

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 5

Cluster 3 - Modules 1 to 4

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



Name: _____



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THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 5

Cluster 3 - Module 1

Building the Full ECR



Name: _____



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Grade 5 • Cluster 3 • Module 1

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How to Use My Workbook

This book holds my reading, thinking, writing, and reflection for this module.

My Name and My Goal for This Module

Pocket Practice

Attach a sheet of paper along the left, right, and bottom sides of this box to make a pocket. Store your game cards here throughout each module.



Meet My Week

Building the Full ECR



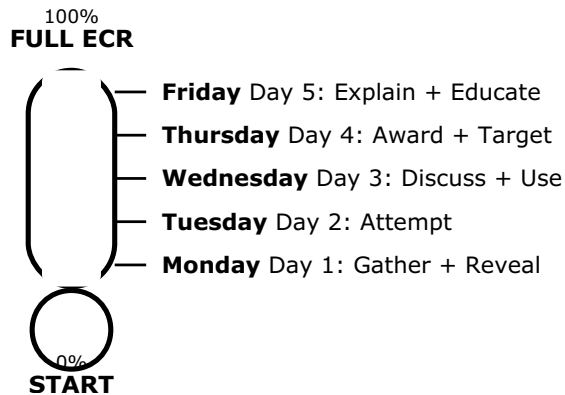
Why This Matters to Me

A complete informative ECR is built through connected decisions. DOT helps notice unfamiliar words, TRACKS helps locate measurable details, the Magnifying process focuses reasons or ways, CSI selects proof, DEEP FACTS + E strengthens explanation, and TREES organizes the response.

Essential 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?

My Progress Tracker



Color the thermometer after each day. Watch the full ECR process grow from close reading to clear writing!

My First Thinking

I Can

- 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.

I Will

- 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.

The I Can I want to reach first, and why

My Week at a Glance

What I learn	What I read	What I make
How all parts of the ECR process connect from close reading through a coherent response.	The poem "Our Rights, Our Voices" and the drama "A Voice of Their Own." Both are Low Stamina texts.	A complete evidence-based informative ECR using both genres, TREES, CSI, the Magnifying process, DOT, and TRACKS.

Where We Are Going

I will analyze the 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'll Know I've Got It When...

- ☐ 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.

Check Myself

- ☐ I identify the shared idea of fairness and voice in both texts.
- ☐ I use DOT and TRACKS to gather details.
- ☐ I write a thesis (central idea) that answers the prompt.
- ☐ I magnify broad ideas into reasons or ways.
- ☐ I choose CSI evidence from the poem and drama.
- ☐ I explain what each detail means and its impact.
- ☐ I organize a complete TREES response.
- ☐ I revise for sentence structure, word choice, coherence, and focus.

How I Will Show What I Know

I will show what I know through ordered ECR cards, clean-reading notes, one marked detail from each text, a Magnifying chart, CSI matches, an oral DEEP FACTS + E

Say It Together!

These are the exact TEKS this module teaches. Read the code, then say the job in your own words.

5.11(B)(iv):

I can develop a focused, structured, coherent draft with specific facts.

5.12(B)(i):

I can compose an informative text with a clear thesis (central idea).

Call and Response

Read this together as a class before we start.

Teacher asks: "What are the six ECR moves in order?"

Class answers: "Prompt, thesis (central idea), reasons or ways, evidence, explanation, and TREES response."

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

I can read a short poem and drama, identify a speaker or character, locate an exact line or speech as evidence, and write a complete sentence.

A connection I can make

Remember It!

- ☐ 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.

One idea I remember

Ready Check

- ☐ I can identify the poem and drama as different genres.
- ☐ I can locate a precise line or speech.
- ☐ I can use fair, voice, right, law, conflict, evidence, and explanation in an oral sentence.
- ☐ I can explain that a thesis (central idea) is the central answer.
- ☐ I can explain that explanation tells how evidence supports an idea.
- ☐ I can name the six ECR steps in order and state the purpose of each.
- ☐ I can distinguish a text detail from an explanation of that detail.
- ☐ I can identify the shared idea of fairness and voice in both texts.
- ☐ I can state that the complete writing job requires evidence from both genres.

Watch Out! Common Mix-Up

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 to the exact prompt and the next TREES step. A related detail is not automatically strong evidence. Test whether it connects, strongly supports, and matters enough.

Where This Fits in My Writing

Use the prompt, clean reads, DOT, and TRACKS to gather ideas. Use the Magnifying process to turn broad ideas into focused reasons or ways. Use CSI to choose and interpret evidence from both genres. Use DEEP FACTS + E to show how evidence supports the thesis (central idea). Use TREES to make the response coherent. The student must decide what the prompt asks, magnify a reason or way, select evidence from both texts, and explain the connection.

What I want to remember before I start

Before I Begin



Show what you already know. This is not for a grade.

Part 1: Read the Full Writing Job

Explain how both texts develop the idea that people want fairness and a voice.

Circle the shared idea. Box the words that name the writing job. Underline the source requirement.

The shared idea

The writing job

The sources I must use

Part 2: Name the Text Ideas

The poem shows

The drama shows

Part 3: Put the ECR Ideas in Order

Number these ideas from 1 to 4 so the explanation grows in a logical order.

Sentence	My order
Both texts develop the idea that people want fairness and a voice.	
The poem shows that written rights guide fair treatment.	
The drama shows that people want a part in making laws.	
Together, protection and participation help people work toward fairness.	

Part 4: Select and Explain Evidence

One exact poem detail and what it proves

One exact drama detail and what it proves

Part 5: Reflect

One ECR move I can already do, and one move I want to practice



Words I Need

Tier 1, everyday words



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	Say it	What it means	Sentence frame
fair	FAIR	treating people in a just way	A fair rule is _____.
voice	VOYS	a chance to share an idea or choice	My voice matters when _____.
rule	ROOL	a direction people are expected to follow	One rule I follow is _____.
right	RYT	a freedom or protection people have	One right protects _____.
law	LAW	an official rule for a community	A law can _____.
safe	SAYF	protected from harm	People feel safe when _____.
choose	CHOOZ	decide between options	I choose _____ because _____.
hear	HEER	listen to someone's ideas	People should hear _____.
build	BILD	put parts together to make something	I can build _____.
guide	GYD	help show the way	This guide helps me _____.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

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

Word	Say it	What it means	Sentence frame
prompt	PROMPT	the statement that gives a writing job	The prompt asks me to ____.
thesis (central idea)	THEE-sis	the central sentence that answers a prompt	My thesis (central idea) is ____.
reason	REE-zun	an idea that explains why something matters	One reason is ____.
way	WAY	a method that explains how something happens	One way is ____.
evidence	EV-uh-duns	specific proof from a text	My evidence is ____.
explanation	ek-spluh-NAY-shun	thinking that tells how evidence proves an idea	My explanation shows ____.
analyze	AN-uh-lyz	study parts closely to understand them	I analyze by ____.
coherent	koh-HEER-uhnt	clear and logically connected	My response is coherent because ____.
response	rih-SPONS	a written answer to a prompt	My response explains ____.
summarize	SUM-uh-ryz	state important ideas in logical order	I summarize by ____.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

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	Say it	What it means	Sentence 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 ____.

Use one Tier 3 word in a sentence

My Strategy Tools

DOT, TRACKS, Magnifying, CSI, DEEP FACTS + E, and TREES



Read the complete writing job and identify the source requirement. Then connect close reading, focused ideas, exact proof, explanation, and organization.

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.

The full ECR flow moves from the complete writing job to a focused, evidence-based response using both genres.

Full ECR Flow

Mark	What it means					
h	e	a	d	e	r	s
r	o	w	s			

TREES order is thesis (central idea), Reason or Way, Evidence, Explanation, and Summary.

The ECR step I can explain and how it prepares the next step

Prompt part and What it tells me

Prompt part	What it tells me
Shared idea	Fairness and voice are the central ideas developed across both texts.
Writing job	Explain how the poem and drama develop the shared idea.
Source requirement	Use evidence from both texts to support the answer.

The complete writing job requires one response using both genres, not two unrelated answers.

How I Say the Standard!

5.11(B)(iv):

I can develop a focused, structured, coherent draft with specific facts.

5.12(B)(i):

I can compose an informative text with a clear thesis (central idea).

Check My Writing

- ☐ M
- ☐ y
- ☐
- ☐ r
- ☐ e
- ☐ s
- ☐ p
- ☐ o
- ☐ n
- ☐ s
- ☐ e
- ☐
- ☐ u
- ☐ s
- ☐ e
- ☐ s

Five Thinking Levels

The progression moves from noticing a precise detail to building a full evidence-based response.

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

Notice, Name, Connect, Defend, and Build describe increasingly complete student thinking.

The thinking level I am using and the evidence in my work

Five Thinking Levels

The same five levels guide the work from precise details to a full response.

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

The Difference Between WHY and HOW

Prompt type	What it asks me to do	Example
WHY	Explain a reason, a purpose, or why something matters.	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.
HOW	Analyze how parts work together or how something happens.	Explain how both texts develop the idea that people want fairness and a voice.

Read the whole prompt, identify the shared idea, the writing job, and the source requirement. Then use both texts to build the response.

How I will move my thinking to the next level



Read & Interact

Read with a purpose



Dot, Discover, Drop

DOT: Place a small dot above any unfamiliar word. DISCOVER: Find the pronunciation or the meaning. DROP: Erase the dot once the word is understood.

TRACKS Legend

Letter	Category	Definition and Examples	Required Pastel Color
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

TRACKS marks evidence in the passage. Highlight the smallest meaningful phrase. The shapes Circle, Box, and Triangle are used only to analyze the prompt.

Connect It to Our World

Rights and a voice help people work toward fairness. The poem explains protections and fair laws. The drama shows people considering representation, self-government, and a voice in decisions.

Background I Need

The poem names protections in the Bill of Rights and connects them to fairness. The drama shows Thomas and Mr. Harris considering laws made far away, representation, and self-government. Both texts explore following laws and having a voice in making them.

Words I dotted while reading

Our Rights, Our Voices

Read each clean copy first. On the second reading, mark TRACKS details about conflict, rights, fairness, representation, self-government, and voice.

- 1 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.
- 2 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.
- 3 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.
- 4 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.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Our Rights, Our Voices (continued)

Read each clean copy first. On the second reading, mark TRACKS details about conflict, rights, fairness, representation, self-government, and voice.

5 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.

6 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.

7 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.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

A Voice of Their Own

Read each clean copy first. On the second reading, mark TRACKS details about conflict, rights, fairness, representation, self-government, and voice.

1 Characters:

NARRATOR

THOMAS (a young apprentice)

MR. HARRIS (a shop owner)

2 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.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

A Voice of Their Own (continued)

Read each clean copy first. On the second reading, mark TRACKS details about conflict, rights, fairness, representation, self-government, and voice.

3 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.

4 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.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: Our Rights, Our Voices

Mark Time, Reactions, Actions, Character, Concept, Creature, Key Knowledge, and Scenery or Setting. Star details about protection, fair laws, representation, self-government, or voice.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

Label each exact detail with a TRACKS category and explain how it could support fairness, rights, voice, representation, or self-government.

One poem detail, its TRACKS category, and why it matters

Annotate: Our Rights, Our Voices (continued)

Mark Time, Reactions, Actions, Character, Concept, Creature, Key Knowledge, and Scenery or Setting. Star details about protection, fair laws, representation, self-government, or voice.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

Ⓢ STOP & THINK

Which detail is a strong match for the exact writing job, and what does it prove?

My thinking

My Prompt Marking Notes

Read the complete writing job. Identify the shared idea, the writing job, and the source requirement before selecting evidence.

Shape	Word	Question I ask myself
Circle	Shared idea	fairness and a voice
Box	Writing job	explain how both texts develop the idea
Underline	Source requirement	use evidence from both texts

Circle the shared idea. Box the words that name the writing job. Underline the source requirement.

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.

How each marked part guides one decision in my response

STUDENT WORKBOOK



Day 1: Gather + Reveal



15 minutes: Build the ECR House and read both genres

Today's Standards:

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

Gather: Build the ECR House

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

The six ECR steps in order and the purpose of each

Read Both Passages

Read both clean passages. Notice the poem's rights and fair laws and the drama's questions about laws, representation, self-government, and voice.

One precise detail from each text

Reveal: See the Connected Chain

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

Model 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.

Text	Exact detail	Interpretation
Poem	They wrote down rights to make things fair,	Written rights guide fair treatment.
Drama	People want to be heard.	People want a voice in decisions.

How the model thesis (central idea) answers the prompt

Embedded Check

- ☐ I can name the six ECR steps in order.
- ☐ I can mark one detail from each text.
- ☐ I can explain why a topic alone is not a thesis (central idea).

My Day 1 product: ordered steps, two marked details, and a model thesis (central idea)

STUDENT WORKBOOK



Build the ECR House

Day 2: Attempt

✂ Cut out these cards (sheet 1 of 2)

Cut on the dotted lines. Place the six ECR step cards in order. Use the CSI and DEEP FACTS + E cards to explain how evidence moves into the response.

PROMPT	THESIS (CENTRAL IDEA)
REASONS OR WAYS	EVIDENCE
EXPLANATION	TREES RESPONSE

Build the ECR House Self-Check (sheet 1 of 2)

Flip each card after you place it. Check the purpose, then explain how that step prepares the next.

THESIS (CENTRAL IDEA) State the central answer about fairness and voice.	PROMPT Read the complete writing job and identify the source requirement.
EVIDENCE Choose exact proof from the poem and drama.	REASONS OR WAYS Use the Magnifying process to narrow broad ideas.
TREES RESPONSE Organize thesis (central idea), Reason or Way, Evidence, Explanation, and Summary.	EXPLANATION Tell what the proof means and its impact.

STUDENT WORKBOOK



Build the ECR House

Day 2: Attempt

✂ Cut out these cards (sheet 2 of 2)

Cut on the dotted lines. Place the six ECR step cards in order. Use the CSI and DEEP FACTS + E cards to explain how evidence moves into the response.

Does this detail connect, strongly support, and matter enough for the exact reason or way?	How can I connect exact proof to the thesis (central idea)?
What does the poem detail prove about fairness?	What does the drama detail prove about voice?
How do the two genres work together?	

Build the ECR House Self-Check (sheet 2 of 2)

Flip each card after you place it. Check the purpose, then explain how that step prepares the next.

Use DEEP FACTS + E to give specific explanation and a clear connection.

CSI: Cite the words, Say what they mean, and Illustrate or name the Impact.

It shows that people want participation in decisions and a part in making laws.

It shows that written rights guide fair treatment and protect people.

One shows protection and fair laws. The other shows representation and participation.

STUDENT WORKBOOK



Day 2: Attempt



15 minutes: Magnify ideas and test CSI evidence

Today's Standards :

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

Do not pick a line only because you like it. Choose evidence that connects, strongly supports, and matters enough for the exact reason or way.

Phase 1: Magnify

Broad idea	Focused reason or way
Fairness	Rights protect people and fair laws guide treatment.
Voice	Representation and participation give people a part in decisions.

My focused reason or way

Phase 2: CSI

Test two details: "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."

Cite the words, Say what each means, and Illustrate or name the Impact

Phase 3: DEEP FACTS + E

Orally connect thesis (central idea), reason or way, evidence, explanation, and summary. One partner reads the evidence. The other says what it means and how it supports the reason or way. Switch roles.

Partner question	My explanation
What exact words did you cite?	
What does the poem detail mean?	
What does the drama detail mean?	
How does each detail support fairness or voice?	
What impact does each detail have on the thesis (central idea)?	

Embedded Check

- ☐ I can tell the difference between evidence and explanation.
- ☐ I selected one CSI match from each genre.
- ☐ I can give one oral explanation of meaning and impact.

My Day 2 Magnifying notes, CSI matches, and oral explanation

STUDENT WORKBOOK



Day 3: Discuss + Use



15 minutes: Connect both genres and build the response

Today's Standards:

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

Discuss the Cross-Text Connection

Explain how the poem and drama develop the same idea in different genres. The poem presents written rights and protections. The drama presents people asking for a part in making laws and wanting to be heard.

Question	My thinking
What does the poem show about rights and fair laws?	
What does the drama show about representation and self-government?	
How do both texts develop fairness and voice?	
Why is evidence without explanation incomplete?	

My cross-text discussion notes

Use: Build a Complete TREES Response

Write the module prompt. Write a thesis (central idea). Magnify it into two reasons or ways. Select one CSI detail from each text. Explain each detail. Finish with a summary that brings fairness and voice together.

My thesis (central idea)

Reason or Way 1, poem evidence, meaning, and impact

Reason or Way 2, drama evidence, meaning, and impact

My summary connecting protection and participation

Answer Key and Embedded Check

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.

Part	Strong evidence and explanation
Poem	"These rights protect us every day," shows that rights protect people.
Drama	"People want to be heard," shows that people want a voice in decisions.
Summary	Both texts connect fairness to protections and participation.

- ☐ My organizer uses both genres.
- ☐ I selected one exact evidence detail from each text.
- ☐ I explained the meaning and impact of both details.
- ☐ My response ends with a connected summary.

My complete informative TREES response

STUDENT WORKBOOK



Day 4: Award + Target



15 minutes: Recognize a strength and revise with purpose

Today's Standards:

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

Award

Place a star beside the strongest part of your work: thesis (central idea), reason or way, poem evidence, drama evidence, explanation, or summary.

Today I built a stronger ECR by

Evidence from my organizer that proves this strength

Target

- ☐ Write a more precise thesis (central idea).
- ☐ Make reasons or ways distinct.
- ☐ Choose stronger CSI evidence.
- ☐ Deepen an explanation or cross-text connection.
- ☐ Improve organization, sentence structure, word choice, or coherence.
- ☐ Delete repetition.

My precise next step

Revision for Coherence and Precision

Revise these two sentences: Rights protect people. Rights make laws fairer.

My combined sentence

Answer key: Rights protect people and help make laws fairer. The combined sentence is more coherent and precise.

Do Not Replace Explanation with Another Quotation

If you added a second quotation instead of explanation, return to the first quotation. State what it proves and what impact it has on the shared idea.

What my first quotation proves

Its impact on fairness or voice

My revised sentence and why it is stronger

STUDENT WORKBOOK

Day 5: Explain + Educate



15 minutes: Teach the sequence and finish the response

Today's Standards:

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

Partner Teach-Back

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.

- ☐ The speaker names the prompt and thesis (central idea).
- ☐ The speaker explains reasons or ways, evidence, and explanation.
- ☐ The speaker names one poem detail and one drama detail.
- ☐ The speaker explains how TREES organizes the summary.

What my partner taught clearly

How I explained the complete ECR chain

Finish or Revise the Complete Response

Finish the complete response or revise the Day 3 response using the target from Day 4.

My revision and the target it addresses

Answer the Overarching Question

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.

My answer in my own words

Closing

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.

My final explanatory 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.

Student Exit Ticket

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) and reason or way

Poem evidence, meaning, and impact

Drama evidence, meaning, and impact

My summary connecting fairness and voice

Hear and Say the Thinking

- Read the complete prompt aloud. Restate the writing job and source requirement.
- Read one poem detail and one drama detail. Say what each detail means.
- Say the six ECR steps. Repeat them in order and name the purpose of each.
- Read an explanation aloud. Listen for meaning and impact.

Pause Point: After the Clean Read

What conflict, right, fairness idea, representation idea, or voice idea did I 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 I add explanation that tells what the evidence proves?

TRACKS Evidence Key

Read clean first. On the second reading, hunt for six kinds of evidence and mark each exact detail.

Letter	Category	What to look for	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 category.	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged or measured through the five senses.	Pastel Green

DOT unfamiliar words. Discover their meaning with context or a resource. Drop the meaning into a sentence.

One exact detail, its TRACKS category, and how it supports fairness, rights, voice, representation, or self-government

Slow the Chain Down

Rehearse this mini response aloud before writing: prompt, thesis (central idea), one reason or way, one quote, and one explanation.

Step	Support	My success
Prompt	Read the full prompt and point to the source requirement.	I state that both texts are needed.
thesis (central idea)	Complete: Both texts develop the idea that people want fairness and a voice by ____.	I complete the central answer.
Reason or Way	Decide whether the idea is about protection, fair laws, representation, or participation.	I name one focused idea.
Evidence	Compare one exact poem detail and one exact drama detail.	I choose a CSI match.
Explanation	Ask what the detail proves.	I name meaning and impact.

Check and Stretch

- ☐ After the clean read, I name one conflict or important idea in each text.
- ☐ After TRACKS, I label the exact detail with a category.
- ☐ After Magnifying, I move from a broad idea to a focused reason or way.
- ☐ After CSI, I state what the evidence means and its impact.
- ☐ Before the final draft, I confirm that I used both genres.

Stretch: Compare the poem's rights with the drama's representation. Defend the stronger thesis (central idea) and the stronger explanation with CSI and DEEP FACTS + E.

My connected reason, evidence, and explanation chain



Write More

Plan, Draft, Revise, Edit, and Share



Build a Complete Informative ECR

Use the poem and drama to explain how both texts develop the idea that people want fairness and a voice.

Circle the shared idea. Box the words that name the writing job. Underline the source requirement.

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.

My Plan

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

My focused reasons or ways

The stronger evidence choice and why it passes CSI

Track the Parts

Use labels or symbols so the thesis (central idea), reasons or ways, evidence, explanation, and summary are clear without depending on color alone.

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

My Complete TREES Draft



Begin with the thesis (central idea), add the reasons or ways, develop evidence and explanation, and finish with the summary.

Draft, page 1

One part I will keep because it helps the reader

Revise, Edit, and Share

Revise

- ☐ I improve one sentence for sentence structure, word choice, coherence, or focus.
- ☐ I add, delete, combine, or change words for coherence and precision.
- ☐ I check that each quotation has an explanation of meaning and impact.
- ☐ I check that the poem and drama work together in one response.

Edit

- ☐ I check complete sentences and subject-verb agreement.
- ☐ I check irregular past tense verbs and collective nouns.
- ☐ I check comparative and superlative adjectives.
- ☐ I check prepositions and prepositional phrases.
- ☐ I check spelling patterns, spelling rules, and high-frequency words.

The sentence I improved and why the revision is clearer

Share

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

My partner's evidence-based feedback

Final Response Check

Score the thinking before the length. Confirm the response is focused, structured, coherent, and grounded in both texts.

Part	I can show...	Check
thesis (central idea)	Precise shared idea about fairness and voice.	
Evidence	Accurate, relevant evidence from both genres.	
Explanation	Clearly explains what each detail means and its impact.	
Organization and Craft	TREES order is coherent and wording is precise.	
Revision	One meaningful change improves sentence structure, word choice, coherence, or focus.	

Low, Medium, and High Exemplars

Compare how each response moves from a topic to a focused thesis (central idea), evidence, and explanation.

Explain how both texts develop the idea that people want fairness and a voice.

Low

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.

Medium

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.

High

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.



Look Back & Look Forward

Reflect on the Full ECR Process



My Progress Tracker

I can...	Not yet	Growing	Got it
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.	☐	☐	☐

My Student Award

One ECR move I handled independently and the evidence in my work

My Student Target

My next precise step for revision or explanation

Essential 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 answer

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.

The parts work together as a chain from close reading to a coherent evidence-based explanation.

How My Thinking Changed

At first, I thought a full ECR

Now I understand how each part prepares the next because

Try Another Text Pair

With another poem and drama, identify a shared idea, write a thesis (central idea), magnify reasons or ways, choose one CSI detail from each genre, explain each detail, and organize the response with TREES.

My plan for transferring the full ECR process

Connect Across Texts Challenge

Compare the poem's rights with the drama's representation. Compare the poem's rights with the drama's representation. Defend which exact details best show protection and participation, then explain their impact on fairness and voice.

- Name how the poem shows protections and fair laws.
- Name how the drama shows that people want a voice in decisions.
- Select the exact detail from each text that best supports the prompt.
- Defend why each evidence choice connects, strongly supports, and matters enough.
- Use DEEP FACTS + E to explain meaning and impact.
- Summarize how protection and participation work together.

My defended cross-text explanation

Map the Full ECR Flow

Draw and label prompt, thesis (central idea), reasons or ways, evidence, explanation, and TREES response. Show how one part prepares the next.

At-Home Connection

Invite a family member to ask an open-ended question about fairness and voice. Answer with a complete sentence, one exact detail, and an explanation.

Passage Talk

Ask which right in the poem seems important and what exact words support the choice.
Explain why the exact detail is a strong match.

Family member signature: _____

Drama Talk

Ask how Thomas's thinking changes and which speech shows the change.
Explain what the speech proves about voice.

Family member signature: _____

Upgrade It

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

Family member signature: _____

Family Conversation

Which right or voice idea stood out to you, and what exact detail supports your thinking?

Notes

My Independent ECR Moves

Every time I get a score or a grade on my work in this module, I write it here. This can be an exit ticket, a short answer, or a rubric score from my teacher.

Date	What I did (for example exit ticket, short answer, rubric)	My score	My next goal

Why This Helps Me

This chart shows how my scores change over the whole module, not just on one day.

- ☐ I keep this chart up to date.
- ☐ I can tell if my scores are growing.
- ☐ I ask for help when I need it.
- ☐ I show this chart to my teacher or a family member.

Add a new row every time I get feedback, a score, or a grade on my work.

My Building the Full ECR Snapshot

I can keep this page with my other work. It shows how my thinking grew.

The most useful word I learned

The prompt part I can find fastest

My Strongest ECR Move

I can connect close reading, a focused thesis (central idea), exact evidence, explanation, and TREES organization.

A note to my future writer self

My Proud Moment This Week

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 5

Cluster 3 - Module 2

Hidden WHY and HOW Prompt Clues



Name: _____



The Writing Academy®, LLC

Grade 5 • Cluster 3 • Module 2

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How to Use My Workbook

This book holds my reading, thinking, writing, and reflection for this module.

My Name and My Goal for This Module

Pocket Practice

Attach a sheet of paper along the left, right, and bottom sides of this box to make a pocket. Store your game cards here throughout each module.



Meet My Week

Hidden WHY and HOW Prompt Clues



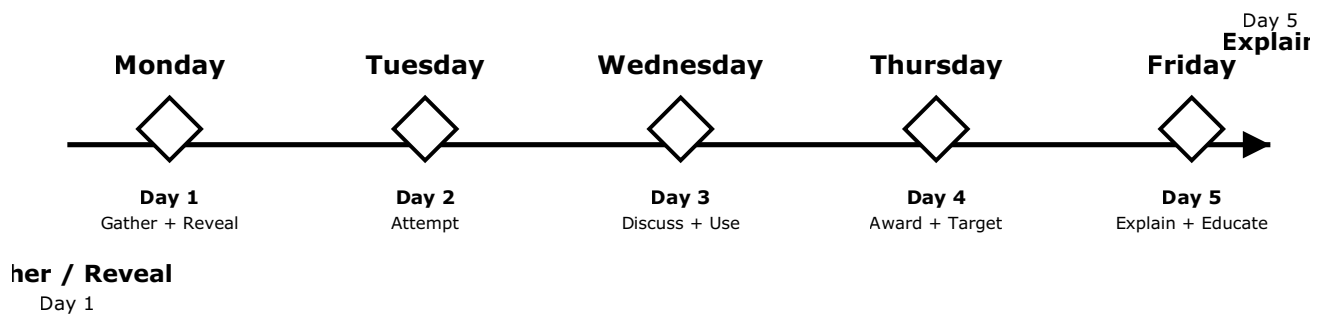
Why This Matters to Me

A sentence-statement prompt can hide its demand. The clue word tells you whether to explain why an idea matters or how an idea develops, so your thesis (central idea), evidence, and explanation stay focused.

Essential Question

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

My Progress Tracker



Track each day as you learn to read the whole prompt, underline the clue, name the job, sort it, defend it, and write the thesis (central idea).

My First Thinking

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 teach another student how clue words reveal the real prompt job.

I Will

- 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.

The I Can I want to reach first, and why

My Week at a Glance

What I learn	What I read	What I make
Classify hidden WHY and HOW prompts and write an aligned thesis (central idea).	Our Rights, Our Voices and A Voice of Their Own.	A prompt sort, aligned theses (central ideas), a teach-back, and an exit ticket.

Where We Are Going

You will underline the clue, classify and defend the hidden job, and write an aligned thesis (central idea) using TREES.

I'll Know I've Got It When...

- ☐ 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.

Check Myself

- ☐ I read and marked the prompt, defended the hidden job, and wrote an aligned thesis (central idea).

How I Will Show What I Know

Sort prompts, write aligned theses (central ideas), teach both clue families, and complete the exit ticket.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	Hear the full prompt.
Reveal	Day 1	Name hidden WHY or HOW.
Attempt	Day 2	Sort and defend prompts.
Discuss	Day 3	Compare clue families.
Use	Day 3	Write an aligned thesis (central idea).
Award	Day 4	Name a strong habit.
Target	Day 4	Choose a habit to strengthen.
Explain/Educate	Day 5	Teach how the job is revealed.

Say It Together!

These are the exact TEKS this module teaches. Read the code, then say the job in your own words.

5.11(B)(iv), 5.11(B)(v):

I will make my draft focused and organized, and I will use exact facts from the poem and drama.

5.12(B)(i), 5.12(B)(ii), 5.12(B)(iii):

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

Call and Response

Read this together as a class before we start.

Teacher asks: "What do I do before I answer a prompt?"

Class answers: "Read the whole prompt. Underline the clue. Name the job."

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

Before you begin, make sure you can reread a complete sentence, separate a passage topic from a prompt relationship, locate a detail in a poem or drama, and explain an idea in a complete sentence.

A connection I can make

Remember It!

- ☐ Importance, significance, value, meaning, purpose, and reasons point toward hidden WHY thinking.
- ☐ Ways, reveal, influence, show, develop, and shape point toward hidden HOW thinking.
- ☐ A thesis (central idea) is the central sentence that answers the prompt.
- ☐ Evidence is specific proof from a text.
- ☐ Explanation tells how evidence proves an idea.

One idea I remember

Ready Check

- ☐ I can read the complete prompt before I label it.
- ☐ I can underline one precise clue word or phrase.
- ☐ I can tell whether a prompt asks about importance or development.
- ☐ I can locate a supporting detail in the poem or drama.
- ☐ I can speak in a complete sentence using because, by, reveals, or shows.
- ☐ I can defend a label with the exact prompt language.
- ☐ I can write a thesis (central idea) that performs the relationship.
- ☐ I can select evidence that connects to the reason or way.
- ☐ I can explain what the evidence shows instead of repeating it.
- ☐ I can use a detail from both texts when the response requires both.

Watch Out! Common Mix-Up

Watch out! Do not let the topic decide the thinking job. Rights can appear in a hidden WHY prompt or a hidden HOW prompt. Underline only the clue that carries the relationship. Do not accept a summary when the prompt asks for significance, value, purpose, or reveal. Do not change a prompt about importance into a list.

Where This Fits in My Writing

You will build one informative response across a poem and a drama. The clue word tells you whether your thesis (central idea) should explain why rights matter or how dialogue reveals the colonists' wish for representation. Your evidence must connect directly to the reason or way, and your explanation must say what the detail proves.

What I want to remember before I start

Before I Begin



Record your first thinking before the five-day lesson

Module Question

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

My first thinking

Ready Check

Read the whole prompt: Explain the significance of the rights named in Our Rights, Our Voices.

The exact clue I underline

☐ Hidden WHY

☐ Hidden HOW

This is a hidden prompt because the clue asks me to explain

What I Already Know

- ☐ 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.

Fresh Recall

Without notes, name three hidden WHY clues and three hidden HOW clues.

Three hidden WHY clues

Three hidden HOW clues

A hidden WHY prompt asks me to explain. A hidden HOW prompt asks me to explain.



Words I Need

Tier 1, everyday words



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

Word	Say it	What it means	Sentence 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 ____.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

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

Word	Say it	What it means	Sentence 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 ____.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

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

Word	Say it	What it means	Sentence 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 ____.

Use one Tier 3 word in a sentence



My Strategy Tools

Prompt Detective, TREES, Magnifying, and CSI



Read the full sentence-statement prompt. Underline the clue word or phrase. Decide whether the clue signals importance and reasons or ways and development. Say the hidden thinking job aloud. Draft a thesis (central idea) that performs the same job.

Shape the response with Thesis (central idea), Reason or way, Evidence, Explanation, and Summary.

The Prompt Detective Routine

Mark	What it means					
h	e	a	d	e	r	s
r	o	w	s			

Keep the thesis (central idea) visible while you add a reason or way, evidence, explanation, and summary.

The exact clue and the hidden job it reveals

Clue family and Words

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.

Topic alone is not enough. The clue signals the relationship your response must explain.

How I Say the Standard!

5.11(B)(iv), 5.11(B)(v):

I will make my draft focused and organized, and I will use exact facts from the poem and drama.

5.12(B)(i), 5.12(B)(ii), 5.12(B)(iii):

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

Check My Writing

- ☐ M
- ☐ y
- ☐
- ☐ t
- ☐ h
- ☐ e
- ☐ s
- ☐ i
- ☐ s
- ☐
- ☐ (
- ☐ c
- ☐ e
- ☐ n

Five Thinking Levels

Each level shows what you do as your thinking grows from naming a part to judging and improving a complete ECR.

Level	Symbol	Hidden Question	Student Thinking	Thinking Focus
Level 1			Name a prompt, thesis (central idea), reason or way, or evidence.	
Level 2			Explain what a clue does and how it connects to the prompt.	
Level 3			Use the part correctly in a student's writing.	
Level 4			Compare clues and decide which relationship is strongest.	
Level 5			Judge whether a complete ECR is focused and coherent, then improve it.	

Raise the demand by moving from name to explain, explain to apply, and apply to judge.

The level I can demonstrate and how

Five Thinking Levels

Each level shows what you do as your thinking grows from naming a part to judging and improving a complete ECR.

Level	Symbol	Hidden Question	Student Thinking	Thinking Focus
Level 1	○		Name a prompt, thesis (central idea), reason or way, or evidence.	
Level 2	◻		Explain what a clue does and how it connects to the prompt.	
Level 3	▽		Use the part correctly in a student's writing.	
Level 4	△		Compare clues and decide which relationship is strongest.	
Level 5	◊		Judge whether a complete ECR is focused and coherent, then improve it.	

The Difference Between WHY and HOW

Prompt type	What it asks me to do	Example
WHY	Explain a reason, a purpose, or why something matters.	Explain the significance of the rights named in Our Rights, Our Voices.
HOW	Analyze how parts work together or how something happens.	Explain what the dialogue reveals about the colonists' feelings about representation.

Hidden WHY clues point toward importance and reasons. Hidden HOW clues point toward ways and development. Identify the relationship before you write.

The level I want to strengthen and how



Read & Interact

Read with a purpose



Dot, Discover, Drop

DOT: Place a small dot above any unfamiliar word. DISCOVER: Find the pronunciation or the meaning. DROP: Erase the dot once the word is understood.

TRACKS Legend

Letter	Category	Definition and Examples	Required Pastel Color
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

TRACKS marks evidence in the passage. Highlight the smallest meaningful phrase. The shapes Circle, Box, and Triangle are used only to analyze the prompt.

Connect It to Our World

The poem shows rights that protect freedoms and guide fair laws. The drama shows colonists questioning distant laws and considering representatives, self-government, and a voice in decisions.

Background I Need

The Bill of Rights is presented as a set of protections that help make laws fair and protect freedoms. In the drama, colonists question laws made far away in Great Britain as ideas about representation and self-government spread.

Words I dotted while reading

Our Rights, Our Voices

Read the poem and drama at medium stamina. Keep the lines, scenes, and character names visible for discussion and evidence.

- 1 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.
- 2 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.
- 3 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.
- 4 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.
- 5 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.
- 6 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.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Our Rights, Our Voices (continued)

Read the poem and drama at medium stamina. Keep the lines, scenes, and character names visible for discussion and evidence.

- 7** 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.
- 8** 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.
- 9** 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.
- 10** When people learn these rights at school,
They better understand each rule.
Knowing freedoms, big and small,
Helps us respect the rights of all.
- 11** 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.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

A Voice of Their Own

Read the poem and drama at medium stamina. Keep the lines, scenes, and character names visible for discussion and evidence.

- 1 Characters: NARRATOR; THOMAS (a young apprentice); MR. HARRIS (a shop owner)
- 2 Scene 1: Outside the Shop
- 3 (Thomas sweeps outside a small shop. Mr. Harris stands nearby, looking over papers. People walk past carrying baskets and supplies.)
- 4 NARRATOR: In the colonies, most laws were made far away in Great Britain. Over time, some colonists began to question this.
- 5 THOMAS: (curious) Mr. Harris, why do we follow laws from people who don't live here?
- 6 MR. HARRIS: (sighs) Because the king and Parliament make the rules. That's how it has always been.
- 7 THOMAS: But it doesn't seem fair.
- 8 MR. HARRIS: Many people have started asking that same question.
- 9 THOMAS: I hear people talking in the market, but I never know what they mean.
- 10 MR. HARRIS: They are wondering if the colonies should have more of a voice.
- 11 THOMAS: I think I would want someone nearby making decisions for us.
- 12 (Thomas finishes sweeping and looks down the street as more people pass by.)

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

A Voice of Their Own (continued)

Read the poem and drama at medium stamina. Keep the lines, scenes, and character names visible for discussion and evidence.

13 Scene 2: Later That Day

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

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

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

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

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

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

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

21 THOMAS: Then they understand what families need.

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

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

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

A Voice of Their Own (continued)

Read the poem and drama at medium stamina. Keep the lines, scenes, and character names visible for discussion and evidence.

24 Scene 3: A New Understanding

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

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

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

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

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

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

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

32 THOMAS: Then I will keep listening and learning.

33 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.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: Our Rights, Our Voices

T: Long ago and many years. R: Leaders asked what to do. A: Wrote rights, protect, guide, respect. C: Leaders, people, government, Bill of Rights. K: Rights protect freedoms and help laws work fairly. S: A new nation and the land.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

Read each passage cleanly first. On the second read, use DOT and TRACKS to locate details that matter.

A precise detail from the poem and what it means

Annotate: Our Rights, Our Voices (continued)

T: Long ago and many years. R: Leaders asked what to do. A: Wrote rights, protect, guide, respect. C: Leaders, people, government, Bill of Rights. K: Rights protect freedoms and help laws work fairly. S: A new nation and the land.

TRACKS mark	Color label	What I found (paragraph number and words)
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C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

Ⓢ STOP & THINK

Does the clue signal importance or development, and which text detail directly supports that relationship?

My thinking

My Prompt Marking Notes

Shapes belong to prompt analysis. Circle the topic nouns, box the important verb, and underline the relationship clue.

Shape	Word	Question I ask myself
Circle	Topic nouns	What is the prompt about?
Box	Important verb	What action must I perform?
Underline	Relationship clue	Importance or development?

Circle the topic nouns. Box the important verb. Underline the relationship clue.

Explain the significance of the rights named in Our Rights, Our Voices.

The hidden job my marked prompt requires



Day 1: Gather + Reveal

15 minutes: Uncover the hidden thinking job



5.11(B)(iv), 5.12(B)(i):

ELPS 1(E)(i) and 2(E)(i): Listen to the full prompt, name the topic, and explain the clue.

Gather: Read the Whole Prompt

Explain the significance of the rights named in Our Rights, Our Voices.

The topic tells what the passage is about, but the clue word tells what kind of thinking your response must perform.

The topic of the prompt

Reveal: Magnify the Clue

Underline significance. It signals hidden WHY thinking because the response must explain why the rights matter.

The clue and the relationship it signals

One reason: Rights protect freedoms and help make laws fair

Build an Aligned thesis (central idea)

Model: The rights named in the poem are significant because they protect freedoms and help make laws fair.

This sentence explains importance instead of listing amendments.

How the model performs the hidden WHY job

Connect the Poem and Drama

The poem begins with leaders wanting rules that all could know. The drama begins with Thomas questioning laws made by people who do not live in the colonies.

What I notice about rights, laws, and voice

Exit Check

Explain what the dialogue reveals about the colonists' feelings.

The clue, hidden job, and what a thesis (central idea) must explain

STOP & THINK

TRACKS Evidence Highlighting

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

Letter	Category	What to look for	Highlight color
T	Time	Age, era, dates, cultural details, or historical details.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes.	Pastel Yellow
C	Character, Concept, Creature	Names of characters, people, animals, or major concepts.	Pastel Yellow
K	Key Knowledge	Important information needed for meaning that is not in another category.	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged through the five senses.	Pastel Green

TRACKS in A Voice of Their Own

- T: Later That Day and Slowly.
- R: Thomas says, That sounds better than having no say at all.
- A: Representatives listen to people who live there.
- C: Self-government gives people a voice in decisions.
- K: Most laws were made far away in Great Britain.
- S: Outside a small shop, the market, and the colonies.

One TRACKS detail I can connect to a prompt relationship



Day 2: Attempt

✂ Cut out these cards (sheet 1 of 2)

Cut on the dotted lines. Read each complete statement, underline its relationship clue, and sort it under hidden WHY or hidden HOW. Defend every placement before you check the back.

IMPORTANCE	SIGNIFICANCE
REASONS	WAYS
REVEALS	Explain the importance of the rights in the poem.

Self-Check (sheet 1 of 2)

Flip each card after you sort it. Check the clue, relationship, and response job.

SIGNIFICANCE

Hidden WHY: explain why an idea matters.

IMPORTANCE

Hidden WHY: explain why an idea matters.

WAYS

Hidden HOW: explain how an idea develops.

REASONS

Hidden WHY: explain reasons.

Hidden WHY. Importance asks why the rights matter.

REVEALS

Hidden HOW: explain how the text shows an idea.



Day 2: Attempt

✂ Cut out these cards (sheet 2 of 2)

Cut on the dotted lines. Read each complete statement, underline its relationship clue, and sort it under hidden WHY or hidden HOW. Defend every placement before you check the back.

Describe the ways the poem shows the need for rights.	Explain the value of having a voice in the drama.
Explain what the dialogue reveals about the colonists' feelings.	Describe how self-government influences the drama.

Self-Check (sheet 2 of 2)

Flip each card after you sort it. Check the clue, relationship, and response job.

Hidden WHY. Value asks why having a voice matters.

Hidden HOW. Ways asks how the poem develops the need for rights.

Hidden HOW. Influences asks how self-government shapes the drama.

Hidden HOW. Reveals asks how dialogue shows the feelings.

STUDENT WORKBOOK



Day 2: Attempt

15 minutes: Flip Flap Prompt Sort



5.11(B)(iv), 5.12(B)(ii):

ELPS 2(B)(i) and 3(G)(ii): Use content vocabulary and paraphrase the prompt's job.

Read, Underline, Sort, Defend

- Listen to the whole sentence-statement prompt before sorting.
- Underline only the relationship clue.
- Place the prompt under hidden WHY or hidden HOW.
- Defend the placement with the clue-word sentence frame.
- Restate a partner's defense.

Defense Frame

- 1
- Circle the topic nouns. Box the important verb. Underline the relationship clue.
- Explain the significance of the rights named in Our Rights, Our Voices.**

WHY or HOW: _____

- 2
- Circle the topic nouns. Box the important verb. Underline the relationship clue.
- Explain what the dialogue reveals about the colonists' feelings about representation.**

WHY or HOW: _____

- 3
- Circle the topic nouns. Box the important verb. Underline the relationship clue.
- Explain the importance of the rights in the poem.**

WHY or HOW: _____

4

Circle the topic nouns. Box the important verb. Underline the relationship clue.

Describe the ways the poem shows the need for rights.

WHY or HOW: _____

One oral defense I want to remember

Do Not Guess From the Topic

The same topic can support either relationship. Return to the exact clue when a card is misplaced.

Prompt	Exact clue	Hidden job	My defense
Explain the importance of the rights in the poem.			
Describe the ways the poem shows the need for rights.			
Explain the value of having a voice in the drama.			
Explain what the dialogue reveals about the colonists' feelings.			

Embedded Check

- ☐ I read the complete statement before labeling it.
- ☐ I marked only the relationship clue.
- ☐ Every card has a hidden WHY or hidden HOW category.
- ☐ I defended the label with the clue instead of guessing from the topic.

The clue family I can defend most clearly and why

STUDENT WORKBOOK



Day 3: Discuss + Use



15 minutes: Compare clue families and write aligned theses

5.11(B)(iv), 5.12(B)(iii) :

ELPS 2(E)(i) and 3(G)(iii): Discuss with specificity and summarize the prompt relationship.

Discuss the Hidden Job

Question	My thinking
What made a prompt hidden WHY even when the word why did not appear?	
Which clues helped you place prompts under hidden HOW?	
Why can rushing lead to answering the wrong kind of question?	
How is a prompt topic different from its relationship?	

One clue I will remember and why

Use: Prompt Clue Word Sort

Hidden WHY clues	Hidden HOW clues

Write each exact clue in the correct column. Then complete the sentence below.

One prompt clue I will remember is ____ because ____

Write Two Aligned Theses (Central Ideas)

Poem prompt: Explain the significance of the rights named in the poem.

My poem thesis (central idea)

Drama prompt: Explain what the dialogue reveals about the colonists' feelings.

My drama thesis (central idea)

Compare With the Alignment Models

Poem model

Drama model

- ☐ My poem thesis (central idea) explains why the rights matter.
- ☐ My drama thesis (central idea) explains how the dialogue shows feelings.
- ☐ Neither thesis (central idea) only retells the passage.
- ☐ I can point to the clue that controls each relationship.

How I will improve my poem thesis (central idea)

How I will improve my drama thesis (central idea)

STUDENT WORKBOOK



Day 4: Award + Target



15 minutes: Celebrate a habit and strengthen the next one

5.11(B)(iv), 5.12(B)(iii):

ELPS 3(G)(ii) and 4(C)(i): Paraphrase the text and write with content vocabulary.

Award: Prompt Detective Badge

Complete: Today I learned to uncover hidden prompt jobs by noticing _____. Place a star beside the clue family that helped you most.

My Award Tree (draw it here)

Roots and ground

My prompt detective strength: I can notice

Target One Habit

- ☐ Noticing clue words
- ☐ Distinguishing hidden WHY and hidden HOW
- ☐ Avoiding summary
- ☐ Writing an aligned thesis (central idea)

My next target and how I will practice it

Revise for a Clear Relationship

Revise these two sentences: The dialogue reveals frustration. The characters want a voice.

My revised complex sentence

Compare: Because the dialogue reveals frustration, the characters want a voice in decisions.

Edit for Meaning

Use a conjunctive adverb correctly: The colonists wanted fair treatment; however, they also wanted representation.

- ☐ I checked the comma after a dependent clause that comes first.
- ☐ I checked agreement with an indefinite pronoun.
- ☐ I checked the semicolon and comma with a conjunctive adverb.
- ☐ My revision keeps the thesis (central idea) aligned to the hidden job.

How my clearer sentence shows why or how without unrelated words

STUDENT WORKBOOK

Day 5: Explain + Educate



15 minutes: Teach, transfer, and answer the module question

5.11(B)(iv), 5.12(B)(iii):

ELPS 3(G)(iii) and 4(D)(ii): Summarize content and write using varied sentence types.

Explain to Others

Teach a partner what makes a hidden WHY prompt, what makes a hidden HOW prompt, one clue from each category, and one sample prompt from the lesson.

My hidden WHY clue, response job, and sample prompt

My hidden HOW clue, response job, and sample prompt

What my partner taught clearly

Student Exit Ticket

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.

My clue and hidden job

My aligned thesis (central idea)

One drama detail and what it shows

Transfer: Answer the Module Question

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

My final answer

Check the Clue Families

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.

? STOP & THINK

You can identify the true job, choose aligned evidence, and write a thesis (central idea) that stays focused.

What changed in my thinking



Write More

Plan, Draft, Revise, Edit, and Share



Write an Informative ECR Across the Poem and Drama

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

Circle the topic nouns. Box the important verb. Underline the relationship clue.

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.

My Plan

- Underline the clue and write WHY or HOW.
- Write a thesis (central idea): The rights are significant because ____.
- State one reason or way.
- Choose poem evidence.
- Add a drama connection.
- Use CSI: This means ____ and it matters because ____.
- Return to the central idea in the summary.

My reason or way

Mark the thesis (central idea) and reason in green, evidence in yellow, explanation in red or pink, and the significant ending in blue.

[illegible]

My Connected Informative Draft



Start with the thesis (central idea), then add a reason or way, evidence, explanation, and summary. Use at least two module vocabulary words.

Draft, page 1

The part that stays focused on the prompt

Revise, Edit, and Share

Revise

- ☐ I underlined the relationship in my thesis (central idea).
- ☐ I magnified one precise line or moment.
- ☐ I used CSI to say what the evidence means and its impact.
- ☐ I improved sentence structure, word choice, or coherence.

Edit

- ☐ I checked conjunctive adverbs.
- ☐ I checked indefinite pronouns and agreement.
- ☐ I checked subordinating conjunctions in complex sentences.
- ☐ I checked commas in complex sentences.

The sentence I improved and why it is clearer

Share

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

What my partner identified in my response

Final Alignment Check

Turn in a focused response whose central idea answers significance and whose evidence and explanation stay connected.

Part	I can show...	Check
Alignment	My thesis (central idea) directly answers significance.	
Evidence	I use specific, relevant evidence from both texts.	
Explanation	CSI connects evidence to the idea.	
Organization	TREES creates a coherent response.	
Conventions	Sentence structure, word choice, and punctuation support meaning.	

Low, Medium, and High Samples

Compare how each response answers the prompt's hidden job and uses evidence and explanation.

Explain the significance of the rights named in Our Rights, Our Voices.

Low

The rights are important. People have rights.

Add a precise thesis (central idea), a selected detail, and an explanation of why the rights matter.

Medium

The rights in the poem are important because they help protect people and make laws fair.

Make the relationship more precise and add evidence and explanation from the poem.

High

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.

The thesis (central idea) answers significance with reasons, and the evidence is followed by its meaning and impact.

One move from the secure exemplar I will use



Look Back & Look Forward

Reflect on Prompt Alignment and Plan Your Next Move



My Progress Tracker

I can...	Not yet	Growing	Got it
Identify clue words that signal hidden WHY and hidden HOW thinking.	☐	☐	☐
Classify statement prompts and defend the thinking job with prompt language.	☐	☐	☐
Analyze a new prompt and align a thesis (central idea) to the correct job.	☐	☐	☐
Identify a prompt-analysis strength and one clue-word habit to strengthen.	☐	☐	☐
Teach another student how clue words reveal the real prompt job.	☐	☐	☐

My Prompt Detective Award

One prompt I classified or thesis (central idea) I wrote successfully, and the evidence in my work

My Next Target

One clue-word or alignment habit I will strengthen

Essential Question Answered

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

The 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 you identify that job, you 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.

Return to the module question and explain what you know now.

How My Thinking Changed

At first, I thought

Now, I know

Try Another Prompt

Choose one prompt from the poem or drama. Underline the clue, label hidden WHY or hidden HOW, and write an aligned thesis (central idea).

My clue, label, defense, and thesis (central idea)

Prompt Architect Challenge

Move from reading prompts to crafting them. Hide the job, but make the correct thinking relationship clear through a precise clue word. Create two hidden WHY prompts and two hidden HOW prompts using only *Our Rights*, *Our Voices* and *A Voice of Their Own*. Use one precise clue in each prompt, defend each classification, and write one thesis (central idea) for each prompt.

- Create two hidden WHY prompts using only the poem and drama.
- Create two hidden HOW prompts using only the poem and drama.
- Use one precise clue word in each sentence statement.
- Defend each classification aloud.
- Write one thesis (central idea) for each prompt.
- Underline the reason or way in each thesis (central idea).

My four prompts, classifications, and aligned theses (central ideas)

My Prompt Detective Badge

Draw a badge and place a star beside the clue family that helped you most.

At-Home Connection

End the module with a short family conversation about one prompt and one evidence detail.

Prompt Detective

Choose 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).

Ask: What word tells you whether to explain why something matters or how an idea develops?

Family member signature: _____

Passage Talk

Read a short portion of either passage. Name one important idea, point to a detail that supports it, and explain how the detail connects.

Ask: Which clue word could turn that idea into a sentence-statement prompt?

Family member signature: _____

Evidence Conversation

Name one evidence detail from either passage and use CSI to say what it means and illustrate its impact.

Ask: How does that detail support your thesis (central idea)?

Family member signature: _____

Family Prompt Talk

Read a sentence-statement prompt, underline the clue, label hidden WHY or hidden HOW, explain the thinking job, name one evidence detail, and say what it means.

Notes

My Prompt Detective Progress

Mark whether you can do each step not yet, with help, or independently.

Date	What I did (for example exit ticket, short answer, rubric)	My score	My next goal

Why This Helps Me

This chart shows how my scores change over the whole module, not just on one day.

- ☐ I keep this chart up to date.
- ☐ I can tell if my scores are growing.
- ☐ I ask for help when I need it.
- ☐ I show this chart to my teacher or a family member.

Add a new row every time I get feedback, a score, or a grade on my work.

My Module 2 Snapshot

I can keep this page with my other work. It shows how my thinking grew.

The most useful word I learned

The prompt part I can find fastest

My Strongest Prompt Habit

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

A note to my future writer self

My Proud Moment This Week

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 5

Cluster 3 - Module 3

Magnifying WHY Reasons into Topic Sentences



Name: _____



The Writing Academy®, LLC

Grade 5 • Cluster 3 • Module 3

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How to Use My Workbook

This book holds my reading, thinking, writing, and reflection for this module.

My Name and My Goal for This Module

Pocket Practice

Attach a sheet of paper along the left, right, and bottom sides of this box to make a pocket. Store your game cards here throughout each module.



Meet My Week

Magnifying WHY Reasons into Topic Sentences



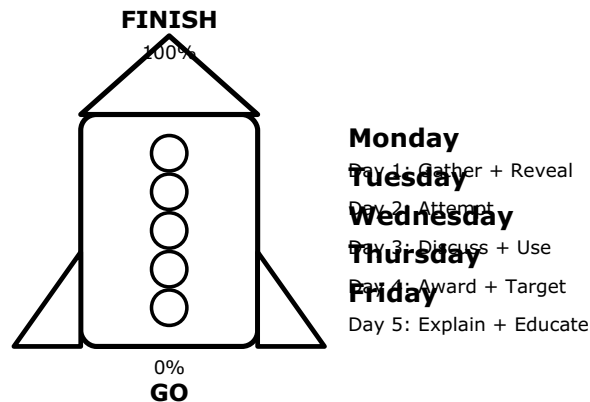
Why This Matters to Me

The reason or way is the first branch after my thesis (central idea). Magnifying my thinking gives each paragraph in my response a different focus. I will learn to choose precise, connected ideas instead of repeating one general statement.

Essential Question

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

My Week Tracker



**Color in one section of the rocket at the END of each day, after I finish that day's work.
Watch my rocket rise from GO to FINISH!**

My First Thinking

I Can

- 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 write a topic sentence that is different from my other topic sentences.
- I can explain why each topic sentence supports the thesis (central idea).

I Will

- I will use the three layers: brainstorm, group, and narrow.
- I will choose three reasons from separate groups.

The I Can I want to reach first, and why

[illegible]

My Week at a Glance

What I learn	What I read	What I make
How writers magnify reasons into three topic sentences.	The poem "Our Rights, Our Voices" and the drama "A Voice of Their Own."	A brainstormed list, grouped baskets, and three topic sentences.

Where We Are Going

I will move from sketching the Magnifying process to writing three topic sentences on my own. I will finish by teaching the process to a partner.

I'll Know I've Got It When...

- ☐ 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.

Check Myself

- ☐ I read the whole prompt.
- ☐ I can point to proof for my thinking.
- ☐ I can explain my choice to a partner.

How I Will Show What I Know

I will show what I know with a brainstormed list, grouped baskets, three topic sentences, a partner teach-back, and the Day 5 exit ticket.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	I name rights, fair laws, representation, self-government, and voice.
Reveal	Day 1	I sketch the four Magnifying steps.
Attempt	Day 2	I sort reason cards into shared-meaning baskets.
Discuss	Day 3	I explain why my baskets are truly different.
Use	Day 3	I write three topic sentences connected to my thesis (central idea).
Award	Day 4	I star my strongest topic sentence.
Target	Day 4	I name a next step and revise a sentence.
Explain/Educate	Day 5	I teach the Magnifying process and connect a reason to evidence.

Say It Together!

These are the exact TEKS this module teaches. Read the code, then say the job in your own words.

5.11(B)(iv):

I can make my draft focused and organized by using specific facts.

5.12(B)(i):

I can write an informative response with a clear thesis (central idea).

Call and Response

Read this together as a class before we start.

Teacher asks: "What do we do before we choose our best reasons?"

Class answers: "Brainstorm wide, group with pride, narrow with care, choose the best three!"

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

I already know that a WHY prompt asks for a reason. I can name a detail in a passage and explain what it means.

A connection I can make

Remember It!

- ☐ A thesis (central idea) answers the prompt.
- ☐ A reason explains why something is true or important.
- ☐ Evidence is a specific detail from the passage that can prove a reason.

One idea I remember

Ready Check

- ☐ I can brainstorm at least eight reasons connected to my thesis (central idea).
- ☐ I can sort ideas with shared meaning into the same group.
- ☐ I can name a detail from the poem or drama.

Watch Out! Common Mix-Up

"People want a voice" and "people need to be heard" can be the same reason said two ways. A reason and evidence are not the same. "Rights protect people from unfair treatment" is a reason. "Together they help protect the whole" is a detail that can support it.

Where This Fits in My Writing

Magnifying my reasons is the step right after my thesis (central idea), before I choose evidence and write my explanation.

What I want to remember before I start

Where I Am Starting

This shows my teacher what I already know. It is not for a grade. Work on my own. I may reread the poem and the drama in Read and Interact as often as I want.

Part 1: Prompt Analysis

Read the prompt. Circle the topic in red. Draw a yellow box around the charge. Draw a green triangle around the clue word.

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

Part 2: Thesis (Central Idea)

Write one sentence that answers the prompt above. Use the topic, use the charge, and add your own answer.

My thesis (central idea)

Part 3: Informative Organization

Number these four sentences 1, 2, 3, 4 to show the order they belong in an informative response.

Number	Sentence
_____	The poem and drama show that fairness and voice are important.
_____	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.

Part 4: Introduction

Write the first sentence of a response to the prompt. Remember that the first sentence tells the reader what you will prove.

My first sentence

Part 5: Relevant Details and Evidence

Reason: One reason these ideas matter is that rights protect people from unfair treatment. Copy one sentence from the poem or drama that proves this reason. Then explain in one sentence why it proves the reason.

The sentence I copied from the passage

Why it proves the reason

Part 6: Passage-Based Paragraph

Write three or four sentences that answer the prompt from Part 1. Use your thesis (central idea), one reason, and one piece of evidence.

My paragraph



Words I Need

Tier 1, everyday words



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

Word	Say it	What it means	Sentence frame
fair	FAIR	treating people in a just way	A fair rule is ____.
voice	VOYS	a chance to share an idea or choice	My voice matters when ____.
rule	ROOL	a direction people are expected to follow	One rule I follow is ____.
right	RYT	a freedom or protection people have	One right protects ____.
law	LAW	an official rule for a community	A law can ____.
safe	SAYF	protected from harm	I feel safe when ____.
choose	CHOOZ	decide between options	I choose ____ because ____.
hear	HEER	listen to someone's ideas	People should hear ____.
build	BILD	put parts together to make something	I can build ____.
guide	GYD	help show the way	This guide helps me ____.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

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

Word	Say it	What it means	Sentence frame
prompt	PROMPT	the statement that gives a writing job	The prompt asks me to ____.
thesis (central idea)	THEE-sis	the central sentence that answers a prompt	My thesis (central idea) is ____.
reason	REE-zun	an idea that explains why something is true or important	One reason is ____.
way	WAY	a method that explains how something happens	One way is ____.
evidence	EV-uh-dens	specific proof from a text	My evidence is ____.
explanation	ek-spluh-NAY-shun	thinking that tells how evidence proves an idea	My explanation shows ____.
analyze	AN-uh-lyze	study parts closely to understand them	I analyze by ____.
classify	KLAS-uh-fy	sort ideas by shared features	I classify these by ____.
coherent	koh-HEER-unt	clear and logically connected	My response is coherent because ____.
response	ree-SPONS	a written answer to a prompt	My response explains ____.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

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

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

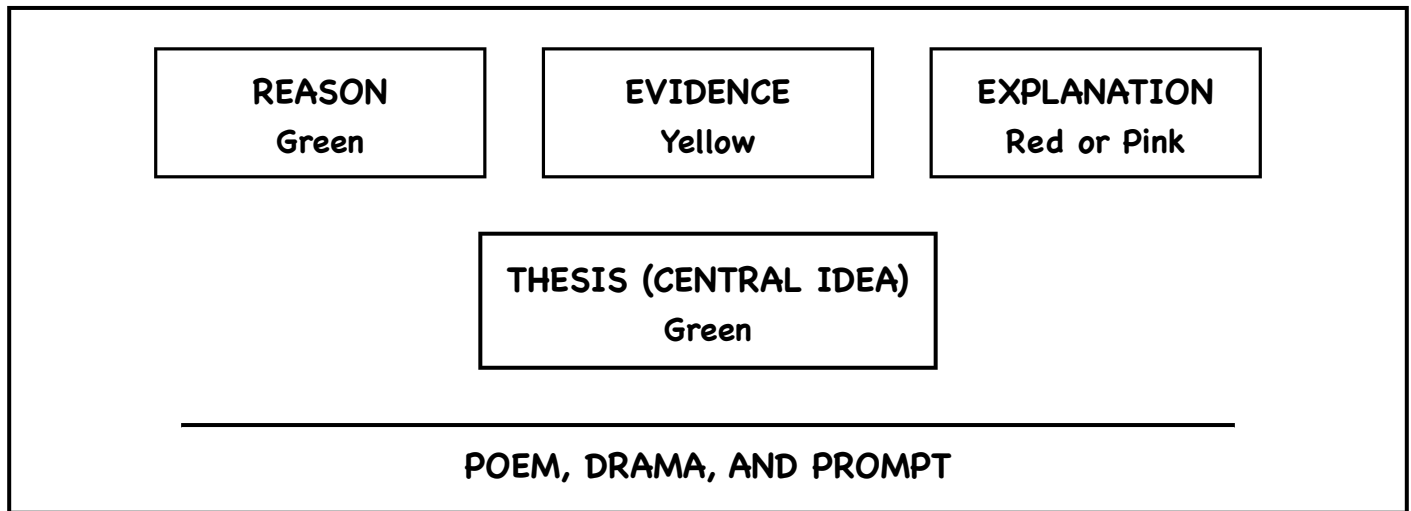
Use one Tier 3 word in a sentence

My Strategy Tools

The Magnifying Process



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 I am growing today is the reason.



Nothing grows until the ground is ready.

The Magnifying Process

Mark	What it means
Brainstorm wide	Gather many possible reasons before choosing.
Group with pride	Sort ideas that share meaning into the same basket.
Narrow with care	Keep one strong leader from each basket.
Choose the best three	Pick three distinct, connected reasons.

Circle the Noun of Importance, box the Verb of Importance, and triangle the clue word to name a prompt as WHY or HOW.

How the Magnifying process works for me

WHY and HOW

WHY	HOW
reasons, importance, significance, purpose, meaning, or value	a process, way, or explanation of how something happens

WHY means a reason. HOW means a process or way.

How I Say the Standard!

5.11(B)(iv):

I can make my draft focused and organized by using specific facts.

5.12(B)(i):

I can write an informative response with a clear thesis (central idea).

Check My Writing

- ☐ My sentence has a subject and a verb.
- ☐ I use a capital letter for Parliament and Thomas.
- ☐ I use a period or another ending mark.

A WHY sentence I can try

The Five Thinking Levels

These are the five levels of thinking a writer uses while magnifying reasons.

Level	Symbol	Hidden Question	What Students Do	Clue Words
Level 1	○		Name a prompt, thesis (central idea), reason or way, evidence, or explanation.	
Level 2	◻		Explain what a part does and how it connects.	
Level 3	▽		Use a part correctly in the student's own writing.	
Level 4	△		Compare choices and decide which reason is strongest.	
Level 5	◊		Judge whether the ECR is focused and coherent, then improve it.	

Each level has a color label: Red, Orange, Yellow, Green, Blue.

A thinking level I want to try

The Progression of Thinking

This is the order I move through as I magnify my reasons: Gather, Group, Narrow, Choose.

Move	Symbol	Question	What Students Do	Notes
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?		

The Difference Between WHY and HOW

Prompt type	What it asks me to do	Example
WHY	Explain a reason, a purpose, or why something matters.	Explain why the poem "Our Rights, Our Voices" and the drama "A Voice of Their Own" show that fairness and voice are important.
HOW	Analyze how parts work together or how something happens.	Explain why rights protect people from unfair treatment.

A reason explains why an idea matters. Evidence is a specific detail from the passage that can prove the reason. Cluster 3 Module 3 prompts are WHY.

The move I am on right now



Read & Interact

Read with a purpose



Dot, Discover, Drop

DOT: Place a small dot above any unfamiliar word. DISCOVER: Find the pronunciation or the meaning. DROP: Erase the dot once the word is understood.

TRACKS Legend

Letter	Category	Definition and Examples	Required Pastel Color
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

TRACKS marks evidence in the passage. Highlight the smallest meaningful phrase. The shapes Circle, Box, and Triangle are used only to analyze the prompt.

Connect It to Our World

The poem and drama connect to my world by showing why rights, fair laws, and having a voice in decisions matter for people living together in a community.

Background I Need

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.

Words I dotted while reading

Our Rights, Our Voices

Nonfiction passage. Low Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

1 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. 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, And future generations needed to know That everyone should have a voice, And freedoms should protect each choice.

2 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. 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.

3 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. 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.

4 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.

5 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, Not too harsh or hard to bear, The Ninth reminds us rights still exist, Even ones not on the list.

6 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, And help guide laws in every way. They shape the choices leaders make, And the responsibilities we all take.

7 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, Helping our nation do its best.

8 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. By understanding what they mean, We can build a future strong and free.

[illegible]

Grade 5 • Cluster 3 • Module 3 • Read & Interact

A Voice of Their Own

Nonfiction passage. Low Stamina. Read every paragraph. Use Dot, Discover, Drop.

1 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.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

A Voice of Their Own (continued)

Nonfiction passage. Low Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

2 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.

3 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.

A phrase I want to remember

My Words: One new word I learned today: _____

A Voice of Their Own (continued)

Nonfiction passage. Low Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

4 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.

5 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.

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: Our Rights, Our Voices

People, laws, rights, and effects that show why fairness and protection matter.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

Highlight the smallest meaningful phrase. If I cannot say why I highlighted it, I should not highlight it.

My best TRACKS phrase from the poem and why I chose it

Annotate: A Voice of Their Own

People, times, actions, and effects that show why voice and self-government matter.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

STOP & THINK

Which detail helps me understand why people need protection, fair laws, or a voice in decisions?

My thinking

My Prompt Marking Notes

The prompt gives me a topic, a charge, and a clue word. I can use the shapes to slow down and see the job.

Shape	Word	Question I ask myself
Red circle	Topic	What is this prompt about?
Yellow box	Charge	What does the topic do?
Green triangle	Clue word	Does the prompt ask WHY or HOW?

Circle the topic in red. Box the charge in yellow. Triangle the clue word in green.

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

My three marks in words

STUDENT WORKBOOK



Day 1: Gather + Reveal



I gather many possible reasons

Our Question for Today

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

1. Gather: Name the Big Ideas

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.

Rights, fair laws, representation, self-government, and voice: which one interests me most, and why?

2. Reveal: The Magnifying Process

Brainstorm wide, group with pride, narrow with care, choose the best three. I do not choose the first idea I like. I gather choices first. Then I ask which ideas share meaning.

Step	What I Do
Brainstorm	Make a wide list of many possible ideas.
Group	Sort ideas that share meaning into the same basket.
Narrow	Keep one strong leader from each basket.
Choose	Pick three different, distinct reasons.

One idea I could add to my own wide list right now

A Model Wide List

Here is a wide list a writer made before choosing the best three reasons. Do not choose the first idea. Gather choices first, then ask which ideas share meaning.

- 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

Sketch the four Magnifying steps in my own words

STUDENT WORKBOOK



Reason Basket Sort

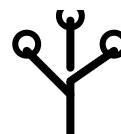
Day 2: Attempt

✂ Cut out these cards (sheet 1 of 2)

Cut apart the ECR Tree cards and the reason cards. Sort the six reason cards into three baskets: Protection and Safety, Fairness in Laws, and Voice and Representation. Use the ECR Tree cards to remember thesis (central idea), reason, evidence, and explanation. Store all cards in your Pocket



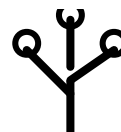
THESIS (CENTRAL IDEA)



REASON



EVIDENCE



EXPLANATION

Rights protect freedoms.

Fair laws.

Self-Check (back of cards) (sheet 1 of 2)

This page prints on the back of the card page. Each answer sits behind its own card, so flip a card over to check myself. Keep the cards in Pocket Practice when I finish.

REASON

a branch. It explains why the thesis (central idea) is true.

THESIS (CENTRAL IDEA)

the trunk. It answers the prompt.

EXPLANATION

a branch. It tells what the evidence shows.

EVIDENCE

a branch. It comes straight from the poem or drama.

Fairness in Laws

Protection and Safety

STUDENT WORKBOOK



Reason Basket Sort

Day 2: Attempt

✂ Cut out these cards (sheet 2 of 2)

Cut apart the ECR Tree cards and the reason cards. Sort the six reason cards into three baskets: Protection and Safety, Fairness in Laws, and Voice and Representation. Use the ECR Tree cards to remember thesis (central idea), reason, evidence, and explanation. Store all cards in your Pocket.

Colonists wanted a voice.

Self-government gives people a say.

Punishments should be fair.

People need protection from unfair power.

Self-Check (back of cards) (sheet 2 of 2)

This page prints on the back of the card page. Each answer sits behind its own card, so flip a card over to check myself. Keep the cards in Pocket Practice when I finish.

Voice and Representation

Voice and Representation

Protection and Safety

Fairness in Laws

STUDENT WORKBOOK



Day 2: Attempt

I sort reasons into baskets



3. Attempt: Sort the Reason Cards

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

Basket	What Belongs
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

One reason I sorted, and why it belongs in that basket

Check My Sort

"Trials should be fair" belongs with Fairness in Laws, not Protection and Safety, because it is about the law being just, not about keeping something safe.

STOP & THINK

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

My three group leaders

[illegible]

STUDENT WORKBOOK



Day 3: Discuss + Use



I write three topic sentences

4. Discuss: Explain My Baskets

Explain why "rights protect freedoms" and "homes should be protected" share a basket.

Talk it through with a partner. Then write why two ideas belong together.

[illegible]

5. Use: Write Three Topic Sentences

Thesis (central idea): The poem and drama show that fairness and voice are important.

Circle the topic in red. Box the charge in yellow. Triangle the clue word in green.

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

Topic sentence 1 (Protection and Safety)

Topic sentence 2 (Fairness in Laws)

Topic sentence 3 (Voice and Representation)

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

STUDENT WORKBOOK



Day 4: Award + Target



I star my strength and set a target

6. Award: Magnifying Master Badge

Draw my Magnifying Master Badge here

My strongest topic sentence

The strength I am naming

7. Target: Revise One Sentence

Revise my topic sentences so they are distinct, coherent, and strong. Add a clarifying phrase, delete repeated wording, or combine overlapping ideas.

- ☐ My sentence is complete, with subject-verb agreement.
- ☐ I use a comma correctly in a complex sentence.
- ☐ My sentence does not repeat wording from my other topic sentences.

My revised sentence

STUDENT WORKBOOK

Day 5: Explain + Educate



I teach the process and connect to evidence

8. Explain: Teach a Partner

Use this frame when I teach:

First, I brainstormed _____. Then I grouped _____. Next I narrowed _____. Finally, I turned my best idea into this topic sentence: _____.

My explanation to a partner

9. Educate: Connect Evidence

Name a detail from the poem or drama that could support one topic sentence. Say what it means and state the impact.

My detail, what it means, and the impact

[illegible]

Compare Two Sentences

Sentence	Why
A: One reason these texts matter is that people want a voice.	less precise
B: One reason the poem and drama are important is that people need a voice in decisions that affect their lives.	more precise; explains why voice matters



Write More

Plan, draft, revise, edit, and share



My Writing Assignment

Write a short response to this prompt:

Circle the topic in red. Box the charge in yellow. Triangle the clue word in green.

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

My Plan

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

Two possible reasons from the passage

The stronger reason is...

Color Words I Can Use

My Draft



Use my shaped prompt and my plan. Write a clear response.

Draft, page 1

A sentence I want to keep

Revise, Edit, and Share

Revise

- ☐ My response answers the charge of the prompt.
- ☐ I replaced one plain word with a stronger word.
- ☐ Every sentence is complete with a subject and a verb.

Edit

- ☐ Every sentence is complete.
- ☐ Parliament and Thomas begin with capital letters.
- ☐ Colonists and representatives are common nouns unless they begin a sentence.
- ☐ Singular nouns are spelled correctly.
- ☐ High-frequency words are spelled correctly.

My improved sentence

Share

Choose one: read to a partner, share in author's chair, join a gallery walk, or add your prompt to a class booklet.

My sharing plan

Before I Turn It In

Read each line. Check it when I can show it in my work.

Part	I can show...	Check
Prompt parts	I marked the topic, charge, and clue word.	
Prompt type	I named WHY or HOW and used the clue word.	
Writing	My answer matches the job in the prompt.	
Conventions	I used complete sentences and capital letters.	

Study the Samples

Read the three responses to this prompt. Notice what improves from Low to Medium to High.

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

Low

The texts are important because rights are good and people need a voice.

Add a precise reason, a selected detail, and thinking that explains the connection.

Medium

The poem and drama are important because rights protect people and people want a voice in government.

Make the relationship more precise and show how accurate text evidence proves it.

High

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.

The response is focused, passage-grounded, and explains the evidence-to-idea connection.

What improves from Low to High?



Look Back & Look Forward

I own my learning



My Progress Tracker

I can...	Not yet	Growing	Got it
Find the topic.	☐	☐	☐
Find the charge.	☐	☐	☐
Find the clue word.	☐	☐	☐
Name WHY or HOW.	☐	☐	☐
Tell that an ECR prompt is usually a statement.	☐	☐	☐
Tell a thesis (central idea), evidence, and explanation apart.	☐	☐	☐
Use the clue word as evidence for WHY or HOW.	☐	☐	☐
Explain the prompt job.	☐	☐	☐
Name my next step.	☐	☐	☐

Something I Did Well...

What I did well, and where I did it

My Next Step...

Why this is my next step

Essential Question Answered

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

The answer

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.

My Final Thinking (in my own words)

What Changed in My Thinking?

At first I thought...

Now I think...

Try It Another Way

Use a question from your day. Say the topic, charge, and clue word. Tell whether it asks WHY or HOW. Then explain the job.

My new prompt

Take It Further! Tree Builder Challenge

Grow the whole tree from one prompt: Explain why this sentence is stronger: "One reason the poem and drama are important is that people need a voice in decisions that affect their lives" than this sentence: "One reason these texts matter is that people want a voice."

- Draw a full tree in the box below.
- Trunk: write the thesis (central idea).
- Branch 1: write a reason or way.
- Branch 2: write the evidence from the passage.
- Branch 3: write the explanation.
- Leaves: write the significance, why this matters to a reader today.
- Present your tree to the class in one minute or less. Read it from the trunk up.
- Find one branch a classmate built differently from yours, and tell why theirs also works.

My plan: thesis (central idea), reason or way, evidence, explanation, significance

My Tree Builder Challenge

Draw your whole tree in the box below. Label the trunk, the three branches, and the leaves.

At-Home Connection

Choose one card to talk about with someone at home. End with a conversation, not a worksheet.

Sort the Ideas at Home

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.

Ask them: which of your ideas are truly different, and which ideas repeat the same reason?

Family member signature: _____

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.

Ask them: what detail from the poem or drama stood out to you, and why?

Family member signature: _____

Name Several Reasons

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.

Ask them: which detail from either passage could support one of your reasons?

Family member signature: _____

My Family Conversation Notes

What did I teach? What did my family member remember?

Notes

Track My Progress

Every time I get a score or a grade on my work in this module, I write it here. This can be an exit ticket, a short answer, or a rubric score from my teacher.

Date	What I did (for example exit ticket, short answer, rubric)	My score	My next goal

Why This Helps Me

This chart shows how my scores change over the whole module, not just on one day.

- ☐ I keep this chart up to date.
- ☐ I can tell if my scores are growing.
- ☐ I ask for help when I need it.
- ☐ I show this chart to my teacher or a family member.

Add a new row every time I get feedback, a score, or a grade on my work.

My Module 3 Snapshot

I can keep this page with my other work. It shows how my thinking grew.

The most useful word I learned

The prompt part I can find fastest

My Strong Roots

I am ready to grow the next part of my writing tree.

A note to my future writer self

My Proud Moment This Week

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 5

Cluster 3 - Module 4

Proving Reasons with Evidence and
Explanation



Name: _____



The Writing Academy®, LLC

Grade 5 • Cluster 3 • Module 4

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How to Use My Workbook

This book holds my reading, thinking, writing, and reflection for this module.

My Name and My Goal for This Module

Pocket Practice

Attach a sheet of paper along the left, right, and bottom sides of this box to make a pocket. Store your game cards here throughout each module.



Meet My Week

Proving Reasons with Evidence and Explanation



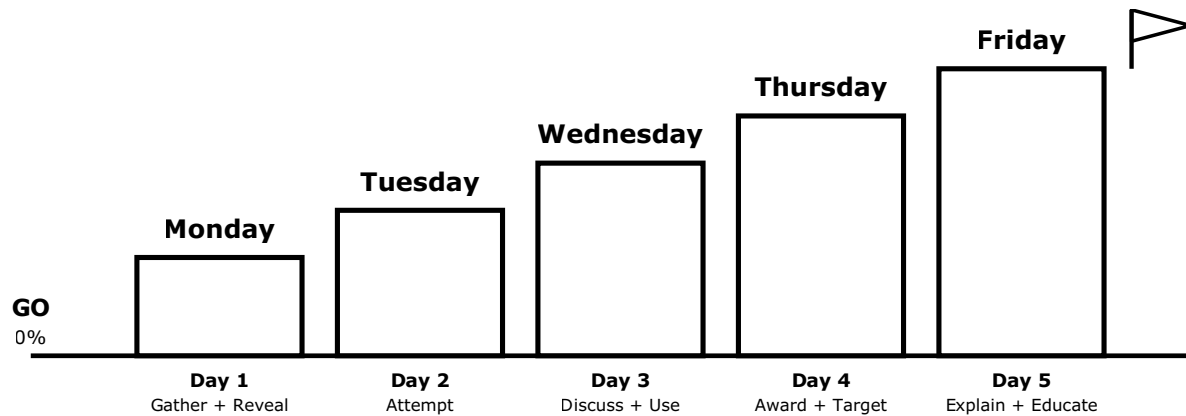
Why This Matters to Me

Writers prove a point with reasons and evidence. This week I read a poem and a drama about rights and voice, then write a response that supports one reason with a direct quotation.

Essential Question

How does a writer prove a reason with evidence and explanation?

My Evidence Tracker



Color in one bar at the END of each day, after I finish that day's work. Watch my proof chain grow from GO to FINISH!

My First Thinking

I Can

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

I Will

- 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.

The I Can I want to reach first, and why

My Week at a Glance

What I learn	What I read	What I make
How a writer proves a reason with evidence	A poem and a drama about rights and voice	An informational response with a quotation

Where We Are Going

This week I learn how a writer proves a reason with evidence and explanation. I read a poem and a drama about rights and voice, then write my own response.

I'll Know I've Got It When...

- ☐ I can name the topic and the charge in the prompt.
- ☐ I can choose evidence that proves my reason.
- ☐ I can copy a quotation exactly from the passage.
- ☐ I can explain how my evidence proves my reason.

Check Myself

- ☐ I read the whole prompt.
- ☐ I can point to proof for my thinking.
- ☐ I can explain my choice to a partner.

How I Will Show What I Know

I will write an informational response that states a central idea and proves it with a reason, a direct quotation, and an explanation.

My GRADUATE Learning Path

Stage	Day	What I do
Monday	Day 1	Gather reasons and proof from the passages.
Tuesday	Day 2	Attempt a response with one reason and evidence.
Wednesday	Day 3	Discuss and strengthen my evidence.
Thursday	Day 4	Award my best sentence and set a target.
Friday	Day 5	Explain how my proof works and share.
All week	Every day	Track my proving moves on my tracker.
Finish	Goal	A response that proves one reason with a quotation.
Next	Look forward	Set my next writing goal.

Say It Together!

These are the exact TEKS this module teaches. Read the code, then say the job in your own words.

5.11(B)(iv):

TEKS 5.11(B)(iv): I can develop drafts into a focused, structured, and coherent piece of writing by organizing with a purposeful structure, including an introduction, transitions, and a conclusion, and by developing an engaging idea with specific facts and details from the poem and the drama.

5.12(B)(i):

TEKS 5.12(B)(i): I can compose informational texts that convey information about a topic using a clear central idea about fairness and voice, and I use genre characteristics and craft so my reasons and direct quotations stay connected to that central idea.

Call and Response

Read this together as a class before we start.

Teacher asks: "How do CSI, signal markers, and purposeful explanation help a writer prove a reason?"

Class answers: "Connect it, support it, matter enough! CSI picks the proof that proves my reason."

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

I can read a short poem and drama, identify an important idea, locate an exact line or speech as evidence, and write a complete sentence that states a reason.

A connection I can make

Remember It!

- ☐ A reason is a focused claim, not just a topic.
- ☐ A quotation is the exact words copied from a text.
- ☐ CSI asks three questions: connects directly, strongly supports, important enough.
- ☐ An explanation tells what the quotation means and how it proves the reason.

One idea I remember

Ready Check

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

Watch Out! Common Mix-Up

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.

Where This Fits in My Writing

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. I do not add a quote without explaining its job.

What I want to remember before I start

Where I Am Starting

This shows what I already know. It is not for a grade. I may reread both texts as often as I need.

Part 1: Prompt Analysis

Read the prompt. Circle the important nouns, box the important verb, and triangle WHY or HOW.

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

Part 2: Reason

Write one sentence that gives a focused reason about fairness or voice.

My thesis (central idea)

Part 3: Proof Chain Order

Number these four sentences 1, 2, 3, 4 to show the order of a proof chain.

Number	Sentence
_____	A reason makes a focused claim about the passages.
_____	A direct quotation copies the exact words that prove the reason.
_____	An explanation tells what the quotation means and how it proves the reason.
_____	Together, a reason, a quotation, and an explanation build a proof chain.

Part 4: A Signal Marker

Write the opening of a sentence that introduces a quotation from the playwright.

My first sentence

Part 5: Quotation and Explanation

Reason: People need a voice in decisions that affect them.

The quotation I copied from a passage

How it proves the reason

Part 6: Short Response

Write three or four sentences that answer the prompt from Part 1. Use a reason, a quotation, and an explanation.

My paragraph



Words I Need

Tier 1, everyday words



These are everyday words I need so I can read about our topic and talk about it clearly. Say each word, then connect it to one of our passages.

Word	Say it	What it means	Sentence frame
fair	FAIR	treating people in a just way	A fair rule is ____.
voice	VOICE	a chance to share an idea or choice	My voice matters when ____.
rule	ROOL	a direction people are expected to follow	One rule I follow is ____.
right	RYT	a freedom or protection people have	One right protects ____.
law	LAW	an official rule for a community	A law can ____.
safe	SAYF	protected from harm	I feel safe when ____.
choose	CHOOZ	decide between options	I choose ____ because ____.
hear	HEER	listen to someone's ideas	People should hear ____.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

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

Word	Say it	What it means	Sentence frame
reason	REE-zuhn	a focused idea that supports a central idea	My reason is ____.
evidence	EV-uh-duhns	specific information that supports an idea	My evidence is ____.
explanation	ek-spluh-NAY-shuhn	thinking that tells what evidence means and how it works	This means ____.
quotation	kwoh-TAY-shuhn	the exact words copied from a text	The poet said ____.
connect	kuh-NEKT	fit directly with an idea	This connects because ____.
support	suh-PORT	help prove an idea	This strongly supports ____.
impact	IM-pakt	the effect something has	This impacts people by ____.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

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	Say it	What it means	Sentence frame
amendment	uh-MEND-muhnt	a change or addition to a governing document	The poem explains the first ten amendments.
liberty	LIB-er-tee	freedom protected by rights	The poem connects written rights to liberty.
representation	rep-ri-zen-TAY-shuhn	having someone speak for a group	The drama shows why representation matters.
self-government	self-GUH-vurn-muhnt	people helping choose representatives and make decisions	Thomas learns what self-government means.
signal marker	SIG-nuhl MAR-ker	words that introduce a quotation	The playwright said introduces drama evidence.
CSI	see-es-eye	Connects, Strongly supports, Important enough	CSI tests the evidence.
TRACKS	traks	Time, Reactions, Actions, Character/Concept/Creature, Key Knowledge, Scenery/Setting	TRACKS helps locate possibilities.

Use one Tier 3 word in a sentence



My Strategy Tools

CSI Proof Chain, Signal Markers, and TREES



Read the complete writing job and identify the reason. Then connect close reading, a focused reason, an exact quotation, a signal marker, and a purposeful explanation.

Step	What the Writer Does
Reason	State a focused claim about fairness or voice.
Evidence	Copy a direct quotation from the poem or drama.
Signal marker	Name the source: the poet said, the playwright said, or the text stated.
Explanation	Begin with This and tell what the quotation means and how it proves the reason.

A quotation without an explanation is not a proof chain yet.

Shaping an ECR Prompt

Mark	What it means					
h	e	a	d	e	r	s
r	o	w	s			

SCR is usually a question. ECR is usually a statement.

How a reason, a quotation, a signal marker, and an explanation work together

WHY and HOW

WHY	HOW
asks for a reason; uses a word such as because or since; the answer explains why something happens or matters.	asks for a way or a method; uses a word such as by or through; the answer explains how something happens or works.

The reason word decides the shape of my answer, so the quotation I choose must prove my reason.

How I Say the Standard!

5.11(B)(iv):

TEKS 5.11(B)(iv): I can develop drafts into a focused, structured, and coherent piece of writing by organizing with a purposeful structure, including an introduction, transitions, and a conclusion, and by developing an engaging idea with specific facts and details from the poem and the drama.

5.12(B)(i):

TEKS 5.12(B)(i): I can compose informational texts that convey information about a topic using a clear central idea about fairness and voice, and I use genre characteristics and craft so my reasons and direct quotations stay connected to that central idea.

Check My Writing

- ☐ M
- ☐ y
- ☐
- ☐ q
- ☐ u
- ☐ o
- ☐ t
- ☐ a
- ☐ t
- ☐ i
- ☐ o

Thinking About Evidence and Explanation

Read from the top down. Each move makes my proof chain more complete.

Move	Symbol	What I Can Do	My Thinking	Focus
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.	

Notice, Connect, Analyze, and Create describe increasingly complete student thinking.

The thinking move I am using and the evidence in my work

Moves That Build the Proof

These moves turn a quotation into proof that a reason is true.

Move	Symbol	What I Do	My Thinking	Focus
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.	

The Difference Between WHY and HOW

Prompt type	What it asks me to do	Example
WHY	Explain a reason, a purpose, or why something matters.	Explain why the poem "Our Rights, Our Voices" and the drama "A Voice of Their Own" show that fairness and voice are important.
HOW	Analyze how parts work together or how something happens.	Explain why rights protect people from unfair treatment.

Read the whole prompt, identify the reason, and choose the quotation that proves it. Add a signal marker, then explain with This how the quotation proves the reason.

The move I will use to make my proof stronger



Read & Interact

Read with a purpose



Dot, Discover, Drop

DOT: Place a small dot above any unfamiliar word. DISCOVER: Find the pronunciation or the meaning. DROP: Erase the dot once the word is understood.

TRACKS Legend

Letter	Category	Definition and Examples	Required Pastel Color
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

TRACKS marks evidence in the passage. Highlight the smallest meaningful phrase. The shapes Circle, Box, and Triangle are used only to analyze the prompt.

Connect It to Our World

Think of a rule at home, at school, or in our town that someone else made. Who got to speak, and who was left out? Our voices matter when the people who decide can hear us.

Background I Need

Use the guide's background note: this drama shows colonists who cannot send a representative to the distant government that makes their laws. That distance is why having a voice matters.

Words I dotted while reading

Our Rights, Our Voices

Very High stamina passage. Read every line or speech. Use DOT and TRACKS, and keep the line numbers and character names for citing evidence.

1 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. 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, 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 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, 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. 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 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. 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, And follow laws with proper care.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Our Rights, Our Voices (continued)

Very High stamina passage. Read every line or speech. Use DOT and TRACKS, and keep the line numbers and character names for citing evidence.

2 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 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, 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. 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 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. 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, 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. 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, Our voices and freedoms can all be shared.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

A Voice of Their Own

Very High stamina passage. Read every line or speech. Use DOT and TRACKS, and keep the line numbers and character names for citing evidence.

1 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.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

A Voice of Their Own (continued)

Very High stamina passage. Read every line or speech. Use DOT and TRACKS, and keep the line numbers and character names for citing evidence.

2 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?

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

A Voice of Their Own (continued)

Very High stamina passage. Read every line or speech. Use DOT and TRACKS, and keep the line numbers and character names for citing evidence.

3 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.)

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

A Voice of Their Own (continued)

Very High stamina passage. Read every line or speech. Use DOT and TRACKS, and keep the line numbers and character names for citing evidence.

4 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?

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

A Voice of Their Own (continued)

Very High stamina passage. Read every line or speech. Use DOT and TRACKS, and keep the line numbers and character names for citing evidence.

5 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

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

A Voice of Their Own (continued)

Very High stamina passage. Read every line or speech. Use DOT and TRACKS, and keep the line numbers and character names for citing evidence.

6 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.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

A Voice of Their Own (continued)

Very High stamina passage. Read every line or speech. Use DOT and TRACKS, and keep the line numbers and character names for citing evidence.

7 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.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

A Voice of Their Own (continued)

Very High stamina passage. Read every line or speech. Use DOT and TRACKS, and keep the line numbers and character names for citing evidence.

8 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.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: Our Rights, Our Voices

Mark a line about rights, fairness, protection, responsibility, or shared voice.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

Highlight the smallest meaningful phrase. If I cannot say why I highlighted it, I should not highlight it.

My best TRACKS phrase from the poem and why I chose it

Annotate: Our Rights, Our Voices (continued)

Mark a line about rights, fairness, protection, responsibility, or shared voice.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

STOP & THINK

Which quotation passes CSI for the exact reason, and what does it prove?

My thinking

My Prompt Marking Notes

Read the whole prompt. Identify the reason, the evidence I need, and the source before I select a quotation.

Shape	Word	Question I ask myself
Red circle	Important nouns	What important nouns name the topic?
Yellow box	Important verb	What important verb names the action?
Green triangle	reason word	Does the prompt ask WHY or HOW?

Circle the important nouns, box the important verb, and triangle WHY or HOW.

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

My three marks in words

STUDENT WORKBOOK

Day 1: Gather + Reveal



I find the problem in each passage, then I reveal how to shape a prompt and choose proof.



Our Question for Today: How do CSI, signal markers, and purposeful explanation help a writer prove a reason?

1. Gather: A Problem and a Discovery

Both passages are built around a problem and how people responded. Read the two passages and name the problem in each text.

Passage	The Problem	How People Responded
Our Rights, Our Voices	People needed written protection for their freedoms.	Leaders wrote down rights to make things fair and protect every person.
A Voice of Their Own	Laws were made far away by the king and Parliament.	Colonists talked, listened, and asked for a stronger voice in the laws.

The problem I noticed in both passages

2. Reveal: Shape the Prompt

A prompt gives me a reason to prove, a source to use, and a reason word. I use three shapes to see each part.

Shape	Part	What I Ask Myself
Red circle	Noun	What important nouns name the topic?
Yellow box	Verb	What important verb names the action?
Green triangle	reason word	Does the prompt ask WHY or HOW?

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

My three marks in words

3. Reveal: The Proof Chain and CSI

A proof chain grows from a focused reason to a direct quotation to a purposeful explanation. CSI helps me choose the quotation that does the job.

CSI Step	What I Do	My Check
Connect	I name the reason my evidence will prove.	Does the quotation match the reason?
Strongly supports	I check that the quotation truly proves the reason.	Does it prove it, not just mention it?
Important enough	I check that the quotation is strong enough to matter.	Is it specific enough to prove the claim?

- WHY asks for a reason. It uses because or since.
- HOW asks for a way something works. It uses by or through.
- A signal marker names the source, such as the poet said, the playwright said, or the text stated.

STOP & THINK

A proof chain I built today: my reason, my quotation, and my explanation

A detail from a passage that could be evidence, and why it passes CSI

STUDENT WORKBOOK



CSI Proof Chain Challenge

Day 2: Attempt

✂ Cut out these cards

Cut on the dashed lines. Keep the 3 part cards (Reason, Evidence, Explanation) in the middle of the table and the 5 quotation cards in a stack. Match one quotation to the reason it proves, then defend it with CSI. Store all cards in your Pocket Practice.

Reason	Evidence
Explanation	Explain why rights protect people from unfair treatment.
Explain why fair laws help people live more justly.	Explain why people need a voice in decisions that affect them.
Explain why representation matters.	Explain why self-government mattered to the colonists.

Self-Check (back of cards)

This page prints on the back of the card page. Each answer sits behind its own card, so flip a card over to check yourself. Keep the cards in Pocket Practice when you finish.

Evidence A direct quotation copied from the poem or drama.	Reason A focused claim that supports the central idea.
The poet said, "These rights protect us every day." This means the Bill of Rights guards people and helps prevent unfair treatment in daily life.	Explanation Thinking that tells what the quotation means and how it proves the reason.
The playwright said, "People want to be heard." This means people seek a part in the decisions that shape their daily lives.	The poet said, "They wrote down rights to make things fair." This shows that fair laws name the action and the purpose of protecting fairness.
The playwright said, "If we live here and follow these laws, we should have a part in making them." This connects voice to sharing in the laws people follow.	The playwright said, "The people choose representatives to speak for them." This proves representation gives a community a stronger voice.

STUDENT WORKBOOK



Day 2: Attempt



I match a reason to the quotation that proves it.

Our Question for Today: How do I match a reason to the quotation that proves it?

1. Play the CSI Proof Chain Challenge

Separate the reason cards, the evidence cards, and the explanation cards. Match one quotation to the reason it proves, then defend it with all three CSI questions.

- Connect: the quotation matches my reason.
- Strongly supports: the quotation proves the exact reason, not just the topic.
- Important enough: the quotation is specific enough to matter.

Round	1	2	3	4	5
My partner					
My point					

My first match: reason, quotation, explanation

2. Keep the Strong Quotation

Look at two quotations. One is true but weak. One is specific and proves the reason. Choose the stronger one and tell why.

Quotation	Does It Prove the Reason?	My Thinking
People want to be heard.	No	This is true, but it does not name the exact idea my reason needs.
The playwright said, "The people choose representatives to speak for them."	Yes	This names representation and shows how a community gets a voice.

3. My Best Match

Write your strongest reason, quotation, and explanation

One match I want to make stronger, and how

STUDENT WORKBOOK



Day 3: Discuss + Use



I discuss what makes evidence strong, then use it to prove a reason.

1. Discuss: What Makes Proof Strong?

Talk with a partner. Read one quotation aloud and ask: Does it match the reason? Is it specific? Does it prove the exact idea and not just the topic?

- Strong proof matches the reason.
- Strong proof is copied exactly from the poem or drama.
- Strong proof is important enough to change how a reader thinks about the reason.

What my partner said made our proof strong

2. Use: Evidence for a Reason

Use the reason "People need a voice in decisions that affect them." Find one quotation in the drama that proves this reason. Then explain how it works.

CSI Step	My Work
Connect	People need a voice in decisions that affect them.
Strongly supports	A quotation I copied from the passage
Important enough	Why this quotation is specific enough to prove the reason

The quotation I copied from the passage

How my quotation proves the reason

? STOP & THINK

My complete proof chain for today

3. Use: A Second Quotation for the Same Reason

A strong reason can be proven by more than one quotation. Find a second quotation from either passage that proves the same reason, then explain how it works.

New Quotation	Does It Prove the Reason?	My Thinking
A second quotation I found in a passage.	Yes or No	How it proves the same reason, not a different one.

My second piece of evidence for the same reason

Why two quotations are stronger than one

A reason where I could not find a second quotation, and what I did next

STUDENT WORKBOOK



Day 4: Award + Target



I recognize a Proof Chain Expert and choose my next goal.

1. Award: Proof Chain Expert

A Proof Chain Expert chooses a quotation that passes all three CSI checks. Read each reason and the quotation beside it. Check the box when the quotation proves the reason.

- The quotation matches the reason.
- The quotation is copied exactly from the poem or drama.
- The explanation tells what the quotation means and how it proves the reason.

My best evidence this week, and why it is strong

My Award Tree (draw it here)

Roots and ground: my reason

2. Target: My Next Step

Revise one weak explanation. Make it begin with This and tell how the quotation proves the reason instead of repeating it.

The weak explanation I revised

My revised explanation

3. My Next Goal

One next step for explaining evidence, and why I chose it

STUDENT WORKBOOK

Day 5: Explain + Educate



I teach proof chains to a partner and answer our overarching question.

1. Explain: Teach the Proof Chain

Teach a partner how to build a proof chain. Use a reason, one quotation from a passage, a signal marker, and an explanation that begins with This.

- Reason: name the focused claim.
- Evidence: copy an exact quotation and add a signal marker.
- Explanation: tell what the quotation means and how it proves the reason.

? STOP & THINK

What I taught my partner, in my own words

2. Educate: My Exit Ticket

Name a reason about fairness or voice, add a direct quotation with a signal marker, and write an explanation that begins with This.

My proof chain for the exit ticket

3. Answer Our Overarching Question

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

My answer, in my own words



Write More

Plan, Draft, Revise, Edit, and Share



My Writing Assignment

Use the poem and the drama to explain why fairness and voice are important. Build three reason, evidence, explanation proof chains.

Circle the important nouns, box the important verb, and triangle WHY or HOW.

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

My Plan

- Read the whole prompt and name the reason I will prove.
- Choose one direct quotation from the poem and one from the drama.
- Test each quotation with CSI: connects directly, strongly supports, important enough.
- Add a signal marker that names the poet, playwright, or text.
- Write each explanation beginning with This.
- Label each explanation: definition, expert testimony, or story/anecdote.
- Read my chain aloud and check that the explanation does not repeat the quotation.

My focused reasons

The stronger reason is

Track the Parts

Use labels or symbols so the reason, the quotation, the signal marker, and the explanation are clear without depending on color alone.

My thesis (central idea) starter

My Draft



Use my planning frame. Write a clear response with reasons, quotations, signal markers, and explanations that begin with This.

Draft, page 1

A sentence I want to keep

Revise, Edit, and Share

Revise

- ☐ I improve one sentence for sentence structure, word choice, coherence, or connection.
- ☐ My explanation adds meaning or impact instead of repeating the quotation.
- ☐ My signal marker names the poet, playwright, or text.

Edit

- ☐ I check quotation marks around exact words.
- ☐ I check commas after a signal marker when needed.
- ☐ I check complete sentences and subject-verb agreement.
- ☐ Thomas, Mr. Harris, Parliament, Virginia, and Great Britain begin with capital letters.
- ☐ I check verb tense and spelling.

The sentence I improved and why the revision is clearer

Share

Read the response to a partner. The partner identifies the central idea, the reason, the source, the quotation, the CSI defense, the explanation, and the style.

My partner's feedback on my proof chain

Before I Turn It In

Read each line. Check it when I can show it in my work.

Part	I can show...	Check
Reason	My reason is focused and answers the prompt.	
Evidence	My quotation is direct, exact, and from the poem or drama.	
Signal marker	My signal marker names the poet, playwright, or text.	
Explanation	My explanation begins with This and tells how the quote proves the reason.	
Style	I label my explanation as definition, expert testimony, or story/anecdote.	

Study the Samples

Read the three responses to this prompt. Notice what improves from Low to Medium to High.

Explain why the poem and drama show that fairness and voice are important.

Low

Rights are important. The poet said, "These rights protect us every day," This is good.

What is working: The response names a related idea and includes a quotation. What needs improvement: Add a precise reason, a signal marker with punctuation, and thinking that explains the connection.

Medium

Rights are important because they protect people. The poet said, "These rights protect us every day," This means rights help people.

What is working: The response moves beyond a topic and begins a focused claim. What needs improvement: Make the relationship more precise and explain how the evidence proves the exact reason.

High

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.

What is working: The response is focused, passage-grounded, and explains the evidence-to-idea connection.

What improves from Low to High?



Look Back & Look Forward

I own my learning



My Progress Tracker

I can...	Not yet	Growing	Got it
I name a reason as a focused claim.	☐	☐	☐
I choose a quotation that connects directly to my reason.	☐	☐	☐
I tell whether a quotation strongly supports and matters enough.	☐	☐	☐
I introduce a quotation with a signal marker that names the source.	☐	☐	☐
I begin my explanation with This.	☐	☐	☐
I tell what the quotation means and how it proves the reason.	☐	☐	☐
I label my explanation as definition, expert testimony, or story/anecdote.	☐	☐	☐
I build a chain from the poem and a chain from the drama.	☐	☐	☐

Something I Did Well...

What I did well, and where I did it

My Next Step...

Why this is my next step

Essential Question Answered

How does a writer prove a reason with evidence and explanation?

The answer

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.

My Final Thinking (in my own words)

What Changed in My Thinking?

At first I thought...

Now I think...

Try It Another Way

Choose one prompt from either passage. Name the reason, select a direct quotation, add a signal marker, and write a complete CSI explanation.

The prompt I chose, and my complete proof chain

Take It Further!

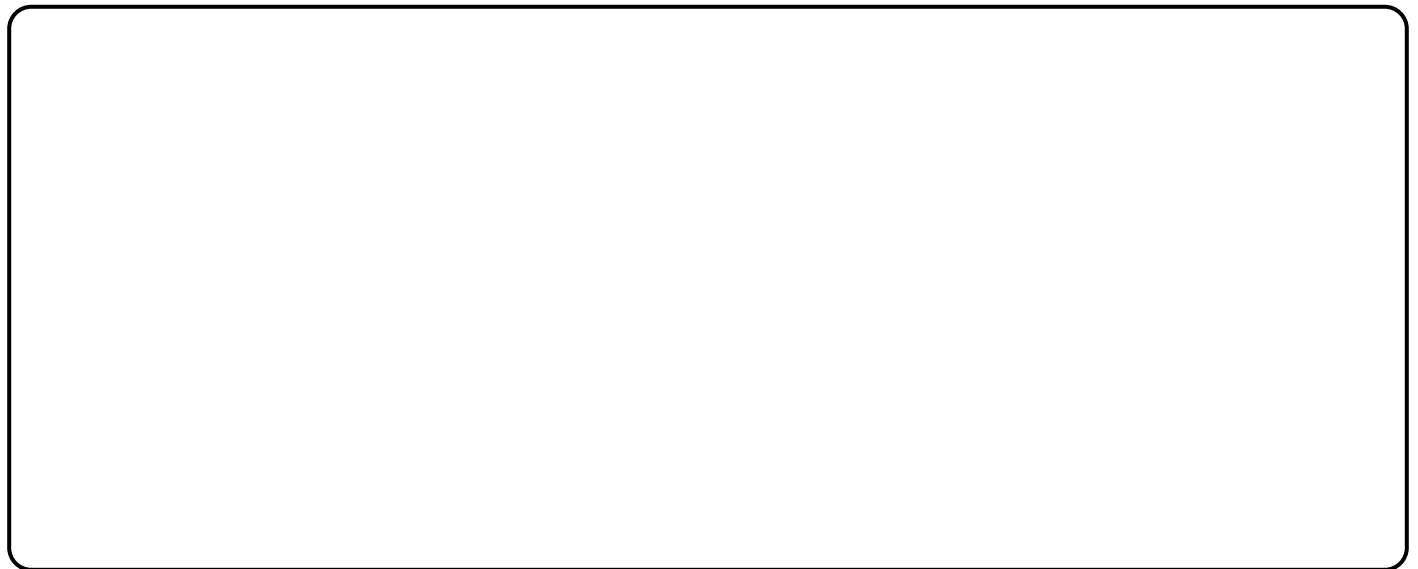
Compare the poem and the drama. Compare the poem and the drama. Defend which exact details best show protection and having a voice, then explain the connection.

- Name how the poem shows protection and fair laws.
- Name how the drama shows representation and self-government.
- Compare the sources: what do both show about fairness and voice?
- Explain the connection: how do fairness and voice support one another?
- Defend one exact detail from each text with all three CSI questions.
- Write one explanation that begins with This.

My defended cross-text explanation

Map One Proof Chain

Draw and label the proof chain: reason, quotation, signal marker, and explanation. Show how each part does its job.



At-Home Connection

Choose one card to talk about with someone at home. End with a conversation, not a worksheet.

CSI Proof Check

Name a reason about a familiar topic. Choose one piece of proof, test it with CSI, and begin with This to explain how it proves the reason.

What makes this proof strong enough to prove the reason?

Family member signature: _____

Passage Talk

Read one short part of either passage together. Name one important idea, point to a detail that supports it, and explain how the detail connects.

How does the detail prove fairness or voice?

Family member signature: _____

Signal Marker Practice

Say a quotation from the poem or drama and add a signal marker: the poet said, the playwright said, or the text stated.

Which signal marker fits, and how do you know?

Family member signature: _____

My Family Conversation Notes

What did I teach? What did my family member remember?

Notes

Track My Progress

Every time I get a score or a grade on my work in this module, I write it here. This can be an exit ticket, a short answer, or a rubric score from my teacher.

Date	What I did (for example exit ticket, short answer, rubric)	My score	My next goal

Why This Helps Me

This chart shows how my scores change over the whole module, not just on one day.

- ☐ I keep this chart up to date.
- ☐ I can tell if my scores are growing.
- ☐ I ask for help when I need it.
- ☐ I show this chart to my teacher or a family member.

Add a new row every time I get feedback, a score, or a grade on my work.

My Proving Reasons Snapshot

I can keep this page with my other work. It shows how my thinking grew.

The most useful word I learned

The prompt part I can find fastest

My Strong Roots

I am ready to grow the next part of my writing tree.

A note to my future writer self

My Proud Moment This Week
