C)(i) to 5.11(C)(iv) revise.
ELPS	3(G)(ii) paraphrase; 4(C)(i) write with content vocabulary.

AWARD ✓ ASSESS

TEACHER SCRIPT

"You built a full response from the prompt through TREES. Notice one decision you made that helped your reader understand fairness and voice."

Students place a star beside the strongest part of their work: thesis (central idea), reason or way, poem evidence, drama evidence, explanation, or summary. Students write, "Today I built a stronger ECR by ____." A valid answer names a specific move and cites evidence from the organizer.

TARGET ✓ ASSESS

Students choose one target: a more precise thesis (central idea), distinct reasons or ways, stronger CSI evidence, deeper explanation, cross-text connection, organization, sentence structure, word choice, added coherence, or deleted repetition. Use the revision example, "Rights protect people. Rights make laws fairer." Combine it as "Rights protect people and help make laws fairer." Answer key: the combined sentence is more coherent and precise.

MISCONCEPTION / TEACHER MOVE

If a student adds a second quotation instead of explanation, ask what the first quotation proves and what impact it has on the shared idea.

Product: Award reflection, revised sentence, and one Target.

DAY 5 | Explain + Educate | 15 MINUTES

Standard	Focus
TEKS	5.11(B)(iv) develop a coherent draft; 5.12(B)(iii) use craft.
ELPS	3(G)(iii) summarize; 4(D)(ii) write varied sentence types; 4(F)(ix) justify with evidence.

EXPLAIN ✓ ASSESS

EDUCATE

TEACHER SCRIPT

"Use this frame: First, I analyze the prompt. Next, I write a thesis (central idea). Then, I magnify reasons or ways. After that, I choose CSI evidence and explain it. Finally, I organize the response with TREES. Be clear, kind, and confident."

Partners teach the full sequence. The listener checks for the prompt, thesis (central idea), reasons or ways, evidence, explanation, and summary. The speaker must name one poem detail and one drama detail. Finish the complete response or revise the Day 3 response using the target from Day 4.

Overarching Question Answer: The ECR process works because each part prepares the next. Close reading identifies conflict, rights, and voice. The thesis (central idea) states the central answer. Reasons or ways organize the explanation. CSI evidence proves each idea. Explanation shows how the proof connects. TREES brings the parts into one coherent informative response.

Closing Script: "You can turn close reading into clear writing. Your prompt guides the work, your thesis (central idea) gives the response a center, your evidence gives it proof, and your explanation shows the reader why the proof matters."

Student Exemplars

Exemplar focus	Expected evidence
Progress	Move from topic to thesis (central idea), evidence, and explanation.

Low and Medium next step	Teacher check
Improve	Add accurate evidence from both texts and explain the connection.

High response	Target evidence
Secure	Uses both genres and explains fairness and voice.

Summary check	Target evidence
Secure	Brings protection and participation together.

51. Low / Developing Exemplar

Student response: Both texts are about rights and people.

What is working: The response names a related idea.

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

52. Medium / Approaching Exemplar

Student response: Both texts show that people want rights and a voice because fair laws and self-government matter.

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

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

53. High / Secure Exemplar

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

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

Additional Secure Exemplar: Evidence and Explanation

The poem says, "These rights protect us every day." This evidence supports the reason that fair laws protect people because it explains the daily purpose of rights. The drama says, "People want to be heard." This evidence supports the reason that voice matters because it states the desire for participation directly. The two details work together because one shows protection and the other shows participation.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

Accept equivalent responses when they stay grounded in the two passages. A complete response must explain the shared idea of fairness and voice, use evidence from both texts, and connect each detail to a reason or way. The strongest evidence includes, "They wrote down rights to make things fair," "These rights protect us every day," "So people there have a voice?" and "If we live here and follow these laws, we should have a part in making them." A student may use another exact detail if the student explains its impact.

55. Standards Evidence Trail

Evidence Artifact	Standard Connection	Teacher Review
Ordered ECR cards	5.11(B)(iv)	Check that the student understands the structure before drafting.
Magnifying organizer	5.11(B)(iv)	Check that a broad idea becomes a focused reason or way.
CSI evidence match	5.12(B)(i)	Check connection, strength, importance, and source accuracy.
DEEP FACTS + E explanation	5.12(B)(ii) and 5.12(B)(iii)	Check that the student says what the detail means and why it matters.
Complete TREES response	5.11(B)(iv) , 5.12(B)(i) , and 5.12(B)(ii)	Check focus, structure, coherence, facts, and both genres.
Revision notes	5.11(C)(i) to 5.11(C)(iv)	Check one meaningful change for sentence structure, word choice, coherence, or focus.

56. Assessment Opportunities

Assessment	Type	Evidence to Collect	Success Criteria
Clean-read conversation	Informal	Oral naming of a conflict or important idea in each text.	Student names a precise detail, not only a topic.
Day 2 CSI check	Formative	One poem detail and one drama detail with oral explanation.	Each detail connects, strongly supports, and matters enough.
Day 3 full response	Formative	TREES organizer and draft.	Thesis (central idea), reason or way, both genres, explanation, summary.
Day 5 final response	Summative classroom evidence	Revised informative ECR.	Focused, structured, coherent, evidence-based response.

Assessment Prompt Bank

Prompt	Expected Evidence
Explain how both texts develop the idea that people want fairness and a voice.	Rights and fair laws from the poem; representation and self-government from the drama.
Explain how the poem develops the idea that rights protect people.	"These rights protect us every day," with an explanation about protection.
Explain how the drama develops the idea that people want a voice.	"People want to be heard," or the speech about having a part in making laws, with an explanation about participation.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

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

My thesis (central idea):

My reason or way:

Poem evidence:

What the poem evidence means and its impact:

Drama evidence:

What the drama evidence means and its impact:

My summary:

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

58. Exit Ticket Answer Key

Part	Answer Key
thesis (central idea)	Both texts develop the idea that people want fairness and a voice by showing the need for rights that protect people, fair laws, and participation in decisions.
Reason or Way	Fair laws protect people, and participation gives people a voice in decisions that affect them.
Poem Evidence	"They wrote down rights to make things fair," or "These rights protect us every day," or another exact line that supports protection and fairness.
Drama Evidence	"People want to be heard," or "If we live here and follow these laws, we should have a part in making them."
Explanation	The poem shows that rights help create fair treatment. The drama shows that people want participation and a voice in making laws.
Summary	Both genres show that fairness grows when people are protected and heard.

59. Scoring Principle

Score the thinking before the length. A secure response answers the exact prompt, stays focused on fairness and voice, uses one accurate detail from each source, explains the connection, and ends with a summary. A developing response may name the topic but lack a focused thesis (central idea). An

approaching response may state the shared idea but need stronger evidence or explanation. Use the student's next step to guide revision.

60. Gradebook Conversion

Performance	Description	Teacher Entry
Secure	Clear thesis (central idea), distinct reason or way, accurate evidence from both texts, connected explanations, and summary.	Meets module target.
Approaching	Shared idea is present, but one evidence choice, explanation, or cross-text connection is incomplete.	Needs practice revision.
Developing	Topic or related statement is present, but the response lacks a focused thesis (central idea) and text-grounded explanation.	Needs guided practice.

61. Recommended Gradebook Label

G5 C3 M1, Building the Full ECR

Record the label exactly as shown so the module identity stays consistent.

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Assignment Element	Requirement	Teacher Check
Prompt	Explain how the poem "Our Rights, Our Voices" and the drama "A Voice of Their Own" both develop the idea that people want fairness and a voice. Use evidence from both texts.	Prompt is copied accurately.
thesis (central idea)	State the shared idea about fairness and voice.	Central idea answers the prompt.
Reasons or Ways	Magnify the shared idea into protection, fair laws, representation, or participation.	Reasons or ways are distinct.
Evidence	Use at least one exact detail from each text.	Both genres appear.
Explanation	Use CSI and DEEP FACTS + E to explain the impact of each detail.	Evidence is interpreted, not repeated.
Summary	Restate how the genres develop fairness and voice together.	Final sentence brings ideas together.

63. Student Planning Frame

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

thesis (central idea): Both texts develop the idea that people want fairness and a voice by _____.

Reason or Way 1:

Poem Evidence:
" _____ "

Poem Explanation: This means _____ and it impacts the idea by _____.

Reason or Way 2:

Drama Evidence:
" _____ "

Drama Explanation: This means _____ and it impacts the idea by _____.

Summary: Together, the texts show _____.

64. Writing Assignment Rubric

Criteria	Secure	Approaching	Developing
thesis (central idea)	Precise shared idea about fairness and voice.	Shared idea is present but general.	Topic only or unclear idea.
Evidence	Accurate, relevant evidence from both genres.	Evidence from both genres but one detail is weak or unexplained.	Evidence is missing, inaccurate, or from one genre.
Explanation	Clearly explains what each detail means and its impact.	Explains part of the connection.	Repeats or omits the evidence explanation.
Organization and Craft	TREES order is coherent and wording is precise.	Some order or word choice needs revision.	Ideas are difficult to follow.

65. Writing Gradebook Conversion

Score Band	Evidence	Next Step
Secure	All rubric criteria are met.	Extend the explanation of impact.
Approaching	Thesis (central idea) and evidence are present; explanation or organization needs work.	Revise one reason or way and one explanation.
Developing	Response names a related topic but lacks a complete ECR.	Rebuild with the TREES organizer and one detail from each text.

66. Teacher Feedback Shortcuts

- **Prompt:** Return to the exact writing job and source requirement.
- **thesis (central idea):** State what both texts develop, not only the topic.
- **Reason or Way:** Magnify one broad idea into a focused explanation.
- **Evidence:** Test the quotation with CSI.
- **Explanation:** Say what the detail means and name its impact on fairness or voice.
- **Summary:** Bring the poem and drama back together.
- **Revision:** Add, delete, combine, or change words for coherence and precision.

Response to Student Need

67. Intervention: Name the Thinking

Step	Teacher Support	Student Success
Prompt	Read the full prompt aloud and point to the source requirement.	Student states that both texts are needed.
thesis (central idea)	Offer: "Both texts develop the idea that people want fairness and a voice by ____."	Student completes the central answer.
Reason or Way	Ask whether the idea is about protection, fair laws, representation, or participation.	Student names one focused idea.
Evidence	Offer two exact passage details, one from each text.	Student chooses a CSI match.
Explanation	Ask, "What does this detail prove?"	Student names meaning and impact.

TEACHER SCRIPT

"We will slow the chain down: prompt, thesis (central idea), one reason or way, one quote, and one explanation. Rehearse the mini response aloud before writing."

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

68. Embedded Checks & Student Support

Moment	Check	Responsive Move
After clean read	Student names one conflict or important idea in each text.	Return to the exact line or speech.
After TRACKS	Student labels the detail with a category.	Ask what makes the detail Time, Reaction, Action, Character, Concept, Creature, Key Knowledge, or Scenery or Setting.
After Magnifying	Student moves from fairness and voice to a focused reason or way.	Ask which part can be proved.
After CSI	Student says what the evidence means.	Ask for its impact on the thesis (central idea).
Before final draft	Student uses both genres.	Point to the poem and drama columns.

- Read passages aloud and allow purposeful rereads.
- Provide visual ECR step cards and a bilingual vocabulary bank.
- Use oral rehearsal before independent writing.
- Offer frames: "The poem shows ____ because ____." and "The drama shows ____ because ____."
- Reduce card choices while keeping the same reasoning demand.

69. Student Support Quick Reference

Need	Support	Do Not Remove
Reading access	Read aloud, reread, define one needed word, and allow annotation.	The student's responsibility to select an exact detail.
Vocabulary access	Use the Tier 1, Tier 2, and Tier 3 word banks.	The student's responsibility to explain meaning.
Organization access	Use the TREES organizer and color or symbol labels.	The student's responsibility to connect each part.
Language access	Rehearse with a frame and partner.	The student's responsibility to write the central idea and explanation.

70. Enrichment: Connect Across Texts

Enrichment Task	Answer Key / Success Criteria
Compare the poem's rights with the drama's representation.	The poem shows protections and fair laws. The drama shows that people want a voice in decisions and a part in making laws.
Choose the stronger thesis (central idea): "Both texts are about people" or "Both texts develop the idea that people want fairness and a voice by showing protection, fair laws, and participation in decisions."	The second thesis (central idea) is stronger because it answers the prompt and previews focused reasons or ways.
Choose one explanation that says only, "This means the text says the same thing," and one that names the impact.	The stronger explanation says what the detail proves about rights, fairness, voice, representation, or self-government.

Students defend their choices with CSI and DEEP FACTS + E. The enrichment remains grounded in the two source texts.

71. Additional Writing Opportunity: Plan and Draft

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

Planning Support

1. DOT unfamiliar words and read both passages again.
2. Use TRACKS to mark details about rights, fairness, representation, self-government, and voice.
3. Write a thesis (central idea) that answers the complete prompt.
4. Use the Magnifying process to name two reasons or ways.
5. Choose one CSI detail from the poem and one CSI detail from the drama.
6. Write a DEEP FACTS + E explanation for each detail.
7. Write a summary that connects protection and participation.

Drafting Space: begin with the thesis (central idea), add the reasons or ways, develop evidence and explanation, and finish with the summary.

Success Criteria

- My thesis (central idea) answers the exact prompt.
- I use evidence from both texts.
- I explain what each detail means and its impact.
- I use TREES order and precise vocabulary.

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

Revise: read the response aloud and improve one sentence for sentence structure, word choice, coherence, or focus.

Edit: check complete sentences, subject-verb agreement, irregular past tense verbs, collective nouns, comparative and superlative adjectives, prepositions, prepositional phrases, spelling patterns, spelling rules, and high-frequency words using [5.11\(D\)\(i\)](#), [5.11\(D\)\(vi\)](#), [5.11\(D\)\(vii\)](#), [5.11\(D\)\(viii\)](#), [5.11\(D\)\(ix\)](#), [5.11\(D\)\(xi\)](#), [5.11\(D\)\(xii\)](#), [5.11\(D\)\(xiii\)](#), [5.11\(D\)\(xxvii\)](#), [5.11\(D\)\(xxviii\)](#), and [5.11\(D\)\(xxix\)](#).

Share: read the response to a partner. The partner identifies the thesis (central idea), reason or way, poem evidence, drama evidence, explanation, and summary.

Engagement & Home Connection**73. Auditory Engagement Moments**

Give students a chance to hear and say the thinking before they write.

- Read the complete prompt aloud. Students restate the writing job and source requirement.
- Read one poem detail and one drama detail. Students say what each detail means.
- Say the six ECR steps. Students repeat them in order and name the purpose of each.
- Ask one student to read an explanation aloud. Partners listen for meaning and impact.

74. Pause Points

Pause for quiet thinking before asking for a response.

PAUSE POINT: AFTER THE CLEAN READ

What conflict, right, fairness idea, representation idea, or voice idea did you notice?

PAUSE POINT: AFTER MAGNIFYING

Which broad idea became a focused reason or way?

PAUSE POINT: AFTER CSI

Does the detail connect, strongly support, and matter enough?

PAUSE POINT: BEFORE THE FINAL RESPONSE

Did you add explanation that tells what the evidence proves?

75. At-Home Connection

Invite a family member to ask an open-ended question about fairness and voice. The student should answer with a complete sentence, identify one exact detail from a passage, and explain why the detail supports the answer.

TASK CARD 1: PASSAGE TALK

Ask which right in the poem seems important and what exact words support the choice.

TASK CARD 2: DRAMA TALK

Ask how Thomas's thinking changes and which speech shows the change.

TASK CARD 3: UPGRADE IT

Replace "The text says" with "shows," "suggests," or "demonstrates," then explain how the new word makes the explanation more precise.

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

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

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

77. Student Award

What can I already do? Name one ECR move you handled independently and cite the evidence in your work.

78. Student Target

I can: I can build a thesis (central idea), reason or way, evidence, explanation, and summary that connect the poem and drama to fairness and voice.

My next step:

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER CLOSING SCRIPT

"You moved from close reading to clear writing. You used the prompt to guide the work, the Magnifying process to focus the ideas, CSI to choose evidence, DEEP FACTS + E to explain, and TREES to organize the response. You used the poem and drama together to explain fairness and voice."

80. Essential / Overarching Question, Answered

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

The parts work together as a chain. Close reading identifies conflict, rights, fairness, representation, self-government, and voice. The thesis (central idea) states the central answer. Reasons or ways magnify that answer into focused ideas. CSI evidence gives exact proof from the poem and drama. Explanation tells what each detail means and its impact. TREES organizes the response so the reader can follow the evidence-based explanation from beginning to summary.

81. Teacher Reflection

- Which students used evidence from both genres?
- Which students wrote a thesis (central idea) instead of only naming a topic?
- Which students used CSI accurately?
- Which students explained impact rather than repeating evidence?
- Which students need a second pass through the Magnifying process?
- Which student artifact best shows growth from reading to writing?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

- Day 1 ordered ECR cards and two marked passage details.
- Day 2 Magnifying organizer and CSI matches.
- Day 3 complete TREES response.
- Day 4 Award reflection, revised sentence, and Target.
- Day 5 partner teach-back and final response.
- My Progress Tracker showing the student's independent skills.

Production & Implementation Support

83. Module Slide Deck Build Sheet

Slide	Title	Required Content	Lesson Location
1	Building the Full ECR	Grade 5, Cluster 3, Module 1, Low Stamina.	Cover
2	Full ECR Flow	Prompt, thesis (central idea), reasons or ways, evidence, explanation, TREES response.	Day 1 Gather
3	Read Both Genres	Clean copies of the poem and drama; conflict, rights, fairness, and voice.	Day 1
4	Magnify Ideas	Broad fairness and voice ideas become focused reasons or ways.	Day 2
5	Use CSI	Cite, Say what it means, and Illustrate or name the Impact.	Day 2
6	Build TREES	thesis (central idea), Reason or Way, Evidence, Explanation, Summary.	Day 2
7	Discuss the Connection	Poem rights and fair laws; drama representation and self-government.	Day 3
8	Write the Response	Use evidence from both texts and explain the connection.	Day 3
9	Award the Strength	Identify one independent ECR move.	Day 4
10	Target the Revision	Revise for focus, coherence, evidence, explanation, or word choice.	Day 4
11	Turn and Teach	Teach the full process in order.	Day 5
12	Answer the Question	Explain how close reading becomes a clear ECR.	Day 5

84. Virtual / Online Adaptation

Element	Adaptation
Shared screen	Display one clean passage and one direction at a time. Keep the prompt and TREES organizer visible.
Annotation	Students use a shared document to mark DOT and TRACKS details.
Breakout discussion	Pairs name one reason or way, one poem detail, one drama detail, and one explanation.
Oral response	Students rehearse the thesis (central idea) and CSI explanation before typing.
Submission	Collect the organizer, response, revision, and tracker one checkpoint at a time.
Accessibility	Offer captions, selectable text, oral rehearsal, and a visible vocabulary bank without reducing the reasoning demand.

Teacher Reflection

85. Teacher Reflection (This Module)

Write notes after teaching the module.

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	

THE WRITING ACADEMY®, LLC.
Teacher Lesson Plan Guide

Hidden WHY and HOW Prompt Clues

Grade 5 | Cluster 3 | Module 2

Grade: 5

Cluster: 3, informative Extended Constructed Response across a poem and a drama

Module: 2 of the cluster

Primary Instructional Category: Informational Writing / Extended Constructed Response

Module Title: Hidden WHY and HOW Prompt Clues

Content Connection / Passage Titles: the poem "Our Rights, Our Voices" and the drama "A Voice of Their Own"

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

Approximate Daily Instructional Time: 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.

- **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 notetaking, 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 helps students notice what a sentence-statement prompt is quietly asking them to explain. The visible topic may be rights, fair laws, representation, self-government, or voice. The hidden relationship is carried by a clue word. Importance, significance, value, meaning, purpose, and reasons point toward WHY thinking. Ways, reveal, influence, show, develop, and shape point toward HOW thinking.

TEACHER SCRIPT

"Sometimes the strongest teaching happens when students learn to notice what is hidden in plain sight. When they can uncover the true job of a prompt, they begin to write with clarity, confidence, and purpose."

Keep the goal visible: students will underline the clue, name the job, sort the prompt, defend the decision, and write a thesis (central idea) that performs the same thinking job.

2. Why This Module Matters

Grade 5 students read a poem and a drama, then build one informative response using evidence from both. The poem presents the Bill of Rights as protections that help make laws fair and protect freedoms. The drama shows colonists questioning laws made far away and considering representation, self-government, and a voice in decisions. The work is not a debate. Students are learning to align a response to the prompt's relationship.

A sentence-statement prompt can hide its demand. "Explain the significance of the rights named in the poem" does not ask students to list amendments. The word *significance* asks why the rights matter. "Explain what the dialogue reveals about the colonists' feelings" does not ask students to retell every scene. The word *reveals* asks how the dialogue shows or develops an idea.

3. Module Essential / Overarching Question

How can clue words reveal whether an informative ECR prompt is asking for WHY thinking or HOW thinking?

Students record first thinking before the five-day lesson, then return to the question after they have classified prompts and written aligned theses.

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 that students are practicing a precise reading and writing habit: they will read the whole sentence-statement prompt, underline the clue word or phrase, decide whether the prompt signals WHY or HOW, and defend the choice with the prompt language. The family conversation should invite the student to explain thinking, not simply report a score.

Share the English or Spanish letter in the family's preferred language. The two source texts are "Our Rights, Our Voices," a poem about rights and fair laws, and "A Voice of Their Own," a drama about representation and self-government. Both texts support careful thinking about voice, fairness, protections, and decisions.

5. Family Letter (English)

Dear Families,

This week your student is learning how to be a prompt detective. Students will read the poem "Our Rights, Our Voices" and the drama "A Voice of Their Own." They will look for clue words that reveal whether a sentence-statement prompt asks for WHY thinking or HOW thinking.

Words such as *importance*, *significance*, *value*, *meaning*, *purpose*, and *reasons* point toward WHY thinking. Words such as *ways*, *reveal*, *influence*, *show*, *develop*, and *shape* point toward HOW thinking. Your student will underline the clue, label the prompt, and write a thesis (central idea) that does the same job.

Please ask, "What word tells you whether to explain why something matters or how an idea develops?" Then ask for one detail from either passage that could support the thinking. A strong response chooses evidence that directly connects to the prompt and explains what the detail proves.

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

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

Estimadas familias:

Esta semana su estudiante aprenderá a ser detective de enunciados. Leerá el poema "Our Rights, Our Voices" y el drama "A Voice of Their Own." Buscará palabras clave que revelan si un enunciado pide pensamiento de POR QUÉ o de CÓMO.

Palabras como *importance*, *significance*, *value*, *meaning*, *purpose* y *reasons* apuntan al pensamiento de POR QUÉ. Palabras como *ways*, *reveal*, *influence*, *show*, *develop* y *shape* apuntan al pensamiento de CÓMO. Su estudiante subrayará la pista, clasificará el enunciado y escribirá una tesis (idea central) alineada con el trabajo real del enunciado.

Pregunte: "¿Qué palabra indica si debes explicar por qué algo importa o cómo se desarrolla una idea?" Después pida un detalle de uno de los textos y una explicación de cómo ese detalle apoya la idea.

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

7. Family Conversation Starters

- Which words can signal hidden WHY thinking?
- Which words can signal hidden HOW thinking?
- How does the poem show the importance of rights or fair treatment?
- What does the drama reveal about the colonists' wish for representation?
- How does a thesis (central idea) change when the prompt changes from significance to reveal?

8. Simple Family Activities

Family Activity: Prompt Detective

Write two sentence-statement prompts together using only the poem or drama. Include a WHY clue such as *importance* or *purpose* in one prompt and a HOW clue such as *reveal* or *develop* in the other. Take turns underlining the clue, naming the thinking job, and defending the choice.

Family Activity: Passage Talk

Read a short portion of either passage together. Ask the student to name one important idea, point to a detail that supports it, and explain how the detail connects. Finish by asking which clue word would help turn that idea into a sentence-statement prompt.

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 sequence moves from noticing to explaining and transferring. Each stage produces evidence about prompt analysis and aligned informative writing.

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Students hear the full prompt and notice the topic and relationship.
Reveal	■ TEACH	Teacher models the underlined clue and names WHY or HOW.
Attempt	○ LEARN	Students sort sentence-statement prompts and defend decisions.
Discuss	○ LEARN	Students compare clue families and protect themselves from summary.
Use	✓ ASSESS	Students write a thesis (central idea) aligned to a new prompt.
Award	✓ ASSESS	Students name an accurate prompt-analysis habit.
Target	✓ ASSESS	Students identify a clue-word or alignment habit to strengthen.
Explain	✓ ASSESS	Students teach another student how the hidden job is revealed.

11. Module at a Glance

Field	This Module
Grade / Cluster / Module	Grade 5, Cluster 3, Module 2
Title	Hidden WHY and HOW Prompt Clues
Category	Informative ECR across poetry and drama
Passages	"Our Rights, Our Voices" and "A Voice of Their Own"
Writing prompt	Explain the significance of the rights named in "Our Rights, Our Voices."
Daily time	15 minutes per day for five days
Independent product	Classify a new sentence-statement prompt as hidden WHY or hidden HOW, underline its clue, and write an aligned thesis (central idea).
Frameworks	TREES, the Magnifying process, CSI, DOT, and TRACKS

Standards, Learning & Rigor

12. Learning Destination

Objective: Students will identify hidden WHY and HOW clue words, classify sentence-statement prompts, defend the thinking job with prompt language, and write a thesis (central idea) that matches the correct relationship. Students will use TREES across the poem and drama: Thesis (central idea), Reason or way, Evidence, Explanation, and Summary.

I Will Statements

- I will underline only the clue word or clue phrase that matters.
- I will sort prompts into hidden WHY and hidden HOW families.
- I will explain why my thesis (central idea) stays aligned to the prompt.

I Can Statements

- I can identify clues that signal hidden WHY or hidden HOW thinking.
- I can classify a sentence-statement prompt and defend the label.
- I can analyze a new prompt and write an aligned thesis (central idea).
- I can teach another student how clue words reveal the real prompt job.

13. Success Criteria

- I read the full prompt before I decide.
- I underline a clue word or phrase, not the whole topic.
- I label the prompt hidden WHY or hidden HOW and defend the label.
- I write a thesis (central idea) that performs the prompt's actual job.
- I avoid summary by explaining importance, reasons, ways, or development.
- I choose evidence from both the poem and the drama when the response requires both.

14. Evidence That Will Demonstrate Mastery

- Students correctly classify the 12 sentence-statement prompt cards and orally defend the clue that caused each decision.
- Students complete a clue-word sort with hidden WHY and hidden HOW columns.
- Students write a thesis (central idea) for the module prompt about the significance of rights.
- Students write a thesis (central idea) for a drama prompt about what dialogue reveals about the colonists' feelings.
- Students teach a partner one WHY clue, one HOW clue, and one aligned thesis (central idea).

15. TEKS Correlations

TEKS	Student expectation	Where taught and assessed
5.11(B)(iv)	Develop a focused, structured, coherent draft with specific facts.	Days 1 to 5; writing assignment
5.11(B)(v)	Develop a focused, structured, coherent draft with specific details.	Evidence and explanation work
5.12(B)(i)	Compose informational texts with a clear central idea.	

		Thesis (central idea) alignment and ECR
5.12(B)(ii)	Use informational genre characteristics.	Organized TREES response
5.12(B)(iii)	Use craft.	Word choice, sentence variety, and clear explanation
5.11(C)(i) to 5.11(C)(v)	Improve sentence structure, word choice, coherence, and connected ideas through revising.	Day 4 revision connection

16. Standards Coverage Matrix

Classification	TEKS	Observable student work
Primary	5.11(B)(iv) , 5.11(B)(v)	Focused response with specific facts and details from the poem and drama.
Primary	5.12(B)(i) , 5.12(B)(ii) , 5.12(B)(iii)	Clear thesis (central idea), informative organization, and craft.
Recursive	5.11(C)(i) to 5.11(C)(v)	Revised sentences and coherent explanations.
Recursive	5.11(D)(x) , 5.11(D)(xiv) , 5.11(D)(xv) , 5.11(D)(xxi)	Conjunctive adverbs, indefinite pronouns, subordinating conjunctions, and commas in complex sentences.
Reading and response	ELPS 1(E)(i), ELPS 2(B)(i), ELPS 2(E)(i), ELPS 3(G)(ii), ELPS 3(G)(iii), ELPS 4(C)(i), ELPS 4(D)(ii), ELPS 4(F)(ix)	Listen, discuss, paraphrase, summarize, and write with content vocabulary and evidence.

17. ELPS Correlations

ELPS	Observable language action	Day
1(E)	Listening	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.
1(C)	Listening	Follow oral directions with accuracy.
2(E)	Speaking	Narrate, describe, or explain information orally with increasing specificity and detail during classroom interactions.
2(F)	Speaking	Restate, ask questions about, or respond to information during formal and informal classroom interactions.
3(E)	Reading	Use pre-reading strategies, including previewing text features, connecting to prior knowledge, and making predictions, to develop comprehension.
4(F)	Writing	Write to narrate, describe, explain, respond, or justify with supporting details.
ELPS 1(E)(i)	Listen, restate, respond, paraphrase, summarize, or ask for clarification.	All days
ELPS 2(B)(i)	Use content-area vocabulary during formal classroom interactions.	All days
ELPS 2(E)(i)	Explain, justify, discuss, and elaborate with specificity.	Days 2, 3, and 5
ELPS 3(G)(ii)	Paraphrase content-area text.	Days 3 and 5
ELPS 3(G)(iii)	Summarize content-area text.	Days 3 and 5
ELPS 4(C)(i)	Write with high-frequency and content-area vocabulary.	Days 3 and 4
ELPS 4(D)(ii)	Write content-area texts using varied sentence types.	Days 4 and 5
ELPS 4(F)(ix)	Write to explain, respond, or justify with supporting evidence.	Writing assignment

18. ELPS Linguistic Accommodations

Proficiency level	Access support while the thinking stays grade level
Beginning	Hear the complete prompt, point to WHY or HOW, and use a two-choice visual.
Intermediate	Use "This is a hidden ____ prompt because the clue ____ asks me to explain ____."
Advanced	Explain how the clue word controls the thesis (central idea), evidence, and explanation.

Language Supports

- Keep clean copies and TRACKS-highlighted copies separate.
- Offer oral rehearsal before writing.
- Use a word bank with significance, purpose, value, reveal, influence, show, and develop.
- Invite students to rehearse the idea in a home language before saying it in English.

19. Language Domains

Domain	Student action	Access support
Listening	Hear a full prompt before labeling it.	Read the complete direction before recording.
Speaking	Defend a WHY or HOW clue-word decision.	Use a partner frame and precise vocabulary.
Reading	Reread each prompt for its relationship word.	Use clean copies first and TRACKS copies second.
Writing	Write a prompt-aligned thesis (central idea).	Use the organizer, word bank, and gradual release.

20. Rigor Safeguard

Teachers may provide	Teachers may not do for students
Read the full prompt aloud, repeat it, define one needed word, and provide an oral frame.	Choose the clue, label the prompt, supply the reason or way, or write the thesis (central idea).

The student must still identify the clue, classify the prompt, defend the choice, and write the aligned idea.

21. Rigor and Cognitive Demand

Thinking demand	Student work	Teacher look-for
Notice	Underline a clue word or phrase.	Marks only language that signals a relationship.
Classify	Sort a prompt as hidden WHY or hidden HOW.	Defends with the actual clue.
Analyze	Explain the prompt's thinking job.	Distinguishes importance from development.
Apply	Write a prompt-aligned thesis (central idea).	Thesis (central idea) performs the prompt's job.

22. The Five Thinking Levels

Level	Color	Thinking stage	What students do
1	Red	Remember	Name a prompt, thesis (central idea), reason or way, or evidence.
2	Orange	Understand	Explain what a clue does and how it connects to the prompt.
3	Yellow	Apply	Use the part correctly in a student's writing.
4	Green	Analyze	Compare clues and decide which relationship is strongest.
5	Blue	Evaluate and create	Judge whether a complete ECR is focused and coherent, then improve it.

Raise the demand	Teacher move
Name to explain	Ask what the clue requires the response to explain.
Explain to apply	Ask the student to write a thesis (central idea) that performs the job.
Apply to judge	Ask whether evidence and explanation stay aligned to WHY or HOW.

TEACHER SCRIPT

"A response is stronger when you can explain how each part supports the central idea, not just that the part is present."

23. Possible Teacher Misconceptions

Misconception	Responsive move
A prompt must use the word why or how.	Show that significance can hide WHY and reveal can hide HOW.
A topic is the same as a reason.	Ask what the topic explains about importance, purpose, or value.
Any related detail is strong evidence.	Return to CSI: Does it connect directly, strongly support, and matter enough?
A longer response is automatically stronger.	Point to a precise sentence and ask what makes its thinking clear.

24. Possible Student Misconceptions

What a student may say	Teacher response
"Rights is my reason."	Ask the student to finish the idea with why rights matter in this response.
"I listed the amendments, so I answered significance."	Ask what the list shows about the importance of the rights.
"The dialogue tells what happened."	Ask what the dialogue reveals about the colonists' wish for a voice.
"My quote says the same thing."	Ask what the quotation proves beyond repeating it.

Module Foundations: Review, Refresh & Readiness

25. TEKS Target

The target is to develop a focused, structured, coherent informative response with specific facts and details, using a clear central idea and appropriate genre characteristics and craft. The writing move is prompt alignment: a hidden WHY prompt needs importance, reasons, value, purpose, or meaning; a hidden HOW prompt needs ways, development, influence, showing, or revealing.

26. How I Say the Standard!

TEKS says	How I say it
[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 will make my draft focused and organized, and I will use exact facts from the poem and drama.
[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 by adding, deleting, combining, or rearranging ideas so my writing is clear and coherent.
[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,	I can edit my draft for complete sentences, grammar, capitalization, punctuation, and spelling.

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.

[5.12(B)] compose informational texts, including brief compositions that convey information about a topic, using a clear central idea

I will write a clear thesis (central idea) that answers the prompt's real job.

27. This Week I Can...

- I can underline a clue word that signals hidden WHY or hidden HOW thinking.
- I can classify a sentence-statement prompt and defend the label.
- I can write a thesis (central idea) that matches the clue.
- I can use TREES, Magnifying, CSI, DOT, and TRACKS to build a focused response across the poem and drama.

28. Before I Can... Prerequisites

- I can read a complete sentence and reread it carefully.
- I can tell the topic of a passage from the relationship the prompt asks me to explain.
- I can locate a detail in a poem or drama.
- I can speak in a complete sentence using because, by, reveals, or shows.
- I know that a thesis (central idea) is the central sentence that answers the prompt.

29. Remember This! (60-Second Retrieval)

Without notes, name three hidden WHY clues: importance, significance, and value. Name three hidden HOW clues: ways, reveal, and influence. Then finish this sentence: "A hidden WHY prompt asks me to explain _____. A hidden HOW prompt asks me to explain _____." Keep the answer about the relationship, not just the topic.

30. Vocabulary Infusion

Word	Student-friendly definition	Oral rehearsal frame
prompt	The statement that gives a writing job.	The prompt asks me to _____.
thesis (central idea)	The central sentence that answers a prompt.	My thesis (central idea) is _____.
reason	An idea that explains why something is important.	One reason is _____.
way	A method that explains how something develops.	One way is _____.
evidence	Specific proof from a text.	My evidence is _____.
explanation	Thinking that tells how evidence proves an idea.	My explanation shows _____.
coherent	Clear and logically connected.	My response is coherent because _____.

31. Conventions Connection

During revision, combine "The dialogue reveals frustration. The characters want a voice." into one coherent sentence with a subordinating conjunction: "Because the dialogue reveals frustration, the characters want a voice in decisions." Practice the comma when the dependent clause comes first. Revise an indefinite-pronoun sentence for agreement. Use a conjunctive adverb correctly: "The colonists wanted fair treatment; however, they also wanted representation." These conventions support clear explanation.

32. Writing Connection

Students build one informative response across a poem and a drama. The writing prompt is: **Explain the significance of the rights named in "Our Rights, Our Voices."** The module also gives practice with sentence-statement prompts about the drama. Students use the clue word to decide whether the thesis (central idea) should explain why rights matter or how dialogue reveals the colonists' wish for representation.

33. Watch Out!

- Do not let the topic decide the thinking job. Rights can appear in a WHY prompt or a HOW prompt.
- Do not let students circle every word. The underlined clue should carry the relationship.
- Do not accept a summary when the prompt asks for significance, value, purpose, or reveal.
- Do not accept a thesis (central idea) that changes the prompt from importance to listing.

34. Ready Check

Before the five-day lesson begins, listen for this complete response: "This is a hidden WHY prompt because the clue *significance* asks me to explain why the rights matter." Then listen for an aligned thesis (central idea): "The rights named in the poem are significant because they protect freedoms and help make laws fair." A student who can say both is ready to move toward evidence and explanation.

35. Teacher Look-Fors

- Student reads the full sentence-statement prompt.
- Student underlines one precise clue word or phrase.
- Student labels the hidden relationship correctly.
- Student defends the label with the exact prompt language.
- Student writes a thesis (central idea) that performs the relationship.
- Student selects evidence that connects to the reason or way.
- Student explains what the evidence shows rather than repeating it.

Vocabulary, Content & Preparation

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"These are everyday words you need so you can read about rights, fair laws, representation, and voice clearly."

Word	Student-friendly definition	Oral rehearsal frame
fair	Treating people in a just way.	A fair rule is ____.
voice	A chance to share an idea or choice.	My voice matters when ____.
rule	A direction people are expected to follow.	One rule I follow is ____.
right	A freedom or protection people have.	One right protects ____.
law	An official rule for a community.	A law can ____.
safe	Protected from harm.	I feel safe when ____.
hear	Listen to someone's ideas.	People should hear ____.
guide	Help show the way.	This guide helps me ____.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"These are the academic thinking words you will use to identify a prompt's real job and explain your answer."

Word	Student-friendly definition	Oral rehearsal frame
prompt	The statement that gives a writing job.	The prompt asks me to ____.
thesis (central idea)	The central sentence that answers a prompt.	My thesis (central idea) is ____.
reason	An idea that explains why something is important.	One reason is ____.
way	A method that explains how something develops.	One way is ____.
evidence	Specific proof from a text.	My evidence is ____.
explanation	Thinking that tells how evidence proves an idea.	My explanation shows ____.
analyze	Study parts closely to understand them.	I analyze by ____.
classify	Sort ideas by shared features.	I classify these by ____.
coherent	Clear and logically connected.	My response is coherent because ____.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"These topic words help you talk about the poem and drama like a careful reader and writer."

Word	Pronunciation	Student-friendly definition	Oral rehearsal frame
amendment	uh-MEND-muhnt	An official change or addition to a governing document.	An amendment can ____.
religion	rih-LIJ-uhn	A set of beliefs about faith or worship.	Religion is mentioned when ____.
jury	JOO-ree	A group that listens in a court case.	A jury helps ____.
punishments	PUN-ish-ments	Consequences for breaking a law.	Punishments should be ____.
colonists	KOL-uh-nists	People who lived in colonies.	The colonists wanted ____.
Parliament	PAR-luh-ment	The lawmaking group in Great Britain.	Parliament made ____.
representation	rep-rih-zen-TAY-shuhn	Having people speak or decide for a group.	Representation means ____.
self-government	self-GUV-ern-ment	People taking part in governing themselves.	Self-government gives people ____.
apprentice	uh-PREN-tiss	A young person learning a trade from an expert.	An apprentice learns ____.
conflict	KON-flikt	A problem or disagreement.	The conflict grows when ____.

TEACHER SCRIPT

"Say each word, connect it to one of the two passages, and use it in a sentence that explains the text."

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

39. Background Knowledge & Teacher Context

The poem presents the Bill of Rights as a set of protections that help make laws fair and protect freedoms. It names the First through Tenth Amendments and explains that rights protect people every day, guide laws, and remind the government what it can do. The drama shows colonists questioning laws made far away in Great Britain. Thomas and Mr. Harris discuss a voice in decisions, representatives, and self-government. Use only these two texts for examples, evidence, model responses, and annotations.

The prompt-analysis lesson does not ask students to memorize a list. It asks them to identify the relationship a clue word creates. The poem supports hidden WHY prompts about significance, importance, value, purpose, and reasons. The drama supports hidden HOW prompts about what dialogue reveals, how representation develops, and how self-government influences the colonists' thinking.

40. Materials Needed

Category	Materials	Preparation
Passages	Medium stamina copies of both passages	Prepare clean paired copies and TRACKS-highlighted copies.
Writing tools	Notebooks, scissors, glue, highlighters, colored pencils	Set at tables.
Prompt tools	12 prompt cards, pocket, WHY/HOW flip-flap	Cut and sort.
Review tools	Clue-word worksheet, anchor pieces, thinking charts, reflection strips	Keep key nearby.

Teacher Note: Prepare the materials before students arrive so the class can move from seeing each part to using it independently.

41. Preparation Before Day 1

- ☐ Print clean copies of "Our Rights, Our Voices" and "A Voice of Their Own."
- ☐ Print the second TRACKS-highlighted copy of each passage with the Student Annotation Guide.
- ☐ Cut and sort the 12 sentence-statement prompt cards.
- ☐ Prepare a WHY flap and a HOW flap, leaving space for clue words.
- ☐ Post the module overarching question.
- ☐ Post the writing prompt: Explain the significance of the rights named in "Our Rights, Our Voices."
- ☐ Place the TREES, Magnifying, CSI, DOT, and TRACKS anchor pieces where students can see them.
- ☐ Prepare highlighters for clue words, evidence, and explanation.
- ☐ Prepare the five-day student evidence collection pages.
- ☐ Confirm the prescribed daily header and transition timing.

42. Weekly Timing & Transition Overview

Day	Focus	Student evidence	Time
1	Gather and reveal hidden prompt jobs	Underlined clue and modeled thesis (central idea)	15 min
2	Attempt the Flip Flap Prompt Sort	Classified cards and oral defense	15 min

3	Discuss and use the knowledge again	Independent clue-word sort and aligned thesis (central idea)	15 min
4	Award and target prompt alignment	Strength and next-step statement	15 min
5	Explain to others and extend	Teach-back, transfer, and overarching question answer	15 min

43. Tiny Times Transition

Use the same short transition each day: "Read the whole prompt. Underline the clue. Name the job. Sort it. Defend it. Write the thesis (central idea)." The repetition helps students move quickly while preserving the thinking order. If the group needs a pause, ask students to hold one finger for WHY and two fingers for HOW, then require the clue word before accepting a label.

Citizenship & Content Connection**44. The Citizenship Connection**

Text	Content idea	Prompt-analysis connection
"Our Rights, Our Voices"	Rights protect freedoms, support fair treatment, and guide laws.	Significance and importance ask why these protections matter.
"A Voice of Their Own"	Colonists question distant laws and consider representatives and self-government.	Reveal, develop, influence, and shape ask how the dialogue develops an idea.

Keep the connection grounded in the source texts. Students are not asked to make claims beyond what the poem and drama present.

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

Chart	Board language
Hidden WHY	importance, significance, value, meaning, purpose, reasons
Hidden HOW	ways, reveal, influence, show, develop, shape
Prompt Detective	Read. Underline. Name the job. Sort. Defend. Write.
Shape the response	Thesis (central idea), then Reason or way, then Evidence, then Explanation, then Summary

Framework	Student action
DOT	Dot an unfamiliar word, Discover its meaning, Drop the dot when the word is known.
TRACKS	Notice Time, Reactions, Actions, Character, Concept, Creature, Key Knowledge, and Scenery / Setting.
Magnifying	Notice, name, zoom in, connect, explain.
CSI	Cite, Say what it means, Illustrate or Impact.

Framework part	Teacher reminder
TREES	Keep the thesis (central idea) visible while adding a reason or way, evidence, explanation, and summary.
Magnifying	Zoom in on the exact clue and the exact text detail instead of staying general.
CSI	Do not stop after a quotation. Say what the quotation means and illustrate its impact.

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 laws, rights, representatives, colonists, and self-government without interrupting the first read for lengthy definitions.

The Prompt Detective routine has five moves. First, read the full sentence-statement prompt. Second, underline the clue word or phrase. Third, ask whether the clue signals importance and reasons or ways and development. Fourth, say the hidden thinking job aloud. Fifth, draft a thesis (central idea) that performs the same job.

The Magnifying process helps students slow down. Notice the whole prompt. Name the clue. Zoom in on the relationship word. Connect that relationship to the poem or drama. Explain what the response must

do. CSI then strengthens the evidence: Cite a precise detail, Say what it means, and Illustrate the impact on the central idea.

47. Student Source Passage(s)

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

Poem: "Our Rights, Our Voices" (Genre: Poem; Stamina: Medium)

Long ago, when a nation was new,
Leaders asked, "What should we do?"
They wanted rules that all could know,
To help the young country safely grow.
5 They wrote down rights to make things fair,
So people's freedoms would be there.
These promises would help explain
How laws should work across the land.
The First says you can speak your mind,
10 Practice religion of any kind,
Write your thoughts and gather too,
And transmit ideas as others do.
The Second says you have a right
To keep and bear arms, day or night,
15 The Third says soldiers cannot stay,
Inside your home without your say.
Each amendment has an important role.
Together they help protect the whole.
They remind the government what it can do,
20 While protecting the rights of me and you.
The Fourth is protective of things and space,
No searches happen without a case,
The Fifth says courts must treat you fair,
And follow laws with proper care.
25 The Sixth gives you a trial that's fair,
With a jury there to listen and care,
The Seventh keeps your right to sue,
In certain cases brought to court too.
The Eighth says punishments must be fair,
30 Not too harsh or hard to bear,
The Ninth reminds us rights still exist,
Even ones not on the list.
The Tenth says powers not written down
Belong to states and people around,
35 These rights protect us every day,
And help guide laws in every way.
When people learn these rights at school,
They better understand each rule.
Knowing freedoms, big and small,
40 Helps us respect the rights of all.
The Bill of Rights has stood the test,
Helping our nation do its best.

Though many years have passed us by,
Its freedoms still reach you and I.

Drama: "A Voice of Their Own" (Genre: Drama; Stamina: Medium)

Characters: NARRATOR; THOMAS (a young apprentice); MR. HARRIS (a shop owner)

Scene 1: Outside the Shop

(Thomas sweeps outside a small shop. Mr. Harris stands nearby, looking over papers. People walk past carrying baskets and supplies.)

NARRATOR: In the colonies, most laws were made far away in Great Britain. Over time, some colonists began to question this.

THOMAS: (curious) Mr. Harris, why do we follow laws from people who don't live here?

MR. HARRIS: (sighs) Because the king and Parliament make the rules. That's how it has always been.

THOMAS: But it doesn't seem fair.

MR. HARRIS: Many people have started asking that same question.

THOMAS: I hear people talking in the market, but I never know what they mean.

MR. HARRIS: They are wondering if the colonies should have more of a voice.

THOMAS: I think I would want someone nearby making decisions for us.

(Thomas finishes sweeping and looks down the street as more people pass by.)

Scene 2: Later That Day

(Thomas stops sweeping and leans on the broom. Mr. Harris looks thoughtful.)

NARRATOR: As more laws were passed, colonists began to think differently.

MR. HARRIS: I've been hearing about Virginia. They have a group of representatives who help make decisions.

THOMAS: (interested) So people there have a voice?

MR. HARRIS: Yes. It's called self-government.

THOMAS: That sounds better than having no say at all.

MR. HARRIS: The representatives listen to the people who live there.

THOMAS: Then they understand what families need.

MR. HARRIS: That is the idea. Many colonists hoped more places would have that chance.

NARRATOR: The more people talked about self-government, the more the idea spread from town to town.

Scene 3: A New Understanding

(Both stand facing each other, more serious now.)

NARRATOR: Slowly, ideas about self-government began to grow.

MR. HARRIS: (firmly) If we live here and follow these laws, we should have a part in making them.

THOMAS: (nodding) I didn't understand before, but now I do. People want to be heard.

MR. HARRIS: And once people start thinking that way, it's hard to go back.

THOMAS: Maybe one day every colony will have a stronger voice.

MR. HARRIS: Change does not happen all at once, but every conversation matters.

THOMAS: Then I will keep listening and learning.

NARRATOR: These ideas continued to spread and helped shape the future of the

colonies. As more people shared their thoughts, the desire for self-government became stronger and helped lead to important changes in American history.

48. Student Annotation Guide

Read	Mark	Ask yourself
First reading	DOT unfamiliar words.	Which words do I need to discover?
Second reading	TRACKS details.	What time, reaction, action, character, concept, creature, key knowledge, or setting matters?
Prompt reading	Underline the clue.	Does the clue signal importance or development?
Evidence reading	Use CSI.	What does the detail mean and what impact does it illustrate?

Students first read each passage cleanly. On the second read, they use the highlighted copy and locate one detail for each TRACKS mark. Keep the source text visible while students write the thesis (central idea).

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):** "Later That Day" and "Slowly"
- **R (Reactions):** Thomas says, "That sounds better than having no say at all."
- **A (Actions):** Representatives listen to people who live there.
- **C (Character, Concept, Creature):** Self-government gives people a voice in decisions.
- **K (Key Knowledge):** Most laws were made far away in Great Britain.
- **S (Scenery / Setting):** Outside a small shop, the market, and the colonies.

TRACKS marks the evidence in the passage. Shapes belong to prompt analysis: circle the topic nouns, box the important verb, and underline the relationship clue.

50. Five-Day GRADUATE Lesson**DAY 1 | GATHER AND REVEAL | 15 MINUTES**

TEKS and ELPS: [5.11\(B\)\(iv\)](#), [5.12\(B\)\(i\)](#); ELPS 1(E)(i) and ELPS 2(E)(i).

Stage	Teacher action	Student evidence
Gather	Read the module prompt and display the poem title.	Students hear the full statement and name the topic.
Reveal	Underline significance and model hidden WHY thinking.	Students say that significance asks why rights matter.
Read	Use DOT on rights, laws, amendments, and freedoms.	Students dot words and later discover meanings.
Connect	Preview the drama's voice, representatives, and self-government.	Students predict that dialogue may reveal an idea.

Purpose: Launch prompt-detective habits and reveal that a clue word identifies the deeper thinking job of a sentence-statement prompt.

TEACHER SCRIPT

"Read the whole prompt before you answer. The topic tells you what the passage is about, but the clue word tells you what kind of thinking your response must perform."

Model: "Explain the significance of the rights named in the poem." Magnify the word *significance*. It signals WHY thinking. A matching thesis (central idea) is: "The rights named in the poem are significant because they protect freedoms and help make laws fair." Point out that the sentence explains importance rather than listing amendments.

Passage connection: Read the opening of the poem and the opening of the drama. Ask students to notice that the poem says leaders wanted rules that all could know, while the drama begins with Thomas questioning laws made by people who do not live there. Do not ask students to write the whole response yet. Let the conflict and content become familiar.

Notebook capture: Students copy the prompt, underline *significance*, label hidden WHY, and write one reason: rights protect freedoms and help make laws fair.

Exit check: Give the statement "Explain what the dialogue reveals about the colonists' feelings." Students underline *reveals*, label hidden HOW, and say that the answer must explain how the dialogue shows the feelings.

TEACHER SCRIPT REHEARSAL

"Name the clue, name the relationship, and tell me what your thesis (central idea) must explain."

DAY 2 | ATTEMPT | 15 MINUTES

TEKS and ELPS: [5.11\(B\)\(iv\)](#), [5.12\(B\)\(ii\)](#); ELPS 2(B)(i) and ELPS 3(G)(ii).

Move	Teacher direction	Student evidence
Read	Read all 12 statement prompts aloud.	Students listen before sorting.

Underline	Ask students to isolate the clue word.	Only the relationship clue is marked.
Sort	Place each card under hidden WHY or hidden HOW.	Every card has a category.
Defend	Require the sentence frame.	"This is a ____ prompt because the clue ____ asks me to explain ____."

Whole-group / pair activity: Use cards built from the two source texts. Examples include "Explain the importance of the rights in the poem" for hidden WHY, "Describe the ways the poem shows the need for rights" for hidden HOW, "Explain the value of having a voice in the drama" for hidden WHY, and "Explain what the dialogue reveals about the colonists' feelings" for hidden HOW. Students should not guess from the topic. The same topic can support either relationship.

TEACHER SCRIPT

"Do not rush to answer. First, underline the word that tells you what kind of thinking the prompt requires."

Teacher directions: Read one card. Give quiet think time. Have students point to the clue. Fold the card under WHY or HOW. Ask one student to defend the placement. Ask a second student to restate the defense. If a card is misplaced, return to the exact clue rather than correcting with a label alone.

Student product: Students correctly classify all 12 cards and record one oral defense using a clue-word sentence frame. Collect the cards or photograph the sorted flaps as evidence.

TEACHER SCRIPT REHEARSAL

"Defend your label with the clue word, not with a guess about the topic."

DAY 3 | DISCUSS AND USE | 15 MINUTES

TEKS and ELPS: [5.11\(B\)\(iv\)](#), [5.12\(B\)\(iii\)](#); ELPS 2(E)(i) and ELPS 3(G)(iii).

Move	Teacher action	Student evidence
Discuss	Ask what made a prompt hidden WHY or hidden HOW.	Students compare clue families.
Use	Give a fresh clue-word sort.	Students isolate the exact clue.
Align	Model the poem's significance prompt.	Students write a thesis (central idea) that explains why.
Magnify	Zoom in on a drama reveal prompt.	Students explain how dialogue develops an idea.

Discuss: Ask what made some prompts belong under the WHY flap even though the word why never appeared. Expected responses include importance and significance. Ask what clues helped students place prompts under HOW. Expected responses include reveal, ways, influence, show, develop, and shape. Ask why rushing is risky: it can lead to answering the wrong kind of question.

TEACHER SCRIPT

"A correct label must include the clue that caused the decision. Topic alone is not enough."

Use: Prompt Clue Word Sort. Students read each card again, isolate its clue word or phrase, write it in the hidden WHY or hidden HOW column, color-code the two families, and complete: "One prompt

clue I will remember is ____ because ____." Then students write one thesis (central idea) for the poem prompt and one for the drama prompt.

Thesis (central idea) alignment model: Prompt: "Explain the significance of the rights named in the poem." Model: "The rights named in the poem are significant because they protect freedoms and help make laws fair." For the drama: "Explain what the dialogue reveals about the colonists' feelings." Model: "The dialogue reveals that the colonists feel frustrated by distant laws and hopeful about having representatives who listen to people who live there."

TEACHER SCRIPT REHEARSAL

"Your thesis (central idea) must do the prompt's real job instead of retelling what happened in the passages."

DAY 4 | AWARD AND TARGET | 15 MINUTES

TEKS and ELPS: [5.11(B)(iv)], [5.12(B)(iii)]; ELPS 3(G)(ii) and ELPS 4(C)(i).

Move	Student action	Teacher look-for
Award	Draw a Prompt Detective Badge and star a helpful clue.	Student names a precise habit.
Target	Select one habit to strengthen.	Student identifies a real next step.
Revise	Improve a thesis (central idea) or explanation.	Revision keeps the response aligned.
Edit	Check a complex sentence and punctuation.	Conventions support meaning.

Award yourself: Students complete "Today I learned to uncover hidden prompt jobs by noticing ____." They place a star beside the clue family that helped them most.

TEACHER SCRIPT

"You learned to read beyond obvious words and notice the true thinking job of a prompt. That is a strong writer habit worth celebrating."

Target prompt alignment: Students select one target: noticing clue words, distinguishing WHY and HOW, avoiding summary, or writing an aligned thesis (central idea). Students revise "The dialogue reveals frustration. The characters want a voice" into "Because the dialogue reveals frustration, the characters want a voice in decisions." They revise an indefinite-pronoun sentence for agreement and use a conjunctive adverb: "The colonists wanted fair treatment; however, they also wanted representation." The teacher asks how the revision keeps the thesis (central idea) aligned to the hidden job.

TEACHER SCRIPT REHEARSAL

"When you revise, make the relationship easier for your reader to see. A clear sentence can show why or how without adding unrelated words."

DAY 5 | EXPLAIN TO OTHERS | 15 MINUTES

TEKS and ELPS: [5.11(B)(iv)], [5.12(B)(iii)]; ELPS 3(G)(iii) and ELPS 4(D)(ii).

Move	Teacher direction	Student evidence
Explain	Partners teach one WHY clue and one HOW clue.	Teach-back names clue, relationship, and response job.
Intervene	Use six cards: importance, significance, reasons, ways, reveals, develops.	Student sorts and orally completes the frame.

Enrich	Students craft new sentence-statement prompts.	Two hidden WHY and two hidden HOW prompts.
Transfer	Return to the overarching question.	Student answers it with the clue families.

Explain to others: Partners teach what makes a hidden WHY prompt, what makes a hidden HOW prompt, one clue from each category, and one sample prompt from the lesson.

TEACHER SCRIPT

"Turn and teach someone near you. Be clear, kind, and confident. Teaching your thinking helps it grow."

Intervention: Start with six cards. Students highlight the clue, name the job, sort, and orally finish: "This prompt really asks me to explain ____." Keep the choices visible until the student can defend the sort.

Enrichment: Students create two hidden WHY prompts and two hidden HOW prompts using only the poem and drama. Each sentence statement must contain one precise clue word and must be defended aloud. Sample starters include "Explain the significance of ____," "Describe the ways ____," "Explain what the dialogue reveals about ____," and "State the reasons ____."

Overarching Question: Answer: Clue words reveal the thinking job by signaling the relationship the response must explain. Importance, significance, reasons, meaning, value, and purpose point toward WHY thinking. Ways, reveal, influence, show, develop, and shape point toward HOW thinking. Once students identify that job, they can build a thesis (central idea), choose evidence, and write explanations that stay aligned instead of drifting into summary.

CLOSING SCRIPT

"At the beginning of this module, we asked how clue words reveal whether a prompt is asking for WHY thinking or HOW thinking. Now you know that the clue word signals the relationship your response must explain. You can identify the true job, choose aligned evidence, and write a thesis (central idea) that stays focused."

Evidence checkpoint	Teacher look-for	Responsive move
Full prompt read	Student waits for the complete sentence-statement before labeling it.	Reread the whole prompt and ask for the exact clue.
Clue isolated	Student underlines significance, value, importance, reveal, ways, or another relationship clue.	Separate the topic from the word that signals the thinking job.
Relationship named	Student says hidden WHY for importance or hidden HOW for development.	Ask whether the response must explain why it matters or how it develops.
Thesis (central idea) aligned	Student writes a reason or way instead of a topic-only summary.	Return to TREES and ask what the evidence will explain.
Transfer explained	Student teaches the clue-to-response connection using one poem or drama prompt.	Ask the student to cite the clue and say its impact on the response.

Student Exemplars

51. Low / Developing Exemplar

Student response	What is working	What needs improvement
The rights are important. People have rights.	The response names a related idea from the poem.	Add a precise thesis (central idea), a selected detail, and an explanation of why the rights matter.

Use this response to teach that a topic is not yet a complete thesis (central idea). The student has not explained significance, chosen evidence, or connected the evidence to fair laws and protected freedoms.

52. Medium / Approaching Exemplar

Student response	What is working	What needs improvement
The rights in the poem are important because they help protect people and make laws fair.	The response moves beyond a bare topic and begins a focused WHY relationship.	Make the relationship more precise and add evidence and explanation from the poem.

Ask the student to magnify the words *protect* and *fair*. A stronger response may connect a specific amendment to the idea that rights guide laws and protect people every day.

53. High / Secure Exemplar

Student response	What is working	Why it is aligned
The rights named in "Our Rights, Our Voices" are significant because they protect people's freedoms, require fair treatment in courts, and guide laws that affect everyone. The poet says, "These rights protect us every day," which shows why the protections matter beyond one situation.	Focused, passage-grounded, and explained.	The thesis (central idea) answers significance with reasons, and the evidence is followed by its meaning and impact.

Extend the model through TREES. The thesis (central idea) names significance. The reason explains protection and fairness. Evidence cites the poem. Explanation says what the evidence means. Summary returns to the idea that rights reach people every day.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

Accept more than one aligned thesis (central idea) when the student uses the source text accurately. For the poem, valid WHY thinking can explain that rights protect freedoms, make laws fair, guide government action, support fair courts, and help people respect the rights of all. For the drama, valid HOW thinking can explain that conversation reveals frustration with distant laws, develops the idea of representation, and shows how self-government gives people a voice in decisions.

Use CSI to test evidence. **Cite:** choose a precise line or moment. **Say what it means:** paraphrase it. **Illustrate or Impact:** explain how it supports the thesis (central idea). A quotation that is merely about rights or voice is not enough unless the explanation connects it to the exact prompt relationship.

55. Standards Evidence Trail

Evidence	TEKS connection	Look-for
Underlined clue word	5.12(B)(i)	Student understands the central idea must match the prompt.
Sorted and defended card	5.11(B)(iv)	Student explains the relationship clearly.
Specific poem or drama detail	5.11(B)(v)	Student selects focused evidence.
Revised thesis (central idea)	5.11(C)(i) to 5.11(C)(v)	Student improves clarity and coherence.
Complete ECR	5.12(B)(ii) and 5.12(B)(iii)	Informational structure and craft support meaning.

56. Assessment Opportunities

Informal Assessment: During Day 2 and Day 3, use a quick show-me check: students hold up their work or point to their marked passage when you call a step, so you can see at a glance who is ready to work alone.

Formative Assessment: The Day 5 Student Exit Ticket (Section 57) asks: "Explain what the dialogue reveals about the colonists' feelings about representation." It shows whether each student can use this week's skill independently. Sort the tickets into ready, almost, and not yet to plan the next module's small groups.

Component	Student requirement	Evidence
Auditory	Hear a complete prompt, signal WHY or HOW, and name the clue.	Listen and Label
Collaborative	Classify all 12 cards and defend each category.	Flip Flap Prompt Sort
Written	Isolate clue words and write one aligned thesis (central idea).	Prompt Clue Word Sort
Retrieval	Name three WHY clues and three HOW clues without notes.	Fresh Recall

Teacher look-for: students name the relationship signaled by the clue rather than guessing from the passage topic.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Prompt: Explain what the dialogue reveals about the colonists' feelings about representation.

1. Underline the clue word or phrase.
2. Circle hidden WHY or hidden HOW.
3. Write one thesis (central idea) that performs the prompt's job.
4. Write one detail from "A Voice of Their Own" and explain what it shows.

58. Exit Ticket Answer Key

The clue is *reveals*. The prompt is hidden HOW because it asks how the dialogue shows or develops the colonists' feelings. An aligned response may explain that the dialogue reveals frustration with laws made far away and growing hope for representation and self-government. A strong detail is Thomas's statement, "That sounds better than having no say at all," followed by an explanation that the words show he values a voice in decisions.

59. Scoring Principle

Score evidence	Description
Secure	Correct clue, correct relationship, aligned thesis (central idea), specific evidence, and clear explanation.
Approaching	Correct topic and partial relationship, but the thesis (central idea), evidence, or explanation is general.
Developing	Related idea appears, but the student has not identified the clue or performed the prompt's thinking job.

60. Gradebook Conversion

Level	Gradebook description
4	Independently classifies hidden WHY and HOW prompts, defends clues, and writes aligned informative thinking.
3	Usually classifies prompts and writes an aligned thesis (central idea) with minor support.
2	Needs support to distinguish the relationship or connect evidence to the thesis (central idea).
1	Needs intensive support to identify the clue and answer the prompt.

61. Recommended Gradebook Label

G5 C3 M2, Hidden WHY and HOW Prompt Clues

Record the independent product, not only the card sort. The gradebook evidence should show whether the student can transfer prompt analysis to a new sentence-statement prompt and write a thesis (central idea) that matches.

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Prompt: Explain the significance of the rights named in "Our Rights, Our Voices." Use evidence from the poem and connect your explanation to the drama "A Voice of Their Own" when it helps you explain why a voice in decisions matters.

The response should use TREES: Thesis (central idea), Reason or way, Evidence, Explanation, and Summary. Students may organize the response as one connected informative piece. The response should not become a list of amendments or a retelling of all three scenes. The central idea must answer significance.

TREES part	Teacher scoring question
Thesis (central idea)	Does the first idea explain why the rights matter?
Reason or way	Does the response state a reason for significance or a way the idea develops?
Evidence	Are details precise and drawn from the poem and drama as appropriate?
Explanation	Does the student say what the evidence means and illustrate its impact?
Summary	Does the ending return to the central idea without adding a new topic?

63. Student Planning Frame

Plan	My notes
Prompt clue and hidden job	Underline the clue and write WHY or HOW.
Thesis (central idea)	The rights are significant because ____.
Reason or way	One reason or way is ____.
Poem evidence	The poem says or shows ____.
Drama connection	The drama says or shows ____.
CSI explanation	This means ____ and it matters because ____.
Summary	Therefore, ____.

64. Writing Assignment Rubric

Criterion	4 Secure	3 Approaching	2 Developing
Alignment	Thesis (central idea) directly answers significance.	Thesis (central idea) answers significance generally.	Thesis (central idea) names the topic but not its significance.
Evidence	Specific evidence from both texts is relevant.	Evidence is relevant but uneven.	Evidence is general or only loosely related.
Explanation	CSI clearly connects evidence to the idea.	Some connection is explained.	Explanation repeats or is missing.
Organization	TREES creates a coherent response.	Most parts are present.	Ideas are difficult to follow.

65. Writing Gradebook Conversion

Performance	Suggested record
Secure	4: Focused, structured, coherent ECR with specific facts and details.
Approaching	3: Clear central idea with partial evidence or explanation.
Developing	2: Related topic response without stable prompt alignment.
Beginning	1: Minimal response or response unrelated to the source texts.

66. Teacher Feedback Shortcuts

Feedback	Use when
"Circle your clue."	The student chose a label without a word from the prompt.
"Name the relationship."	The student identified the topic but not WHY or HOW.
"Magnify the evidence."	The detail is too general.
"Use CSI."	The student cited a detail without meaning or impact.
"Return to TREES."	The response has a thesis (central idea) but no reason, evidence, explanation, or summary.

Response to Student Need**67. Intervention: Name the Thinking**

Use six cards first: importance, significance, reasons, ways, reveals, develops. Read one prompt aloud. Ask the student to highlight the clue word. Ask whether the word points toward importance and reasons or ways and development. Sort it under WHY or HOW. Then use the frame, "This is a ____ prompt because the clue ____ asks me to explain ____." Goal: correctly sort six prompts and explain one clue-word choice aloud.

TEACHER SCRIPT

"We are going to slow the task down and focus on one important word at a time. That word helps unlock the whole prompt."

68. Embedded Checks & Student Support

Check	Evidence	If students need support
Identify a clue	Student underlines a relevant word.	Reduce the choice to one WHY and one HOW clue family.
Sort a card	Student places the prompt under the correct flap.	Read the prompt aloud and ask whether it wants importance or development.
Defend a choice	Student uses the clue-word sentence stem.	Provide: "This is a ____ prompt because ____."
Align a thesis (central idea)	Student writes to the prompt's true job.	Compare a summary with an answer that explains the relationship.

69. Student Support Quick Reference

Student need	Support	Keep rigorous
Cannot locate clue	Read the statement twice and offer two highlighted choices.	Student still chooses and explains.
Confuses WHY and HOW	Use importance versus development gestures.	Student must say the relationship.
Writes summary	Ask, "What does the clue make you explain?"	Student revises the thesis (central idea).
Needs language support	Use oral rehearsal and a content word bank.	Student still cites and explains evidence.

70. Enrichment: Connect Across Texts

Students create two hidden WHY prompts and two hidden HOW prompts using only "Our Rights, Our Voices" and "A Voice of Their Own." For a WHY prompt, students might ask about the significance of rights or the value of having a voice. For a HOW prompt, students might ask what the dialogue reveals about feelings or how self-government develops in the drama. Each prompt must have one precise clue word and a defended classification. Then students write one thesis (central idea) for each prompt and underline the reason or way.

TEACHER SCRIPT

"You are ready to move from reading prompts to crafting them. Hide the job, but make the correct thinking relationship clear through a precise clue word."

71. Additional Writing Opportunity: Plan and Draft

Prompt bank: Explain the importance of the rights listed in "Our Rights, Our Voices." Describe the significance of fair treatment in the poem. Explain what the dialogue reveals about the colonists' feelings. Describe how self-government influences the drama.

1. Read the statement prompt slowly.
2. Underline the word that signals the relationship.
3. Label the prompt hidden WHY or hidden HOW.
4. Say what the prompt is really asking you to explain.
5. Write one thesis (central idea) that performs that thinking job.
6. Use Magnifying to zoom in on one evidence detail.
7. Use CSI to cite, say what it means, and illustrate the impact.

Planning move	My work
Prompt clue and hidden job	Underline the clue and write WHY or HOW.
Thesis (central idea)	The rights are significant because ____.
Reason or way	One reason or way is ____.
Poem evidence	The poem says or shows ____.
Drama connection	The drama says or shows ____.
CSI explanation	This means ____ and it matters because ____.
Summary	Therefore, ____.

Drafting support: Start with the thesis (central idea), then add a reason or way, evidence, explanation, and summary. Include at least two vocabulary words such as significance, representation, self-government, amendment, conflict, evidence, and explanation. The response should remain focused on the prompt's thinking job.

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

Revise: Read the response aloud. Improve one sentence for sentence structure, word choice, or coherence using [5.11\(C\)\(i\)](#) to [5.11\(C\)\(v\)](#).

Edit: Check conjunctive adverbs, indefinite pronouns, subordinating conjunctions in complex sentences, and commas in complex sentences using [5.11\(D\)\(x\)](#), [5.11\(D\)\(xiv\)](#), [5.11\(D\)\(xv\)](#), and [5.11\(D\)\(xxi\)](#).

Revision question	Student action
Does the thesis (central idea) match the clue?	Underline the relationship in the thesis (central idea).
Is the evidence precise?	Magnify one line or moment.
Does CSI explain the connection?	Say what the evidence means and its impact.
	Improve structure, word choice, or punctuation.

Is the sentence clear?	
---------------------------	--

Share: Read the response to a partner. The partner identifies the clue, thesis (central idea), reason or way, evidence, explanation, and summary.

Engagement & Home Connection

73. Auditory Engagement Moments

Read a full prompt aloud. Students hold up W for hidden WHY or H for hidden HOW, then say the clue word. Use these prompts: "Explain the value of having a voice in the drama." The clue *value* signals WHY. "Describe the ways the poem shows the need for rights." The clue *ways* signals HOW. "Explain what the dialogue reveals about the colonists' feelings." The clue *reveals* signals HOW. Fresh Recall: students cover notes, name three WHY clues and three HOW clues, and explain one classification to a partner.

Listen and Label prompt	Clue	Hidden job
Explain the value of having a voice in the drama.	value	WHY, importance
Describe the ways the poem shows the need for rights.	ways	HOW, development
Explain what the dialogue reveals about the colonists' feelings.	reveals	HOW, showing

TEACHER SCRIPT

"Pencils down. Listen to the whole prompt. After I finish, hold up W for WHY or H for HOW, then say the clue word that directed your thinking. Do not guess from the topic; listen for the relationship."

74. Pause Points

Pause	Question	Expected student move
Name the hidden job	Which one word helped you decide?	Point to the clue and say WHY or HOW.
Guard against summary	Will your thesis (central idea) answer the relationship?	Revise the idea if it only retells.
Fresh recall	Can you name three clues from memory?	List three WHY and three HOW clues.

PAUSE POINT: NAME THE HIDDEN JOB

Ask: "Does this prompt want reasons and importance or ways and development?"

PAUSE POINT: GUARD AGAINST SUMMARY

Ask: "Will your thesis (central idea) answer the relationship named by the clue, or will it only retell the text?"

PAUSE POINT: FRESH RECALL

Students close notebooks and orally list three WHY clues and three HOW clues.

75. At-Home Connection

Ask a family member to share one sentence-statement prompt about the two passages. The student underlines the clue, labels hidden WHY or hidden HOW, and explains the thinking job. Then the student names one evidence detail and says what it means. This takes a few minutes and ends in conversation, not a worksheet.

Task Card: Choose one: "Explain the importance of the rights in the poem" or "Explain what the dialogue reveals about the colonists' feelings." Read the statement, underline the clue, label the relationship, and say a complete thesis (central idea).

Student Ownership

76. My Progress Tracker

Checkpoint	I can...	Not Yet	With Help	Independently
Gather / Reveal	Identify clue words that signal hidden WHY and hidden HOW thinking.			
Attempt	Classify statement prompts and defend the thinking job with prompt language.			
Discuss / Use	Analyze a new prompt and align a thesis (central idea) to the correct job.			
Award / Target	Identify a prompt-analysis strength and one clue-word habit to strengthen.			
Explain	Teach another student how clue words reveal the real prompt job.			

77. Student Award

Prompt detective award: I can identify a clue, classify the relationship, write an aligned thesis (central idea), and explain what evidence means.

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

My prompt detective strength: I can notice ____.

78. Student Target

I can identify a hidden WHY or hidden HOW clue and write a thesis (central idea) that performs the prompt's thinking job.

I can practice this target with the poem "Our Rights, Our Voices" and the drama "A Voice of Their Own."

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

CLOSING SCRIPT

"You read the whole prompt, underlined the clue, named the hidden job, sorted the statement, defended your choice, and wrote an aligned thesis (central idea). WHY clues point to importance and reasons. HOW clues point to ways and development. Now you can use TREES, Magnifying, CSI, DOT, and TRACKS to build a focused response across the poem and drama."

80. Essential / Overarching Question, Answered

How can clue words reveal whether an informative ECR prompt is asking for WHY thinking or HOW thinking?

Clue words reveal the thinking job by signaling the relationship the response must explain. Importance, significance, reasons, meaning, value, and purpose point toward WHY thinking. Ways, reveal, influence, show, develop, and shape point toward HOW thinking. Once students identify that job, they can build a thesis (central idea), choose evidence from "Our Rights, Our Voices" and "A Voice of Their Own," and write explanations that stay aligned to the prompt instead of drifting into summary.

Clue family	Words	Response job
Hidden WHY	importance, significance, reasons, meaning, value, purpose	Explain why the idea matters or what makes it important.
Hidden HOW	ways, reveal, influence, show, develop, shape	Explain how an idea develops or how the text shows it.

81. Teacher Reflection

- Which students underlined the exact clue?
- Which students confused topic with relationship?
- Which students could defend a hidden WHY and a hidden HOW label?
- Which students wrote a thesis (central idea) that performed the prompt's job?
- Which students used evidence, explanation, and summary through TREES?
- Which students need Clue Word Rescue intervention?
- Which students are ready for Prompt Architect enrichment?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

Collect and date the underlined prompt models, sorted prompt cards, clue-word worksheets, aligned theses (central ideas), revised sentences, exit tickets, TREES plans, CSI annotations, and final ECRs. Preserve one developing, one approaching, and one secure sample so the evidence shows how students moved from noticing to explaining.

Artifact	What it documents
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Underlined prompts	Student notices the relationship clue.
Sorted cards	Student classifies and defends the hidden job.
Aligned thesis (central idea)	Student performs WHY or HOW thinking.
CSI annotation	Student connects evidence to meaning and impact.
Final ECR	Student develops a focused informative response.

Production & Implementation Support

83. Module Slide Deck Build Sheet

Slide	Title	Required content
1	Hidden WHY and HOW Prompt Clues	Grade 5, Cluster 3, Module 2, medium stamina, informative ECR across poetry and drama.
2	Meet Our Week	I Can and I Will statements.
3	Two Texts, Two Voices	Poem rights and fair laws; drama representation and self-government.
4	Underline the Hidden Clue	Significance signals WHY; reveal signals HOW.
5	Build the Thesis (central idea)	Aligned thesis (central idea) models.
6	TREES, Magnifying, and CSI	Reason or way, evidence, explanation, and summary.
7	Flip Flap Prompt Sort	Sort and defend 12 sentence statements.
8	Talk It Over	Compare WHY and HOW clue families.
9	Prompt Clue Word Sort	Independent classification and aligned thesis (central idea).
10	Prompt Detective Badge	Award and target.
11	Turn and Teach	Partner explanation.
12	Exit Ticket	Drama reveal prompt.
13	Prompt Architect	Create hidden WHY and HOW prompts.
14	My Progress Tracker	Reflect on independent work.

84. Virtual / Online Adaptation

Element	Adaptation
Shared screen	Display one clean passage and one prompt at a time.
Annotation	Students circle topic nouns, box the important verb, and underline the clue on a shared document.
Breakout discussion	Pairs sort one prompt and rehearse the defense.
Oral response	Students say the frame before typing the thesis (central idea).
Asynchronous work	Students submit one classified prompt and one aligned thesis (central idea).

Keep the skill and rigor identical online. Display one direction at a time, read it aloud, pause before students write, and offer captions, selectable text, oral rehearsal, and a visible vocabulary bank. For the hidden WHY/HOW sort, assign Reader, Evidence Finder, Recorder, and Explainer roles. A partner must name the clue word or framework that supports the choice.

Teacher Reflection

85. Teacher Reflection (This Module)

Fill this in after teaching the module. Every right-column cell is intentionally blank for notes.

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

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Teacher Lesson Plan Guide

Magnifying WHY Reasons into Topic Sentences

Grade 5 | Cluster 3 | Module 3

Grade: 5

Cluster: 3, Extended Constructed Response (ECR) with the TREES structure across poetry and drama

Module: 3 of the cluster

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

Module Title: Magnifying WHY Reasons into Topic Sentences

Content Connection / Passage Titles: the poem “Our Rights, Our Voices” and the drama “A Voice of Their Own”

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

Approximate Daily Instructional Time: 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.

- **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 notetaking, 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 teaches students to magnify their thinking instead of settling for the first idea. Students brainstorm wide, group with pride, narrow with care, and choose the best three reasons for an informative response.

TEACHER SCRIPT

"When students learn to magnify their thinking instead of settling for the first idea, they begin to write with depth, intention, and power. Great writing grows when young thinkers learn how to sort, narrow, and choose with purpose."

Module focus: strong reasons become clear topic sentences that support a thesis (central idea).

2. Why This Module Matters

Students use the High Stamina versions of “Our Rights, Our Voices” and “A Voice of Their Own” to magnify WHY reasons by brainstorming, grouping, narrowing, and writing distinct topic sentences. The literary thread is problem and conflict; the response work stays grounded in rights, fair laws, representation, self-government, and voice.

Where it fits into writing: the reason or way is the first major branch after the thesis (central idea). Magnifying gives each body paragraph a different focus.

Why it matters: students learn to choose precise, connected ideas instead of repeating one general statement.

3. Module Essential / Overarching Question

How does a writer magnify WHY reasons into three distinct topic sentences for an informative ECR?

Students record first thinking, return to the question after the five-day lesson, and answer it at the end of the module.

My First Thinking:

My Final Thinking:

PART II

Family Communication**4. Parent Communication Purpose**

Families can help students rehearse the Magnifying process by asking which ideas are truly different and which ideas repeat the same reason. The week includes open-ended conversation starters and activities that need little or no materials.

How to Send It: share the English or Spanish letter, or both. Invite the student to name several reasons, group similar ideas, and choose three strong reasons that would make three different paragraphs.

5. Family Letter (English)

Dear Families,

This week, your fifth grader is learning how to magnify WHY reasons for an informative ECR. Students will read the High Stamina poem “Our Rights, Our Voices” and the drama “A Voice of Their Own.” Both texts ask students to think about rights, fair laws, representation, self-government, and having a voice in decisions.

In class, students will brainstorm widely, group similar ideas, and choose three distinct topic sentences. Please ask your fifth grader to name several reasons, group the ideas that sound alike, and choose the three most different reasons. Then ask which detail from one of the passages could support the thinking.

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 aprendiendo a ampliar razones de POR QUÉ para una respuesta informativa extensa. Leerá el poema “Our Rights, Our Voices” y el drama “A Voice of Their Own.” Los dos textos invitan a pensar en derechos, leyes justas, representación, autogobierno y tener voz en las decisiones.

En clase, los estudiantes harán una lluvia de ideas, agruparán ideas semejantes y elegirán tres oraciones temáticas diferentes. Por favor, pídale a su estudiante que nombre varias razones, que agrupe las ideas que se parecen y que elija las tres razones más diferentes. Luego pregúntele qué detalle de uno de los pasajes podría apoyar esa idea.

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

7. Family Conversation Starters

- ¿Por qué los escritores hacen una lluvia de ideas antes de elegir sus mejores razones?
- ¿Cómo puede agrupar ideas en canastas hacer que la escritura sea más organizada?

- ¿Cómo muestra el poema que los derechos protegen a las personas o hacen que las leyes sean más justas?
- ¿Cómo muestra el drama que las personas quieren tener voz en las decisiones?

8. Simple Family Activities

Family Activity: Sort the Ideas

Choose a big idea, list several reasons, group the reasons that belong together, and choose three that are truly different. Explain why repeated ideas belong in the same basket.

Family Activity: Passage Talk

Read one short section of either passage together. Ask your student to name one important idea, point to a detail that supports it, and explain how the detail connects.

PART III

Teacher Road Map**9. Teacher Navigation Key**

Symbols replace colors throughout this guide. Use the key to read each 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

10. GRADUATE Evidence Alignment

This module explicitly connects each GRADUATE stage to evidence.

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

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 5, Cluster 3, Module 3
Module Category	Informational Writing / Extended Constructed Response, Magnifying WHY Reasons into Topic Sentences
Primary TEKS	5.11(B)(iv) , 5.11(B)(v) , 5.12(B)(i) , 5.12(B)(ii) , 5.12(B)(iii)
Content Connection	The poem “Our Rights, Our Voices” and the drama “A Voice of Their Own”
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	At least eight WHY reasons, grouped baskets, three narrowed leaders, and three connected topic sentences

PART IV

Standards, Learning & Rigor**12. Learning Destination**

Module Learning Objective: Students will use the Magnifying process to narrow many possible ideas into strong reasons and turn them into clear topic sentences that support the thesis (central idea), drawing from both the poem and the drama.

I Will Statements

- I will use the three layers: brainstorm, group, and narrow.
- I will choose three reasons from separate groups.
- I will explain why each reason supports my thesis (central idea).

I Can Statements

- I can brainstorm many reasons connected to a WHY thesis (central idea).
- I can group similar reasons into a clear basket or bucket.
- I can narrow a group to its strongest reason.
- I can write a topic sentence that is different from my other topic sentences.

CLASS SLIDE

M3-02: BRAINSTORM WIDE, GROUP WITH PRIDE, NARROW WITH CARE, CHOOSE THE BEST THREE.

13. Success Criteria

- I generate at least eight connected reasons.
- I sort like-minded reasons by shared meaning.
- I keep one clear group leader from each basket.
- I write three distinct topic sentences connected to the thesis (central idea).
- I use ideas from both the poem and drama.

14. Evidence That Will Demonstrate Mastery

- Day 1: students sketch the four Magnifying steps.
- Day 2: students sort reason cards into three buckets.
- Day 3: students record grouped and narrowed baskets and write three topic sentences.
- Day 4: students star a strength and revise a sentence.
- Day 5: students teach the process and connect a reason to passage evidence.

15. TEKS Correlations

TEKS	Strand	Student Expectation	Where Taught	Where Practiced	Where Assessed
5.11(B)(iv)	Writing Process	develop a focused, structured, coherent draft with specific facts	Days 1 to 5	Magnifying organizer	Independent product
5.11(B)(v)	Writing Process	develop a focused, structured, coherent draft with specific details	Days 1 to 5	Passage-grounded reasons	Independent product

5.12(B)(i)	Writing Genre	compose informational texts with a clear central idea	Days 1 and 3	Thesis (central idea)	Writing assignment
5.12(B)(ii)	Writing Genre	use informational genre characteristics	Days 2 and 3	Reason organization	Writing assignment
5.12(B)(iii)	Writing Genre	use craft	Days 4 and 5	Precise sentences	Revision

16. Standards Coverage Matrix

Classification	TEKS	Student Expectation	Where It Occurs
PRIMARY	5.11(B)(iv)	focused, structured, coherent draft with specific facts	All five days
PRIMARY	5.11(B)(v)	focused, structured, coherent draft with specific details	All five days
PRIMARY	5.12(B)(i)	informational text with a clear central idea	Days 1, 3, and 5
PRIMARY	5.12(B)(ii)	informational genre characteristics	Days 2 and 3
PRIMARY	5.12(B)(iii)	craft	Days 4 and 5
RECURSIVE	5.11(C)(i)	sentence structure	Day 4
RECURSIVE	5.11(C)(ii)	word choice	Day 4
RECURSIVE	5.11(C)(iii)	add ideas for coherence	Day 4
RECURSIVE	5.11(C)(iv)	delete ideas for coherence	Day 4
RECURSIVE	5.11(C)(v)	combine ideas for coherence	Day 4

17. ELPS Correlations

ELPS	Observable Language Action
1(E) (Listening)	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.
2(E) (Speaking)	Narrate, describe, or explain information orally.
3(E) (Reading)	Use pre-reading strategies, including previewing text features, connecting to prior knowledge, and making predictions, to develop comprehension.
4(F) (Writing)	Write to narrate, describe, explain, respond, or justify with supporting details.
ELPS 1(E)(i)	listen, restate, respond, paraphrase, summarize, or ask for clarification
ELPS 2(B)(i)	use content-area vocabulary during formal classroom interactions
ELPS 2(E)(i)	explain, justify, discuss, and elaborate with specificity
ELPS 3(G)(ii)	paraphrase content-area text
ELPS 3(G) (iii)	summarize content-area text
ELPS 4(C)(i)	write with high-frequency and content-area vocabulary
ELPS 4(D)(ii)	write content-area texts using varied sentence types
ELPS 4(F)(ix)	write to explain, respond, or justify with supporting evidence

ELPS Woven Into Intervention

Domain	Support
Listening	Hear the complete direction before recording.
Speaking	Use a partner frame and precise vocabulary.
Reading	Collect passage details for three reason families.
Writing	Write distinct topic sentences using the organizer and word bank.

ELPS Woven Into Enrichment

Domain	Extension
Listening	Listen for whether a reason repeats or adds a new angle.
Speaking	Justify why one topic sentence is more precise.
Reading	Compare the same reason in the poem and drama.
Writing	Write a complex topic sentence and check its comma rule.

18. ELPS Linguistic Accommodations

Language Need	Accommodation
New vocabulary	Use Tier 1, Tier 2, and Tier 3 word banks.
Complex directions	Give one layer at a time and repeat the oral frame.
Discussion	Use “This belongs with ____ because ____.”
Writing	Use “One reason these texts matter is ____.”
Evidence talk	Name the exact detail before explaining it.

Language Supports

- Rehearse the reason aloud before writing.
- Use content-area vocabulary during formal classroom interactions.
- Paraphrase a passage detail without changing its meaning.
- Write with varied sentence types.

19. Language Domains

Language Domain	Student Action	Access Support
Listening	listen for ideas that belong together	Hear the complete direction before recording.
Speaking	explain why ideas share a bucket	Use a partner frame and precise vocabulary.
Reading	collect passage details for three reason families	Use clean copies first and TRACKS copies second.
Writing	write distinct topic sentences	Use the organizer, word bank, and gradual release.

20. Rigor Safeguard

Safeguard	Teacher Look-For
	The student generates at least eight reasons before choosing.

Breadth before choice	
Distinctness	The final baskets represent different angles, not repeated wording.
Grounding	Reasons remain connected to rights, fair laws, protection, voice, representation, or self-government.
Precision	The topic sentence names one reason and connects to the thesis (central idea).
Transfer	The student explains the Magnifying process to another writer.

21. Rigor & Cognitive Demand

Thinking Demand	Student Work	Teacher Look-For
Literal	List ideas connected to a thesis (central idea).	Generates several relevant ideas.
Inferential	Group ideas into distinct baskets.	Sorts and keeps a strong leader.
Evaluative	Narrow to three different reasons.	Justifies why each is distinct.
Create	Write focused topic sentences.	Avoids repeated reasons.

22. The Five Thinking Levels

Level	Color	Thinking Stage	What Students Do
Level 1	Red	Remember	Name a prompt, thesis (central idea), reason or way, evidence, or explanation.
Level 2	Orange	Understand	Explain what a part does and how it connects.
Level 3	Yellow	Apply	Use a part correctly in the student's own writing.
Level 4	Green	Analyze	Compare choices and decide which reason is strongest.
Level 5	Blue	Evaluate and Create	Judge whether the ECR is focused and coherent, then improve it.

The Progression of Thinking

Move	Question
Gather	What possible reasons connect to the thesis (central idea)?
Group	Which ideas share meaning?
Narrow	Which one strong idea leads this basket?
Choose	Are the final topic sentences truly different?

TEACHER SCRIPT

“A response is stronger when you can explain how each part supports the central idea, not just that the part is present.”

23. Possible Teacher Misconceptions

Misconception	Correction
The first relevant idea is always best.	Require a wide brainstorm before choosing.
Different wording means different reasons.	Compare the meaning, not only the wording.
A reason and evidence are the same.	Use TREES: the reason is the branch and evidence is passage proof.
A longer response is automatically stronger.	Point to one precise, connected sentence.

24. Possible Student Misconceptions

Likely Misconception	What It Can Sound Like	Responsive Teacher Move
Topic and reason are the same thing.	"Rights is my reason."	Ask why rights matter in this response.
Any related detail is strong evidence.	"It is about rights, so this quote works."	Return to CSI: Cite, Say what it means, Illustrate or state the impact.
Explanation repeats the quotation.	"This means the text says the same thing."	Ask what the quotation proves about the exact reason.
A longer response is automatically stronger.	"I wrote more, so it is better."	Ask what makes the thinking clear.

PART V

Module Foundations: Review, Refresh & Readiness**25. TEKS Target**

The target is to develop a focused, structured, coherent draft with specific facts and details and to compose an informative text with a clear central idea. The main work appears in **5.11(B)(iv)**, **5.11(B)(v)**, and **5.12(B)(ii)**.

26. How I Say the Standard!

TEKS says	How I say it
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 make my draft focused and organized by using specific facts.
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 sentence so its structure is 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 can write an informative response with a clear thesis (central idea).

27. This Week I Can...

- I can brainstorm many reasons connected to a WHY thesis (central idea).
- I can group similar reasons into a basket or bucket.
- I can narrow each group to one strong reason.
- I can write three distinct topic sentences.
- I can explain why each topic sentence supports the thesis (central idea).

28. Before I Can... Prerequisites

Before students magnify reasons, confirm that they can name the prompt, state the thesis (central idea), identify a reason or way, find a detail in either passage, and explain what the detail means.

- Recognize that a WHY prompt asks for reasons.
- Use DOT to notice unfamiliar words.

- Read the poem and drama for meaning before highlighting.
- Use a complete sentence to explain a connection.

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

“Name the three layers of the Magnifying process. First, brainstorm many reasons. Then group ideas that share meaning. Next, narrow each group to one strong leader. Finally, choose three distinct reasons and turn them into topic sentences.”

Answer Key: brainstorm, group, narrow, and choose three distinct reasons.

30. Vocabulary Infusion

Layer	Words to Use	Oral Rehearsal
Everyday words	fair, voice, rule, right, law, safe, choose, hear, build, guide	A fair rule is _____. My voice matters when _____.
Academic words	prompt, thesis (central idea), reason, way, evidence, explanation, analyze, classify, coherent, response	One reason is _____. My evidence is _____.
Passage-specific words	amendment, religion, jury, punishments, colonists, Parliament, representation, self-government, apprentice, conflict	Representation means _____. Self-government gives people _____.

31. Conventions Connection

Use revision to improve sentence structure and word choice. Write one topic sentence using although, because, since, or when. Then check any indefinite pronoun, conjunctive adverb, subordinating conjunction, and comma in a complex sentence. These edits connect to [5.11\(C\)\(i\)](#), [5.11\(C\)\(ii\)](#), [5.11\(D\)\(x\)](#), [5.11\(D\)\(xiv\)](#), [5.11\(D\)\(xv\)](#), and [5.11\(D\)\(xxi\)](#).

32. Writing Connection

The independent product is an informative response plan. Students brainstorm at least eight reasons, sort the reasons into groups, narrow each group, and write three connected topic sentences. Each sentence should have a different job and remain connected to the thesis (central idea).

33. Watch Out!

Watch out for disguised repetition. “People want a voice” and “people need to be heard” may express the same reason. Compare the meaning, combine overlapping ideas, and keep one leader.

Watch out for reason and evidence confusion. “Rights protect people from unfair treatment” is a reason. “Together they help protect the whole” is a detail that can support it.

34. Ready Check

- Brainstorm: at least eight reasons connect to the thesis (central idea).
- Group: ideas with shared meaning are together.
- Narrow: one strong leader remains in each group.
- Topic sentences: three sentences are distinct and connected.
- Passage grounding: the student can name a detail from the poem or drama.

35. Teacher Look-Fors

- The student generates several relevant ideas before selecting.
- The student sorts by shared meaning.
- The student justifies why the final three baskets are distinct.
- The student writes topic sentences that connect without repeating the thesis (central idea) word for word.
- The student uses language about rights, fair laws, representation, self-government, protection, and voice.

PART VI

Vocabulary, Content & Preparation**36. Complete Tier 1 Vocabulary****TEACHER SCRIPT**

“These everyday words give you language for the ideas you will sort and narrow. Say each word, connect it to a passage idea, and use the rehearsal frame.”

Word	Student-Friendly Definition	Oral Rehearsal Frame
fair	treating people in a just way	A fair rule is ____.
voice	a chance to share an idea or choice	My voice matters when ____.
rule	a direction people are expected to follow	One rule I follow is ____.
right	a freedom or protection people have	One right protects ____.
law	an official rule for a community	A law can ____.
safe	protected from harm	I feel safe when ____.
choose	decide between options	I choose ____ because ____.
hear	listen to someone’s ideas	People should hear ____.
build	put parts together to make something	I can build ____.
guide	help show the way	This guide helps me ____.

37. Complete Tier 2 Vocabulary**TEACHER SCRIPT**

“These academic words name the work of an informative response. Use them as you explain how a reason becomes a topic sentence.”

Word	Student-Friendly Definition	Oral Rehearsal Frame
prompt	the statement that gives a writing job	The prompt asks me to ____.
thesis (central idea)	the central sentence that answers a prompt	My thesis (central idea) is ____.
reason	an idea that explains why something is true or important	One reason is ____.
way	a method that explains how something happens	One way is ____.
evidence	specific proof from a text	My evidence is ____.
explanation	thinking that tells how evidence proves an idea	My explanation shows ____.
analyze	study parts closely to understand them	I analyze by ____.
classify	sort ideas by shared features	I classify these by ____.
coherent	clear and logically connected	My response is coherent because ____.
response	a written answer to a prompt	My response explains ____.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

“These passage-specific words help you discuss the poem and drama accurately. Use the words when you name a detail, explain a reason, or teach the Magnifying process.”

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
amendment	uh-MEND-muhnt	an official change or addition to a governing document	An amendment can ____.
religion	rih-LIJ-uhn	a set of beliefs about faith or worship	Religion is mentioned when ____.
jury	JOO-ree	a group that listens in a court case	A jury helps ____.
punishments	PUN-ish-ments	consequences for breaking a law	Punishments should be ____.
colonists	KOL-uh-nists	people who lived in colonies	The colonists wanted ____.
Parliament	PAR-luh-ment	the lawmaking group in Great Britain	Parliament made ____.
representation	rep-rih-zen-TAY-shuhn	having people speak or decide for a group	Representation means ____.
self-government	self-GUV-ern-ment	people taking part in governing themselves	Self-government gives people ____.
apprentice	uh-PREN-tiss	a young person learning a trade from an expert	An apprentice learns ____.
conflict	KON-flikt	a problem or disagreement	The conflict grows when ____.

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

39. Background Knowledge & Teacher Context

Module 3: Background Knowledge The poem presents the Bill of Rights as protection, fairness in laws, and a safeguard for people’s freedoms. The drama shows colonists questioning laws made far away and considering self-government, representation, and a voice in decisions. Students do not list every text detail. They learn to grow many WHY reasons, discover which ones belong together, and select three different ideas that can organize body paragraphs.

The ECR Habit

The ECR TREE is Thesis (central idea), Reason or way, Evidence, Explanation, Summary. CSI is Cite, Say what it means, Illustrate or state the impact. DOT is Dot, Discover, Drop. TRACKS is Time, Reactions, Actions, Character, Concept, Creature, Key Knowledge, and Scenery / Setting.

40. Materials Needed

Category	Materials	Preparation
Passages	High Stamina copies of both passages	Prepare paired copies.
Writing tools	Notebooks, scissors, glue, colored pencils, highlighters	Set at tables.
Sorting tools	Three to five colored baskets, reason cards, sentence strips	Color-code sets.
Practice tools	Magnifying glasses, foldable, topic page, key, reflections, slides	Stage before class.

Teacher Note: Prepare the materials before students arrive so the class can move from seeing each part to using it independently.

41. Preparation Before Day 1

- ☐ Copy the clean poem and drama.
- ☐ Copy the TRACKS-highlighted reading copies.
- ☐ Prepare colored baskets and reason cards.
- ☐ Place the Magnifying glasses, foldable, topic page, key, and reflections at tables.
- ☐ Post the thesis (central idea) and the four Magnifying steps.
- ☐ Prepare the three vocabulary tiers.
- ☐ Mark protection and safety, fairness in laws, and voice and representation.

42. Weekly Timing & Transition Overview

Day	GRADUATE Focus	Student Evidence
Day 1	Gather + Reveal	Sketches the Magnifying process.
Day 2	Attempt	Sorts reasons into shared-meaning baskets.
Day 3	Discuss + Use	Writes three topic sentences.
Day 4	Award + Target	Identifies a strength and revises.
Day 5	Explain + Educate	Teaches and transfers the process.

43. Tiny Times Transition

TEACHER SCRIPT

“Pause and ask yourself: What does this step help the writer do next? First we gather choices. Then we sort shared meanings. Next we narrow. Finally we choose three distinct reasons and write topic sentences.”

Use the transition whenever attention shifts from reading to writing.

PART VII

Citizenship & Content Connection**44. The Citizenship Connection**

Content Idea	Poem Connection	Drama Connection	Writing Connection
Protection and Safety	The amendments help protect people and freedoms.	People question rules made far away and want decisions that understand local life.	Rights protect people from unfair treatment.
Fairness in Laws	The people who wrote the rights wanted justice and equal laws.	Thomas and Mr. Harris discuss whether laws are fair when people have no voice.	Fair laws help people live more justly.
Voice and Representation	Everyone should have a voice and freedoms should protect each choice.	People choose representatives who speak for them.	People need a voice in decisions that affect them.

PART VIII

Instructional Tools & Source Text**45. Anchor Charts / Core Strategy Visuals****Prompt-Shaping Key**

Move	What to Do
Circle the Noun of Importance (NOI)	Mark the most important noun.
Box the Verb of Importance (VOI)	Mark the key action.
Triangle the clue word	Mark WHY because the response needs reasons.
Name the answer type	WHY means a reason. HOW means a process or way.

The Two Types of Prompts

Clue Word	What It Asks
WHY	reasons, importance, significance, purpose, meaning, or value
HOW	a process, way, or explanation of how something happens

ECR TREE Thinking Chart

Part of the TREE	What It Is
Roots	The passage and the prompt.
Trunk	The thesis (central idea).
Branches	The reason or way, evidence, explanation, and summary.

46. Core Habit / Strategy Explanation**TEACHER SCRIPT**

“An informative Extended Constructed Response grows like a TREE. The roots are the poem, the drama, and the prompt. The trunk is the thesis (central idea). The branch we are growing today is the reason or way. Brainstorm many ideas, group them into baskets, keep one strong idea from each basket, and narrow to three different, focused baskets.”

The Magnifying process is brainstorm wide, group with pride, narrow with care, and choose the best three. CSI means Cite, Say what it means, Illustrate or state the impact. DOT means Dot, Discover, Drop. TRACKS helps collect passage evidence.

Before Students Read Preview the two passages with students before reading. Each passage appears twice: first a plain copy to read, then a color-coded copy. As you read, students TAP the TRACKS, they hunt for the six kinds of evidence and highlight each with the TRACKS color below. TRACKS marks the evidence in the passage; the shapes are used only to analyze the prompt.

The Six Types of Measurable Evidence: TRACKS Students look for six kinds of measurable evidence in every passage. Use the same six categories, the same wording, and the same colors in every module.

- **T: Time.** Age, era, dates, cultural details, or historical details. Often adjectives. (Pastel Green)
- **R: Reactions.** Reactions, solutions, resolutions, or effects. Often verbs/adverbs. (Pastel Purple)

- **A: Actions.** Actions, problems, conflicts, or causes. Often verbs/adverbs. (Pastel Yellow)
- **C: Character, Concept, Creature.** Names of characters/people/animals, or major concepts as the central idea. Often nouns/proper nouns. (Pastel Yellow)
- **K: Key Knowledge.** All other important info needed for the passage's meaning not in another TRACKS category (background knowledge). (Pastel Orange)
- **S: Scenery / Setting.** Setting characteristics acknowledged/measured through the five senses. (Pastel Green)

TEACHER SCRIPT

“Shape the prompt first. Then grow your TREE from the roots up, one branch at a time.”

47. Student Source Passage(s)

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

Poem: "Our Rights, Our Voices" (Genre: Poem; Stamina: High)

Long ago, when a nation was new,
Leaders asked, "What should we do?"
They wanted rules that all could know,
To help the young country safely grow.
5 They wrote down rights to make things fair,
So people's freedoms would be there.
These promises would help explain
How laws should work across the land.
They knew the country still would grow,
10 And future generations needed to know
That everyone should have a voice,
And freedoms should protect each choice.
The First says you can speak your mind,
Practice religion of any kind,
15 Write your thoughts and gather too,
And transmit ideas as others do.
People also have the right to meet
Peacefully along a town or street.
They can ask leaders to hear their plea,
20 And work together respectfully.
The Second says you have a right
To keep and bear arms, day or night,
The Third says soldiers cannot stay,
Inside your home without your say.
25 Each amendment has an important role.
Together they help protect the whole.
They remind the government what it can do,
While protecting the rights of me and you.
The Fourth is protective of things and space,
30 No searches happen without a case,
The Fifth says courts must treat you fair,
And follow laws with proper care.
The Sixth gives you a trial that's fair,
With a jury there to listen and care,
35 The Seventh keeps your right to sue,
In certain cases brought to court too.
The people who wrote these rights believed
Fairness should always be achieved.
They wanted justice to guide the land,
40 With equal laws that would always stand.
The Eighth says punishments must be fair,
Not too harsh or hard to bear,

The Ninth reminds us rights still exist,
 Even ones not on the list.

45 The Tenth says powers not written down
 Belong to states and people around.
 This helps divide authority,
 Creating balance for you and me.
 These rights protect us every day,

50 And help guide laws in every way.
 They shape the choices leaders make,
 And the responsibilities we all take.
 When people learn these rights at school,
 They better understand each rule.

55 Knowing freedoms, big and small,
 Helps us respect the rights of all.
 The Bill of Rights has stood the test,
 Helping our nation do its best.
 Though many years have passed us by,

60 Its freedoms still reach you and I.
 As new generations learn these rights,
 They help keep fairness shining bright.
 By understanding what they mean,
 We can build a future strong and free.

Drama: "A Voice of Their Own" (Genre: Drama; Stamina: High)

Characters: NARRATOR; THOMAS (a young apprentice); MR. HARRIS (a shop owner)

Scene 1: Outside the Shop

(Thomas sweeps outside a small shop. Mr. Harris stands nearby, looking over papers. The street is busy with people carrying baskets, tools, and supplies. A wagon rolls past as neighbors stop to talk.)

NARRATOR: In the colonies, most laws were made far away in Great Britain. The king and Parliament decided what rules the colonists had to follow. Many people accepted those rules because they believed that was simply the way things worked. Over time, however, some colonists began to wonder if there could be a better way.

THOMAS: (curious) Mr. Harris, why do we follow laws from people who don't live here?

MR. HARRIS: (sighs) Because the king and Parliament make the rules. That's how it has always been.

THOMAS: But it doesn't seem fair.

MR. HARRIS: You're not the first person to say that.

THOMAS: Really?

MR. HARRIS: I've heard customers talking about it almost every day. Some wonder why people far away decide what happens here.

THOMAS: If they have never seen our town, how do they know what we need?

MR. HARRIS: That is the question many people are beginning to ask.

(Thomas sweeps for another moment before stopping to think.)

THOMAS: I thought everyone agreed with the king.

MR. HARRIS: Many people still do. They respect the king and want peace. But they also believe their opinions should matter.

THOMAS: Can both things be true?

MR. HARRIS: Sometimes they can. People can be loyal and still hope for change.

NARRATOR: Across the colonies, conversations like this happened in homes, shops, and meeting places. People shared ideas with neighbors and family members. Some agreed, while others believed Great Britain should continue making all the decisions.

Scene 2: Customers Arrive

(Two customers enter the shop. Thomas steps aside while Mr. Harris greets them. The customers quietly discuss news from another colony before leaving.)

NARRATOR: News traveled slowly from one colony to another. Riders carried letters,

and travelers shared stories wherever they stopped. Even though the colonies were far apart, people often talked about the same problems.

THOMAS: They sounded worried.

MR. HARRIS: They were talking about new laws.

THOMAS: Do the new laws affect everyone?

MR. HARRIS: Many of them do. Shop owners, farmers, workers, and families all feel the effects.

THOMAS: So everyone is paying attention now.

MR. HARRIS: More people are listening than ever before.

THOMAS: I never noticed how much people talk about government.

MR. HARRIS: Sometimes people don't think about government until a new law changes their daily lives.

THOMAS: I guess that's true.

NARRATOR: As new laws were announced, more colonists began asking questions. They wanted to understand why the rules were changing and whether they should have a voice in those decisions.

Scene 3: Later That Day

(Thomas stops sweeping and leans on the broom. Mr. Harris looks thoughtful as he folds the papers.)

NARRATOR: As more laws were passed, colonists began to think differently.

MR. HARRIS: I've been hearing about Virginia. They have a group of representatives who help make decisions.

THOMAS: (interested) So people there have a voice?

MR. HARRIS: Yes. It's called self-government.

THOMAS: That sounds better than having no say at all.

MR. HARRIS: The people choose representatives to speak for them.

THOMAS: Then those representatives understand what life is like here.

MR. HARRIS: That is the idea.

THOMAS: Do they make every decision?

MR. HARRIS: No. They meet, discuss problems, and work together before making choices.

THOMAS: That seems like a fair way to solve problems.

MR. HARRIS: It gives people a chance to be heard.

THOMAS: I would rather have someone nearby speaking for us than someone far away who has never visited.

MR. HARRIS: Many colonists began thinking the same way.

NARRATOR: Ideas about self-government spread from colony to colony. Some people learned about representative government by reading newspapers. Others heard about it through conversations with travelers or neighbors. Slowly, more colonists began to believe they should help shape the laws they followed.

Scene 4: Thinking About the Future

(The afternoon sun begins to set. Thomas places the broom against the shop wall. Both look down the quiet street.)

THOMAS: Do you think things will ever change?

MR. HARRIS: Change usually takes time.

THOMAS: Why?

MR. HARRIS: Because people have different opinions. Some welcome new ideas. Others believe it is safer to keep things the same.

THOMAS: That makes sense.

MR. HARRIS: Before people make big changes, they often spend a long time talking and listening.

THOMAS: I suppose everyone wants what they think is best.

MR. HARRIS: Exactly.

THOMAS: Even if they don't agree?

MR. HARRIS: Even then.

NARRATOR: Not every colonist shared the same opinion. Some believed Great Britain should continue leading the colonies. Others believed the colonies should have more control over their own affairs. Although they disagreed, many people continued discussing these important ideas.

THOMAS: I never realized that one question could make people think so much.

MR. HARRIS: Sometimes one question leads to many others.

Scene 5: A New Understanding

(Both stand facing each other, more serious now. The shop is quiet as the day comes to an end.)

NARRATOR: Slowly, ideas about self-government began to grow. More colonists believed that people who lived in the colonies should help make the laws that affected their daily lives.

MR. HARRIS: (firmly) If we live here and follow these laws, we should have a part in making them.

THOMAS: (nodding) I didn't understand before, but now I do. People want to be heard.

MR. HARRIS: Every family, every worker, and every shop owner is affected by the choices leaders make.

THOMAS: Then it makes sense for those people to have a voice.

MR. HARRIS: That was becoming an important belief throughout the colonies.

THOMAS: I think I understand self-government now.

MR. HARRIS: Tell me what it means.

THOMAS: It means people help choose representatives who speak for them and make

decisions closer to home.

MR. HARRIS: Well said.

THOMAS: It doesn't mean everyone agrees, but everyone has a chance to be heard.

MR. HARRIS: That's an important difference.

THOMAS: I wonder what will happen next.

MR. HARRIS: Only time will tell.

NARRATOR: These ideas continued to spread and helped shape the future of the colonies. As more people discussed representative government and self-government, they began thinking differently about leadership and fairness. Their conversations did not solve every problem right away, but they encouraged people to ask questions, share ideas, and work toward a government in which citizens had a voice. Those beliefs would become an important part of American history.

48. Student Annotation Guide

Our Rights, Our Voices

TRACKS Mark	Exact Passage Detail	Reason Bucket
T: Time	Long ago, when a nation was new,	Historical context for fair laws.
R: Reactions	They wanted rules that all could know,	A response to the need for shared rules.
A: Actions	They wrote down rights to make things fair,	Action that supports fairness in laws.
C: Character, Concept, Creature	The First says you can speak your mind,	The concept of rights and voice.
K: Key Knowledge	Together they help protect the whole.	Knowledge about protection.
S: Scenery / Setting	Peacefully along a town or street.	A setting for people meeting and speaking.

A Voice of Their Own

TRACKS Mark	Exact Passage Detail	Reason Bucket
T: Time	In the colonies, most laws were made far away in Great Britain.	Historical context for representation.
R: Reactions	But it doesn't seem fair.	Reaction to distant laws.
A: Actions	People shared ideas with neighbors and family members.	Action that builds a voice.
C: Character, Concept, Creature	It's called self-government.	Concept connected to representation.
K: Key Knowledge	The people choose representatives to speak for them.	Knowledge about self-government.
S: Scenery / Setting	Outside a small shop.	Setting for the conversation.

Read each clean passage first. Reread the TRACKS copy, locate one detail for each mark, star details that support protection, fair laws, or voice, and write the larger basket each starred detail could support.

TEACHER SCRIPT

“TRACKS helps you collect evidence, but today your job is first to organize the reasons that evidence may later prove.”

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

PART IX

50. Five-Day GRADUATE Lesson

High Stamina focus: students use the Magnifying process to narrow many possible ideas into strong reasons and turn them into clear topic sentences that support the thesis (central idea), drawing from both texts.

Day	Focus	TEKS + ELPS	Student Evidence
Day 1	Gather + Reveal	5.11(B)(iv) and 5.12(B)(i) ELPS 1(E)(i) and ELPS 2(E)(i)	Sketches the Magnifying process.
Day 2	Attempt	5.11(B)(iv) and 5.12(B)(ii) ELPS 2(B)(i) and ELPS 3(G)(ii)	Sorts reasons.
Day 3	Discuss + Use	5.11(B)(iv) and 5.12(B)(iii) ELPS 2(E)(i) and ELPS 3(G)(iii)	Writes three topic sentences.
Day 4	Award + Target	5.11(B)(iv) and 5.12(B)(iii) ELPS 3(G)(ii) and ELPS 4(C)(i)	Revises a sentence.
Day 5	Explain + Educate	5.11(B)(iv) and 5.12(B)(iii) ELPS 3(G)(iii) and ELPS 4(D)(ii)	Teaches and transfers.

DAY 1 | Gather + Reveal | 15 MINUTES

Stage	Teacher Action	Student Action	Evidence
GATHER	Read the writing prompt and name the two genres.	Name rights, fair laws, representation, self-government, and voice.	Students state that both texts will be used.
REVEAL	Display brainstorm, group, narrow, choose.	Sketch the four steps.	Students explain one connection.

TEKS for Today: **5.11(B)(iv)**, **5.12(B)(i)**

ELPS for Today: 1(E)(i), 2(E)(i) Students listen, speak, read, and write using the module language target.

TEACHER SCRIPT

“Today you will learn how writers magnify a small starting idea into strong reasons. We will read the poem and drama as sources, but our first job is to make many choices before we choose the best three.”

TEACHER SCRIPT

“The poem says rights protect freedoms and fair laws. The drama shows people asking for a voice in decisions that affect their lives. Those ideas can become reason buckets.”

Model a wide list: rights protect freedoms; homes should be protected; trials should be fair; punishments should not be too harsh; laws should be fair; rules affect everyone; people need fairness every day; people want to be heard; colonists wanted a voice; self-government lets people help make decisions; representation matters; people need to speak their minds.

TEACHER SCRIPT

“Do not choose the first idea you like. First gather choices. Then ask which ideas share meaning.”

DAY 2 | Attempt | 15 MINUTES

Stage	Teacher Action	Student Action	Evidence
ATTEMPT	Give pairs reason cards and three basket labels.	Sort cards and explain one placement.	Students classify by shared meaning.
ATTEMPT	Model a correction: trials should be fair belongs with fairness in laws.	Revise a placement when the meaning does not match.	Students justify a correction.

TEKS for Today: [5.11(B)(iv)], [5.12(B)(ii)]

ELPS for Today: 2(B)(i), 3(G)(ii) Students listen, speak, read, and write using the module language target.

TEACHER SCRIPT

“Read each reason carefully. Ask yourself, “Does this idea protect people, explain fair laws, or show why people need a voice in decisions?” Place it where its meaning belongs.”

Answer key: Protection and Safety, rights protect people from unfair treatment. Fairness in Laws, fair laws help people live more justly. Voice and Representation, people need a voice in decisions that affect them.

TEACHER SCRIPT

“Choose one leader from each different bucket so every topic sentence has its own job.”

Use DOT with laws, rights, representatives, colonists, and self-government. Use TRACKS to collect exact details, but keep the reason bucket separate from the evidence detail.

DAY 3 | Discuss + Use | 15 MINUTES

Stage	Teacher Action	Student Action	Evidence
DISCUSS	Ask why rights protect freedoms and homes should be protected share a basket.	Explain the shared meaning.	Students discuss distinct angles.
USE	Give the thesis (central idea) that fairness and voice are important.	Keep one leader per basket and write a topic sentence.	Three sentences connect and do not repeat.

TEKS for Today: [5.11(B)(iv)], [5.12(B)(iii)]

ELPS for Today: 2(E)(i), 3(G)(iii) Students listen, speak, read, and write using the module language target.

TEACHER SCRIPT

“Talk through the choice, not just the answer. Explain why two ideas belong together and why a third idea belongs in another basket.”

Student Product: Write at least eight reasons; sort them into groups; narrow each group; then write three topic sentences. **Answer key:** rights protect people from unfair treatment; fair laws help people live more justly; people need a voice in decisions that affect them.

TEACHER SCRIPT

“A topic sentence should connect to the thesis (central idea) without repeating the thesis (central idea) word for word.”

TEACHER SCRIPT

“Pause and ask yourself: What does this step help the writer do next?”

DAY 4 | Award + Target | 15 MINUTES

Stage	Teacher Action	Student Action	Evidence
AWARD	Ask students to draw a Magnifying Master Badge and star their strongest topic sentence.	Name a strength.	Student identifies a specific strength.
TARGET	Ask for one layer understood, one layer to strengthen, and one sentence to revise.	Name a next step and revise.	Student identifies a precise goal.

TEKS for Today: [5.11(B)(iv)], [5.12(B)(iii)]

ELPS for Today: 3(G)(ii), 4(C)(i) Students listen, speak, read, and write using the module language target.

TEACHER SCRIPT

“You did not settle for one quick answer. You grew your ideas, sorted them, narrowed them, and turned them into clear topic sentences. That is the work of a strong writer.”

Revise the three topic sentences so they are distinct, coherent, and syntactically strong. Add a clarifying phrase, delete repeated wording, and combine overlapping ideas. Use [5.11(C)(i)], [5.11(C)(ii)], [5.11(C)(iii)], [5.11(C)(iv)], and [5.11(C)(v)].

TEACHER SCRIPT

“Explain your magnifying process as if you are training another thoughtful writer.”

DAY 5 | Explain + Educate | 15 MINUTES

Stage	Teacher Action	Student Action	Evidence
EXPLAIN	Partners teach the three layers and read one topic sentence.	Use the frame: “First, I brainstormed _____. Then I grouped _____. Next I narrowed _____. Finally, I turned my best idea into this topic sentence: _____.”	Student explains in logical order.
EDUCATE	Ask which exact detail from the poem or drama could support one reason.	Name a detail, say what it means, and state the impact.	Student connects reason to evidence.

TEKS for Today: [5.11(B)(iv)], [5.12(B)(iii)]

ELPS for Today: 3(G)(iii), 4(D)(ii) Students listen, speak, read, and write using the module language target.

TEACHER SCRIPT

“Explain the Magnifying process like you are training another writer. Be clear, encouraging, and confident. Teaching your thinking helps it grow.”

Intervention: Use six cards: rights protect freedoms; fair laws; colonists wanted a voice; self-government gives people a say; punishments should be fair; people need protection from unfair power. Sort, select one leader, and write one supported topic sentence.

Enrichment: Compare A, “One reason these texts matter is that people want a voice,” with B, “One reason the poem and drama are important is that people need a voice in decisions that affect their lives.”

Answer key: B is stronger because it is more precise and explains why voice matters.

PART X

Student Exemplars**51. Low / Developing Exemplar**

Element	Response
Student response	The texts are important because rights are good and people need a voice.
What is working	The response names a related idea.
What Needs Improvement	Add a precise reason, a selected detail, and thinking that explains the connection.

52. Medium / Approaching Exemplar

Element	Response
Student response	The poem and drama are important because rights protect people and people want a voice in government.
What is working	The response begins to make a focused claim.
What Needs Improvement	Make the relationship more precise and show how accurate text evidence proves it.

53. High / Secure Exemplar

Element	Response
Student response	The poem “Our Rights, Our Voices” and the drama “A Voice of Their Own” are important because both texts show that people need protection, fair laws, and a voice in decisions. One reason these ideas matter is that rights protect people from unfair treatment. Another reason is that fair laws help communities live more justly. A third reason is that people need a voice in decisions that affect their lives.
What is working	The response is focused, passage-grounded, and explains the evidence-to-idea connection.

Additional Secure Exemplars

Reason Family	Secure Topic Sentence
Protection and Safety	One reason fairness and voice are important is that rights protect people from unfair treatment.
Fairness in Laws	Another reason these ideas matter is that fair laws help people live more justly.
Voice and Representation	A third reason the poem and drama are significant is that people need a voice in decisions that affect them.

PART XI

Assessment & Evidence**54. Teacher Answer Guidance & Evidence Notes**

The expected independent product has at least eight connected WHY reasons, three groups by shared meaning, one strong leader from each group, and three topic sentences connected to the thesis (central idea).

- Protection and Safety: rights protect people from unfair treatment.
- Fairness in Laws: fair laws help people live more justly.
- Voice and Representation: people need a voice in decisions that affect them.

55. Standards Evidence Trail

Evidence Source	Student Evidence	Standards
Gather and Reveal	Sketches the four Magnifying steps.	5.11(B)(iv) , 5.12(B)(i)
Attempt	Sorts reason cards.	5.11(B)(iv) , 5.12(B)(ii)
Discuss and Use	Writes three distinct topic sentences.	5.11(B)(iv) , 5.12(B)(iii)
Award and Target	Revises a sentence.	5.11(C)(i) , 5.11(C)(ii) , 5.11(C)(iii) , 5.11(C)(iv) , 5.11(C)(v)
Explain and Educate	Connects a reason to evidence.	5.11(B)(v) , 5.12(B)(i)

56. Assessment Opportunities

Informal Assessment: At each Pause Point, ask students to give a one-sentence answer to a partner, then call on three partners to share. Record a check beside students who explain the step clearly.

Field	Detail
Purpose	Determine whether students can magnify WHY reasons into three distinct topic sentences.
Materials	Both High Stamina passages, reason cards, bucket organizer, and notebook.
Task	Students brainstorm, group, narrow, and write three topic sentences.
Expected response	Three different groups, one leader from each, and topic sentences that connect to the thesis (central idea).

Formative Rubric

Component	Student Requirement
Brainstorm	Generate at least eight connected reasons.
Group	Sort like-minded reasons by shared meaning.
Narrow	Select a clear group leader.
Topic sentences	Write three distinct, thesis (central idea)-connected sentences.

PART XII

Formal Module Assessment Addendum**57. Student Exit Ticket (Printable Page)**

Prompt: Explain why the poem “Our Rights, Our Voices” and the drama “A Voice of Their Own” show that fairness and voice are important.

1. Write a thesis (central idea).
2. Brainstorm at least eight WHY reasons.
3. Group reasons that share meaning.
4. Narrow each group to one leader.
5. Write three distinct topic sentences.
6. Name one detail from the poem or drama that could support one topic sentence.

58. Exit Ticket Answer Key

Required Part	Answer Key / Success Criteria
Thesis (central idea)	The poem and drama show that fairness and voice are important.
Brainstorm	At least eight reasons connected to rights, fair laws, protection, voice, representation, or self-government.
Group	Ideas are sorted into protection and safety, fairness in laws, and voice and representation.
Narrow	One leader remains from each distinct basket.
Topic sentences	The three sentences explain rights protect people, fair laws help communities live more justly, and people need a voice in decisions that affect them.

59. Scoring Principle

Score the thinking, not the length. A strong response shows a clear thesis (central idea), distinct reasons, passage-grounded details, and explanations that connect details to reasons.

60. Gradebook Conversion

Performance	Description
High / Secure	At least eight reasons, three distinct groups, three narrowed leaders, and three connected topic sentences.
Medium / Approaching	Several connected reasons and some grouping, but one or more final reasons repeat or remain vague.
Low / Developing	A related idea is present, but brainstorming, grouping, narrowing, or topic-sentence connection is missing.

61. Recommended Gradebook Label

G5 C3 M3

PART XIII

Module Writing Assignment**62. Writing Assignment (Teacher Scoring Copy)**

Field	Assignment
Prompt	Explain why the poem “Our Rights, Our Voices” and the drama “A Voice of Their Own” show that fairness and voice are important.
Required process	Brainstorm at least eight reasons, group like-minded reasons, narrow to three distinct leaders, and write three connected topic sentences.
Required sources	Use both the poem and the drama.
Scoring focus	Clear thesis (central idea), distinct reasons, specific details, explanations, and coherence.

63. Student Planning Frame

Thesis (central idea): The poem and drama show that _____.

Magnifying Layer	My Work
Brainstorm, at least eight reasons	1. ____ 2. ____ 3. ____ 4. ____ 5. ____ 6. ____ 7. ____ 8. ____
Group, Basket 1	Ideas: ____ Leader: ____
Group, Basket 2	Ideas: ____ Leader: ____
Group, Basket 3	Ideas: ____ Leader: ____
Narrow and write	Topic sentence 1: ____ Topic sentence 2: ____ Topic sentence 3: ____

64. Writing Assignment Rubric

Component	Secure	Approaching	Developing
Thesis (central idea)	Clear and connected to both texts.	Related but broad or incomplete.	Related idea does not answer the prompt.
Reasons	Three distinct reasons.	Two distinct reasons or one repeated reason.	Reasons are missing or repeated.
Evidence	Specific details from the poem or drama.	A related detail is present.	No specific passage detail.
Explanation	Says what the detail means and how it supports the reason.	Partly explains the connection.	Repeats the detail or gives no connection.
Coherence	Topic sentences organize a focused response.	Organization is uneven.	Ideas are not organized.

65. Writing Gradebook Conversion

Score	Conversion
4	High / Secure: three distinct reasons and a focused response.
3	Medium / Approaching: clear central idea with partial grouping or evidence.
2	Developing: related ideas but repeated or weakly organized.
1	Beginning: response does not yet show the Magnifying process.

66. Teacher Feedback Shortcuts

- **Strength:** You brainstormed widely before choosing.
- **Strength:** Your baskets have different meanings.
- **Next step:** Narrow this basket to one strong leader.
- **Next step:** Turn this reason into a topic sentence that connects to the thesis (central idea).
- **Next step:** Use CSI: Cite, Say what it means, and Illustrate or state the impact.

PART XIV

Response to Student Need**67. Intervention: Name the Thinking**

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask students to brainstorm.	Students generate several connected ideas.	Students stop at one idea.	Ask, “What other ways could prove this thesis (central idea)?”
Ask students to group ideas.	Students sort ideas into distinct baskets.	Students make baskets that repeat.	Ask, “Are these ideas really different angles, or repeats?”
Ask students to narrow.	Students keep one strong idea per basket.	Students keep every idea.	Remind students that narrowing strengthens focus.

TEACHER SCRIPT

“We will slow the process down. First we gather ideas. Then we notice which ideas belong together. Then we choose the strongest leader from each group.”

1. Read the thesis (central idea) aloud.
2. Sort the six reason cards into mini groups.
3. Name one leader for each group.
4. Turn one narrowed leader into a complete topic sentence.

68. Embedded Checks & Student Support

Check	Success Criteria	Teacher Prompt
Brainstorm	At least eight connected reasons.	What other ways could prove the thesis (central idea)?
Group	Ideas with shared meaning are together.	Are these ideas really different angles, or repeats?
Narrow	One strong leader remains from each basket.	Which reason has the clearest job?
Topic sentence	The sentence connects to the thesis (central idea).	Does this sentence name one reason and differ from the other two?

69. Student Support Quick Reference

If a student...	Support to Provide
Keeps every idea	Model deleting an off-topic idea together.
Makes repeating baskets	Ask how each basket is different.
Confuses reason and evidence	Point to the ECR TREE and name the reason branch.
Masters quickly	Compare two Magnifying maps and revise a vague topic sentence.

70. Enrichment: Connect Across Texts

Reason Family	Poem Detail	Drama Detail	Connection
Protection and Safety	Together they help protect the whole.		

		If we live here and follow these laws, we should have a part in making them.	Both ideas show why people need protection from unfair power.
Fairness in Laws	They wanted justice to guide the land, with equal laws that would always stand.	That seems like a fair way to solve problems.	Both ideas connect fairness to community life.
Voice and Representation	Everyone should have a voice.	The people choose representatives to speak for them.	Both ideas show that people need a voice in decisions.

71. Additional Writing Opportunity: Plan and Draft

Writing Prompt: Explain why the poem “Our Rights, Our Voices” and the drama “A Voice of Their Own” show that fairness and voice are important.

Planning Support

1. Write a WHY thesis (central idea).
2. Brainstorm at least eight connected reasons.
3. Group similar reasons into baskets.
4. Narrow to three distinct group leaders.
5. Write one topic sentence for each leader.
6. Plan evidence with CSI: Cite, Say what it means, Illustrate or state the impact.

Success Criteria

- My thesis (central idea) answers the prompt.
- I have at least eight reasons before I choose.
- My final baskets are truly different.
- Each topic sentence has one job.
- My evidence comes from the poem or drama.
- My explanation tells how the evidence supports the reason.

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

Read the topic sentences aloud. Improve sentence structure and word choice. Add a clarifying phrase, delete repeated wording, and combine overlapping ideas for coherence. Use [5.11\(C\)\(i\)](#), [5.11\(C\)\(ii\)](#), [5.11\(C\)\(iii\)](#), [5.11\(C\)\(iv\)](#), and [5.11\(C\)\(v\)](#).

Write one complex topic sentence using although, because, since, or when. Check [5.11\(D\)\(x\)](#), [5.11\(D\)\(xiv\)](#), [5.11\(D\)\(xv\)](#), and [5.11\(D\)\(xxi\)](#).

PART XV

Engagement & Home Connection**73. Auditory Engagement Moments****TEACHER SCRIPT**

“Pencils down. Listen to the whole reason. Then finish the frame: “This belongs with ____ because ____.” If two ideas are almost the same, explain how they can be combined before we narrow.”

- Rights protect people from unfair treatment. This belongs with Protection and Safety.
- Courts and punishments should follow fair rules. This belongs with Fairness in Laws.
- People should have a part in making decisions they must live under. This belongs with Voice and Representation.

Fresh Recall: Students cover their notes, name the three strongest buckets from memory, and create one new reason for each bucket.

74. Pause Points

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

Pause Point, Brainstorm First: Have I listed several connected ideas before choosing?

Pause Point, Group the Ideas: Which ideas belong in the same basket?

Pause Point, Keep One Each: Which one strong idea will I keep from this basket?

Pause Point, Different Angles: Are my final baskets truly different from one another?

75. At-Home Connection

Ask your student to name several reasons an idea matters, sort the reasons that are alike, and choose three strong reasons that would make three different paragraphs.

Conversation starter: Which of your ideas are truly different, and which ideas repeat the same reason?

Passage talk: Read one short section of either passage together. Ask what the detail shows about rights, fair laws, representation, self-government, or voice.

PART XVI

Student Ownership**76. My Progress Tracker****TEACHER SCRIPT**

“This is your very own progress tracker. As you learn this week, color in how you feel about each skill by yourself. Be honest with yourself, because this shows you how much you are growing.”

I Can...	Not Yet	Getting Set	I Can Do It
Brainstorm many ideas connected to a thesis (central idea).			
Group similar ideas into baskets.			
Keep one strong idea from each basket.			
Narrow to three distinct, relevant baskets.			
Write topic sentences with different jobs.			

77. Student Award

What can I already do? I can name one part of the Magnifying process I completed successfully and point to the evidence in my work.

78. Student Target

I can brainstorm many WHY reasons, group shared meanings, narrow each group, and write three distinct topic sentences that support my thesis (central idea).

PART XVII

Teacher Closure & Reviewer Evidence**79. Teacher Closure Script****TEACHER SCRIPT**

"At the beginning of this module, we asked: How does grouping and narrowing reasons or ways help a writer build a more organized informative ECR? Now we can answer it: Grouping and narrowing helps a writer move from many possible ideas to two or three distinct, relevant directions. Each final basket gives a body paragraph a different focus, reduces repetition, removes off-topic ideas, and prepares the writer to find evidence that clearly supports the thesis (central idea)."

80. Essential / Overarching Question, Answered**How does a writer magnify WHY reasons into three distinct topic sentences for an informative ECR?**

A writer magnifies WHY reasons by brainstorming many possible ideas, grouping ideas with shared meaning, narrowing each group to one strong leader, and choosing three distinct reasons. Each final reason gives a topic sentence its own job, reduces repetition, removes off-topic ideas, and prepares the writer to find evidence that clearly supports the thesis (central idea) using both texts. The final three reasons give each body paragraph a different focus. They reduce repetition, remove off-topic ideas, and help the writer choose evidence from the poem or drama. The writer can Cite the detail, Say what it means, Illustrate or state the impact, and then summarize how the reasons work together. This process keeps the response focused, structured, coherent, and grounded in the two genres.

81. Teacher Reflection

- Which students can complete the Magnifying process independently?
- Which students still need the anchor charts and sentence frames?
- Which students are ready to teach the skill to a partner?
- Which students can connect a reason to an exact detail from both genres?
- Who is ready for the next module, choosing evidence with CSI?

Teacher Notes:**82. Teacher Artifacts of Effectiveness**

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

- Student brainstorms with at least eight reasons.
- Grouped baskets and narrowed leaders.
- Three topic sentences from Day 3.
- Day 4 revised topic sentence and target.
- Day 5 partner teach-back using the four Magnifying steps.

- The High Stamina response plan using both texts.

PART XVIII

Production & Implementation Support**83. Module Slide Deck Build Sheet**

Slide	Title	Required Content	Lesson Location
1	Magnifying WHY Reasons into Topic Sentences	Grade 5 Cluster 3 Module 3, High Stamina, ECR Poetry and Drama Informative	Cover
2	Meet Our Week	I Will and I Can statements	Learning Destination
3	Royal Reason Parade	Hear ye, hear ye, reasons are near me	Day 1 Gather
4	Magnifying Process	Brainstorm wide, group with pride, narrow with care, choose the best three	Day 1 Reveal
5	Why Prompt Thinking	WHY prompts ask for reasons, importance, significance, purpose, meaning, or value	Day 1 Reveal
6	Bucket Labels	Protection and Safety; Fairness in Laws; Voice and Representation	Day 2 Attempt
7	Topic-Sentence Check	Name one reason, connect to the thesis (central idea), and differ from the other two	Day 3 Use
8	Award the Organizer	Star the topic sentence you are proudest of	Day 4 Award
9	Turn and Teach	First I brainstormed. Then I grouped. Next I narrowed. Finally I wrote this topic sentence.	Day 5 Explain
10	Exit Ticket	The poem and drama show that fairness and voice are important	Assessment

84. Virtual / Online Adaptation

Element	Adaptation
Shared-screen adaptation	Keep clean passages separate from TRACKS copies. Display one direction at a time, read it aloud, and pause before students write.
Annotation	Students mark DOT and TRACKS on a shared document or slide.
Breakout discussion	Assign Reader, Evidence Finder, Recorder, and Explainer roles. Students sort reason cards and name the supporting passage detail.
Oral response	Students rehearse the sentence frame aloud before typing.
Asynchronous option	Students submit brainstormed ideas, grouped baskets, narrowed leaders, and three topic sentences.
Accessibility	Offer captions, selectable text, oral rehearsal, a visible vocabulary bank, and multiple response modes.

PART XIX

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

Fill this in after you teach 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	

THE WRITING ACADEMY®, LLC.
Teacher Lesson Plan Guide

Proving Reasons with Evidence and Explanation

Grade 5 | Cluster 3 | Module 4

Grade: 5

Cluster: 3, Extended Constructed Response across poetry and drama with the TREES structure

Module: 4 of the cluster

Primary Instructional Category: Informational Writing / Extended Constructed Response

Module Title: Proving Reasons with Evidence and Explanation

Content Connection / Passage Titles: the poem "Our Rights, Our Voices" and the drama "A Voice of Their Own" (Very High stamina)

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

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

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

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

- **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 notetaking, 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 moves students from naming a topic to proving a focused reason. The poem and drama give students two genres and connected ideas about rights, fair laws, representation, self-government, and voice.

TEACHER SCRIPT

"When students learn to connect a reason, a quote, and an explanation with confidence, they begin to sound like writers who know exactly what they are proving. Strong explanation is where writing starts to shine."

Connection to this week's thinking: students use TREES to organize the response, TRACKS to notice evidence, CSI to select the strongest quotation, and a signal marker plus purposeful explanation to make the proof clear.

2. Why This Module Matters

Students learn that a topic is not yet a reason. A reason makes a focused claim, and a proof chain makes that claim believable. They read "Our Rights, Our Voices" and "A Voice of Their Own," choose quotations that pass CSI, introduce each quotation accurately, and explain what the quotation means and how it supports the reason.

Where it fits into writing: this work develops a focused, structured, coherent informational response with specific facts and details, then strengthens it through precise explanation and revision.

Why it matters beyond this assignment: students learn to ask whether a detail truly proves an exact idea. That habit supports careful reading, discussion, and writing across subjects.

3. Module Essential / Overarching Question

How do CSI, signal markers, and purposeful explanation help a writer prove a reason?

Students record a first response before instruction and revisit the question after they build three proof chains from both genres.

My First Thinking:

My Final Thinking:

What changed in my thinking?

Family Communication

4. Parent Communication Purpose

Families can help students rehearse the exact thinking used in this module: name a reason, select proof, and explain the connection. Share the English or Spanish letter, then invite a brief conversation using one open-ended starter.

How to Send It: send the letter in the language each family prefers. The home activities require no special materials and end with a conversation.

5. Family Letter (English)

Dear Families,

This week your fifth grader is learning to prove a reason with quoted evidence and explanation. Students will read the Very High stamina poem "Our Rights, Our Voices" and drama "A Voice of Their Own." The texts explore rights, fair laws, representation, self-government, and having a voice in decisions.

In class, students will use TREES to organize a response, TRACKS to notice details, and CSI to decide whether a quotation connects directly, strongly supports the reason, and is important enough to prove it. Students will introduce a quote with a signal marker and begin an explanation with "This means," "This shows," or "This proves." Ask your student which quotation best proves a reason and how the explanation adds new thinking.

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 aprenderá a probar una razón con evidencia citada y explicación. Leerá el poema de resistencia muy alta "Our Rights, Our Voices" y el drama "A Voice of Their Own." Los textos tratan de derechos, leyes justas, representación, autogobierno y tener voz en las decisiones.

En clase, los estudiantes usarán TREES para organizar una respuesta, TRACKS para notar detalles y CSI para decidir si una cita se conecta directamente, apoya fuertemente la razón y es suficientemente importante para probarla. Presentarán la cita con un marcador de señal y comenzarán la explicación con "Esto significa," "Esto muestra" o "Esto prueba." Pregúntele qué cita prueba mejor una razón y cómo la explicación añade una idea nueva.

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

7. Family Conversation Starters

- What makes one quotation a stronger match for a reason than another quotation?
- What are the three CSI questions, and how would you answer them for one quotation?
- How does the poem show that rights protect people or make laws fairer?
- How does the drama show that people want a voice in decisions?

- Which signal marker would introduce a quotation from the poem or drama, and why?

8. Simple Family Activities

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

Family Activity: CSI Proof Check

Make a claim about a familiar topic. Choose one piece of proof and ask whether it connects directly, strongly supports the claim, and is important enough. Then say, "This means..." and explain the proof.

Family Activity: Passage Talk

Read one short section of either passage together. Ask your student to name one important idea, point to a detail that supports it, and explain how the detail connects. Finish by asking what question the text leaves the family thinking about.

Teacher Road Map

9. Teacher Navigation Key

Use the symbols to read the lesson 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 words the teacher says aloud

Class Slide : corresponding visual cue

10. GRADUATE Evidence Alignment

Each GRADUATE stage produces evidence specific to CSI proof chains.

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Students name a reason and the three parts of a proof chain.
Reveal	■ TEACH	The teacher models CSI, a signal marker, and an explanation.
Attempt	○ LEARN	Students test quotations against an exact reason.
Discuss	○ LEARN	Students justify why one quote is stronger than another.
Use	✓ ASSESS	Students build an independent proof chain.
Award	✓ ASSESS	Students identify a successful evidence choice.
Target	✓ ASSESS	Students name a next step for explanation or signal markers.
Explain / Educate	✓ ASSESS	Students teach a partner how evidence proves a reason.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 5, Cluster 3, Module 4
Module Category	Informational Extended Constructed Response across a poem and a drama
Primary TEKS	5.11(B)(iv) , 5.11(B)(v) , 5.12(B)(i) , 5.12(B)(ii) , 5.12(B)(iii)
Core Frameworks	TREES, the Magnifying process, CSI, DOT, and TRACKS
Passages	"Our Rights, Our Voices" and "A Voice of Their Own"
Stamina	Very High
Daily Lesson Time	15 minutes per day, 5 days
Student Product	Three reason, evidence, explanation proof chains using both genres
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 use CSI to select a quotation that proves a focused reason, introduce it with a signal marker, and explain what it means and how it supports the reason.

I Will Statements

- I will build a complete reason, evidence, explanation chain.
- I will use a direct quote from one of the two passages.
- I will begin my explanation with This and make the quote do a job.

I Can Statements

- I can use CSI to choose a quotation that proves my reason.
- I can introduce evidence with a signal marker.
- I can identify definition, expert testimony, and story/anecdote explanation styles.

CLASS SLIDE

Reason, quoted evidence, explanation.

13. Success Criteria

- My reason is focused, not just a topic.
- My quotation connects directly to the reason.
- My quotation strongly supports the idea and is important enough to prove it.
- I name the poet, playwright, or text with an accurate signal marker.
- My explanation begins with This and adds meaning or impact instead of repeating the quote.
- I use TREES to connect the proof chain to the central idea.

14. Evidence That Will Demonstrate Mastery

- Students identify the reason in a complete sentence.
- Students select a direct quotation from the poem or drama.
- Students defend the quotation with all three CSI questions.
- Students write an explanation that tells how the quotation proves the reason.
- Students build three accurate chains and teach one chain to a partner.

15. TEKS Correlations

TEKS	Module Evidence
5.11(B)(iv)	Focused, structured, coherent draft with specific facts from both passages.
5.11(B)(v)	Specific details are selected as direct quotations.
5.12(B)(i)	Informational response has a clear central idea about fairness and voice.
5.12(B)(ii)	Informational genre characteristics organize reasons and evidence.
5.12(B)(iii)	Craft appears in signal markers and purposeful explanation.
5.11(C)(i) to 5.11(C)(v)	Students revise sentence structure, word choice, coherence, and connections.

16. Standards Coverage Matrix

Standard	Where It Lives	Look-For
5.11(B)(iv) , 5.11(B)(v)	Days 1 to 5; writing assignment	Specific, coherent proof chains
5.12(B)(i)	Reason and central idea	Clear informational focus
5.12(B)(ii)	TREES planning	Genre structure is visible
5.12(B)(iii)	Signal markers and explanation	Craft makes proof smooth and useful
5.11(C)(i) to 5.11(C)(v)	Revision conference	Student adds, deletes, combines, and improves for coherence

17. ELPS Correlations

ELPS	Observable Language Action
1(E) (Listening)	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.
2(E) (Speaking)	Narrate, describe, or explain information orally.
3(E) (Reading)	Use pre-reading strategies, including previewing text features, connecting to prior knowledge, and making predictions, to develop comprehension.
4(F) (Writing)	Write to narrate, describe, explain, respond, or justify with supporting details.
ELPS 1(E)(i)	Listen, restate, respond, paraphrase, summarize, or ask for clarification.
ELPS 2(B)(i)	Use content-area vocabulary during formal classroom interactions.
ELPS 2(E)(i)	Explain, justify, discuss, and elaborate with specificity.
ELPS 3(G)(ii)	Paraphrase content-area text.
ELPS 3(G) (iii)	Summarize content-area text.
ELPS 4(C)(i)	Write with high-frequency and content-area vocabulary.
ELPS 4(D)(ii)	Write content-area texts using varied sentence types.
ELPS 4(F)(ix)	Write to explain, respond, or justify with supporting evidence.

ELPS Woven Into Intervention

Domain	Support
Listening	Hear the reason, quotation, and explanation before writing.
Speaking	Rehearse CSI and the signal marker with a partner.
Reading	Locate exact words in both passages.
Writing	Use the proof-chain frame and begin with This.

ELPS Woven Into Enrichment

Domain	Extension
Listening	Restate a partner's CSI defense.
Speaking	Compare two accurate quotations and defend the stronger one.
Reading	Connect one poem detail and one drama detail.
Writing	Write explanations in two styles.

18. ELPS Linguistic Accommodations

Need	Access Without Lowering Rigor
Vocabulary	Display fairness, voice, representation, self-government, quotation, signal marker, and explanation.
Syntax	Use: The reason is _____. The poet/playwright said _____. This means _____.
Oral rehearsal	Let students say the chain before recording it.
Reading load	Use clean passage copies first and TRACKS copies second.

Language Supports

Keep the meaning demand high. Offer a word bank, a read-aloud, partner rehearsal, and visible sentence frames. Students still select the quotation and explain its job.

19. Language Domains

Domain	Student Action	Access Support
Listening	Listen for the reason a quote must prove.	Hear the complete direction before recording.
Speaking	Orally test a quote with CSI.	Use a partner frame and precise vocabulary.
Reading	Read quotations closely in both passages.	Use clean copies first and TRACKS copies second.
Writing	Write a reason, evidence, explanation chain.	Use the organizer and gradual release.

20. Rigor Safeguard

Keep	Do Not Replace
Exact reason	A broad topic such as rights
Direct quotation	A detail remembered generally
Purposeful explanation	A sentence that only repeats the quote
Cross-genre connection	An example from another text

21. Rigor & Cognitive Demand

Thinking Demand	Student Work	Teacher Look-For
Notice	Find a quotation connected to a reason.	Names the matching reason.
Compare	Test close quotation choices with CSI.	Explains why one is stronger.
Analyze	Explain how evidence proves a reason.	Moves beyond repeating the quote.
Create	Write a purposeful proof chain.	Uses a signal marker and explanation.

22. The Five Thinking Levels

Level	Evidence-and-Explanation Thinking
Notice	I can find a quotation.
Connect	I can tell which reason the quotation matches.
Analyze	I can use CSI to explain why it is the strongest proof.
Create	I can write a purposeful explanation in a chosen style.

Move	Prompt
Magnifying	Zoom in on the exact words that connect to the reason.
CSI	Ask whether the quotation connects, strongly supports, and is important enough.
Explanation	Tell what the quotation means and how it impacts the idea.

23. Possible Teacher Misconceptions

Teacher Misunderstanding	Responsive Correction
Any true quotation is good evidence.	Return to the exact reason and test all three CSI questions.
Longer explanations are always stronger.	Look for new meaning, not extra words.
CSI means finding a quote that contains the topic word.	Magnify the connection between the quotation and the whole reason.
The poem and drama must be summarized separately.	Use only the text details needed to prove the shared informative idea.

24. Possible Student Misconceptions

Likely Misconception	What It Can Sound Like	Responsive Teacher Move
Topic and reason are the same.	"Rights is my reason."	Ask the student to finish the idea with why rights matter in this response.
Any related detail is strong evidence.	"It is about rights, so this quote works."	Return to CSI: does it connect directly, strongly support, and matter enough?
Explanation repeats the quotation.	"This means the text says the same thing."	Ask what the quotation proves about the exact reason.
A longer response is automatically stronger.	"I wrote more, so it is better."	Point to one precise sentence and ask what makes its thinking clear.

Module Foundations: Review, Refresh & Readiness

25. TEKS Target

This module targets [5.11\(B\)\(iv\)](#), [5.11\(B\)\(v\)](#), [5.12\(B\)\(i\)](#), [5.12\(B\)\(ii\)](#), and [5.12\(B\)\(iii\)](#). Students develop a focused informational response with specific facts and details, use genre characteristics, and use craft in signal markers and explanations. Revision uses [5.11\(C\)\(i\)](#) through [5.11\(C\)\(v\)](#).

26. How I Say the Standard!

TEKS says	How I say it
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 response and use facts that fit my reason.
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 by adding, deleting, combining, or rearranging ideas so my writing is clear and coherent.
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 state the central idea and keep my proof connected to it.

27. This Week I Can...

- Use CSI to choose a quotation that proves my reason.
- Introduce evidence with a signal marker.
- Explain what my quotation means and how it proves my reason.
- Identify definition, expert testimony, and story/anecdote explanation styles.

28. Before I Can... Prerequisites

- Read a clean copy of both passages.
- Name the difference between a topic and a reason.
- Locate a sentence that states an important idea.
- Use quotation marks around exact words.

- Explain an idea orally before writing.

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"In sixty seconds, name one reason about fairness or voice. Then name one exact sentence from the poem or drama that could prove it. Finally, tell your partner what the quotation means and how it helps."

Answer Key: A complete response names a focused reason, a direct quotation, and a connection that adds thinking.

30. Vocabulary Infusion

Use the words fairness, voice, representation, self-government, liberty, amendment, authority, quotation, evidence, signal marker, reason, explanation, definition, expert testimony, and story/anecdote throughout discussion and writing. Require students to use the words precisely.

Word Family	Use in This Module
reason, evidence, explanation	Name, prove, and interpret a focused idea.
fairness, rights, voice	Discuss the shared content of the poem and drama.
quotation, signal marker, CSI	Build an accurate proof chain.

31. Conventions Connection

During revision, students check quotation marks, commas after a signal marker when needed, complete sentences, subject-verb agreement, verb tense, prepositions, complex sentences, and spelling. The conventions check serves the clarity of the proof chain.

32. Writing Connection

TREES gives the structure: Thesis (central idea), Reason or way, Evidence, Explanation, Summary. The Magnifying process zooms in on exact language. CSI chooses the evidence. Students do not add a quote without explaining its job.

33. Watch Out!

Watch for a student who selects a familiar line rather than a proving line, introduces a poem quote as though it came from the drama, writes an explanation that repeats the evidence, or treats a topic as a reason. Correct the exact move and ask the student to try again.

34. Ready Check

- Student can state a reason in one complete sentence.
- Student can point to the exact words that connect to the reason.
- Student can say all three CSI questions.
- Student can begin a new-thinking explanation with This.

35. Teacher Look-Fors

- Student names whether the source is the poem, the drama, or both.
- Student chooses evidence that is specific and relevant.

- Student uses a signal marker accurately.
- Student explains meaning or impact rather than restating.
- Student can defend the choice orally and in writing.

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. Say each word, then connect it to one of our passages."

Word	Student-Friendly Definition	Oral Rehearsal Frame
fair	treating people in a just way	A fair rule is ____.
voice	a chance to share an idea or choice	My voice matters when ____.
rule	a direction people are expected to follow	One rule I follow is ____.
right	a freedom or protection people have	One right protects ____.
law	an official rule for a community	A law can ____.
safe	protected from harm	I feel safe when ____.
choose	decide between options	I choose ____ because ____.
hear	listen to someone's ideas	People should hear ____.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"These are academic thinking words. When you use them, you can explain why one quotation is stronger and how it proves your reason."

Word	Student-Friendly Definition	Oral Rehearsal Frame
reason	a focused idea that supports a central idea	My reason is ____.
evidence	specific information that supports an idea	My evidence is ____.
explanation	thinking that tells what evidence means and how it works	This means ____.
quotation	the exact words copied from a text	The poet said ____.
connect	fit directly with an idea	This connects because ____.
support	help prove an idea	This strongly supports ____.
impact	the effect something has	This impacts people by ____.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"These are the special words that belong to our topic and our writing work. Use them to talk about the two passages like an expert."

Word	Meaning in this module	Use It
amendment	a change or addition to a governing document	The poem explains the first ten amendments.
liberty	freedom protected by rights	The poem connects written rights to liberty.
representation	having someone speak for a group	The drama shows why representation matters.
self-government	people helping choose representatives and make decisions	Thomas learns what self-government means.
signal marker	words that introduce a quotation	The playwright said introduces drama evidence.
CSI	Connects, Strongly supports, Important enough	CSI tests the evidence.
TRACKS	Time, Reactions, Actions, Character/Concept/Creature, Key Knowledge, Scenery/Setting	TRACKS helps locate possibilities.

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

39. Background Knowledge & Teacher Context

The poem presents the Bill of Rights as protection, fairness in laws, and a safeguard for people's freedoms. The drama shows colonists questioning laws made far away and considering representation, self-government, and a voice in decisions. Students use these two texts only. Their work is to select the quotation that most closely proves each reason and add explanation that moves beyond repeating it.

The ECR Habit

TREES organizes the complete informative response. The Magnifying process asks students to zoom in on the words that prove. DOT helps students notice unfamiliar words and ideas before they interpret. TRACKS locates evidence types. CSI selects the best proof.

40. Materials Needed

Category	Materials	Preparation
Passages	Very High stamina copies of both passages	Prepare paired clean and TRACKS copies.
Writing tools	Notebooks, scissors, glue, colored pencils, highlighters	Set at tables.
Proof tools	Reason cards, evidence quote cards, signal markers, CSI strips	Keep matching sets.
Explanation tools	Style cards, game mats, anchor charts, response keys	Stage before class.

TEACHER SCRIPT

"Prepare the materials before students arrive so you can move from seeing each part to using it independently."

41. Preparation Before Day 1

- ☐ Print the clean poem and drama for each student.
- ☐ Print the TRACKS copies and Student Annotation Guide.
- ☐ Prepare three reason cards and at least five direct evidence cards.
- ☐ Prepare CSI strips labeled Connects, Strongly supports, Important enough.
- ☐ Prepare signal-marker cards: The poet said, The playwright said, The text stated.
- ☐ Prepare definition, expert testimony, and story/anecdote explanation cards.
- ☐ Post the TREES and CSI anchor charts.
- ☐ Place notebooks, pencils, and highlighters where students can reach them.
- ☐ Mark the three formative checks and the independent product.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
1	15	Gather + Reveal	Build the reason, evidence, explanation chain.
2	15	Attempt	Test direct quotations with CSI and signal markers.
3	15	Discuss + Use	Build matched chains and explain the evidence.
4	15	Award + Target	Compare explanation styles and set a next step.
5	15	Explain + Educate	Complete three chains and teach a partner.

43. Tiny Times Transition

Use the same concise transitions each day: name the reason, magnify the evidence, test with CSI, add a signal marker, explain with This, and check the chain. Keep the language stable so students can spend their effort on the evidence.

Citizenship & Content Connection

44. The Citizenship Connection

Content Idea	Text Connection	Writing Connection
Fair laws	The poem says rights help make things fair.	Use a quotation that proves protection or fairness.
Voice	The drama shows people asking for a stronger voice.	Use a quotation that proves representation or self-government.
Responsibility	The poem says rights come with responsibility.	Explain the impact of shared rights and freedoms.

Students connect citizenship to evidence by showing exactly how a line about rights, laws, or voice proves the reason.

TEACHER SCRIPT

"A fair community listens carefully, checks the evidence, and explains why a choice supports people. Your proof chain practices that same responsibility."

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

CSI Proof Chain

Step	Question	Student Action
Connects	Does it connect directly?	Point to exact words that match the reason.
Strongly supports	Does it strongly support the idea?	Tell what the quotation proves.
Important enough	Is it important enough to prove the point?	Explain why this detail matters.

Signal Markers

Source	Marker
Poem	The poet said,
Drama	The playwright said,
Either text	The text stated,

TREES and the Magnifying Process

Letter	Meaning	Question
T	Thesis (central idea)	What am I explaining?
R	Reason or way	Why is it important?
E	Evidence	Which quotation proves it?
E	Explanation	What does the quote mean and how does it work?
S	Summary	How do I bring the idea together?

46. Core Habit / Strategy Explanation

TEACHER SCRIPT

"Do not let a quote sit there silently. Give it a job, then tell how it did that job. Magnify the exact words, test the choice with CSI, and explain the impact."

DOT the words that need attention. TRACKS the text for possible evidence. Use CSI to select. Use a signal marker to identify the source. Begin the explanation with This, then add meaning or impact.

47. Student Source Passage(s)

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

Poem: "Our Rights, Our Voices" (Genre: Poem; Stamina: Very High)

Long ago, when a nation was new,
Leaders asked, "What should we do?"
They wanted rules that all could know,
To help the young country safely grow.
5 They wrote down rights to make things fair,
So people's freedoms would be there.
These promises would help explain
How laws should work across the land.
After the Constitution was complete,
10 Many people thought one part was incomplete.
They wanted written rights everyone could see,
To help protect each person's liberty.
They knew the country still would grow,
And future generations needed to know
15 That everyone should have a voice,
And freedoms should protect each choice.
The First says you can speak your mind,
Practice religion of any kind,
Write your thoughts and gather too,
20 And transmit ideas as others do.
People also have the right to meet
Peacefully along a town or street.
They can ask leaders to hear their plea,
And work together respectfully.
25 The Second says you have a right
To keep and bear arms, day or night,
The Third says soldiers cannot stay,
Inside your home without your say.
These early rights helped people see
30 How government should carefully be.
Its powers have important limits too,
To protect the rights of me and you.
Each amendment has an important role.
Together they help protect the whole.
35 They remind the government what it can do,
While protecting the rights of me and you.
The Fourth is protective of things and space,
No searches happen without a case,
The Fifth says courts must treat you fair,
40 And follow laws with proper care.
The Sixth gives you a trial that's fair,
With a jury there to listen and care,

The Seventh keeps your right to sue,
 In certain cases brought to court too.
 45 The people who wrote these rights believed
 Fairness should always be achieved.
 They wanted justice to guide the land,
 With equal laws that would always stand.
 The Eighth says punishments must be fair,
 50 Not too harsh or hard to bear,
 The Ninth reminds us rights still exist,
 Even ones not on the list.
 The Tenth says powers not written down
 Belong to states and people around.
 55 This helps divide authority,
 Creating balance for you and me.
 The first ten changes, large and small,
 Are known as the Bill of Rights by all.
 Together they form an important guide
 60 That helps protect us nationwide.
 These rights protect us every day,
 And help guide laws in every way.
 They shape the choices leaders make,
 And the responsibilities we all take.
 65 When people learn these rights at school,
 They better understand each rule.
 Knowing freedoms, big and small,
 Helps us respect the rights of all.
 The Bill of Rights has stood the test,
 70 Helping our nation do its best.
 Though many years have passed us by,
 Its freedoms still reach you and I.
 As new generations learn these rights,
 They help keep fairness shining bright.
 75 By understanding what they mean,
 We can build a future strong and free.
 Our rights come with responsibility too.
 We should respect others in all we do.
 When everyone follows laws that are fair,
 80 Our voices and freedoms can all be shared.

Drama: "A Voice of Their Own" (Genre: Drama; Stamina: Very High)

Characters: NARRATOR; THOMAS (a young apprentice); MR. HARRIS (a shop owner)

Scene 1: Outside the Shop

(Thomas sweeps outside a small shop. Mr. Harris stands nearby, looking over papers. People walk along the street carrying baskets, barrels, and tools. A horse pulls a wagon past the shop.)

NARRATOR: In the colonies, most laws were made far away in Great Britain. The king and Parliament decided what rules the colonists had to follow. For many years, most people

accepted those rules because they believed that was simply how government worked. Over time, however, some colonists began to ask questions. They wondered if people living in the colonies should have a larger part in making the laws they followed every day.

THOMAS: (curious) Mr. Harris, why do we follow laws from people who don't live here?

MR. HARRIS: (sighs) Because the king and Parliament make the rules. That's how it has always been.

THOMAS: But it doesn't seem fair.

MR. HARRIS: You're not the first person to say that.

THOMAS: Really?

MR. HARRIS: I've heard customers talking about it almost every day. Some wonder why people far away make decisions for families they've never met.

THOMAS: If they've never been here, how do they know what our town needs?

MR. HARRIS: That is exactly what many people are beginning to ask.

(Thomas sweeps quietly for a moment before speaking again.)

THOMAS: I thought everyone agreed with the king.

MR. HARRIS: Many people still respect the king. They want peace, and they want the colonies to succeed. But they also believe their opinions should matter.

THOMAS: Can someone respect the king and still want things to change?

MR. HARRIS: Of course. Wanting a stronger voice does not always mean wanting to argue. Sometimes people simply hope leaders will listen.

THOMAS: I never thought about it that way.

NARRATOR: Across the colonies, conversations like this happened in homes, taverns, churches, shops, and meeting places. Farmers talked while working in their fields. Merchants spoke with customers. Families discussed the news around the dinner table. Some people agreed with one another, while others believed Great Britain should continue

making every decision.

Scene 2: News from Other Colonies

(A traveler stops outside the shop to rest for a few moments. He greets Mr. Harris before continuing down the road.)

THOMAS: That traveler looked tired.

MR. HARRIS: He has been visiting several colonies.

THOMAS: Did he bring news?

MR. HARRIS: He did. Travelers often carry letters and stories from one town to another.

THOMAS: So that's how people learn what's happening far away?

MR. HARRIS: Before newspapers reached everyone, many people learned by listening to travelers. News moved slowly, but people shared what they heard.

THOMAS: What did he say?

MR. HARRIS: He said people in several colonies are asking the same questions we are asking.

THOMAS: So we're not alone?

MR. HARRIS: Not at all.

THOMAS: That surprises me.

MR. HARRIS: It surprised many people at first. Even though the colonies are spread

out, families often face the same problems.

NARRATOR: As news traveled from colony to colony, people realized they shared many of the same concerns. They wanted fair laws, safe communities, and leaders who understood their daily lives. Although they lived miles apart, their conversations often sounded very similar.

(A customer enters the shop.)

CUSTOMER: Good afternoon, Mr. Harris.

MR. HARRIS: Good afternoon.

CUSTOMER: Have you heard about another meeting in town next week?

MR. HARRIS: I have.

CUSTOMER: More people are planning to attend this time.

MR. HARRIS: It seems many people want to learn more.

CUSTOMER: They certainly do. Have a good day.

(The customer leaves.)

THOMAS: What kind of meeting?

MR. HARRIS: A gathering where neighbors discuss local concerns.

THOMAS: Does everyone agree?

MR. HARRIS: Hardly. Some people believe nothing should change. Others believe the colonies should have a stronger voice.

THOMAS: Do people argue?

MR. HARRIS: Sometimes. But many simply share their ideas and listen to others.

THOMAS: That sounds important.

MR. HARRIS: It is. Listening helps people understand different points of view.

Scene 3: Later That Day

(Thomas leans his broom against the wall while Mr. Harris folds several papers.)

NARRATOR: As more laws were passed, colonists began to think differently. They talked with neighbors, read newspapers when they could, and listened carefully whenever new information arrived.

MR. HARRIS: I've been hearing about Virginia. They have a group of representatives who help make decisions.

THOMAS: (interested) So people there have a voice?

MR. HARRIS: Yes. It's called self-government.

THOMAS: That sounds better than having no say at all.

MR. HARRIS: The people choose representatives to speak for them.

THOMAS: So the representatives know what life is like here?

MR. HARRIS: That's the idea. They understand local problems because they live among the people they represent.

THOMAS: That seems fair.

MR. HARRIS: Many colonists thought so.

THOMAS: Do the representatives always agree?

MR. HARRIS: No. They often discuss different ideas before making decisions.

THOMAS: I guess that's part of working together.

MR. HARRIS: Exactly.

NARRATOR: The idea of representative government was not new, but more colonists began paying attention to it. They believed people who lived in the colonies understood local needs better than leaders who lived across the ocean. These conversations

encouraged many people to think differently about government and leadership.

Scene 4: Thinking About the Future

(The afternoon sun begins to sink lower in the sky. Thomas carries a small box into the shop and returns to the doorway. Mr. Harris places the papers neatly on the counter. The street has become quieter than it was that morning.)

NARRATOR: As the day went on, Thomas continued thinking about everything he had

heard. The more he learned, the more questions he had. He began to notice that many adults were talking about government whenever they gathered together.

THOMAS: Mr. Harris, do you think things will ever change?

MR. HARRIS: Change usually takes time.

THOMAS: Why?

MR. HARRIS: Because people have different opinions. Some welcome new ideas. Others believe it is safer to keep things the same.

THOMAS: I suppose both sides think they are doing the right thing.

MR. HARRIS: Most people do.

THOMAS: Then how do they decide?

MR. HARRIS: They ask questions, share ideas, and listen to one another before making choices.

THOMAS: That sounds like hard work.

MR. HARRIS: It can be. Good decisions are not always made quickly.

NARRATOR: Many colonists wanted to understand what was happening before choosing a side. They listened carefully to neighbors, family members, and community leaders. They knew the choices being made could affect everyone.

(A woman carrying a basket pauses outside the shop.)

WOMAN: Good afternoon, Mr. Harris.

MR. HARRIS: Good afternoon.

WOMAN: My husband has been talking about the meeting next week. He says many families are planning to attend.

MR. HARRIS: I have heard the same thing.

WOMAN: People seem eager to learn more.

MR. HARRIS: They do.

WOMAN: Well, enjoy the rest of your day.

(She walks away.)

THOMAS: It seems everyone is talking about these meetings.

MR. HARRIS: More people want to understand what is happening before they form an opinion.

THOMAS: That seems wise.

MR. HARRIS: It is always good to learn before making a decision.

Scene 5: A Visit from a Neighbor

(A neighbor walks into the shop carrying a small sack of flour.)

NEIGHBOR: Hello, Mr. Harris.

MR. HARRIS: Welcome! What brings you by today?

NEIGHBOR: I stopped to pick up a few supplies before heading home.

(Thomas gathers the supplies while listening to the conversation.)

NEIGHBOR: Have you heard any more news from Virginia?

MR. HARRIS: Only that people continue meeting with their representatives.

NEIGHBOR: My cousin lives there. He says people feel proud that their voices can be heard.

THOMAS: Does everyone get exactly what they want?

NEIGHBOR: (smiles) No. That almost never happens.

THOMAS: Then why do they like it?

NEIGHBOR: Because they know someone is listening to the people who live there.

MR. HARRIS: That makes many people feel their community matters.

THOMAS: I think I understand.

NEIGHBOR: When leaders know the people they represent, they often understand local problems better.

THOMAS: That makes sense.

NEIGHBOR: Well, I'd better get home. Good day to both of you.

MR. HARRIS: Safe travels.

(The neighbor leaves.)

NARRATOR: Conversations like this happened often. One person would share something they had heard, and another person would ask a question. Little by little, people learned more about representative government and self-government.

Scene 6: Lessons from the Shop

(Thomas dusts the shelves while Mr. Harris organizes the day's sales.)

THOMAS: When I first started working here, I thought this shop was only about selling supplies.

MR. HARRIS: Shops can be places where people exchange ideas as well as goods.

THOMAS: I've learned more this week than I expected.

MR. HARRIS: Learning often begins with asking questions.

THOMAS: I'm glad I asked mine.

MR. HARRIS: So am I.

THOMAS: I used to think government had nothing to do with ordinary people.

MR. HARRIS: Many young people think that.

THOMAS: Now I see that laws affect families, businesses, farmers, and workers.

MR. HARRIS: They certainly do.

THOMAS: If laws affect everyone, shouldn't everyone have someone to speak for them?

MR. HARRIS: That became an important belief for many colonists.

THOMAS: I can understand why.

NARRATOR: As Thomas learned more, he realized that government was not just something discussed by important leaders. It affected the daily lives of people throughout the colonies. Many colonists believed those people deserved to have a voice.

Scene 7: A New Understanding

(The shop is quiet as evening approaches. Long shadows stretch across the street.

Thomas places the broom beside the doorway. Mr. Harris locks the front door after the last

customer leaves.)

NARRATOR: Slowly, ideas about self-government continued to spread. More colonists believed that people who lived in the colonies should help make the laws they followed. Although many questions remained, the conversations themselves were changing the way people thought.

MR. HARRIS: (firmly) If we live here and follow these laws, we should have a part in making them.

THOMAS: (nodding) I didn't understand before, but now I do. People want to be heard.

MR. HARRIS: Every family, every worker, every farmer, and every shop owner is affected by the choices leaders make.

THOMAS: Then it seems fair for those people to have a voice.

MR. HARRIS: Many colonists believed the same thing.

THOMAS: I think I finally understand what self-government means.

MR. HARRIS: Tell me.

THOMAS: It means people help choose representatives who speak for them and make decisions closer to home.

MR. HARRIS: Well said.

THOMAS: It doesn't mean everyone agrees.

MR. HARRIS: No. People can disagree and still work together.

THOMAS: But everyone has the chance to share ideas.

MR. HARRIS: That is one of the most important parts.

THOMAS: I wonder what the future will be like.

MR. HARRIS: None of us can know for certain.

THOMAS: Do you think people will keep talking about these ideas?

MR. HARRIS: I do. Once people begin asking thoughtful questions, those conversations usually continue.

THOMAS: Then perhaps more people will understand why having a voice matters.

MR. HARRIS: I believe they will.

(Thomas looks out the window at neighbors walking home. Several stop to speak with one another before continuing down the road.)

THOMAS: It seems every conversation teaches someone something new.

MR. HARRIS: That's often how change begins, not all at once, but one conversation at a time.

NARRATOR: These ideas continued to spread throughout the colonies. Neighbors shared news, families discussed important events, and community members gathered to listen and learn. Many colonists came to believe that representative government gave people a stronger voice in the decisions that affected their daily lives. Their conversations encouraged others to ask questions, think carefully, and share their own ideas. Although change did not happen overnight, these discussions helped shape the future of the colonies and became an important step in the growth of American self-government.

48. Student Annotation Guide

Read each clean passage first. Reread with TRACKS. Star a quotation that could prove protection, fair laws, or voice. Next to the star, write the reason it could prove. Use CSI before choosing the quotation.

Mark	Meaning	Look For
T	Time	When an idea or event occurs
R	Reactions	Feelings, opinions, responses, solutions, effects
A	Actions	What people do, problems, conflicts, causes
C	Character, Concept, Creature	An important person or idea
K	Key Knowledge	Information needed for meaning
S	Scenery / Setting	Where an event happens

Source	Annotation
Poem	Mark a line about rights, fairness, protection, responsibility, or shared voice.
Drama	Mark a line about distant laws, representation, self-government, listening, or voice.

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**

TEKS + ELPS	Today's Student Evidence
[5.11(B)(iv)] , [5.12(B)(i)] ; ELPS 1(E)(i), 2(E)(i)	Students name the three parts of a proof chain and connect a reason to a passage.

GATHER ■ TEACH

Display the writing statement: Explain why the poem and drama show that fairness and voice are important. Ask students to name the two genres and the shared ideas.

TEACHER SCRIPT

"Today you will build a proof chain. A reason is a claim. Evidence gives it proof, and explanation tells the reader why that proof matters."

REVEAL ■ TEACH

Reveal the cards in order: Reason, Evidence, Explanation. Students chant, "Hey! Hey! Hey! Evidence is on the way!" and then, "Wow! Wow! Wow! I'm explaining now!" Model the reason: rights protect people from unfair treatment. Use the poem sentence, "These rights protect us every day," and explain that it points to daily protection rather than merely naming rights.

Embedded Check

Students complete: After a reason comes ____; after evidence comes _____. Expected answer: evidence, explanation.

DAY 2 | Attempt | 15 MINUTES

TEKS + ELPS	Today's Student Evidence
[5.11(B)(iv)] , [5.12(B)(ii)] ; ELPS 2(B)(i), 3(G)(ii)	Students test direct quotations with CSI and introduce them with signal markers.

ATTEMPT ○ LEARN**TEACHER SCRIPT**

"The C means connects directly. The S means strongly supports. The I means important enough to prove the point. Test the quotation against the exact reason."

Students test three quotations against the reason that people need a voice in decisions that affect them. Compare "People want to be heard" with "The people choose representatives to speak for them." Rehearse, "The poet said," "The playwright said," and "The text stated."

Reason	Best Evidence	Why It Passes CSI
People need a voice in decisions that affect them.	The playwright said, "If we live here and follow these laws, we should have a part in making them."	It directly names participation in laws, strongly supports voice, and is important to self-government.

Check

Students glue the CSI checklist and write one selected quote with a signal marker. Expected product includes the source, quotation marks, and one CSI defense.

DAY 3 | Discuss + Use | 15 MINUTES

TEKS + ELPS	Today's Student Evidence
<u>5.11(B)(iv)</u> , <u>5.12(B)(iii)</u> ; ELPS 2(E)(i), 3(G)(iii)	Students build a reason, evidence, explanation match and write one chain.

DISCUSS ○ LEARN

TEACHER SCRIPT

"Your job is not to match cards that sound nice. Your job is to build a chain that proves a point. Begin your explanation with This, then tell how the quotation proves the reason rather than repeating it."

Pairs complete three match sets. For fair laws, use "They wrote down rights to make things fair," then explain that laws must protect fairness in real situations. For voice, use "People want to be heard," then explain that people seek a part in decisions affecting their daily lives. Partners name the source and defend the match.

USE ✓ ASSESS

Students write one complete chain from either text. Require a signal marker, direct quote, explanation beginning with This, and a label: definition, expert testimony, or story/anecdote.

DAY 4 | Award + Target | 15 MINUTES

TEKS + ELPS	Today's Student Evidence
<u>5.11(B)(iv)</u> , <u>5.12(B)(iii)</u> ; ELPS 3(G)(ii), 4(C)(i)	Students compare explanations and identify one strength and one next step.

AWARD ✓ ASSESS

Students reread a chain and award themselves for a precise reason, a quotation that passes CSI, an accurate signal marker, or an explanation that adds thinking.

TARGET ✓ ASSESS

TEACHER SCRIPT

"A quote may be true and still not be the best evidence for this reason. Strong explanation points back to the quote and tells how it proves the reason."

Compare: "This is about rights"; "This means rights protect people every day, so people have more safety from unfair treatment"; and "This is a good quote." The middle explanation is strongest because it adds meaning and impact. Students revise one weak explanation.

FORMATIVE CHECK

Students point to the sentence that explains how evidence proves the reason and write the missing thinking in a new sentence.

DAY 5 | Explain + Educate | 15 MINUTES

TEKS + ELPS	Today's Student Evidence
5.11(B)(iv), 5.12(B)(iii); ELPS 3(G)(iii), 4(D)(ii)	Students independently complete three chains, reflect, and teach a partner.

EXPLAIN ✓ ASSESS

For each of three reasons, students select a direct quote, add a signal marker, write an explanation beginning with This, and label the style. Reasons: rights protect people from unfair treatment; fair laws help people live more justly; people need a voice in decisions that affect them.

EDUCATE

TEACHER SCRIPT

"Read your reason first. Show the words in your quotation that connect directly. Use CSI aloud, then explain what the quote means and how it proves the reason."

Turn and teach frame: "My reason is _____. My evidence is _____. It passes CSI because _____. My explanation says _____. I used the _____ style." Students create an Evidence Expert badge and complete: Today I learned how to make evidence do the job of _____.

Access without lowering rigor: read directions aloud, provide sentence frames, allow oral rehearsal, and keep the student responsible for selecting the evidence and explaining the match. **Closing product:** three proof chains, one from the poem, one from the drama, and one cross-genre connection.

Student Exemplars

51. Low / Developing Exemplar

Student Response	What Is Working	What Needs Improvement
Rights are important. The poet said, "These rights protect us every day," This is good.	The response names a related idea and includes a quotation.	Add a precise reason, a signal marker with punctuation, and thinking that explains the connection.

52. Medium / Approaching Exemplar

Student Response	What Is Working	What Needs Improvement
Rights are important because they protect people. The poet said, "These rights protect us every day," This means rights help people.	The response moves beyond a topic and begins a focused claim.	Make the relationship more precise and explain how the evidence proves the exact reason.

53. High / Secure Exemplar

Student Response	What Is Working
One reason the poem is important is that rights protect people from unfair treatment. The poet said, "These rights protect us every day," This means the Bill of Rights was designed to guard people and help prevent unfair treatment in their daily lives. The quotation passes CSI because it directly connects to protection, strongly supports the reason, and is important enough to prove it.	The response is focused, passage-grounded, and explains the evidence-to-idea connection.

Additional Secure Exemplar

Reason	Proof Chain
People need a voice in decisions that affect them.	The playwright said, "If we live here and follow these laws, we should have a part in making them." This means representation lets people help shape the laws they follow, even when the community does not agree about every decision.

Secure Response: Evidence and Explanation

Check	Evidence
Signal marker	The playwright said, identifies the drama.
CSI	The quote names participation in making laws.
Explanation	This means adds the impact of representation.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

An answer is secure when the reason is focused, the quotation is direct and accurate, the signal marker names the source, the quote passes all three CSI questions, and the explanation adds meaning or impact. A student may choose a different direct quotation from either passage if the student defends the choice with CSI and the explanation is accurate.

For the protection reason, "These rights protect us every day" is a strong match because the sentence directly names protection and places it in daily life. "Practice religion of any kind" is an accurate line from the poem, but it is narrower and does not prove the whole reason about protection from unfair treatment as directly. For the fair laws reason, "They wrote down rights to make things fair" is the clearest match because it names both the action and the purpose. For the voice reason, "People want to be heard" is direct, while "If we live here and follow these laws, we should have a part in making them" gives a longer, specific connection to self-government.

When a student selects a different line, listen for a complete defense rather than requiring one memorized answer. The evidence must come from the poem or drama, the words must remain exact, and the explanation must identify meaning, impact, or the way the evidence proves the reason. A response that says only that the quote is about rights has not completed the explanation move. Ask the student to magnify the exact words and tell what those words show about fairness, protection, representation, or voice.

For explanation styles, a definition clarifies the idea, expert testimony connects the proof to what trusted adults say about government, and story/anecdote connects the idea to an experience of fair rules or shared decision-making. The label matters because students must recognize how different explanations sound, but the evidence-to-reason connection remains the priority in every style.

55. Standards Evidence Trail

Evidence	Standard	Teacher Note
Three proof chains	5.11(B)(iv) , 5.11(B)(v)	Check focus, structure, facts, and details.
Central idea about fairness and voice	5.12(B)(i)	Check that reasons serve the informative idea.
Reason, evidence, explanation organization	5.12(B)(ii)	Check genre characteristics.
Signal marker and explanation style	5.12(B)(iii)	Check craft and clarity.

56. Assessment Opportunities

Informal Assessment: During the Day 3 Discuss and Use Again work, circulate with a class list and ask each student one quick question about the week's strategy. Mark who answers with evidence and who needs a small-group reteach.

Field	Detail
Purpose	Determine whether students can build a reason, evidence, explanation proof chain.
Materials	Both Very High stamina passages, CSI strip, notebook.
Task	Choose a direct quotation, add a signal marker, explain how it proves the reason, and name the style.

Expected response	A close CSI match and an explanation that adds thinking rather than repeating the quote.
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Formative Rubric

Component	Student Requirement
Reason	Names one focused claim.
Evidence	Is a direct quotation that passes CSI.
Signal marker	Accurately identifies poet, playwright, or text.
Explanation	Begins with This and tells how the quote proves the reason.

Assessment Prompt Bank

Choose the best quotation for protection, fair laws, or voice. Defend the choice using all three CSI questions. Then write an explanation that identifies meaning or impact.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Reason: People need a voice in decisions that affect them.

Direct quotation: _____

Signal marker: _____

CSI defense: It connects because _____. It strongly supports because _____. It is important enough because _____.

Explanation beginning with This: _____

Style: definition / expert testimony / story/anecdote

58. Exit Ticket Answer Key

Part	Answer Key
Quotation	The playwright said, "If we live here and follow these laws, we should have a part in making them."
CSI	It names a part in making laws, directly supports voice and representation, and is important to self-government.
Explanation	This means people want representatives and decisions closer to the community because laws affect their daily lives.

59. Scoring Principle

Score the thinking, not the length. A high response makes a precise claim, selects a direct quotation that passes CSI, introduces it smoothly, and explains how it proves the reason. A response can be brief and secure when each sentence performs its job.

60. Gradebook Conversion

Level	Description	Conversion
Secure	Three chains pass CSI and explanations add meaning.	4
Approaching	Chains are mostly accurate but one explanation or source marker needs revision.	3
Developing	Reason or quotation is present but CSI or explanation is incomplete.	2
Beginning	Topic or unrelated detail appears without a proof chain.	1

61. Recommended Gradebook Label

G5 C3 M4

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Read the response from the central idea outward. First locate the sentence that explains why fairness and voice are important. Next trace each reason to its quotation. Then read each explanation and ask whether it tells what the quotation means and how it does its proving job. The response should use both genres, not merely list the poem and drama separately.

Prompt	Explain why the poem "Our Rights, Our Voices" and the drama "A Voice of Their Own" show that fairness and voice are important.
Required work	Build three reason, evidence, explanation proof chains using a direct quotation, an accurate signal marker, CSI, and a purposeful explanation.
Source rule	Use only the poem and drama in this module.
Teacher check	Look for a clear central idea, specific details, cross-genre evidence, and explanation.

63. Student Planning Frame

Thesis (central idea): The poem and drama show that fairness and voice are important because _____.

- Reason:** One reason is _____.
- Evidence:** The poet/playwright said, "_____."
- CSI:** It connects directly because _____. It strongly supports because _____. It is important enough because _____.
- Explanation:** This means / shows / proves _____.
- Style:** definition / expert testimony / story/anecdote.

Repeat the frame for a second reason and a third reason. Include at least one poem quotation and one drama quotation.

64. Writing Assignment Rubric

Criterion	4 Secure	3 Approaching	2 Developing	1 Beginning
Central idea	Clear, informative, and sustained	Clear but uneven	Broad or partly connected	Topic only
Reason	Three focused reasons	Two focused reasons	One focused reason	No focused reason
Evidence	Three direct quotations pass CSI	Most quotations pass CSI	Quotation is partly matched	No usable quotation
Explanation	Each explanation adds meaning or impact	Most explanations add thinking	Explanation repeats or is incomplete	No explanation

65. Writing Gradebook Conversion

Score	G5 C3 M4 Interpretation
4	Informative response is focused, structured, coherent, specific, and explanatory.
3	Response is mostly coherent with one next step in evidence or explanation.
2	Response contains an idea but needs direct evidence or purposeful explanation.
1	Response names the topic without a supported reason.

66. Teacher Feedback Shortcuts

- "Name the exact reason this quote must prove."
- "Point to the words that connect directly."
- "Tell why this is important enough."
- "Begin with This and add what the evidence means."
- "Name the poet or playwright before the quotation."
- "Compare this quote with another accurate choice."

Response to Student Need

67. Intervention: Name the Thinking

Step	Teacher Move	Student Product
Reason	Ask what exact idea the student is proving.	One focused sentence
Evidence	Place two direct quotations beside the reason.	One CSI choice
Explanation	Ask what the chosen words mean and how they help.	One sentence beginning with This
Signal marker	Rehearse the source aloud.	Accurate introduction

TEACHER SCRIPT

"First choose the exact reason. Next test the quote with CSI. Then say how the quote proves the reason. Your explanation must add thinking."

68. Embedded Checks & Student Support

Moment	Quick Check	Answer Key or Success Criteria
After reason	Student reads the reason aloud.	It is a complete, focused claim.
After quotation	Student points to connecting words.	Words directly match the reason.
After explanation	Student says what the quote means.	New thinking, not repetition.
Before sharing	Student rereads the chain.	Source, quote, CSI, and explanation are clear.

69. Student Support Quick Reference

Need	Frame	Teacher Look-For
Reason	My reason is ____.	Focused idea
Evidence	The poet/playwright said, "____."	Exact quote
Connection	This quote connects because ____.	Direct match
Explanation	This means ____.	Meaning or impact

70. Enrichment: Connect Across Texts

Ask established readers to compare how each genre carries the idea of voice. The poem explains written rights, limits on government power, fair courts, divided authority, responsibility, and the shared protection of freedoms. The drama presents people talking in a shop, hearing news from other colonies, learning about representatives, and deciding that people who live under laws should have a part in making them. Students should not treat the genres as interchangeable. They should identify the specific work each genre does, then explain the common idea.

Task	Possible Response
Connect the poem to the drama.	The poem shows written rights protect fairness; the drama shows people want a voice in making laws.
Compare the sources.	Both show that fair communities need rights and participation, but the poem explains protections while the drama presents conversations about representation.
Explain the connection.	This means fairness and voice support one another because people need both protection and a way to be heard.

71. Additional Writing Opportunity: Plan and Draft

Prove My Reason

1. Read each reason sentence.
2. Select a direct quote from the poem or drama that passes CSI.
3. Add a signal marker before the quote.
4. Write one explanation sentence that begins with This.
5. Label the explanation: definition, expert testimony, or story/anecdote.

Reason Sentences

- One reason the poem is important is that rights protect people from unfair treatment.
- Another reason fair laws matter is that they help people live more justly.
- A third reason the drama is significant is that people need a voice in decisions that affect them.

Success Criteria

- My reason is focused.
- My evidence is direct and passes CSI.
- My signal marker identifies the source.
- My explanation adds meaning or impact.

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

Revise. Improve one sentence for sentence structure, word choice, coherence, or connection using [5.11\(C\)\(i\)](#) through [5.11\(C\)\(v\)](#).

Edit. Check quotation marks, commas, complete sentences, agreement, verb tense, prepositions, complex sentences, and spelling.

Share. Read the response to a partner. The partner identifies the central idea, reason, source, quotation, CSI defense, explanation, and style.

Engagement & Home Connection**73. Auditory Engagement Moments**

- Read a reason aloud. Students say the three CSI questions.
- Read two accurate quotations. Students defend the stronger match.
- Choral read a signal marker and complete it with a source.
- Read an explanation aloud. Students identify whether it adds meaning or repeats.

TEACHER SCRIPT

"Do not choose because a line sounds interesting. Catch the evidence that passes CSI most completely, then defend it."

74. Pause Points**AFTER THE REASON**

What exact claim am I proving?

AFTER THE QUOTATION

Does it connect directly, strongly support, and matter enough?

AFTER THE EXPLANATION

Did I tell what the quotation means and how it proves the reason?

BEFORE SHARING

Did I use a signal marker and complete sentences?

75. At-Home Connection

Ask a family member to name a reason about a familiar topic. Choose one piece of proof, test it with CSI, and begin with This. Then read one short part of either passage and discuss what the detail proves about fairness or voice.

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"Use this tracker as a private reflection tool. Check one response for each skill after you have practiced it. Be honest so you can see your growth."

I Can...	Not Yet	Growing	Got It
Name CSI.			
Choose a direct quote that passes CSI.			
Introduce a quote with a signal marker.			
Explain how a quote proves my reason.			
Use vocabulary about rights and voice.			

77. Student Award

Evidence Expert Award: I can make evidence do the job of _____.

My strongest proof chain shows _____.

78. Student Target

I can use CSI to choose a direct quotation, introduce it with a signal marker, and explain how it proves my reason.

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

"You built a reason, selected a quotation, tested it with CSI, introduced it with a signal marker, and explained how it proves your idea. When you use TREES, the evidence and explanation help your central idea become clear to the reader."

80. Essential / Overarching Question, Answered

How do CSI, signal markers, and purposeful explanation help a writer prove a reason?

CSI helps a writer select evidence that connects directly, strongly supports the reason, and is important enough to prove the point. A signal marker tells the reader whether the quotation comes from the poet, playwright, or text. Purposeful explanation tells what the quotation means and how it affects the reason. Together, these moves turn a direct quotation into a clear proof chain.

81. Teacher Reflection

- Which students named a focused reason?
- Which students defended all three CSI questions?
- Which students used accurate signal markers?
- Which students explained meaning or impact instead of repeating?
- Which students connected the poem and drama?
- Which evidence should I preserve?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

- CSI checklists and selected quotations
- Three reason, evidence, explanation chains
- Low, Medium, and High exemplar comparisons
- Exit tickets with source, quote, CSI, and explanation
- Revision showing improved explanation
- My Progress Tracker and partner teach-back

Production & Implementation Support

83. Module Slide Deck Build Sheet

Slide	Title	Required Content	Lesson Location
1	Proving Reasons with Evidence and Explanation	Grade 5, Cluster 3, Module 4, Very High stamina	Cover
2	Meet Our Week	I Can and I Will statements	Learning Destination
3	The Proof Parade	Reason, evidence, explanation	Day 1
4	CSI Check	Connects, Strongly supports, Important enough	Day 2
5	Signal Marker Smoothness	The poet said, The playwright said, The text stated	Day 2
6	TREES and Magnifying	Build the proof chain	Day 3
7	Make the Quote Do Its Job	Explanation meaning and impact	Day 4
8	Evidence Expert	Three-chain independent product	Day 5

84. Virtual / Online Adaptation

Element	Adaptation
Shared screen	Display one reason and two quotations. Students mark CSI together.
Annotation	Students highlight TRACKS evidence on a shared document.
Breakout discussion	Partners defend a quotation and rehearse the signal marker.
Oral response	Students say the proof chain before typing it.
Submission	Collect one three-part proof chain and one CSI defense.
Access	Offer captions, selectable text, oral rehearsal, and a visible vocabulary bank.

PART XIX

Teacher Reflection

85. Teacher Reflection (This Module)

Fill this in after you teach the module. Write directly 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	