



## Answer + Why, Correct Answer: B

### QUESTION

Which sentence from the passage best supports the idea that Plymouth had the resources the Pilgrims needed to build their new home?

**A** “Storms rocked the ship, and many passengers became sick during the journey.”

**TRUE BUT WRONG**

*True, but it describes the danger of the OCEAN VOYAGE, not a resource that Plymouth itself offered.*

**B** “The harbor at Plymouth helped ships stay safe while supplies were unloaded.”

**CORRECT, PROVES THE EXACT CLAIM**

*This sentence proves the exact claim: the harbor itself was a resource that helped the Pilgrims settle and unload what they needed at Plymouth.*

**C** “Winter arrived soon after the Pilgrims settled.”

**WRONG TIMELINE POINT**

*True, but it describes a hardship AFTER the Pilgrims had already settled, the wrong point in the timeline. It does not prove that Plymouth HAD the resources they needed.*

**D** “When spring arrived, Native Americans in the area helped the Pilgrims learn how to grow crops such as corn.”

**PLAUSIBLE BUT REQUIRES AN ASSUMPTION**

*True, but it describes help from PEOPLE, not a resource of the LAND itself, a reader would have to add that assumption to make it prove the claim.*



## Answer + Why, Correct Answer: B

### QUESTION

Which sentence best proves why the Founding Fathers wrote the Declaration of Independence?

**A** “These leaders worked together to make important decisions that would shape the future of the country.”

**TRUE BUT WRONG**

*True, but it describes their work in general, not the reason for the Declaration.*

**B** “They believed the American colonies should be free from British rule and wanted people to have a government that protected their rights.”

**CORRECT, PROVES THE EXACT CLAIM**

*This proves the exact claim, freedom and protected rights are why they wrote the Declaration.*

**C** “During the late 1700s, the American colonies were controlled by Great Britain.”

**WRONG TIMELINE POINT**

*True, but it describes the situation before, not the reason for the document.*

**D** “These leaders met with other colonists and discussed ways to improve the situation.”

**PLAUSIBLE BUT REQUIRES AN ASSUMPTION**

*True, but a reader would have to assume the meetings explain why they wrote the Declaration.*



**PROMPT (WHY)**

Why did the Pilgrims choose Plymouth as their new home?

**THESIS**

The Pilgrims chose Plymouth because it gave them what they needed to survive, fresh water, forests for building, rich soil, and a safe harbor, so they could build their new colony there.

## Collect the Evidence (7Ci), TRACKS

**I CAN**

I can find two pieces of evidence in the passage that show **Actions**.

**DIRECTIONS**

- Reread "'The Pilgrims Chose Plymouth' (Nonfiction)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's **TRACKS** category: **A, Actions**

**"Groups of settlers explored the area looking for fresh water, forests, and safe places for ships to anchor. Eventually, they found an area called Plymouth."**

*The ACTION of searching for and choosing the location.*

**"The Pilgrims worked together each day. Some people chopped wood for fires while others cooked meals or cared for children."**

*The ACTION of settlers working together once they had settled.*



**TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · NOTICE · Visible (Engaging)**

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Yesterday's evidence answered part of our question. But one strong clue is never enough for a real case, today we go back into the same passage with a brand-new lens: A for Actions."**

▶ *Display the prompt and thesis, then read today's I CAN statement aloud.*

**"I can find two pieces of evidence in the passage that show Actions."**

▶ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Actions using their A lens, then copy each one word-for-word onto their tracking sheet.*

**"Remember, copy the evidence exactly the way the author wrote it. Word-for-word is what makes it evidence and not just your own idea."**

▶ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "Groups of settlers explored the area looking for fresh water, forests, and safe places for ships to anchor. Eventually, they found an area called Plymouth." and "The Pilgrims worked together each day. Some people chopped wood for fires while others cooked meals or cared for children.", but do NOT grade them yet. Today is only about finding, not judging.*

**ANSWER KEY:** Two A (Actions) pieces from the passage: "Groups of settlers explored the area looking for fresh water, forests, and safe places for ships to anchor. Eventually, they found an area called Plymouth.", The ACTION of searching for and choosing the location., "The Pilgrims worked together each day. Some people chopped wood for fires while others cooked meals or cared for children.", The ACTION of settlers working together once they had settled.

TEKS 7(C) · Evidence · Sheet 5 of 36 · Cluster 1 · Module 1 · slide 4 of 10

**CHECK FOR UNDERSTANDING**

Ask a student to point to or read back their two Actions pieces. Expected: both are copied word-for-word from the passage, not summarized or paraphrased.

**COMMON MISCONCEPTION**

Students may reuse Monday's evidence because it still relates to the passage, redirect them to hunt for something NEW that shows Actions specifically.

**POSSIBLE STUDENT QUESTION**

"Can my evidence be close to the passage but not exact?" No, evidence has to match the passage word-for-word, or it cannot be checked or trusted.

**RPLD EVIDENCE & ADVICE**

Collecting evidence with a named TRACKS lens (A) and a prompt is Visible (Engaging) evidence. Keep the demand at noticing and copying; save judging the evidence for CHOOSE.

**RAISE THE THINKING → (move one level to the right)**

Ask a student to predict, before tomorrow's lesson, which of their two pieces they think is stronger and why, that primes them to move toward CHOOSE.

# Module 1 - My Evidence Tracker

Sheet 5 of 36

Passage: "The Pilgrims Chose Plymouth" • Keep this page beside your Evidence deck.

Directions: Write an exact sentence from the passage. Add its TRACKS letter. Then self-score each part of your evidence: C, S, and I. Put a small star by your best evidence.

This week's question: Why did the Pilgrims choose Plymouth as their new home?

|                                                                              |                                                                                    |                                                                                 |                                                                                     |                                                                                                                                                                                |
|------------------------------------------------------------------------------|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div><div></div><div>MONDAY</div><div>NOTICE</div><div>Collect 2</div></div> | <div><div></div><div>TUESDAY</div><div>CHOOSE</div><div>Pick your best</div></div> | <div><div></div><div>WEDNESDAY</div><div>NOTICE</div><div>Collect 2</div></div> | <div><div></div><div>THURSDAY</div><div>CHOOSE</div><div>Pick your best</div></div> | <div><div></div><div>FRIDAY</div><div><div><div></div><div>OWN</div><div>Use your winners</div></div><div><div></div><div>DEFEND</div><div>Explain why</div></div></div></div> |
|------------------------------------------------------------------------------|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## NOTICE - Collect evidence across the week

| ROW   | DAY + JOB              | MY EVIDENCE SENTENCE (copy it exactly) | TRACKS | SELF-SCORE                    |
|-------|------------------------|----------------------------------------|--------|-------------------------------|
| Row 1 | MONDAY<br>Collect 1    |                                        | _____  | C 1 2 3<br>S 1 2 3<br>I 1 2 3 |
| Row 2 | MONDAY<br>Collect 2    |                                        | _____  | C 1 2 3<br>S 1 2 3<br>I 1 2 3 |
| Row 3 | WEDNESDAY<br>Collect 1 |                                        | _____  | C 1 2 3<br>S 1 2 3<br>I 1 2 3 |
| Row 4 | WEDNESDAY<br>Collect 2 |                                        | _____  | C 1 2 3<br>S 1 2 3<br>I 1 2 3 |

Self-score: Circle one number on each C, S, and I line. 3 = strongest. C = Connects to the prompt · S = Supports the thesis statement · I = can Infer more ideas

|                                                         |                                                             |
|---------------------------------------------------------|-------------------------------------------------------------|
| TUESDAY CHOOSE<br>My best Monday evidence is row: _____ | THURSDAY CHOOSE<br>My best Wednesday evidence is row: _____ |
| FRIDAY OWN + DEFEND<br>My two winners matter because:   |                                                             |
|                                                         |                                                             |

## FIVE THINKING LEVELS - Use the symbol and label, not color alone.

|                                                                                                            |                                                                                                        |                                                                                                     |                                                                                                         |                                                                                                            |
|------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
|  NOTICE<br>Foundational |  CHOOSE<br>Emergent |  SHOW<br>Visible |  OWN<br>Independent |  DEFEND<br>Reflective |
|------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|

TRACKS reminder: T = Time • R = Reactions • A = Actions • C = Character / Concept / Creatures • K = Key Knowledge • S = Scenery / Sensory