TEKS 7(C)
EVIDENCE DECK
Grade 3 • Prepare

EVIDENCE

Sheet 1 of 36
Collecting & Using Text Evidence • Slide 1 of 10

PROMPT (WHY)
How did the seashell most likely travel all the way to Poverty Point?

THESIS
The seashell most likely reached Poverty Point through long-distance trade, because it came from the coast far away, people there traveled along big rivers, and other faraway materials like copper were found in the same place.

LOCATE THE PASSAGE
"The Mystery of the Traveling Shell" (Fiction)

THIS WEEK'S PROMPT (WHY)
How did the seashell most likely travel all the way to Poverty Point?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
The seashell most likely reached Poverty Point through long-distance trade, because it came from the coast far away, people there traveled along big rivers, and other faraway materials like copper were found in the same place.

THIS WEEK'S FLOW
Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.

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TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

~3 min

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

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "The Mystery of the Traveling Shell" (Fiction), and one job: answer the question, how did the seashell most likely travel all the way to Poverty Point?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: The seashell most likely reached Poverty Point through long-distance trade, because it came from the coast far away, people there traveled along big rivers, and other faraway materials like copper were found in the same place."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "The Mystery of the Traveling Shell" (Fiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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TEKS 7(C)
MONDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 1 of 36
RPLD Evidence Deck · Slide 2 of 10

PROMPT (WHY)
How did the seashell most likely travel all the way to Poverty Point?

THESIS
The seashell most likely reached Poverty Point through long-distance trade, because it came from the coast far away, people there traveled along big rivers, and other faraway materials like copper were found in the same place.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""The Mystery of the Traveling Shell" (Fiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"The label said the shell had been found at Poverty Point, far from the ocean."

A fact that tells where the shell was found, true, but by itself it only says the shell is far from the ocean, not how it got there.

"Archaeologists had discovered other materials at Poverty Point, including copper that also came from far away."

A key fact showing the shell was not the only faraway object at Poverty Point, which points to a pattern of distant goods arriving there.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

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

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is K for Key Knowledge."

▸ *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 Key Knowledge."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Key Knowledge using their K 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: "The label said the shell had been found at Poverty Point, far from the ocean." and "Archaeologists had discovered other materials at Poverty Point, including copper that also came from far away.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "The label said the shell had been found at Poverty Point, far from the ocean.", A fact that tells where the shell was found, true, but by itself it only says the shell is far from the ocean, not how it got there., "Archaeologists had discovered other materials at Poverty Point, including copper that also came from far away.", A key fact showing the shell was not the only faraway object at Poverty Point, which points to a pattern of distant goods arriving there.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION

"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Key Knowledge; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE

Collecting evidence with a named TRACKS lens (K) and a prompt is Foundational (Beginning) 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.

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TEKS 7(C)
TUESDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

Sheet 1 of 36
RPLD Evidence Deck · Slide 3 of 10

PROMPT (WHY)
How did the seashell most likely travel all the way to Poverty Point?

THESIS
The seashell most likely reached Poverty Point through long-distance trade, because it came from the coast far away, people there traveled along big rivers, and other faraway materials like copper were found in the same place.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two K, Key Knowledge pieces

"The label said the shell had been found at Poverty Point, far from the ocean."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects to the prompt because it is about the shell's location, and it opens ideas about how far it traveled, but it does not support the thesis because being far away does not by itself show trade brought it there.

"Archaeologists had discovered other materials at Poverty Point, including copper that also came from far away." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt and supports the thesis, because several distant materials in one place point to trade, and it leads to ideas about how goods moved between faraway communities.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

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

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'The label said the shell had been found at Poverty Point, far from the ocean.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to the prompt because it is about the shell's location, and it opens ideas about how far it traveled, but it does not support the thesis because being far away does not by itself show trade brought it there."

"Now the second piece: 'Archaeologists had discovered other materials at Poverty Point, including copper that also came from far away.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly to the prompt and supports the thesis, because several distant materials in one place point to trade, and it leads to ideas about how goods moved between faraway communities."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "Archaeologists had discovered other materials at Poverty Point, including copper that also came from far away." (all three CSI checks pass) over "The label said the shell had been found at Poverty Point, far from the ocean." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
WEDNESDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 1 of 36
RPLD Evidence Deck · Slide 4 of 10

PROMPT (WHY)
How did the seashell most likely travel all the way to Poverty Point?

THESIS
The seashell most likely reached Poverty Point through long-distance trade, because it came from the coast far away, people there traveled along big rivers, and other faraway materials like copper were found in the same place.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""The Mystery of the Traveling Shell" (Fiction)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: A, Actions

"Emsy traced the distance from the coast to Poverty Point with her finger."

An action Emsy takes while investigating, true, but it shows her measuring the distance, not how the shell itself traveled.

"People at Poverty Point traveled along rivers, which could have helped them move from place to place."

An action that explains how people and their goods could move long distances, which is how a coastal shell could reach an inland place.

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: "Emsy traced the distance from the coast to Poverty Point with her finger." and "People at Poverty Point traveled along rivers, which could have helped them move from place to place.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two A (Actions) pieces from the passage: "Emsy traced the distance from the coast to Poverty Point with her finger.", An action Emsy takes while investigating, true, but it shows her measuring the distance, not how the shell itself traveled., "People at Poverty Point traveled along rivers, which could have helped them move from place to place.", An action that explains how people and their goods could move long distances, which is how a coastal shell could reach an inland place.

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.

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TEKS 7(C)
THURSDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

Sheet 1 of 36
RPLD Evidence Deck · Slide 5 of 10

PROMPT (WHY)
How did the seashell most likely travel all the way to Poverty Point?

THESIS
The seashell most likely reached Poverty Point through long-distance trade, because it came from the coast far away, people there traveled along big rivers, and other faraway materials like copper were found in the same place.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two A, Actions pieces

"Emsy traced the distance from the coast to Poverty Point with her finger."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects to the prompt because Emsy is studying how far the shell came, and it opens ideas about the distance, but it shows her own action, not how the shell traveled, so it does not support the thesis.

"People at Poverty Point traveled along rivers, which could have helped them move from place to place." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt and supports the thesis, because rivers gave people a way to carry goods over long distances, and it leads to ideas about how the shell could travel inland through trade.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

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

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two A (Actions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Emsy traced the distance from the coast to Poverty Point with her finger.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to the prompt because Emsy is studying how far the shell came, and it opens ideas about the distance, but it shows her own action, not how the shell traveled, so it does not support the thesis."

"Now the second piece: 'People at Poverty Point traveled along rivers, which could have helped them move from place to place.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly to the prompt and supports the thesis, because rivers gave people a way to carry goods over long distances, and it leads to ideas about how the shell could travel inland through trade."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "People at Poverty Point traveled along rivers, which could have helped them move from place to place." (all three CSI checks pass) over "Emsy traced the distance from the coast to Poverty Point with her finger." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

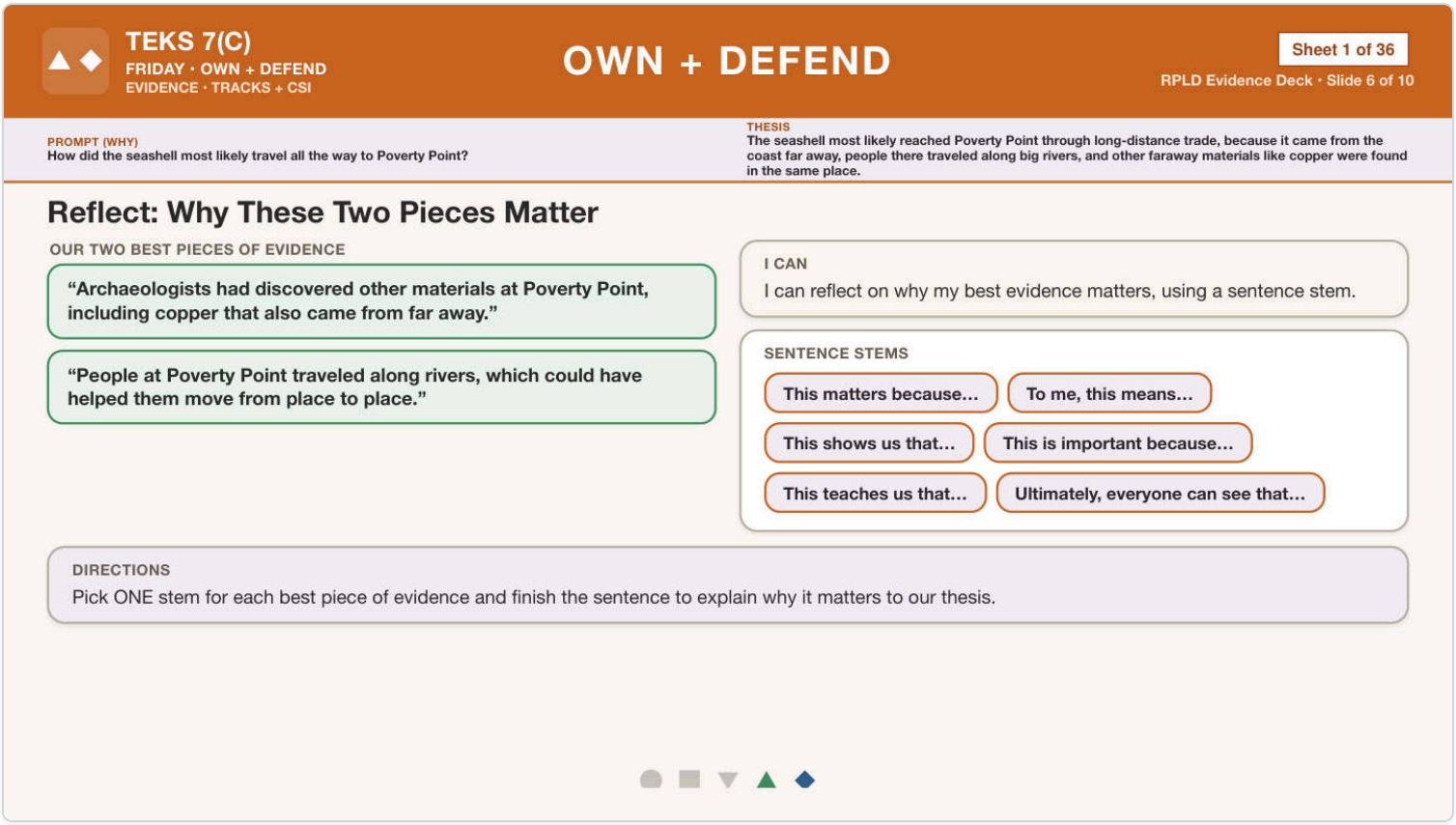
RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

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

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'Archaeologists had discovered other materials at Poverty Point, including copper that also came from far away.' and 'People at Poverty Point traveled along rivers, which could have helped them move from place to place.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "Archaeologists had discovered other materials at Poverty Point, including copper that also came from far away." and "People at Poverty Point traveled along rivers, which could have helped them move from place to place." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

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

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 1 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
How did the seashell most likely travel all the way to Poverty Point?

THESIS
The seashell most likely reached Poverty Point through long-distance trade, because it came from the coast far away, people there traveled along big rivers, and other faraway materials like copper were found in the same place.

Your Turn, Find and Score Your Own Evidence

I CAN
I can independently collect evidence with TRACKS and choose my best evidence with CSI.

DIRECTIONS
- Reread ""The Mystery of the Traveling Shell" (Fiction)."
- Choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept).
- Collect TWO pieces of evidence on your Student Tracking Sheet.
- Grade both pieces with CSI (Connects, Supports, Ideas). Circle your BEST evidence.

STUDENT TRACKING SHEET
Use your Prepare Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.

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TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

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

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION

Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION

"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

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

For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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TEKS 7(C)
MODEL ANSWER FOR YOUR TURN
EVIDENCE · INDEPENDENT PRACTICE

ANSWER KEY

PROMPT (WHY)
How did the seashell most likely travel all the way to Poverty Point?

THESIS
The seashell most likely reached Poverty Point through long-distance trade, because it came from the coast far away, people there traveled along big rivers, and other faraway materials like copper were found in the same place.

Answer Key, One Strong Model

Model TRACKS category: R, Reactions

"Mystery solved."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

A resolution that connects to the prompt because it ends Emsy's investigation, and it opens ideas that she found an answer, but it does not name the answer, so it does not support the thesis by itself.

"They could trade what they had for valuable goods from other places." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

A resolution that connects to the prompt and supports the thesis, because it names trade as the way people got goods from far away, and it leads to ideas about why the shell most likely arrived that way.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

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

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's R (Reactions) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'Mystery solved.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) A resolution that connects to the prompt because it ends Emsy's investigation, and it opens ideas that she found an answer, but it does not name the answer, so it does not support the thesis by itself."

"And this second: 'They could trade what they had for valuable goods from other places.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) A resolution that connects to the prompt and supports the thesis, because it names trade as the way people got goods from far away, and it leads to ideas about why the shell most likely arrived that way."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "They could trade what they had for valuable goods from other places." (passes all three CSI checks) over "Mystery solved."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

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

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 1 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which sentence best proves that the seashell reached Poverty Point through trade?

A **"Inside rested a smooth white seashell."**

B **"the shell came from the coast, Poverty Point was far inland, people traveled along major rivers, and other distant materials had been found there too"**

C **"Emsy pulled out her notebook."**

D **"People did not always have every resource they wanted or needed where they lived."**

Choose ONE sentence that proves the exact claim, not just a sentence that is true.

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TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which sentence best proves that the seashell reached Poverty Point through trade?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'Inside rested a smooth white seashell.' B: 'the shell came from the coast, Poverty Point was far inland, people traveled along major rivers, and other distant materials had been found there too' C: 'Emsy pulled out her notebook.' D: 'People did not always have every resource they wanted or needed where they lived.'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION

Which sentence best proves that the seashell reached Poverty Point through trade?

A **"Inside rested a smooth white seashell."**
TRUE BUT DOESN'T PROVE THE POINT
True, but it only describes the shell sitting in the case, which does not show how the shell traveled to Poverty Point.

B **"the shell came from the coast, Poverty Point was far inland, people traveled along major rivers, and other distant materials had been found there too"**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim by listing all the evidence together: a coastal shell, a faraway inland site, rivers for travel, and other distant materials that point to trade.

C **"Emsy pulled out her notebook."**
TRUE BUT OFF-TOPIC
True, but it describes Emsy getting ready to investigate, which has nothing to do with how the shell traveled.

D **"People did not always have every resource they wanted or needed where they lived."**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, and it explains why people would trade, but a reader would still have to assume this shell arrived that way, so it does not prove the point by itself.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

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

"Here's the payoff: the correct answer is B, 'the shell came from the coast, Poverty Point was far inland, people traveled along major rivers, and other distant materials had been found there too' This proves the exact claim by listing all the evidence together: a coastal shell, a faraway inland site, rivers for travel, and other distant materials that point to trade."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'Inside rested a smooth white seashell.', True But Doesn'T Prove The Point. True, but it only describes the shell sitting in the case, which does not show how the shell traveled to Poverty Point."

"C: 'Emsy pulled out her notebook.', True But Off-Topic. True, but it describes Emsy getting ready to investigate, which has nothing to do with how the shell traveled."

"D: 'People did not always have every resource they wanted or needed where they lived.', Plausible But Requires An Assumption. True, and it explains why people would trade, but a reader would still have to assume this shell arrived that way, so it does not prove the point by itself."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "the shell came from the coast, Poverty Point was far inland, people traveled along major rivers, and other distant materials had been found there too", This proves the exact claim by listing all the evidence together: a coastal shell, a faraway inland site, rivers for travel, and other distant materials that point to trade.

CHECK FOR UNDERSTANDING

Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION

"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

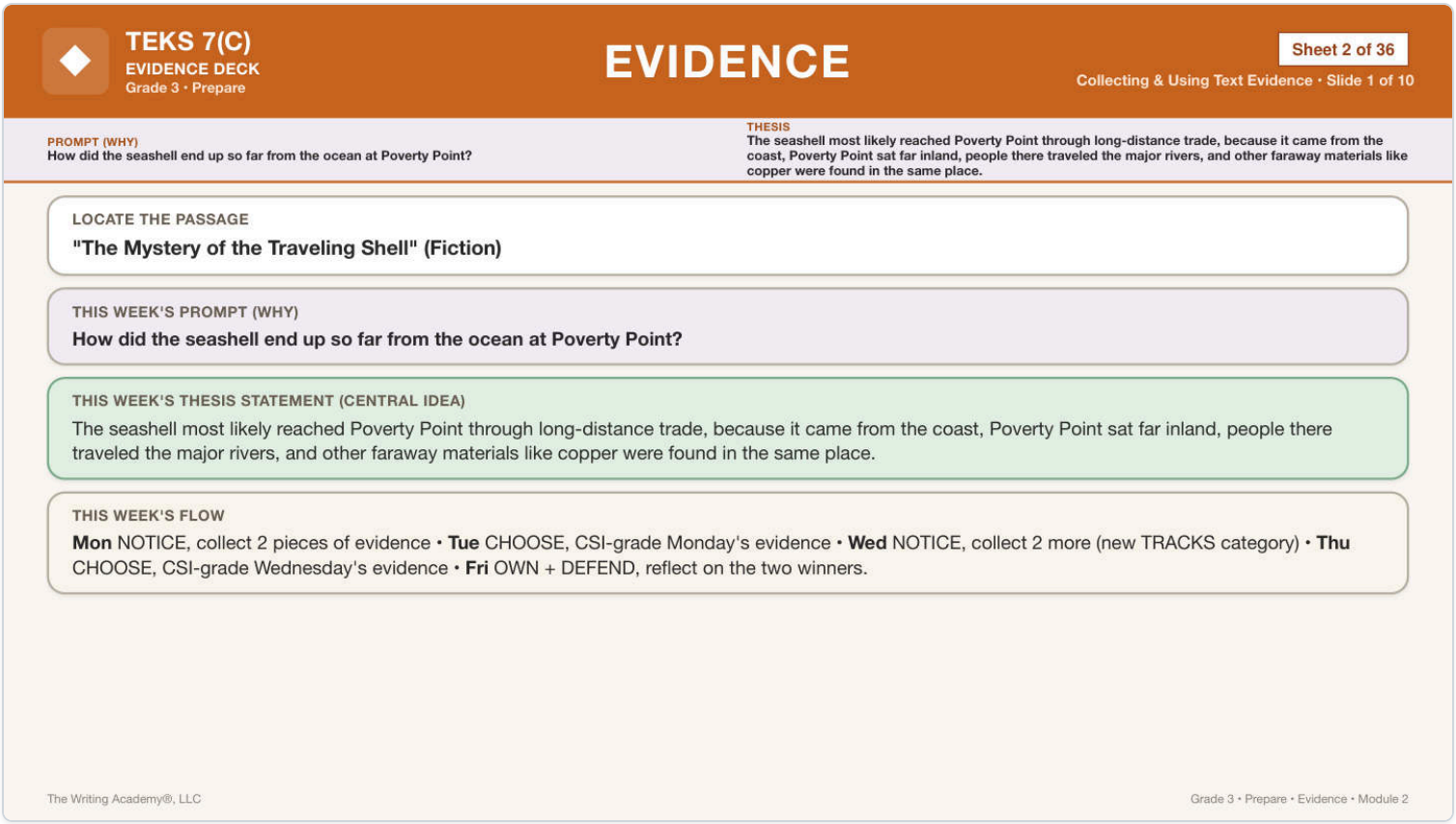
RPLD EVIDENCE & ADVICE

A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

~3 min

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

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "The Mystery of the Traveling Shell" (Fiction), and one job: answer the question, how did the seashell end up so far from the ocean at Poverty Point?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: The seashell most likely reached Poverty Point through long-distance trade, because it came from the coast, Poverty Point sat far inland, people there traveled the major rivers, and other faraway materials like copper were found in the same place."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "The Mystery of the Traveling Shell" (Fiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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TEKS 7(C)
MONDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 2 of 36
RPLD Evidence Deck · Slide 2 of 10

PROMPT (WHY)
How did the seashell end up so far from the ocean at Poverty Point?

THESIS
The seashell most likely reached Poverty Point through long-distance trade, because it came from the coast, Poverty Point sat far inland, people there traveled the major rivers, and other faraway materials like copper were found in the same place.

Collect the Evidence (7Ci), TRACKS

I CAN
I can find two pieces of evidence in the passage that show **Key Knowledge**.

DIRECTIONS
- Reread ""The Mystery of the Traveling Shell" (Fiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"The label explained that the shell came from a coastal environment."
A fact about where the shell came from, true, but on its own it only tells the shell's origin, not how it reached an inland place.

"Another museum panel described copper objects found at Poverty Point. The copper had also come from distant regions."
A key fact showing another faraway material was found in the same place, which points to a pattern of distant goods arriving through trade.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

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

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is K for Key Knowledge."

▸ *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 Key Knowledge."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Key Knowledge using their K 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: "The label explained that the shell came from a coastal environment." and "Another museum panel described copper objects found at Poverty Point. The copper had also come from distant regions.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "The label explained that the shell came from a coastal environment.", A fact about where the shell came from, true, but on its own it only tells the shell's origin, not how it reached an inland place., "Another museum panel described copper objects found at Poverty Point. The copper had also come from distant regions.", A key fact showing another faraway material was found in the same place, which points to a pattern of distant goods arriving through trade.

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

COMMON MISCONCEPTION
Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION
"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Key Knowledge; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE
Collecting evidence with a named TRACKS lens (K) and a prompt is Foundational (Beginning) 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.

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TEKS 7(C)
TUESDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

Sheet 2 of 36
RPLD Evidence Deck · Slide 3 of 10

PROMPT (WHY)
How did the seashell end up so far from the ocean at Poverty Point?

THESIS
The seashell most likely reached Poverty Point through long-distance trade, because it came from the coast, Poverty Point sat far inland, people there traveled the major rivers, and other faraway materials like copper were found in the same place.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two K, Key Knowledge pieces

"The label explained that the shell came from a coastal environment."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects to the prompt because it is about the shell's origin, and it opens ideas about how far it came, but knowing the shell is from the coast does not by itself show trade carried it inland.

"Another museum panel described copper objects found at Poverty Point. The copper had also come from distant regions." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt and supports the thesis, because a second distant material in the same place points to trade, and it leads to ideas about how faraway communities exchanged goods.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

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

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'The label explained that the shell came from a coastal environment.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to the prompt because it is about the shell's origin, and it opens ideas about how far it came, but knowing the shell is from the coast does not by itself show trade carried it inland."

"Now the second piece: 'Another museum panel described copper objects found at Poverty Point. The copper had also come from distant regions.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly to the prompt and supports the thesis, because a second distant material in the same place points to trade, and it leads to ideas about how faraway communities exchanged goods."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "Another museum panel described copper objects found at Poverty Point. The copper had also come from distant regions." (all three CSI checks pass) over "The label explained that the shell came from a coastal environment." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
WEDNESDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 2 of 36
RPLD Evidence Deck · Slide 4 of 10

PROMPT (WHY)
How did the seashell end up so far from the ocean at Poverty Point?

THESIS
The seashell most likely reached Poverty Point through long-distance trade, because it came from the coast, Poverty Point sat far inland, people there traveled the major rivers, and other faraway materials like copper were found in the same place.

Collect the Evidence (7Ci), TRACKS

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

DIRECTIONS
- Reread ""The Mystery of the Traveling Shell" (Fiction)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: A, Actions

"She studied the coastline, located Poverty Point, and traced the distance between them with one finger."
An action Emsy takes while investigating, true, but it shows her measuring the distance, not how the shell itself traveled.

"The information panel explained that people connected with Poverty Point traveled along major waterways."
An action that explains how people and goods could move long distances, which is how a coastal shell could reach an inland place.

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: "She studied the coastline, located Poverty Point, and traced the distance between them with one finger." and "The information panel explained that people connected with Poverty Point traveled along major waterways.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two A (Actions) pieces from the passage: "She studied the coastline, located Poverty Point, and traced the distance between them with one finger.", An action Emsy takes while investigating, true, but it shows her measuring the distance, not how the shell itself traveled., "The information panel explained that people connected with Poverty Point traveled along major waterways.", An action that explains how people and goods could move long distances, which is how a coastal shell could reach an inland place.

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.

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TEKS 7(C)
THURSDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

Sheet 2 of 36
RPLD Evidence Deck · Slide 5 of 10

PROMPT (WHY)
How did the seashell end up so far from the ocean at Poverty Point?

THESIS
The seashell most likely reached Poverty Point through long-distance trade, because it came from the coast, Poverty Point sat far inland, people there traveled the major rivers, and other faraway materials like copper were found in the same place.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two A, Actions pieces

"She studied the coastline, located Poverty Point, and traced the distance between them with one finger."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects to the prompt because Emsy is studying the distance, and it opens ideas about how far the shell came, but it shows her own action, not how the shell traveled, so it does not support the thesis.

"The information panel explained that people connected with Poverty Point traveled along major waterways." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt and supports the thesis, because waterways gave people a way to carry goods over long distances, and it leads to ideas about how the shell could travel inland through trade.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

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

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two A (Actions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'She studied the coastline, located Poverty Point, and traced the distance between them with one finger.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to the prompt because Emsy is studying the distance, and it opens ideas about how far the shell came, but it shows her own action, not how the shell traveled, so it does not support the thesis."

"Now the second piece: 'The information panel explained that people connected with Poverty Point traveled along major waterways.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly to the prompt and supports the thesis, because waterways gave people a way to carry goods over long distances, and it leads to ideas about how the shell could travel inland through trade."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "The information panel explained that people connected with Poverty Point traveled along major waterways." (all three CSI checks pass) over "She studied the coastline, located Poverty Point, and traced the distance between them with one finger." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
FRIDAY · OWN + DEFEND
EVIDENCE · TRACKS + CSI

OWN + DEFEND

Sheet 2 of 36
RPLD Evidence Deck · Slide 6 of 10

PROMPT (WHY)
How did the seashell end up so far from the ocean at Poverty Point?

THESIS
The seashell most likely reached Poverty Point through long-distance trade, because it came from the coast, Poverty Point sat far inland, people there traveled the major rivers, and other faraway materials like copper were found in the same place.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"Another museum panel described copper objects found at Poverty Point. The copper had also come from distant regions."

"The information panel explained that people connected with Poverty Point traveled along major waterways."

I CAN
I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

- This matters because…
- To me, this means…
- This shows us that…
- This is important because…
- This teaches us that…
- Ultimately, everyone can see that…

DIRECTIONS
Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

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

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'Another museum panel described copper objects found at Poverty Point. The copper had also come from distant regions.' and 'The information panel explained that people connected with Poverty Point traveled along major waterways.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "Another museum panel described copper objects found at Poverty Point. The copper had also come from distant regions." and "The information panel explained that people connected with Poverty Point traveled along major waterways." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

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

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 2 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
How did the seashell end up so far from the ocean at Poverty Point?

THESIS
The seashell most likely reached Poverty Point through long-distance trade, because it came from the coast, Poverty Point sat far inland, people there traveled the major rivers, and other faraway materials like copper were found in the same place.

Your Turn, Find and Score Your Own Evidence

I CAN
I can independently collect evidence with TRACKS and choose my best evidence with CSI.

DIRECTIONS
- Reread ""The Mystery of the Traveling Shell" (Fiction)."
- Choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept).
- Collect TWO pieces of evidence on your Student Tracking Sheet.
- Grade both pieces with CSI (Connects, Supports, Ideas). Circle your BEST evidence.

STUDENT TRACKING SHEET
Use your Prepare Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.

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TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

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

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION

Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION

"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

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

For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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TEKS 7(C)
MODEL ANSWER FOR YOUR TURN
EVIDENCE · INDEPENDENT PRACTICE

ANSWER KEY

Sheet 2 of 36
RPLD Evidence Deck · Slide 8 of 10

PROMPT (WHY)
How did the seashell end up so far from the ocean at Poverty Point?

THESIS
The seashell most likely reached Poverty Point through long-distance trade, because it came from the coast, Poverty Point sat far inland, people there traveled the major rivers, and other faraway materials like copper were found in the same place.

Answer Key, One Strong Model

Model TRACKS category: R, Reactions

"That changed everything."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

A reaction that connects to the prompt because it shows Emsy realized something important, and it opens ideas that her thinking shifted, but it does not name what changed, so it does not support the thesis by itself.

"You trade what you have for something you cannot easily get." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

A reaction that connects to the prompt and supports the thesis, because it names trade as the way people got goods they could not find nearby, and it leads to ideas about why the shell most likely arrived that way.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

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

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's R (Reactions) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'That changed everything.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) A reaction that connects to the prompt because it shows Emsy realized something important, and it opens ideas that her thinking shifted, but it does not name what changed, so it does not support the thesis by itself."

"And this second: 'You trade what you have for something you cannot easily get.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) A reaction that connects to the prompt and supports the thesis, because it names trade as the way people got goods they could not find nearby, and it leads to ideas about why the shell most likely arrived that way."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "You trade what you have for something you cannot easily get." (passes all three CSI checks) over "That changed everything."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

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

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 2 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which sentence best proves that the shell reached Poverty Point through trade?

A **"Inside rested a small, pearly seashell."**

B **"Seashells came from far away. Copper came from far away. Both were discovered here."**

C **"Emsy pulled a miniature notebook from her backpack."**

D **"Scarcity happens when people do not have unlimited amounts of everything they want or need."**

Choose ONE sentence that proves the exact claim, not just a sentence that is true.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which sentence best proves that the shell reached Poverty Point through trade?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'Inside rested a small, pearly seashell.' B: 'Seashells came from far away. Copper came from far away. Both were discovered here.' C: 'Emsy pulled a miniature notebook from her backpack.' D: 'Scarcity happens when people do not have unlimited amounts of everything they want or need.'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION

Which sentence best proves that the shell reached Poverty Point through trade?

A **"Inside rested a small, pearly seashell."**
TRUE BUT DOESN'T PROVE THE POINT
True, but it only describes the shell in the case, which does not show how the shell traveled to Poverty Point.

B **"Seashells came from far away. Copper came from far away. Both were discovered here."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim by showing two different faraway materials ended up in the same inland place, which is the pattern that points to trade.

C **"Emsy pulled a miniature notebook from her backpack."**
TRUE BUT OFF-TOPIC
True, but it describes Emsy getting ready to investigate, which has nothing to do with how the shell traveled.

D **"Scarcity happens when people do not have unlimited amounts of everything they want or need."**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, and it explains why people would trade, but a reader would still have to assume this shell arrived that way, so it does not prove the point by itself.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

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

"Here's the payoff: the correct answer is B, 'Seashells came from far away. Copper came from far away. Both were discovered here.' This proves the exact claim by showing two different faraway materials ended up in the same inland place, which is the pattern that points to trade."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'Inside rested a small, pearly seashell.', True But Doesn'T Prove The Point. True, but it only describes the shell in the case, which does not show how the shell traveled to Poverty Point."

"C: 'Emsy pulled a miniature notebook from her backpack.', True But Off-Topic. True, but it describes Emsy getting ready to investigate, which has nothing to do with how the shell traveled."

"D: 'Scarcity happens when people do not have unlimited amounts of everything they want or need.', Plausible But Requires An Assumption. True, and it explains why people would trade, but a reader would still have to assume this shell arrived that way, so it does not prove the point by itself."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "Seashells came from far away. Copper came from far away. Both were discovered here.", This proves the exact claim by showing two different faraway materials ended up in the same inland place, which is the pattern that points to trade.

CHECK FOR UNDERSTANDING

Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION

"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

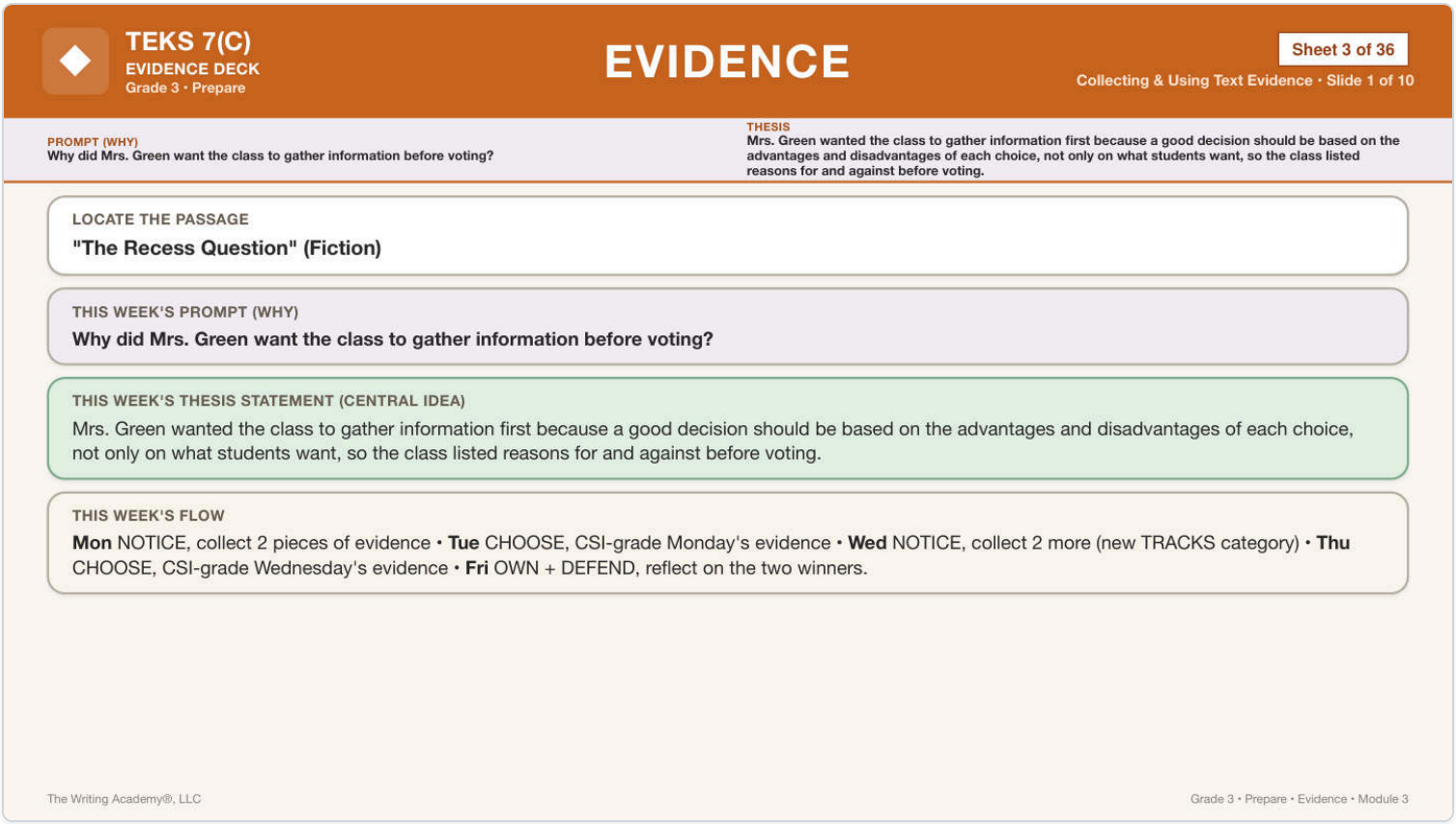
RPLD EVIDENCE & ADVICE

A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

~3 min

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

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "The Recess Question" (Fiction), and one job: answer the question, why did Mrs. Green want the class to gather information before voting?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: Mrs. Green wanted the class to gather information first because a good decision should be based on the advantages and disadvantages of each choice, not only on what students want, so the class listed reasons for and against before voting."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "The Recess Question" (Fiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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TEKS 7(C)
MONDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 3 of 36
RPLD Evidence Deck · Slide 2 of 10

PROMPT (WHY)
Why did Mrs. Green want the class to gather information before voting?

THESIS
Mrs. Green wanted the class to gather information first because a good decision should be based on the advantages and disadvantages of each choice, not only on what students want, so the class listed reasons for and against before voting.

Collect the Evidence (7Ci), TRACKS

I CAN
I can find two pieces of evidence in the passage that show **Key Knowledge**.

DIRECTIONS
- Reread ""The Recess Question" (Fiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"People in a community do not always agree"
A background fact about communities, true, but on its own it does not explain why the class needed to gather information before voting.

"We need time to read, write, learn mathematics, study science and social studies, and do many other important things."
A key fact naming the other needs of the school day, which is exactly the kind of information the class had to weigh before deciding.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

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

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is K for Key Knowledge."

▸ *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 Key Knowledge."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Key Knowledge using their K 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: "People in a community do not always agree" and "We need time to read, write, learn mathematics, study science and social studies, and do many other important things.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "People in a community do not always agree", A background fact about communities, true, but on its own it does not explain why the class needed to gather information before voting., "We need time to read, write, learn mathematics, study science and social studies, and do many other important things.", A key fact naming the other needs of the school day, which is exactly the kind of information the class had to weigh before deciding.

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

COMMON MISCONCEPTION
Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION
"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Key Knowledge; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE
Collecting evidence with a named TRACKS lens (K) and a prompt is Foundational (Beginning) 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.

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TEKS 7(C)
TUESDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

Sheet 3 of 36
RPLD Evidence Deck · Slide 3 of 10

PROMPT (WHY)
Why did Mrs. Green want the class to gather information before voting?

THESIS
Mrs. Green wanted the class to gather information first because a good decision should be based on the advantages and disadvantages of each choice, not only on what students want, so the class listed reasons for and against before voting.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two K, Key Knowledge pieces

"People in a community do not always agree"

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects to the prompt because it is why a class must decide carefully, and it opens ideas about disagreement, but it does not support the thesis because it does not explain why gathering information first matters.

"We need time to read, write, learn mathematics, study science and social studies, and do many other important things." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt and supports the thesis, because it names the competing needs the class had to weigh, and it leads to ideas about why a fair decision looks at more than what students want.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

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

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'People in a community do not always agree' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to the prompt because it is why a class must decide carefully, and it opens ideas about disagreement, but it does not support the thesis because it does not explain why gathering information first matters."

"Now the second piece: 'We need time to read, write, learn mathematics, study science and social studies, and do many other important things.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly to the prompt and supports the thesis, because it names the competing needs the class had to weigh, and it leads to ideas about why a fair decision looks at more than what students want."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "We need time to read, write, learn mathematics, study science and social studies, and do many other important things." (all three CSI checks pass) over "People in a community do not always agree" (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
WEDNESDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 3 of 36
RPLD Evidence Deck · Slide 4 of 10

PROMPT (WHY)
Why did Mrs. Green want the class to gather information before voting?

THESIS
Mrs. Green wanted the class to gather information first because a good decision should be based on the advantages and disadvantages of each choice, not only on what students want, so the class listed reasons for and against before voting.

Collect the Evidence (7Ci), TRACKS

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

DIRECTIONS
- Reread ""The Recess Question" (Fiction)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: A, Actions

"The class began making a list."
An action the class took, true, but on its own it only says they started a list, not why gathering that information mattered.

"Good citizens listen to one another, consider the reasons, and make decisions respectfully."
An action that names what good citizens do, listening and considering reasons, which is why the class gathered information before voting.

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: "The class began making a list." and "Good citizens listen to one another, consider the reasons, and make decisions respectfully.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two A (Actions) pieces from the passage: "The class began making a list.", An action the class took, true, but on its own it only says they started a list, not why gathering that information mattered., "Good citizens listen to one another, consider the reasons, and make decisions respectfully.", An action that names what good citizens do, listening and considering reasons, which is why the class gathered information before voting.

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.

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TEKS 7(C)
THURSDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

Sheet 3 of 36
RPLD Evidence Deck · Slide 5 of 10

PROMPT (WHY)
Why did Mrs. Green want the class to gather information before voting?

THESIS
Mrs. Green wanted the class to gather information first because a good decision should be based on the advantages and disadvantages of each choice, not only on what students want, so the class listed reasons for and against before voting.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two A, Actions pieces

"The class began making a list."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects to the prompt because listing is part of gathering information, and it opens ideas about what they wrote, but on its own it does not explain why the information mattered, so it does not support the thesis.

"Good citizens listen to one another, consider the reasons, and make decisions respectfully." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt and supports the thesis, because considering the reasons is exactly why the class gathered information before voting, and it leads to ideas about how fair decisions are made together.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

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

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two A (Actions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'The class began making a list.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to the prompt because listing is part of gathering information, and it opens ideas about what they wrote, but on its own it does not explain why the information mattered, so it does not support the thesis."

"Now the second piece: 'Good citizens listen to one another, consider the reasons, and make decisions respectfully.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly to the prompt and supports the thesis, because considering the reasons is exactly why the class gathered information before voting, and it leads to ideas about how fair decisions are made together."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "Good citizens listen to one another, consider the reasons, and make decisions respectfully." (all three CSI checks pass) over "The class began making a list." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

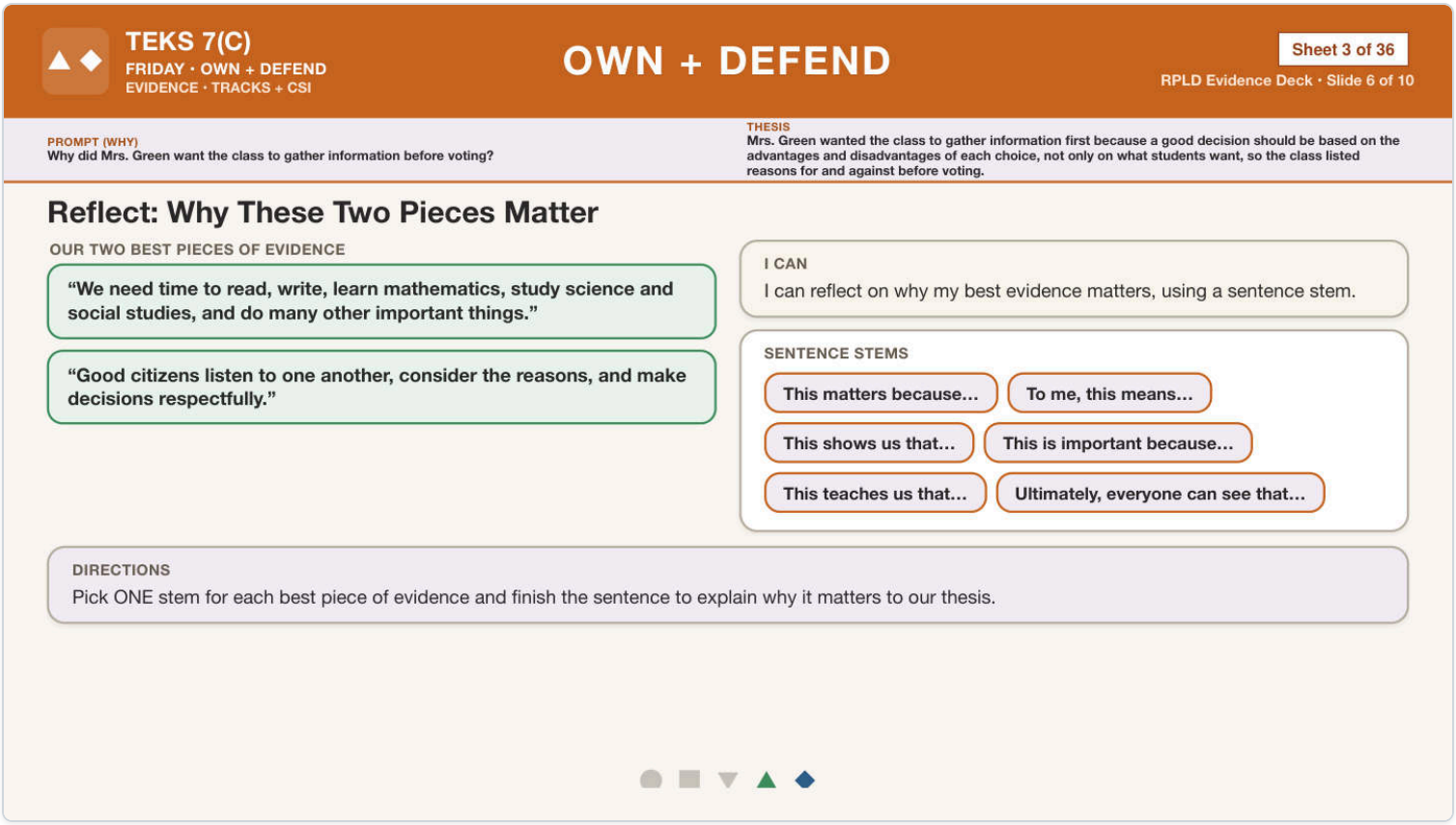
RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

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

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'We need time to read, write, learn mathematics, study science and social studies, and do many other important things.' and 'Good citizens listen to one another, consider the reasons, and make decisions respectfully.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "We need time to read, write, learn mathematics, study science and social studies, and do many other important things." and "Good citizens listen to one another, consider the reasons, and make decisions respectfully." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

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

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 3 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
Why did Mrs. Green want the class to gather information before voting?

THESIS
Mrs. Green wanted the class to gather information first because a good decision should be based on the advantages and disadvantages of each choice, not only on what students want, so the class listed reasons for and against before voting.

Your Turn, Find and Score Your Own Evidence

I CAN
I can independently collect evidence with TRACKS and choose my best evidence with CSI.

DIRECTIONS
- Reread ""The Recess Question" (Fiction)."
- Choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept).
- Collect TWO pieces of evidence on your Student Tracking Sheet.
- Grade both pieces with CSI (Connects, Supports, Ideas). Circle your BEST evidence.

STUDENT TRACKING SHEET
Use your Prepare Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.

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TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

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

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION

Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION

"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

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

For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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TEKS 7(C)
MODEL ANSWER FOR YOUR TURN
EVIDENCE · INDEPENDENT PRACTICE

ANSWER KEY

Sheet 3 of 36
RPLD Evidence Deck · Slide 8 of 10

PROMPT (WHY)
Why did Mrs. Green want the class to gather information before voting?

THESIS
Mrs. Green wanted the class to gather information first because a good decision should be based on the advantages and disadvantages of each choice, not only on what students want, so the class listed reasons for and against before voting.

Answer Key, One Strong Model

Model TRACKS category: R, Reactions

"Mrs. Green smiled."
- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

A reaction that connects to the class discussion and opens ideas that Mrs. Green was pleased, but a smile does not explain why the class needed information first, so it does not support the thesis.

"First, we need information." BEST EVIDENCE
- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

A response that connects to the prompt and supports the thesis, because it names gathering information as the first step, which is exactly why the class did not vote right away, and it leads to ideas about why information comes before a fair decision.

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Grade 3 • Prepare • Evidence • ANSWER KEY

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

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

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's R (Reactions) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'Mrs. Green smiled.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) A reaction that connects to the class discussion and opens ideas that Mrs. Green was pleased, but a smile does not explain why the class needed information first, so it does not support the thesis."

"And this second: 'First, we need information.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) A response that connects to the prompt and supports the thesis, because it names gathering information as the first step, which is exactly why the class did not vote right away, and it leads to ideas about why information comes before a fair decision."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "First, we need information." (passes all three CSI checks) over "Mrs. Green smiled."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

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

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 3 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which sentence best shows why Mrs. Green wanted the class to gather information before voting?

A **"Recess was one of her favorite parts of the school day."**

B **"We should consider the advantages and disadvantages of each choice."**

C **"Max still wanted longer recess."**

D **"People have been making group decisions for a very long time"**

Choose ONE sentence that proves the exact claim, not just a sentence that is true.

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TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which sentence best shows why Mrs. Green wanted the class to gather information before voting?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'Recess was one of her favorite parts of the school day.' B: 'We should consider the advantages and disadvantages of each choice.' C: 'Max still wanted longer recess.' D: 'People have been making group decisions for a very long time'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION
Which sentence best shows why Mrs. Green wanted the class to gather information before voting?

A **"Recess was one of her favorite parts of the school day."**
TRUE BUT OFF-TOPIC
True, but it tells how Beth felt about recess, not why the class needed to gather information before voting.

B **"We should consider the advantages and disadvantages of each choice."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact point by naming the reason for gathering information: a fair decision weighs the advantages and disadvantages of each choice.

C **"Max still wanted longer recess."**
TRUE BUT DOESN'T PROVE THE POINT
True, but it only gives one student's opinion, which does not show why the class needed to gather information first.

D **"People have been making group decisions for a very long time"**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but a reader would have to assume this history explains why this class gathered information, so it does not prove the point by itself.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

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

"Here's the payoff: the correct answer is B, 'We should consider the advantages and disadvantages of each choice.' This proves the exact point by naming the reason for gathering information: a fair decision weighs the advantages and disadvantages of each choice."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'Recess was one of her favorite parts of the school day.', True But Off-Topic. True, but it tells how Beth felt about recess, not why the class needed to gather information before voting."

"C: 'Max still wanted longer recess.', True But Doesn'T Prove The Point. True, but it only gives one student's opinion, which does not show why the class needed to gather information first."

"D: 'People have been making group decisions for a very long time', Plausible But Requires An Assumption. True, but a reader would have to assume this history explains why this class gathered information, so it does not prove the point by itself."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "We should consider the advantages and disadvantages of each choice.", This proves the exact point by naming the reason for gathering information: a fair decision weighs the advantages and disadvantages of each choice.

CHECK FOR UNDERSTANDING

Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION

"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE

A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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EVIDENCE

PROMPT (WHY)
What steps did the class follow to make a fair decision about recess?

THESIS
The class made a fair decision by following clear steps: they looked at the problem, gathered information about the advantages and disadvantages, listened to one another, and then voted to decide together.

LOCATE THE PASSAGE
"The Recess Question" (Fiction)

THIS WEEK'S PROMPT (WHY)
What steps did the class follow to make a fair decision about recess?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
The class made a fair decision by following clear steps: they looked at the problem, gathered information about the advantages and disadvantages, listened to one another, and then voted to decide together.

THIS WEEK'S FLOW
Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

⏱ ~3 min

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

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "The Recess Question" (Fiction), and one job: answer the question, what steps did the class follow to make a fair decision about recess?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: The class made a fair decision by following clear steps: they looked at the problem, gathered information about the advantages and disadvantages, listened to one another, and then voted to decide together."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "The Recess Question" (Fiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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TEKS 7(C)
MONDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 4 of 36
RPLD Evidence Deck · Slide 2 of 10

PROMPT (WHY)
What steps did the class follow to make a fair decision about recess?

THESIS
The class made a fair decision by following clear steps: they looked at the problem, gathered information about the advantages and disadvantages, listened to one another, and then voted to decide together.

Collect the Evidence (7Ci), TRACKS

I CAN
I can find two pieces of evidence in the passage that show **Key Knowledge**.

DIRECTIONS
- Reread ""The Recess Question" (Fiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"People have been making group decisions for a very long time"
A background fact about group decisions, true, but on its own it does not name the steps this class followed to decide fairly.

"Today, voting is still one way groups make decisions."
A fact naming voting as a way groups decide, which is the final step the class used to reach a fair decision.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

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

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is K for Key Knowledge."

▸ *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 Key Knowledge."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Key Knowledge using their K 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: "People have been making group decisions for a very long time" and "Today, voting is still one way groups make decisions.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "People have been making group decisions for a very long time", A background fact about group decisions, true, but on its own it does not name the steps this class followed to decide fairly., "Today, voting is still one way groups make decisions.", A fact naming voting as a way groups decide, which is the final step the class used to reach a fair decision.

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

COMMON MISCONCEPTION
Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION
"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Key Knowledge; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE
Collecting evidence with a named TRACKS lens (K) and a prompt is Foundational (Beginning) 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.

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PROMPT (WHY)
What steps did the class follow to make a fair decision about recess?

THESIS
The class made a fair decision by following clear steps: they looked at the problem, gathered information about the advantages and disadvantages, listened to one another, and then voted to decide together.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two K, Key Knowledge pieces

"People have been making group decisions for a very long time"

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects to the prompt because it is about making decisions in groups, and it opens ideas about the history of voting, but it does not name the steps this class followed, so it does not support the thesis.

"Today, voting is still one way groups make decisions." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt and supports the thesis, because voting is the step the class used to decide together, and it leads to ideas about why groups use voting to settle a fair choice.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

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

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'People have been making group decisions for a very long time' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to the prompt because it is about making decisions in groups, and it opens ideas about the history of voting, but it does not name the steps this class followed, so it does not support the thesis."

"Now the second piece: 'Today, voting is still one way groups make decisions.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly to the prompt and supports the thesis, because voting is the step the class used to decide together, and it leads to ideas about why groups use voting to settle a fair choice."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "Today, voting is still one way groups make decisions." (all three CSI checks pass) over "People have been making group decisions for a very long time" (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
WEDNESDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 4 of 36
RPLD Evidence Deck · Slide 4 of 10

PROMPT (WHY)
What steps did the class follow to make a fair decision about recess?

THESIS
The class made a fair decision by following clear steps: they looked at the problem, gathered information about the advantages and disadvantages, listened to one another, and then voted to decide together.

Collect the Evidence (7Ci), TRACKS

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

DIRECTIONS
- Reread ""The Recess Question" (Fiction)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: A, Actions

"One by one, the students placed their ballots in a box."
An action the students took, true, but it shows only the final voting step, not the earlier steps that made the decision fair.

"First, everyone gets a chance to explain a point of view."
An action that names an important step, hearing every point of view, which the class did before voting so the decision would be fair.

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: "One by one, the students placed their ballots in a box." and "First, everyone gets a chance to explain a point of view.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two A (Actions) pieces from the passage: "One by one, the students placed their ballots in a box.", An action the students took, true, but it shows only the final voting step, not the earlier steps that made the decision fair., "First, everyone gets a chance to explain a point of view.", An action that names an important step, hearing every point of view, which the class did before voting so the decision would be fair.

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.

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PROMPT (WHY)
What steps did the class follow to make a fair decision about recess?

THESIS
The class made a fair decision by following clear steps: they looked at the problem, gathered information about the advantages and disadvantages, listened to one another, and then voted to decide together.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two A, Actions pieces

"One by one, the students placed their ballots in a box."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects to the prompt because it shows the voting step, and it opens ideas about how the class decided, but it captures only the last step, so it does not support the full thesis about all the steps.

"First, everyone gets a chance to explain a point of view." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt and supports the thesis, because hearing every point of view was a key step before the vote, and it leads to ideas about why listening makes a group decision fair.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

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

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two A (Actions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'One by one, the students placed their ballots in a box.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to the prompt because it shows the voting step, and it opens ideas about how the class decided, but it captures only the last step, so it does not support the full thesis about all the steps."

"Now the second piece: 'First, everyone gets a chance to explain a point of view.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly to the prompt and supports the thesis, because hearing every point of view was a key step before the vote, and it leads to ideas about why listening makes a group decision fair."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "First, everyone gets a chance to explain a point of view." (all three CSI checks pass) over "One by one, the students placed their ballots in a box." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
FRIDAY · OWN + DEFEND
EVIDENCE · TRACKS + CSI

OWN + DEFEND

Sheet 4 of 36
RPLD Evidence Deck · Slide 6 of 10

PROMPT (WHY)
What steps did the class follow to make a fair decision about recess?

THESIS
The class made a fair decision by following clear steps: they looked at the problem, gathered information about the advantages and disadvantages, listened to one another, and then voted to decide together.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"Today, voting is still one way groups make decisions."

"First, everyone gets a chance to explain a point of view."

I CAN
I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

- This matters because…
- To me, this means…
- This shows us that…
- This is important because…
- This teaches us that…
- Ultimately, everyone can see that…

DIRECTIONS
Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

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

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'Today, voting is still one way groups make decisions.' and 'First, everyone gets a chance to explain a point of view.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "Today, voting is still one way groups make decisions." and "First, everyone gets a chance to explain a point of view." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

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

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 4 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
What steps did the class follow to make a fair decision about recess?

THESIS
The class made a fair decision by following clear steps: they looked at the problem, gathered information about the advantages and disadvantages, listened to one another, and then voted to decide together.

Your Turn, Find and Score Your Own Evidence

I CAN
I can independently collect evidence with TRACKS and choose my best evidence with CSI.

DIRECTIONS
- Reread ""The Recess Question" (Fiction)."
- Choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept).
- Collect TWO pieces of evidence on your Student Tracking Sheet.
- Grade both pieces with CSI (Connects, Supports, Ideas). Circle your BEST evidence.

STUDENT TRACKING SHEET
Use your Prepare Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.

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TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

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

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION

Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION

"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

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

For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

TEKS 7(C)
MODEL ANSWER FOR YOUR TURN
EVIDENCE · INDEPENDENT PRACTICE

ANSWER KEY

PROMPT (WHY)
What steps did the class follow to make a fair decision about recess?

THESIS
The class made a fair decision by following clear steps: they looked at the problem, gathered information about the advantages and disadvantages, listened to one another, and then voted to decide together.

Answer Key, One Strong Model

Model TRACKS category: R, Reactions

"Beth smiled."
- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

A reaction that connects to the story's ending and opens ideas that Beth felt good, but a smile does not name the steps the class followed, so it does not support the thesis.

"the most important thing is what we just practiced" BEST EVIDENCE
- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

A response that connects to the prompt and supports the thesis, because Mrs. Green points to the fair process the class just practiced rather than the winner, and it leads to ideas about why the steps mattered more than the outcome.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

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

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's R (Reactions) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'Beth smiled.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) A reaction that connects to the story's ending and opens ideas that Beth felt good, but a smile does not name the steps the class followed, so it does not support the thesis."

"And this second: 'the most important thing is what we just practiced' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) A response that connects to the prompt and supports the thesis, because Mrs. Green points to the fair process the class just practiced rather than the winner, and it leads to ideas about why the steps mattered more than the outcome."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "the most important thing is what we just practiced" (passes all three CSI checks) over "Beth smiled."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

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

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 4 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which sentence best shows the steps the class used to make a fair decision?

A **"The sun felt warm on Beth's face."**

B **"We looked at a problem. We gathered information. We considered different solutions. We listened to one another. Then we used voting to help make a group decision."**

C **"Max still wanted longer recess."**

D **"She had a lot to think about."**

Choose ONE sentence that proves the exact claim, not just a sentence that is true.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which sentence best shows the steps the class used to make a fair decision?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'The sun felt warm on Beth's face.' B: 'We looked at a problem. We gathered information. We considered different solutions. We listened to one another. Then we used voting to help make a group decision.' C: 'Max still wanted longer recess.' D: 'She had a lot to think about.'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION
Which sentence best shows the steps the class used to make a fair decision?

A **"The sun felt warm on Beth's face."**
TRUE BUT OFF-TOPIC
True, but it describes the weather at recess, which has nothing to do with the steps the class used to decide.

B **"We looked at a problem. We gathered information. We considered different solutions. We listened to one another. Then we used voting to help make a group decision."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact point by naming every step the class followed to reach a fair decision.

C **"Max still wanted longer recess."**
TRUE BUT DOESN'T PROVE THE POINT
True, but it gives one student's opinion, not the steps the class used to decide.

D **"She had a lot to think about."**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but a reader would have to assume this is about the decision steps, so it does not prove the point by itself.

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TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

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

"Here's the payoff: the correct answer is B, 'We looked at a problem. We gathered information. We considered different solutions. We listened to one another. Then we used voting to help make a group decision.' This proves the exact point by naming every step the class followed to reach a fair decision."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'The sun felt warm on Beth's face.', True But Off-Topic. True, but it describes the weather at recess, which has nothing to do with the steps the class used to decide."

"C: 'Max still wanted longer recess.', True But Doesn'T Prove The Point. True, but it gives one student's opinion, not the steps the class used to decide."

"D: 'She had a lot to think about.', Plausible But Requires An Assumption. True, but a reader would have to assume this is about the decision steps, so it does not prove the point by itself."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "We looked at a problem. We gathered information. We considered different solutions. We listened to one another. Then we used voting to help make a group decision.", This proves the exact point by naming every step the class followed to reach a fair decision.

CHECK FOR UNDERSTANDING

Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION

"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE

A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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TEKS 7(C)
EVIDENCE DECK
Grade 3 · Cluster 1

EVIDENCE

Sheet 5 of 36
Collecting & Using Text Evidence · Slide 1 of 10

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.

LOCATE THE PASSAGE
"The Pilgrims Chose Plymouth" (Nonfiction)

THIS WEEK'S PROMPT (WHY)
Why did the Pilgrims choose Plymouth as their new home?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
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.

THIS WEEK'S FLOW
Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.

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TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

~3 min

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

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "The Pilgrims Chose Plymouth" (Nonfiction), and one job: answer the question, why did the Pilgrims choose Plymouth as their new home?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: 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."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "The Pilgrims Chose Plymouth" (Nonfiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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TEKS 7(C)
MONDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 5 of 36
RPLD Evidence Deck · Slide 2 of 10

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 **Key Knowledge**.

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

Today's TRACKS category: K, Key Knowledge

"The ship was crowded with men, women, and children."
A detail about the crowded journey, not about the land they chose.

"There was also rich soil where crops could be planted."
Names an exact resource that made Plymouth a good home to choose.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

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

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is K for Key Knowledge."

▸ *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 Key Knowledge."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Key Knowledge using their K 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: "The ship was crowded with men, women, and children." and "There was also rich soil where crops could be planted.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "The ship was crowded with men, women, and children.", A detail about the crowded journey, not about the land they chose., "There was also rich soil where crops could be planted.", Names an exact resource that made Plymouth a good home to choose.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION

"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Key Knowledge; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE

Collecting evidence with a named TRACKS lens (K) and a prompt is Foundational (Beginning) 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.

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CHOOSE

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.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two K, Key Knowledge pieces

"The ship was crowded with men, women, and children."

- ✗ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

A detail about the crowded ship with nowhere to go, it does not connect to WHY Plymouth itself was chosen, and it does not open up more to explain about the location.

"There was also rich soil where crops could be planted." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt (rich soil is a reason to choose this spot), supports the thesis (names one of the exact resources, fresh water, forests, soil, harbor), and leads to ideas about how the Pilgrims planned to use the land.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

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

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'The ship was crowded with men, women, and children.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) A detail about the crowded ship with nowhere to go, it does not connect to WHY Plymouth itself was chosen, and it does not open up more to explain about the location."

"Now the second piece: 'There was also rich soil where crops could be planted.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly to the prompt (rich soil is a reason to choose this spot), supports the thesis (names one of the exact resources, fresh water, forests, soil, harbor), and leads to ideas about how the Pilgrims planned to use the land."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "There was also rich soil where crops could be planted." (all three CSI checks pass) over "The ship was crowded with men, women, and children." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
WEDNESDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 5 of 36
RPLD Evidence Deck · Slide 4 of 10

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.

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.

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CHOOSE

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.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two A, Actions pieces

"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." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt (this IS the choosing of Plymouth), supports the thesis (names the exact resources, water, forests, harbor), and leads to ideas about what makes a good home.

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

- ✗ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Shows teamwork AFTER they settled, it does not connect to WHY they chose Plymouth in the first place, so it does not support this thesis even though it could open up other ideas.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

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

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two A (Actions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'The Pilgrims worked together each day. Some people chopped wood for fires while others cooked meals or cared for children.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Shows teamwork AFTER they settled, it does not connect to WHY they chose Plymouth in the first place, so it does not support this thesis even though it could open up other ideas."

"Now the second piece: '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.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly to the prompt (this IS the choosing of Plymouth), supports the thesis (names the exact resources, water, forests, harbor), and leads to ideas about what makes a good home."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "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." (all three CSI checks pass) over "The Pilgrims worked together each day. Some people chopped wood for fires while others cooked meals or cared for children." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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OWN + DEFEND

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.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"There was also rich soil where crops could be planted."

"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."

I CAN
I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

- This matters because…
- To me, this means…
- This shows us that…
- This is important because…
- This teaches us that…
- Ultimately, everyone can see that…

DIRECTIONS
Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

⏱ ~5 min

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

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'There was also rich soil where crops could be planted.' and '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.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "There was also rich soil where crops could be planted." and "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." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

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

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 5 of 36
RPLD Evidence Deck · Slide 7 of 10

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.

Your Turn, Find and Score Your Own Evidence

I CAN
I can independently collect evidence with TRACKS and choose my best evidence with CSI.

DIRECTIONS
- Reread ""The Pilgrims Chose Plymouth" (Nonfiction)."
- Choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept).
- Collect TWO pieces of evidence on your Student Tracking Sheet.
- Grade both pieces with CSI (Connects, Supports, Ideas). Circle your BEST evidence.

STUDENT TRACKING SHEET
Use your Cluster 1 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

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

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING
Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION
Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION
"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE
The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

RAISE THE THINKING → (move one level to the right)
For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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TEKS 7(C)
MODEL ANSWER FOR YOUR TURN
EVIDENCE · INDEPENDENT PRACTICE

ANSWER KEY

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.

Answer Key, One Strong Model

Model TRACKS category: S, Scenery/Sensory

"Snow and freezing temperatures covered the colony."

- ✗ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

True, and it does describe the setting, but it describes a hardship AFTER the Pilgrims had already settled. It does not prove WHY they chose Plymouth in the first place.

"Nearby were forests filled with tall trees that could be used to build homes and fires." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt and supports the thesis (names the forests, an exact resource), and leads to ideas about how the Pilgrims planned to build their new homes.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

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

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's S (Scenery/Sensory) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'Snow and freezing temperatures covered the colony.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) True, and it does describe the setting, but it describes a hardship AFTER the Pilgrims had already settled. It does not prove WHY they chose Plymouth in the first place."

"And this second: 'Nearby were forests filled with tall trees that could be used to build homes and fires.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly to the prompt and supports the thesis (names the forests, an exact resource), and leads to ideas about how the Pilgrims planned to build their new homes."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "Nearby were forests filled with tall trees that could be used to build homes and fires." (passes all three CSI checks) over "Snow and freezing temperatures covered the colony."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

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

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 5 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

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."**

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

C **"Winter arrived soon after the Pilgrims settled."**

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

Choose ONE sentence that proves the exact claim, not just a sentence that is true.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which sentence from the passage best supports the idea that Plymouth had the resources the Pilgrims needed to build their new home?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'Storms rocked the ship, and many passengers became sick during the journey.' B: 'The harbor at Plymouth helped ships stay safe while supplies were unloaded.' C: 'Winter arrived soon after the Pilgrims settled.' D: 'When spring arrived, Native Americans in the area helped the Pilgrims learn how to grow crops such as corn.'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

⏱ ~3 min

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

"Here's the payoff: the correct answer is B, 'The harbor at Plymouth helped ships stay safe while supplies were unloaded.' This sentence proves the exact claim: the harbor itself was a resource that helped the Pilgrims settle and unload what they needed at Plymouth."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"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."

"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."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "The harbor at Plymouth helped ships stay safe while supplies were unloaded.", This sentence proves the exact claim: the harbor itself was a resource that helped the Pilgrims settle and unload what they needed at Plymouth.

CHECK FOR UNDERSTANDING
Confirm the correct choice and the reason together as a class.

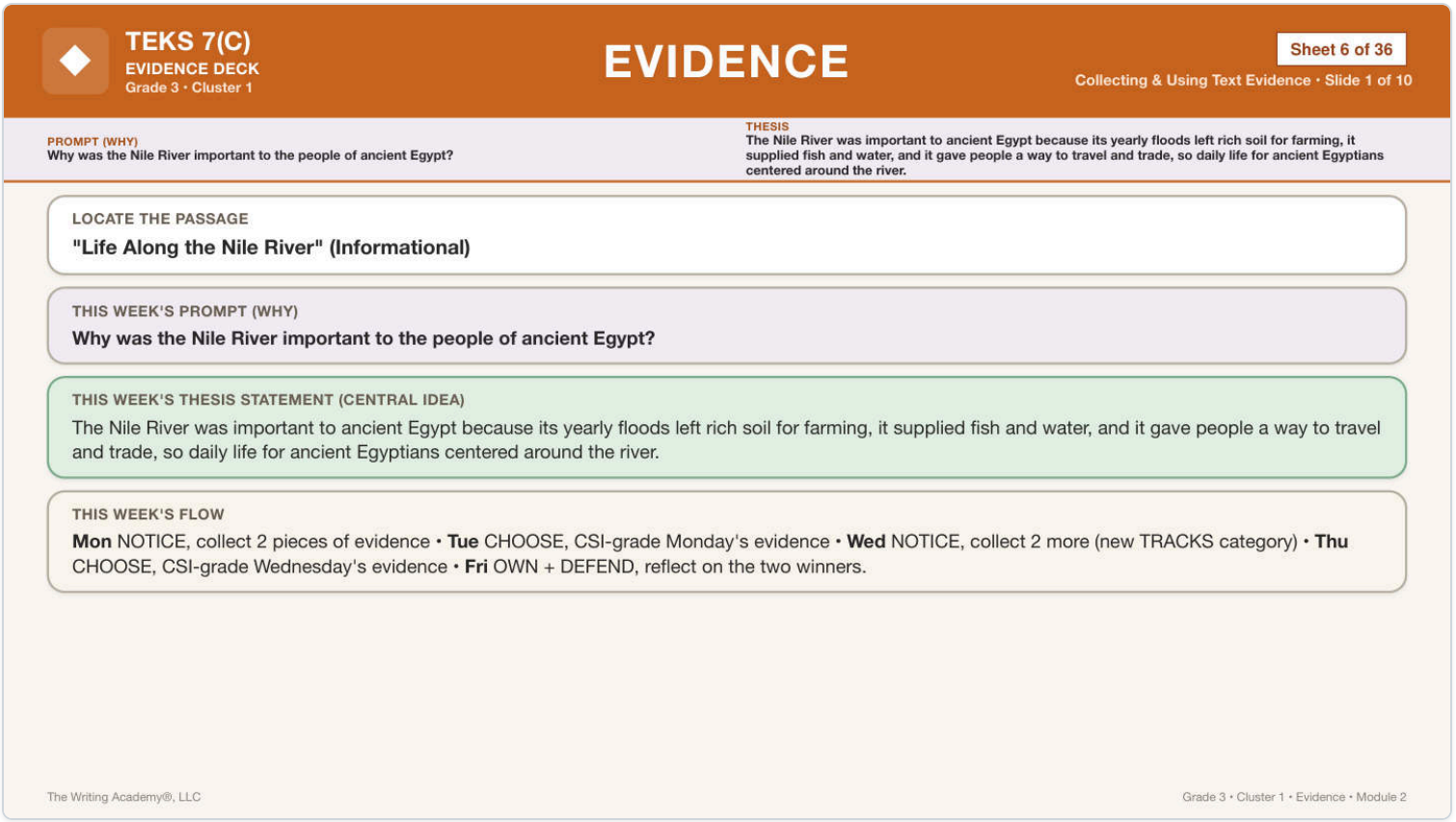
COMMON MISCONCEPTION
Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION
"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE
A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)
Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

~3 min

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

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "Life Along the Nile River" (Informational), and one job: answer the question, why was the Nile River important to the people of ancient Egypt?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: The Nile River was important to ancient Egypt because its yearly floods left rich soil for farming, it supplied fish and water, and it gave people a way to travel and trade, so daily life for ancient Egyptians centered around the river."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "Life Along the Nile River" (Informational) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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TEKS 7(C)
MONDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 6 of 36
RPLD Evidence Deck · Slide 2 of 10

PROMPT (WHY)
Why was the Nile River important to the people of ancient Egypt?

THESIS
The Nile River was important to ancient Egypt because its yearly floods left rich soil for farming, it supplied fish and water, and it gave people a way to travel and trade, so daily life for ancient Egyptians centered around the river.

Collect the Evidence (7Ci), TRACKS

I CAN
I can find two pieces of evidence in the passage that show **Key Knowledge**.

DIRECTIONS
- Reread ""Life Along the Nile River" (Informational)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"Ancient Egypt was mostly covered by hot, dry desert."
A detail about the desert setting, not about what the Nile itself gave the people.

"The rich soil near the river helped crops grow well during the farming season."
Names an exact resource the Nile provided that made it important.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

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

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is K for Key Knowledge."

▸ *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 Key Knowledge."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Key Knowledge using their K 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: "Ancient Egypt was mostly covered by hot, dry desert." and "The rich soil near the river helped crops grow well during the farming season.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "Ancient Egypt was mostly covered by hot, dry desert.", A detail about the desert setting, not about what the Nile itself gave the people., "The rich soil near the river helped crops grow well during the farming season.", Names an exact resource the Nile provided that made it important.

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

COMMON MISCONCEPTION
Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION
"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Key Knowledge; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE
Collecting evidence with a named TRACKS lens (K) and a prompt is Foundational (Beginning) 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.

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TEKS 7(C)
TUESDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

Sheet 6 of 36
RPLD Evidence Deck · Slide 3 of 10

PROMPT (WHY)
Why was the Nile River important to the people of ancient Egypt?

THESIS
The Nile River was important to ancient Egypt because its yearly floods left rich soil for farming, it supplied fish and water, and it gave people a way to travel and trade, so daily life for ancient Egyptians centered around the river.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two K, Key Knowledge pieces

"Ancient Egypt was mostly covered by hot, dry desert."

- ✗ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

A detail about the desert landscape, it does not connect to WHY the Nile itself was important, and it does not open up more to explain about the river's resources.

"The rich soil near the river helped crops grow well during the farming season." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt (rich soil is a reason the Nile mattered), supports the thesis (names one of the exact resources, soil for farming), and leads to ideas about how the floods helped feed the people.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

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

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Ancient Egypt was mostly covered by hot, dry desert.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) A detail about the desert landscape, it does not connect to WHY the Nile itself was important, and it does not open up more to explain about the river's resources."

"Now the second piece: 'The rich soil near the river helped crops grow well during the farming season.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly to the prompt (rich soil is a reason the Nile mattered), supports the thesis (names one of the exact resources, soil for farming), and leads to ideas about how the floods helped feed the people."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "The rich soil near the river helped crops grow well during the farming season." (all three CSI checks pass) over "Ancient Egypt was mostly covered by hot, dry desert." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
WEDNESDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 6 of 36
RPLD Evidence Deck · Slide 4 of 10

PROMPT (WHY)
Why was the Nile River important to the people of ancient Egypt?

THESIS
The Nile River was important to ancient Egypt because its yearly floods left rich soil for farming, it supplied fish and water, and it gave people a way to travel and trade, so daily life for ancient Egyptians centered around the river.

Collect the Evidence (7Ci), TRACKS

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

DIRECTIONS
- Reread ""Life Along the Nile River" (Informational)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: A, Actions

"Boats traveled up and down the Nile carrying people and goods."
The ACTION of using the river for travel and trade.

"Farmers and fishermen worked hard each day to support their families."
The ACTION of people working hard, true, but not tied to a specific resource from the river.

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: "Boats traveled up and down the Nile carrying people and goods." and "Farmers and fishermen worked hard each day to support their families.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two A (Actions) pieces from the passage: "Boats traveled up and down the Nile carrying people and goods.", The ACTION of using the river for travel and trade., "Farmers and fishermen worked hard each day to support their families.", The ACTION of people working hard, true, but not tied to a specific resource from the river.

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.

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CHOOSE

PROMPT (WHY)
Why was the Nile River important to the people of ancient Egypt?

THESIS
The Nile River was important to ancient Egypt because its yearly floods left rich soil for farming, it supplied fish and water, and it gave people a way to travel and trade, so daily life for ancient Egyptians centered around the river.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two A, Actions pieces

"Boats traveled up and down the Nile carrying people and goods." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt (this IS a reason the river mattered), supports the thesis (names the exact benefit, travel and trade), and leads to ideas about how goods and people moved through ancient Egypt.

"Farmers and fishermen worked hard each day to support their families."

- ✗ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Shows people working hard, but it does not connect to WHY the river itself was important, it does not name a resource, even though it could open up other ideas about daily life.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

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

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two A (Actions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Farmers and fishermen worked hard each day to support their families.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Shows people working hard, but it does not connect to WHY the river itself was important, it does not name a resource, even though it could open up other ideas about daily life."

"Now the second piece: 'Boats traveled up and down the Nile carrying people and goods.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly to the prompt (this IS a reason the river mattered), supports the thesis (names the exact benefit, travel and trade), and leads to ideas about how goods and people moved through ancient Egypt."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "Boats traveled up and down the Nile carrying people and goods." (all three CSI checks pass) over "Farmers and fishermen worked hard each day to support their families." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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OWN + DEFEND

PROMPT (WHY)
Why was the Nile River important to the people of ancient Egypt?

THESIS
The Nile River was important to ancient Egypt because its yearly floods left rich soil for farming, it supplied fish and water, and it gave people a way to travel and trade, so daily life for ancient Egyptians centered around the river.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

- "The rich soil near the river helped crops grow well during the farming season."
- "Boats traveled up and down the Nile carrying people and goods."

I CAN
I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

- This matters because…
- To me, this means…
- This shows us that…
- This is important because…
- This teaches us that…
- Ultimately, everyone can see that…

DIRECTIONS
Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

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

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'The rich soil near the river helped crops grow well during the farming season.' and 'Boats traveled up and down the Nile carrying people and goods.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "The rich soil near the river helped crops grow well during the farming season." and "Boats traveled up and down the Nile carrying people and goods." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

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

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 6 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
Why was the Nile River important to the people of ancient Egypt?

THESIS
The Nile River was important to ancient Egypt because its yearly floods left rich soil for farming, it supplied fish and water, and it gave people a way to travel and trade, so daily life for ancient Egyptians centered around the river.

Your Turn, Find and Score Your Own Evidence

I CAN
I can independently collect evidence with TRACKS and choose my best evidence with CSI.

DIRECTIONS
- Reread ""Life Along the Nile River" (Informational)."
- Choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept).
- Collect TWO pieces of evidence on your Student Tracking Sheet.
- Grade both pieces with CSI (Connects, Supports, Ideas). Circle your BEST evidence.

STUDENT TRACKING SHEET
Use your Cluster 1 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

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

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING
Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION
Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION
"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE
The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

RAISE THE THINKING → (move one level to the right)
For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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ANSWER KEY

PROMPT (WHY)
Why was the Nile River important to the people of ancient Egypt?

THESIS
The Nile River was important to ancient Egypt because its yearly floods left rich soil for farming, it supplied fish and water, and it gave people a way to travel and trade, so daily life for ancient Egyptians centered around the river.

Answer Key, One Strong Model

Model TRACKS category: S, Scenery/Sensory

"Running through the desert was the Nile River, a long river that flowed from south to north."

- ✗ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

True, and it does paint the scene of the river running through the desert, but it names no benefit or resource, so it does not prove WHY the river was important.

"When the floodwaters went back down, they left behind dark, rich soil that was good for growing plants." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt and supports the thesis (this sensory picture of the dark, rich soil IS the exact resource the floods left behind), and leads to ideas about how that soil let farmers grow food.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

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

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's S (Scenery/Sensory) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'Running through the desert was the Nile River, a long river that flowed from south to north.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) True, and it does paint the scene of the river running through the desert, but it names no benefit or resource, so it does not prove WHY the river was important."

"And this second: 'When the floodwaters went back down, they left behind dark, rich soil that was good for growing plants.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly to the prompt and supports the thesis (this sensory picture of the dark, rich soil IS the exact resource the floods left behind), and leads to ideas about how that soil let farmers grow food."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "When the floodwaters went back down, they left behind dark, rich soil that was good for growing plants." (passes all three CSI checks) over "Running through the desert was the Nile River, a long river that flowed from south to north."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

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

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 6 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which sentence from the passage best supports the idea that the Nile River gave ancient Egyptians the resources they needed to survive?

A **"In many places, the land was too dry to grow crops or raise animals."**

B **"Farmers planted crops such as wheat and barley in the soil left by the floodwaters."**

C **"Today, people still remember how important the Nile River was to ancient Egypt."**

D **"Villages, towns, and cities grew along the riverbanks."**

Choose ONE sentence that proves the exact claim, not just a sentence that is true.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which sentence from the passage best supports the idea that the Nile River gave ancient Egyptians the resources they needed to survive?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'In many places, the land was too dry to grow crops or raise animals.' B: 'Farmers planted crops such as wheat and barley in the soil left by the floodwaters.' C: 'Today, people still remember how important the Nile River was to ancient Egypt.' D: 'Villages, towns, and cities grew along the riverbanks.'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION
Which sentence from the passage best supports the idea that the Nile River gave ancient Egyptians the resources they needed to survive?

A **"In many places, the land was too dry to grow crops or raise animals."**
TRUE BUT WRONG
True, but it describes the DESERT itself being unsuitable for farming, not a resource that the NILE provided.

B **"Farmers planted crops such as wheat and barley in the soil left by the floodwaters."**
CORRECT, PROVES THE EXACT CLAIM
This sentence proves the exact claim: the Nile's floodwaters created the fertile soil that let farmers grow the food ancient Egyptians needed to survive.

C **"Today, people still remember how important the Nile River was to ancient Egypt."**
WRONG TIMELINE POINT
True, but it describes how people think about the river TODAY, the wrong point in the timeline. It does not prove what resources the Nile gave ancient Egyptians.

D **"Villages, towns, and cities grew along the riverbanks."**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but it describes WHERE people settled, not a resource of the river itself, a reader would have to add that assumption to make it prove the claim.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

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

"Here's the payoff: the correct answer is B, 'Farmers planted crops such as wheat and barley in the soil left by the floodwaters.' This sentence proves the exact claim: the Nile's floodwaters created the fertile soil that let farmers grow the food ancient Egyptians needed to survive."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'In many places, the land was too dry to grow crops or raise animals.', True But Wrong. True, but it describes the DESERT itself being unsuitable for farming, not a resource that the NILE provided."

"C: 'Today, people still remember how important the Nile River was to ancient Egypt.', Wrong Timeline Point. True, but it describes how people think about the river TODAY, the wrong point in the timeline. It does not prove what resources the Nile gave ancient Egyptians."

"D: 'Villages, towns, and cities grew along the riverbanks.', Plausible But Requires An Assumption. True, but it describes WHERE people settled, not a resource of the river itself, a reader would have to add that assumption to make it prove the claim."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "Farmers planted crops such as wheat and barley in the soil left by the floodwaters.", This sentence proves the exact claim: the Nile's floodwaters created the fertile soil that let farmers grow the food ancient Egyptians needed to survive.

CHECK FOR UNDERSTANDING
Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION
Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION
"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE
A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)
Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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EVIDENCE

PROMPT (WHY)
Why did the Pilgrims choose Plymouth as the place to build their colony?

THESIS
The Pilgrims chose Plymouth because its natural resources gave them what they needed to survive: nearby forests for wood, a safe harbor for their ship and supplies, and rich soil where they could grow crops.

LOCATE THE PASSAGE
"The Pilgrims Chose Plymouth" (Nonfiction)

THIS WEEK'S PROMPT (WHY)
Why did the Pilgrims choose Plymouth as the place to build their colony?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
The Pilgrims chose Plymouth because its natural resources gave them what they needed to survive: nearby forests for wood, a safe harbor for their ship and supplies, and rich soil where they could grow crops.

THIS WEEK'S FLOW
Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

⏱ ~3 min

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

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "The Pilgrims Chose Plymouth" (Nonfiction), and one job: answer the question, why did the Pilgrims choose Plymouth as the place to build their colony?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: The Pilgrims chose Plymouth because its natural resources gave them what they needed to survive: nearby forests for wood, a safe harbor for their ship and supplies, and rich soil where they could grow crops."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "The Pilgrims Chose Plymouth" (Nonfiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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TEKS 7(C)
MONDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 7 of 36
RPLD Evidence Deck · Slide 2 of 10

PROMPT (WHY)
Why did the Pilgrims choose Plymouth as the place to build their colony?

THESIS
The Pilgrims chose Plymouth because its natural resources gave them what they needed to survive: nearby forests for wood, a safe harbor for their ship and supplies, and rich soil where they could grow crops.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

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

Today's TRACKS category: K, Key Knowledge

"Winter was beginning, so the settlers needed to find a place to live quickly."

A background fact about the settlers' situation, true, but it explains their urgency, not why Plymouth's resources made it the place they chose.

"Nearby forests provided wood for homes, fires, and tools."

A fact naming a specific resource Plymouth actually provided, which is exactly the kind of thing that made it a good place to settle.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

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

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is K for Key Knowledge."

▸ *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 Key Knowledge."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Key Knowledge using their K 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: "Winter was beginning, so the settlers needed to find a place to live quickly." and "Nearby forests provided wood for homes, fires, and tools.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "Winter was beginning, so the settlers needed to find a place to live quickly.", A background fact about the settlers' situation, true, but it explains their urgency, not why Plymouth's resources made it the place they chose., "Nearby forests provided wood for homes, fires, and tools.", A fact naming a specific resource Plymouth actually provided, which is exactly the kind of thing that made it a good place to settle.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION

"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Key Knowledge; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE

Collecting evidence with a named TRACKS lens (K) and a prompt is Foundational (Beginning) 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.

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PROMPT (WHY)
Why did the Pilgrims choose Plymouth as the place to build their colony?

THESIS
The Pilgrims chose Plymouth because its natural resources gave them what they needed to survive: nearby forests for wood, a safe harbor for their ship and supplies, and rich soil where they could grow crops.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two K, Key Knowledge pieces

"Winter was beginning, so the settlers needed to find a place to live quickly."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects to the prompt because it is about needing a place to settle, and it opens ideas about the pressure they faced, but it does not name a resource, so it does not support the thesis about why they chose Plymouth.

"Nearby forests provided wood for homes, fires, and tools." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt, supports the thesis by naming a real resource Plymouth provided, and leads to ideas about how wood let the settlers build and stay warm through the winter.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

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

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Winter was beginning, so the settlers needed to find a place to live quickly.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to the prompt because it is about needing a place to settle, and it opens ideas about the pressure they faced, but it does not name a resource, so it does not support the thesis about why they chose Plymouth."

"Now the second piece: 'Nearby forests provided wood for homes, fires, and tools.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly to the prompt, supports the thesis by naming a real resource Plymouth provided, and leads to ideas about how wood let the settlers build and stay warm through the winter."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "Nearby forests provided wood for homes, fires, and tools." (all three CSI checks pass) over "Winter was beginning, so the settlers needed to find a place to live quickly." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
WEDNESDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 7 of 36
RPLD Evidence Deck · Slide 4 of 10

PROMPT (WHY)
Why did the Pilgrims choose Plymouth as the place to build their colony?

THESIS
The Pilgrims chose Plymouth because its natural resources gave them what they needed to survive: nearby forests for wood, a safe harbor for their ship and supplies, and rich soil where they could grow crops.

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

"Workers spent long days cutting trees and building shelters."

An action the settlers took, true, but it shows their hard work more than it shows why Plymouth was the place they chose.

"The settlers learned how to grow corn in the local soil and where to fish and hunt."

An action that uses Plymouth's own soil and surroundings, which shows the resources there were the reason the colony could feed itself.

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: "Workers spent long days cutting trees and building shelters." and "The settlers learned how to grow corn in the local soil and where to fish and hunt.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two A (Actions) pieces from the passage: "Workers spent long days cutting trees and building shelters.", An action the settlers took, true, but it shows their hard work more than it shows why Plymouth was the place they chose., "The settlers learned how to grow corn in the local soil and where to fish and hunt.", An action that uses Plymouth's own soil and surroundings, which shows the resources there were the reason the colony could feed itself.

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.

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TEKS 7(C)
THURSDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

Sheet 7 of 36
RPLD Evidence Deck · Slide 5 of 10

PROMPT (WHY)
Why did the Pilgrims choose Plymouth as the place to build their colony?

THESIS
The Pilgrims chose Plymouth because its natural resources gave them what they needed to survive: nearby forests for wood, a safe harbor for their ship and supplies, and rich soil where they could grow crops.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two A, Actions pieces

"Workers spent long days cutting trees and building shelters."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects to the prompt because the settlers are using the forest, and it opens ideas about how hard the first months were, but on its own it shows effort rather than proving the resources were why they chose Plymouth.

"The settlers learned how to grow corn in the local soil and where to fish and hunt." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt and supports the thesis, because growing corn in the local soil shows Plymouth's resources were what let the colony survive, and it leads to ideas about how the land fed the settlers over time.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

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

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two A (Actions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Workers spent long days cutting trees and building shelters.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to the prompt because the settlers are using the forest, and it opens ideas about how hard the first months were, but on its own it shows effort rather than proving the resources were why they chose Plymouth."

"Now the second piece: 'The settlers learned how to grow corn in the local soil and where to fish and hunt.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly to the prompt and supports the thesis, because growing corn in the local soil shows Plymouth's resources were what let the colony survive, and it leads to ideas about how the land fed the settlers over time."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "The settlers learned how to grow corn in the local soil and where to fish and hunt." (all three CSI checks pass) over "Workers spent long days cutting trees and building shelters." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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OWN + DEFEND

PROMPT (WHY)
Why did the Pilgrims choose Plymouth as the place to build their colony?

THESIS
The Pilgrims chose Plymouth because its natural resources gave them what they needed to survive: nearby forests for wood, a safe harbor for their ship and supplies, and rich soil where they could grow crops.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"Nearby forests provided wood for homes, fires, and tools."

"The settlers learned how to grow corn in the local soil and where to fish and hunt."

I CAN
I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

- This matters because…
- To me, this means…
- This shows us that…
- This is important because…
- This teaches us that…
- Ultimately, everyone can see that…

DIRECTIONS
Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

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

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'Nearby forests provided wood for homes, fires, and tools.' and 'The settlers learned how to grow corn in the local soil and where to fish and hunt.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "Nearby forests provided wood for homes, fires, and tools." and "The settlers learned how to grow corn in the local soil and where to fish and hunt." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

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

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 7 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
Why did the Pilgrims choose Plymouth as the place to build their colony?

THESIS
The Pilgrims chose Plymouth because its natural resources gave them what they needed to survive: nearby forests for wood, a safe harbor for their ship and supplies, and rich soil where they could grow crops.

Your Turn, Find and Score Your Own Evidence

I CAN
I can independently collect evidence with TRACKS and choose my best evidence with CSI.

DIRECTIONS
- Reread ""The Pilgrims Chose Plymouth" (Nonfiction)."
- Choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept).
- Collect TWO pieces of evidence on your Student Tracking Sheet.
- Grade both pieces with CSI (Connects, Supports, Ideas). Circle your BEST evidence.

STUDENT TRACKING SHEET
Use your Cluster 1 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

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

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING
Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION
Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION
"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE
The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

RAISE THE THINKING → (move one level to the right)
For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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TEKS 7(C)
MODEL ANSWER FOR YOUR TURN
EVIDENCE · INDEPENDENT PRACTICE

ANSWER KEY

PROMPT (WHY)
Why did the Pilgrims choose Plymouth as the place to build their colony?

THESIS
The Pilgrims chose Plymouth because its natural resources gave them what they needed to survive: nearby forests for wood, a safe harbor for their ship and supplies, and rich soil where they could grow crops.

Answer Key, One Strong Model

Model TRACKS category: S, Scenery/Sensory

"Snow and freezing temperatures covered the land."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

A true setting detail that connects to the Pilgrims' first winter and opens ideas about how hard survival was, but it describes the harsh weather, not a resource that made Plymouth a good choice, so it does not support the thesis.

"Rivers and harbors supported travel and trade." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

A setting feature that connects to the prompt and supports the thesis, because the rivers and harbor were resources that helped the colony move goods and grow, and it leads to ideas about how location helped Plymouth last.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

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

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's S (Scenery/Sensory) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'Snow and freezing temperatures covered the land.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) A true setting detail that connects to the Pilgrims' first winter and opens ideas about how hard survival was, but it describes the harsh weather, not a resource that made Plymouth a good choice, so it does not support the thesis."

"And this second: 'Rivers and harbors supported travel and trade.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) A setting feature that connects to the prompt and supports the thesis, because the rivers and harbor were resources that helped the colony move goods and grow, and it leads to ideas about how location helped Plymouth last."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "Rivers and harbors supported travel and trade." (passes all three CSI checks) over "Snow and freezing temperatures covered the land."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

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

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 7 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which sentence best proves that Plymouth's natural resources helped the colony survive?

A **"Many passengers became seasick because the ship rocked back and forth on the rough water."**

B **"Forests provided wood. Rivers and harbors supported travel and trade. Fertile soil helped farmers grow crops."**

C **"Many Pilgrims became sick during the winter because of the cold weather and lack of fresh food."**

D **"More settlers arrived from England hoping to begin new lives in North America."**

Choose ONE sentence that proves the exact claim, not just a sentence that is true.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which sentence best proves that Plymouth's natural resources helped the colony survive?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'Many passengers became seasick because the ship rocked back and forth on the rough water.' B: 'Forests provided wood. Rivers and harbors supported travel and trade. Fertile soil helped farmers grow crops.' C: 'Many Pilgrims became sick during the winter because of the cold weather and lack of fresh food.' D: 'More settlers arrived from England hoping to begin new lives in North America.'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION
Which sentence best proves that Plymouth's natural resources helped the colony survive?

A **"Many passengers became seasick because the ship rocked back and forth on the rough water."**
TRUE BUT OFF-TOPIC
True, but it describes a hardship of the ocean voyage, which happened before the Pilgrims ever reached Plymouth, so it cannot show how Plymouth's resources helped.

B **"Forests provided wood. Rivers and harbors supported travel and trade. Fertile soil helped farmers grow crops."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim by naming Plymouth's resources and the way each one helped the colony live and grow.

C **"Many Pilgrims became sick during the winter because of the cold weather and lack of fresh food."**
TRUE BUT SHOWS A HARDSHIP, NOT A RESOURCE
True, but it describes a hardship the settlers suffered, which is the opposite of a resource helping them survive.

D **"More settlers arrived from England hoping to begin new lives in North America."**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but a reader would have to assume the new settlers came because of Plymouth's resources, so this does not prove the point by itself.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

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

"Here's the payoff: the correct answer is B, 'Forests provided wood. Rivers and harbors supported travel and trade. Fertile soil helped farmers grow crops.' This proves the exact claim by naming Plymouth's resources and the way each one helped the colony live and grow."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'Many passengers became seasick because the ship rocked back and forth on the rough water.', True But Off-Topic. True, but it describes a hardship of the ocean voyage, which happened before the Pilgrims ever reached Plymouth, so it cannot show how Plymouth's resources helped."

"C: 'Many Pilgrims became sick during the winter because of the cold weather and lack of fresh food.', True But Shows A Hardship, Not A Resource. True, but it describes a hardship the settlers suffered, which is the opposite of a resource helping them survive."

"D: 'More settlers arrived from England hoping to begin new lives in North America.', Plausible But Requires An Assumption. True, but a reader would have to assume the new settlers came because of Plymouth's resources, so this does not prove the point by itself."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "Forests provided wood. Rivers and harbors supported travel and trade. Fertile soil helped farmers grow crops.", This proves the exact claim by naming Plymouth's resources and the way each one helped the colony live and grow.

CHECK FOR UNDERSTANDING

Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION

"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE

A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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EVIDENCE

PROMPT (WHY)
How did natural resources help the Pilgrims succeed at Plymouth?

THESIS
Natural resources helped the Pilgrims succeed at Plymouth because the forests gave them wood, the harbor and rivers supported travel and trade, and the rich soil let them grow the crops they needed to survive.

LOCATE THE PASSAGE
"The Pilgrims Chose Plymouth" (Nonfiction)

THIS WEEK'S PROMPT (WHY)
How did natural resources help the Pilgrims succeed at Plymouth?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
Natural resources helped the Pilgrims succeed at Plymouth because the forests gave them wood, the harbor and rivers supported travel and trade, and the rich soil let them grow the crops they needed to survive.

THIS WEEK'S FLOW
Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

~3 min

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

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "The Pilgrims Chose Plymouth" (Nonfiction), and one job: answer the question, how did natural resources help the Pilgrims succeed at Plymouth?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: Natural resources helped the Pilgrims succeed at Plymouth because the forests gave them wood, the harbor and rivers supported travel and trade, and the rich soil let them grow the crops they needed to survive."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "The Pilgrims Chose Plymouth" (Nonfiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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TEKS 7(C)
MONDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 8 of 36
RPLD Evidence Deck · Slide 2 of 10

PROMPT (WHY)
How did natural resources help the Pilgrims succeed at Plymouth?

THESIS
Natural resources helped the Pilgrims succeed at Plymouth because the forests gave them wood, the harbor and rivers supported travel and trade, and the rich soil let them grow the crops they needed to survive.

Collect the Evidence (7Ci), TRACKS

I CAN
I can find two pieces of evidence in the passage that show **Key Knowledge**.

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

Today's TRACKS category: K, Key Knowledge

"Winter was beginning, so the settlers needed to find a place to settle quickly."
A background fact about the settlers' situation, true, but it explains their urgency, not how Plymouth's resources helped the colony succeed.

"The land around Plymouth also had rich soil where crops could be planted."
A fact naming a specific resource Plymouth offered, which is the kind of thing that let the colony grow its own food.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

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

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is K for Key Knowledge."

▸ *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 Key Knowledge."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Key Knowledge using their K 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: "Winter was beginning, so the settlers needed to find a place to settle quickly." and "The land around Plymouth also had rich soil where crops could be planted.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "Winter was beginning, so the settlers needed to find a place to settle quickly.", A background fact about the settlers' situation, true, but it explains their urgency, not how Plymouth's resources helped the colony succeed., "The land around Plymouth also had rich soil where crops could be planted.", A fact naming a specific resource Plymouth offered, which is the kind of thing that let the colony grow its own food.

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

COMMON MISCONCEPTION
Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION
"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Key Knowledge; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE
Collecting evidence with a named TRACKS lens (K) and a prompt is Foundational (Beginning) 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.

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CHOOSE

PROMPT (WHY)
How did natural resources help the Pilgrims succeed at Plymouth?

THESIS
Natural resources helped the Pilgrims succeed at Plymouth because the forests gave them wood, the harbor and rivers supported travel and trade, and the rich soil let them grow the crops they needed to survive.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two K, Key Knowledge pieces

"Winter was beginning, so the settlers needed to find a place to settle quickly."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects to the prompt because it is about needing a place to settle, and it opens ideas about the pressure they faced, but it does not name a resource, so it does not support the thesis about how resources helped the colony succeed.

"The land around Plymouth also had rich soil where crops could be planted." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt and supports the thesis by naming a real resource Plymouth provided, and it leads to ideas about how good soil helped the colony grow food and become successful.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

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

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Winter was beginning, so the settlers needed to find a place to settle quickly.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to the prompt because it is about needing a place to settle, and it opens ideas about the pressure they faced, but it does not name a resource, so it does not support the thesis about how resources helped the colony succeed."

"Now the second piece: 'The land around Plymouth also had rich soil where crops could be planted.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly to the prompt and supports the thesis by naming a real resource Plymouth provided, and it leads to ideas about how good soil helped the colony grow food and become successful."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "The land around Plymouth also had rich soil where crops could be planted." (all three CSI checks pass) over "Winter was beginning, so the settlers needed to find a place to settle quickly." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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NOTICE

PROMPT (WHY)
How did natural resources help the Pilgrims succeed at Plymouth?

THESIS
Natural resources helped the Pilgrims succeed at Plymouth because the forests gave them wood, the harbor and rivers supported travel and trade, and the rich soil let them grow the crops they needed to survive.

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

"Workers chopped trees and carried wood to construction sites."
An action the settlers took, true, but it shows their labor more than it shows how the resources led to a successful colony.

"The settlers learned how to grow corn in the local soil."
An action that uses Plymouth's own soil, which shows the resource itself was what allowed the colony to feed itself and last.

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: "Workers chopped trees and carried wood to construction sites." and "The settlers learned how to grow corn in the local soil.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two A (Actions) pieces from the passage: "Workers chopped trees and carried wood to construction sites.", An action the settlers took, true, but it shows their labor more than it shows how the resources led to a successful colony., "The settlers learned how to grow corn in the local soil.", An action that uses Plymouth's own soil, which shows the resource itself was what allowed the colony to feed itself and last.

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.

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TEKS 7(C)
THURSDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

Sheet 8 of 36
RPLD Evidence Deck · Slide 5 of 10

PROMPT (WHY)
How did natural resources help the Pilgrims succeed at Plymouth?

THESIS
Natural resources helped the Pilgrims succeed at Plymouth because the forests gave them wood, the harbor and rivers supported travel and trade, and the rich soil let them grow the crops they needed to survive.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two A, Actions pieces

"Workers chopped trees and carried wood to construction sites."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects to the prompt because the settlers are using the forest, and it opens ideas about how they built the colony, but on its own it shows effort rather than proving the resources made the colony succeed.

"The settlers learned how to grow corn in the local soil." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt and supports the thesis, because growing corn in the local soil shows the resource itself was what let the colony feed itself, and it leads to ideas about how the land supported the colony's success.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

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

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two A (Actions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Workers chopped trees and carried wood to construction sites.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to the prompt because the settlers are using the forest, and it opens ideas about how they built the colony, but on its own it shows effort rather than proving the resources made the colony succeed."

"Now the second piece: 'The settlers learned how to grow corn in the local soil.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly to the prompt and supports the thesis, because growing corn in the local soil shows the resource itself was what let the colony feed itself, and it leads to ideas about how the land supported the colony's success."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "The settlers learned how to grow corn in the local soil." (all three CSI checks pass) over "Workers chopped trees and carried wood to construction sites." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
FRIDAY · OWN + DEFEND
EVIDENCE · TRACKS + CSI

OWN + DEFEND

Sheet 8 of 36
RPLD Evidence Deck · Slide 6 of 10

PROMPT (WHY)
How did natural resources help the Pilgrims succeed at Plymouth?

THESIS
Natural resources helped the Pilgrims succeed at Plymouth because the forests gave them wood, the harbor and rivers supported travel and trade, and the rich soil let them grow the crops they needed to survive.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"The land around Plymouth also had rich soil where crops could be planted."

"The settlers learned how to grow corn in the local soil."

I CAN
I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

- This matters because…
- To me, this means…
- This shows us that…
- This is important because…
- This teaches us that…
- Ultimately, everyone can see that…

DIRECTIONS
Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

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

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'The land around Plymouth also had rich soil where crops could be planted.' and 'The settlers learned how to grow corn in the local soil.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "The land around Plymouth also had rich soil where crops could be planted." and "The settlers learned how to grow corn in the local soil." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

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

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 8 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
How did natural resources help the Pilgrims succeed at Plymouth?

THESIS
Natural resources helped the Pilgrims succeed at Plymouth because the forests gave them wood, the harbor and rivers supported travel and trade, and the rich soil let them grow the crops they needed to survive.

Your Turn, Find and Score Your Own Evidence

I CAN
I can independently collect evidence with TRACKS and choose my best evidence with CSI.

DIRECTIONS
- Reread ""The Pilgrims Chose Plymouth" (Nonfiction)."
- Choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept).
- Collect TWO pieces of evidence on your Student Tracking Sheet.
- Grade both pieces with CSI (Connects, Supports, Ideas). Circle your BEST evidence.

STUDENT TRACKING SHEET
Use your Cluster 1 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

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

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING
Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION
Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION
"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE
The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

RAISE THE THINKING → (move one level to the right)
For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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TEKS 7(C)
MODEL ANSWER FOR YOUR TURN
EVIDENCE · INDEPENDENT PRACTICE

ANSWER KEY

Sheet 8 of 36
RPLD Evidence Deck · Slide 8 of 10

PROMPT (WHY)
How did natural resources help the Pilgrims succeed at Plymouth?

THESIS
Natural resources helped the Pilgrims succeed at Plymouth because the forests gave them wood, the harbor and rivers supported travel and trade, and the rich soil let them grow the crops they needed to survive.

Answer Key, One Strong Model

Model TRACKS category: S, Scenery/Sensory

"Snow and freezing temperatures covered the colony."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

A true setting detail that connects to the colony's first winter and opens ideas about how hard survival was, but it describes the weather, not a resource that helped the colony succeed, so it does not support the thesis.

"Rivers and harbors supported travel and trade." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

A setting feature that connects to the prompt and supports the thesis, because the rivers and harbor were resources that let the colony move goods and grow, and it leads to ideas about how location helped Plymouth thrive.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

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

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's S (Scenery/Sensory) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'Snow and freezing temperatures covered the colony.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) A true setting detail that connects to the colony's first winter and opens ideas about how hard survival was, but it describes the weather, not a resource that helped the colony succeed, so it does not support the thesis."

"And this second: 'Rivers and harbors supported travel and trade.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) A setting feature that connects to the prompt and supports the thesis, because the rivers and harbor were resources that let the colony move goods and grow, and it leads to ideas about how location helped Plymouth thrive."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "Rivers and harbors supported travel and trade." (passes all three CSI checks) over "Snow and freezing temperatures covered the colony."

TEKS 7(C) · Evidence · Sheet 8 of 36 · Cluster 1 · Module 4 · slide 8 of 10

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

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

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 8 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which sentence best proves that natural resources helped the colony succeed?

A **"Many passengers became seasick during the difficult journey."**

B **"Forests provided lumber and firewood. Rivers and harbors supported travel and trade. Rich soil helped farmers grow crops."**

C **"Crowded living spaces caused diseases to spread quickly."**

D **"Over time, more settlers arrived from England hoping to build new lives in North America."**

Choose ONE sentence that proves the exact claim, not just a sentence that is true.

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TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which sentence best proves that natural resources helped the colony succeed?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'Many passengers became seasick during the difficult journey.' B: 'Forests provided lumber and firewood. Rivers and harbors supported travel and trade. Rich soil helped farmers grow crops.' C: 'Crowded living spaces caused diseases to spread quickly.' D: 'Over time, more settlers arrived from England hoping to build new lives in North America.'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION
Which sentence best proves that natural resources helped the colony succeed?

A **"Many passengers became seasick during the difficult journey."**
TRUE BUT OFF-TOPIC
True, but it describes a hardship of the ocean voyage, which happened before the settlers reached Plymouth, so it cannot show how resources helped the colony succeed.

B **"Forests provided lumber and firewood. Rivers and harbors supported travel and trade. Rich soil helped farmers grow crops."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim by naming the resources and the way each one helped the colony live and grow.

C **"Crowded living spaces caused diseases to spread quickly."**
TRUE BUT SHOWS A HARDSHIP, NOT A RESOURCE
True, but it describes a hardship the settlers suffered, which is the opposite of a resource helping the colony succeed.

D **"Over time, more settlers arrived from England hoping to build new lives in North America."**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but a reader would have to assume the new settlers came because of the colony's resources, so this does not prove the point by itself.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

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

"Here's the payoff: the correct answer is B, 'Forests provided lumber and firewood. Rivers and harbors supported travel and trade. Rich soil helped farmers grow crops.' This proves the exact claim by naming the resources and the way each one helped the colony live and grow."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'Many passengers became seasick during the difficult journey.', True But Off-Topic. True, but it describes a hardship of the ocean voyage, which happened before the settlers reached Plymouth, so it cannot show how resources helped the colony succeed."

"C: 'Crowded living spaces caused diseases to spread quickly.', True But Shows A Hardship, Not A Resource. True, but it describes a hardship the settlers suffered, which is the opposite of a resource helping the colony succeed."

"D: 'Over time, more settlers arrived from England hoping to build new lives in North America.', Plausible But Requires An Assumption. True, but a reader would have to assume the new settlers came because of the colony's resources, so this does not prove the point by itself."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "Forests provided lumber and firewood. Rivers and harbors supported travel and trade. Rich soil helped farmers grow crops.", This proves the exact claim by naming the resources and the way each one helped the colony live and grow.

CHECK FOR UNDERSTANDING

Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION

"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

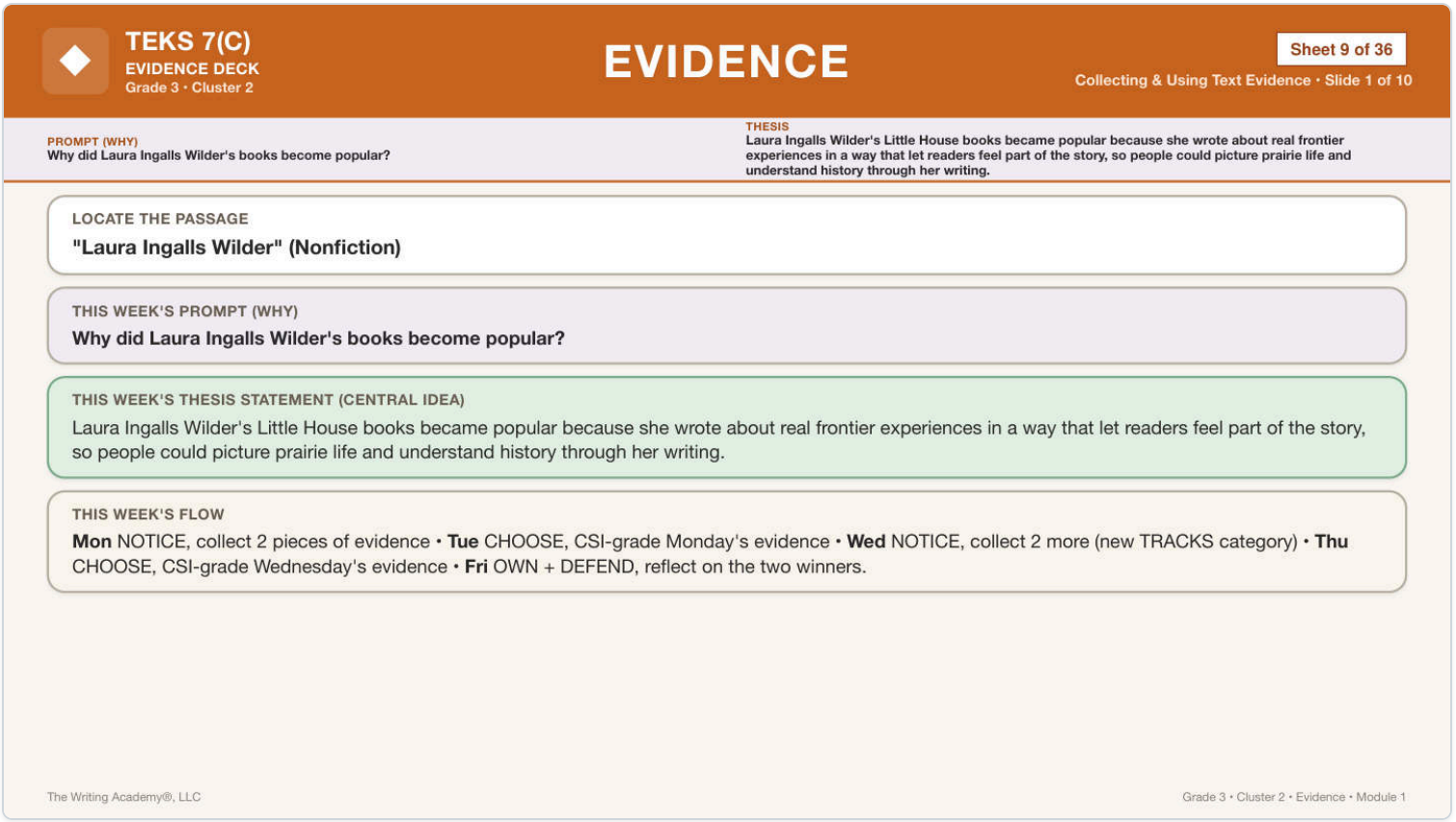
RPLD EVIDENCE & ADVICE

A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

~3 min

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

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "Laura Ingalls Wilder" (Nonfiction), and one job: answer the question, why did Laura Ingalls Wilder's books become popular?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: Laura Ingalls Wilder's Little House books became popular because she wrote about real frontier experiences in a way that let readers feel part of the story, so people could picture prairie life and understand history through her writing."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "Laura Ingalls Wilder" (Nonfiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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NOTICE

PROMPT (WHY)
Why did Laura Ingalls Wilder's books become popular?

THESIS
Laura Ingalls Wilder's Little House books became popular because she wrote about real frontier experiences in a way that let readers feel part of the story, so people could picture prairie life and understand history through her writing.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""Laura Ingalls Wilder" (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"She was born in 1867 in Wisconsin."

A biographical fact about when and where she was born, not about why her books became popular.

"The Little House books became popular because they shared details about frontier life."

States the exact key fact: the books shared details about frontier life, which is why they became popular.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

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

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is K for Key Knowledge."

▸ *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 Key Knowledge."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Key Knowledge using their K 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: "She was born in 1867 in Wisconsin." and "The Little House books became popular because they shared details about frontier life.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "She was born in 1867 in Wisconsin.", A biographical fact about when and where she was born, not about why her books became popular., "The Little House books became popular because they shared details about frontier life.", States the exact key fact: the books shared details about frontier life, which is why they became popular.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION

"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Key Knowledge; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE

Collecting evidence with a named TRACKS lens (K) and a prompt is Foundational (Beginning) 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.

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PROMPT (WHY)
Why did Laura Ingalls Wilder's books become popular?

THESIS
Laura Ingalls Wilder's Little House books became popular because she wrote about real frontier experiences in a way that let readers feel part of the story, so people could picture prairie life and understand history through her writing.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two K, Key Knowledge pieces

"She was born in 1867 in Wisconsin."

- ✗ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

A birthdate and location detail, it does not connect to WHY the books became popular, does not support the thesis, and does not open up more ideas about her writing.

"The Little House books became popular because they shared details about frontier life." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt (states the exact reason the books became popular), supports the thesis (frontier-life details are what readers wanted), and leads to ideas about what those details were.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

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

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'She was born in 1867 in Wisconsin.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) A birthdate and location detail, it does not connect to WHY the books became popular, does not support the thesis, and does not open up more ideas about her writing."

"Now the second piece: 'The Little House books became popular because they shared details about frontier life.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly to the prompt (states the exact reason the books became popular), supports the thesis (frontier-life details are what readers wanted), and leads to ideas about what those details were."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "The Little House books became popular because they shared details about frontier life." (all three CSI checks pass) over "She was born in 1867 in Wisconsin." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
WEDNESDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 9 of 36
RPLD Evidence Deck · Slide 4 of 10

PROMPT (WHY)
Why did Laura Ingalls Wilder's books become popular?

THESIS
Laura Ingalls Wilder's Little House books became popular because she wrote about real frontier experiences in a way that let readers feel part of the story, so people could picture prairie life and understand history through her writing.

Collect the Evidence (7Ci), TRACKS

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

DIRECTIONS
- Reread ""Laura Ingalls Wilder" (Nonfiction)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: A, Actions

"They traveled by wagon and lived in small houses on the prairie."
The ACTION of traveling and living as a child, not the action of writing that made her books popular.

"As Laura grew older, she began to write about the experiences she had as a child."
The ACTION of writing about her childhood experiences, this is what led to her famous books.

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: "They traveled by wagon and lived in small houses on the prairie." and "As Laura grew older, she began to write about the experiences she had as a child.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two A (Actions) pieces from the passage: "They traveled by wagon and lived in small houses on the prairie.", The ACTION of traveling and living as a child, not the action of writing that made her books popular., "As Laura grew older, she began to write about the experiences she had as a child.", The ACTION of writing about her childhood experiences, this is what led to her famous books.

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.

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CHOOSE

PROMPT (WHY)
Why did Laura Ingalls Wilder's books become popular?

THESIS
Laura Ingalls Wilder's Little House books became popular because she wrote about real frontier experiences in a way that let readers feel part of the story, so people could picture prairie life and understand history through her writing.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two A, Actions pieces

"They traveled by wagon and lived in small houses on the prairie."

- ✗ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Shows what young Laura's life was like, but it happened BEFORE she started writing, it does not connect to WHY her books became popular, though it could open up ideas about her childhood.

"As Laura grew older, she began to write about the experiences she had as a child." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt (this IS the action that created the books), supports the thesis (writing about real experiences is why readers connected with them), and leads to ideas about what she chose to write about.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

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

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two A (Actions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'They traveled by wagon and lived in small houses on the prairie.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Shows what young Laura's life was like, but it happened BEFORE she started writing, it does not connect to WHY her books became popular, though it could open up ideas about her childhood."

"Now the second piece: 'As Laura grew older, she began to write about the experiences she had as a child.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly to the prompt (this IS the action that created the books), supports the thesis (writing about real experiences is why readers connected with them), and leads to ideas about what she chose to write about."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "As Laura grew older, she began to write about the experiences she had as a child." (all three CSI checks pass) over "They traveled by wagon and lived in small houses on the prairie." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
FRIDAY · OWN + DEFEND
EVIDENCE · TRACKS + CSI

OWN + DEFEND

Sheet 9 of 36
RPLD Evidence Deck · Slide 6 of 10

PROMPT (WHY)
Why did Laura Ingalls Wilder's books become popular?

THESIS
Laura Ingalls Wilder's Little House books became popular because she wrote about real frontier experiences in a way that let readers feel part of the story, so people could picture prairie life and understand history through her writing.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"The Little House books became popular because they shared details about frontier life."

"As Laura grew older, she began to write about the experiences she had as a child."

I CAN
I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

- This matters because…
- To me, this means…
- This shows us that…
- This is important because…
- This teaches us that…
- Ultimately, everyone can see that…

DIRECTIONS
Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

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

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'The Little House books became popular because they shared details about frontier life.' and 'As Laura grew older, she began to write about the experiences she had as a child.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "The Little House books became popular because they shared details about frontier life." and "As Laura grew older, she began to write about the experiences she had as a child." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

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

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 9 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
Why did Laura Ingalls Wilder's books become popular?

THESIS
Laura Ingalls Wilder's Little House books became popular because she wrote about real frontier experiences in a way that let readers feel part of the story, so people could picture prairie life and understand history through her writing.

Your Turn, Find and Score Your Own Evidence

I CAN
I can independently collect evidence with TRACKS and choose my best evidence with CSI.

DIRECTIONS
- Reread ""Laura Ingalls Wilder" (Nonfiction)."
- Choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept).
- Collect TWO pieces of evidence on your Student Tracking Sheet.
- Grade both pieces with CSI (Connects, Supports, Ideas). Circle your BEST evidence.

STUDENT TRACKING SHEET
Use your Cluster 2 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

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

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING
Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION
Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION
"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE
The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

RAISE THE THINKING → (move one level to the right)
For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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TEKS 7(C)
MODEL ANSWER FOR YOUR TURN
EVIDENCE · INDEPENDENT PRACTICE

ANSWER KEY

PROMPT (WHY)
Why did Laura Ingalls Wilder's books become popular?

THESIS
Laura Ingalls Wilder's Little House books became popular because she wrote about real frontier experiences in a way that let readers feel part of the story, so people could picture prairie life and understand history through her writing.

Answer Key, One Strong Model

Model TRACKS category: S, Scenery/Sensory

"Sometimes the family lived near forests. Other times they lived on wide, open grasslands."

- ✗ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

True, and it does describe the different environments the family lived in, but it describes their childhood moves, not the storytelling that made her books popular later. It does not prove WHY the books became popular.

"People could picture the wide fields, the small homes, and the busy days on the farm." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt and supports the thesis (this IS the vivid scenery/sensory detail that let readers picture prairie life), and leads to ideas about what made her storytelling so vivid.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

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

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's S (Scenery/Sensory) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'Sometimes the family lived near forests. Other times they lived on wide, open grasslands.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) True, and it does describe the different environments the family lived in, but it describes their childhood moves, not the storytelling that made her books popular later. It does not prove WHY the books became popular."

"And this second: 'People could picture the wide fields, the small homes, and the busy days on the farm.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly to the prompt and supports the thesis (this IS the vivid scenery/sensory detail that let readers picture prairie life), and leads to ideas about what made her storytelling so vivid."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "People could picture the wide fields, the small homes, and the busy days on the farm." (passes all three CSI checks) over "Sometimes the family lived near forests. Other times they lived on wide, open grasslands."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

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

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 9 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which sentence from the passage best supports the idea that Laura Ingalls Wilder's writing style helped make her books popular?

A **"Life was often difficult, but Laura remembered many interesting adventures."**

B **"Laura's storytelling was special because she wrote in a way that made readers feel as if they were part of the story."**

C **"Today, Laura Ingalls Wilder is remembered as an important author."**

D **"Many readers enjoyed learning about Laura, her sisters, and her parents."**

Choose ONE sentence that proves the exact claim, not just a sentence that is true.

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TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which sentence from the passage best supports the idea that Laura Ingalls Wilder's writing style helped make her books popular?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'Life was often difficult, but Laura remembered many interesting adventures.' B: 'Laura's storytelling was special because she wrote in a way that made readers feel as if they were part of the story.' C: 'Today, Laura Ingalls Wilder is remembered as an important author.' D: 'Many readers enjoyed learning about Laura, her sisters, and her parents.'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION

Which sentence from the passage best supports the idea that Laura Ingalls Wilder's writing style helped make her books popular?

A **"Life was often difficult, but Laura remembered many interesting adventures."**
TRUE BUT WRONG
True, but it describes Laura's CHILDHOOD experiences, not something about HOW she wrote or why her writing style appealed to readers.

B **"Laura's storytelling was special because she wrote in a way that made readers feel as if they were part of the story."**
CORRECT, PROVES THE EXACT CLAIM
This sentence proves the exact claim: it directly states that her WRITING STYLE made readers feel like they were part of the story.

C **"Today, Laura Ingalls Wilder is remembered as an important author."**
WRONG TIMELINE POINT
True, but it describes how she is remembered TODAY, long after the books became popular, it does not explain WHAT about her writing style made readers connect with the books.

D **"Many readers enjoyed learning about Laura, her sisters, and her parents."**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but it describes readers enjoying the FAMILY content, a reader would have to assume this connects to her writing STYLE rather than just the subject matter, to make it prove the claim.

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TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

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

"Here's the payoff: the correct answer is B, 'Laura's storytelling was special because she wrote in a way that made readers feel as if they were part of the story.' This sentence proves the exact claim: it directly states that her WRITING STYLE made readers feel like they were part of the story."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'Life was often difficult, but Laura remembered many interesting adventures.', True But Wrong. True, but it describes Laura's CHILDHOOD experiences, not something about HOW she wrote or why her writing style appealed to readers."

"C: 'Today, Laura Ingalls Wilder is remembered as an important author.', Wrong Timeline Point. True, but it describes how she is remembered TODAY, long after the books became popular, it does not explain WHAT about her writing style made readers connect with the books."

"D: 'Many readers enjoyed learning about Laura, her sisters, and her parents.', Plausible But Requires An Assumption. True, but it describes readers enjoying the FAMILY content, a reader would have to assume this connects to her writing STYLE rather than just the subject matter, to make it prove the claim."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "Laura's storytelling was special because she wrote in a way that made readers feel as if they were part of the story.", This sentence proves the exact claim: it directly states that her WRITING STYLE made readers feel like they were part of the story.

CHECK FOR UNDERSTANDING

Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION

"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

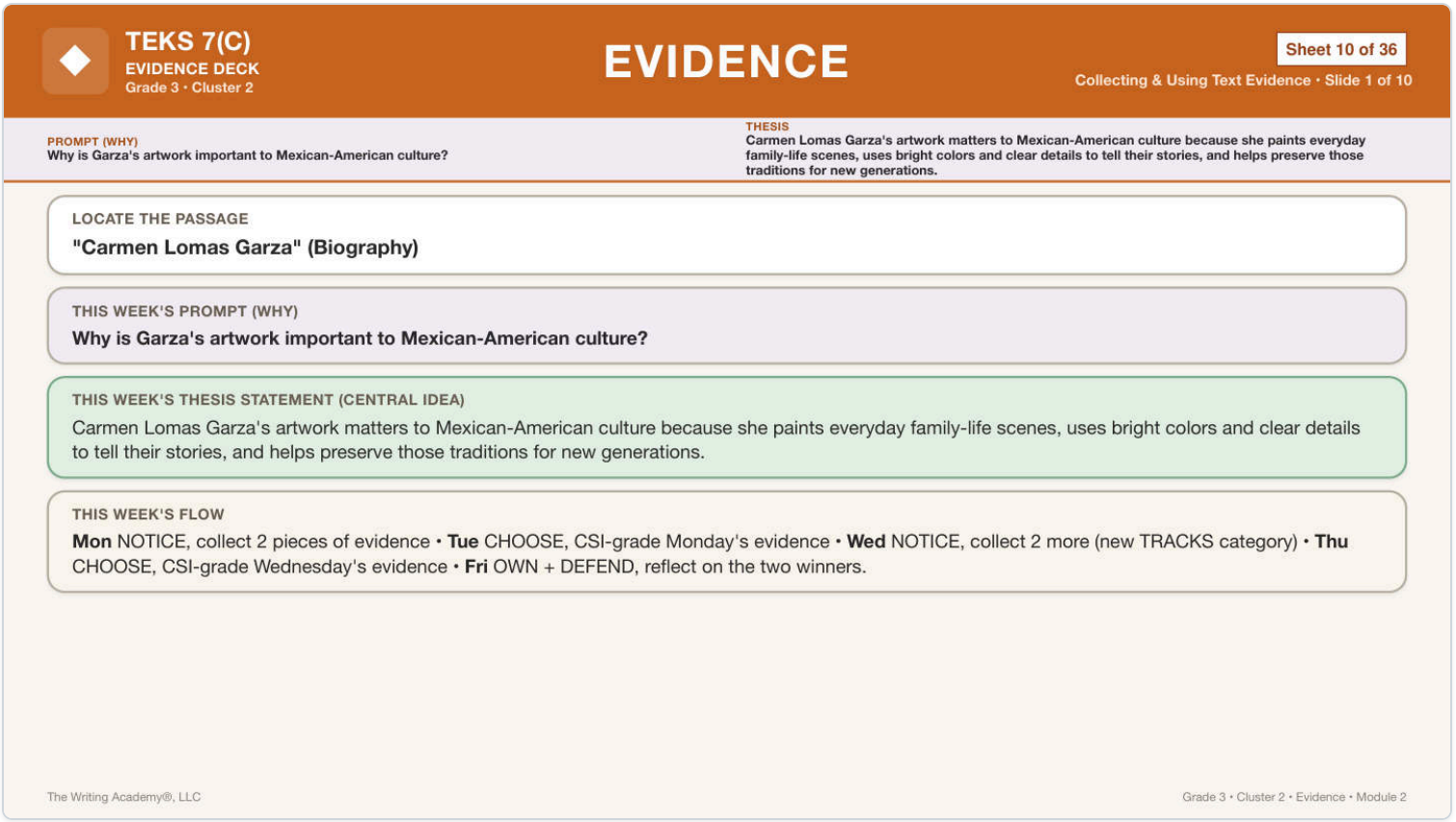
RPLD EVIDENCE & ADVICE

A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

~3 min

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

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "Carmen Lomas Garza" (Biography), and one job: answer the question, why is Garza's artwork important to Mexican-American culture?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: Carmen Lomas Garza's artwork matters to Mexican-American culture because she paints everyday family-life scenes, uses bright colors and clear details to tell their stories, and helps preserve those traditions for new generations."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "Carmen Lomas Garza" (Biography) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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TEKS 7(C)
MONDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 10 of 36
RPLD Evidence Deck · Slide 2 of 10

PROMPT (WHY)
Why is Garza's artwork important to Mexican-American culture?

THESIS
Carmen Lomas Garza's artwork matters to Mexican-American culture because she paints everyday family-life scenes, uses bright colors and clear details to tell their stories, and helps preserve those traditions for new generations.

Collect the Evidence (7Ci), TRACKS

I CAN
I can find two pieces of evidence in the passage that show **Key Knowledge**.

DIRECTIONS
- Reread ""Carmen Lomas Garza" (Biography)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"She was born in 1948 in Kingsville, Texas."
A fact about Garza's birth year and hometown, not about why her art matters.

"Today, Garza's artwork is shown in museums and schools across the United States."
Names an exact fact about where and how her art reaches people today.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

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

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is K for Key Knowledge."

▸ *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 Key Knowledge."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Key Knowledge using their K 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: "She was born in 1948 in Kingsville, Texas." and "Today, Garza's artwork is shown in museums and schools across the United States.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "She was born in 1948 in Kingsville, Texas.", A fact about Garza's birth year and hometown, not about why her art matters., "Today, Garza's artwork is shown in museums and schools across the United States.", Names an exact fact about where and how her art reaches people today.

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

COMMON MISCONCEPTION
Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION
"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Key Knowledge; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE
Collecting evidence with a named TRACKS lens (K) and a prompt is Foundational (Beginning) 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.

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TEKS 7(C)
TUESDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

Sheet 10 of 36
RPLD Evidence Deck · Slide 3 of 10

PROMPT (WHY)
Why is Garza's artwork important to Mexican-American culture?

THESIS
Carmen Lomas Garza's artwork matters to Mexican-American culture because she paints everyday family-life scenes, uses bright colors and clear details to tell their stories, and helps preserve those traditions for new generations.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two K, Key Knowledge pieces

"She was born in 1948 in Kingsville, Texas."

- ✗ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

A personal detail about her birth year and hometown, it does not connect to WHY her art itself is important, and it does not open up more to explain her art's impact.

"Today, Garza's artwork is shown in museums and schools across the United States." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt (this IS a reason her art matters, it reaches people today), supports the thesis (names where her work reaches new audiences), and leads to ideas about how museums and schools help preserve her stories.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

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

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'She was born in 1948 in Kingsville, Texas.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) A personal detail about her birth year and hometown, it does not connect to WHY her art itself is important, and it does not open up more to explain her art's impact."

"Now the second piece: 'Today, Garza's artwork is shown in museums and schools across the United States.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly to the prompt (this IS a reason her art matters, it reaches people today), supports the thesis (names where her work reaches new audiences), and leads to ideas about how museums and schools help preserve her stories."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "Today, Garza's artwork is shown in museums and schools across the United States." (all three CSI checks pass) over "She was born in 1948 in Kingsville, Texas." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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NOTICE

PROMPT (WHY)
Why is Garza's artwork important to Mexican-American culture?

THESIS
Carmen Lomas Garza's artwork matters to Mexican-American culture because she paints everyday family-life scenes, uses bright colors and clear details to tell their stories, and helps preserve those traditions for new generations.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""Carmen Lomas Garza" (Biography)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: A, Actions

"Carmen Lomas Garza has also written and illustrated children's books."

The ACTION of writing and illustrating books, another way she shares her stories.

"She studied art in school and learned different ways to create paintings."

The ACTION of studying art and learning technique, true, but about her training, not her art's importance.

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: "Carmen Lomas Garza has also written and illustrated children's books." and "She studied art in school and learned different ways to create paintings.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two A (Actions) pieces from the passage: "Carmen Lomas Garza has also written and illustrated children's books.", The ACTION of writing and illustrating books, another way she shares her stories., "She studied art in school and learned different ways to create paintings.", The ACTION of studying art and learning technique, true, but about her training, not her art's importance.

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.

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CHOOSE

PROMPT (WHY)
Why is Garza's artwork important to Mexican-American culture?

THESIS
Carmen Lomas Garza's artwork matters to Mexican-American culture because she paints everyday family-life scenes, uses bright colors and clear details to tell their stories, and helps preserve those traditions for new generations.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two A, Actions pieces

"Carmen Lomas Garza has also written and illustrated children's books." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt (writing books IS a way her work reaches and preserves culture), supports the thesis (this action is part of how she shares stories with new generations), and leads to ideas about how books spread her work even further than paintings alone.

"She studied art in school and learned different ways to create paintings."

- ✗ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

True, and it opens ideas about how she developed as an artist, but it does not itself prove WHY her art is important to culture, since it describes her training, not her art's impact.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

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

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two A (Actions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'She studied art in school and learned different ways to create paintings.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) True, and it opens ideas about how she developed as an artist, but it does not itself prove WHY her art is important to culture, since it describes her training, not her art's impact."

"Now the second piece: 'Carmen Lomas Garza has also written and illustrated children's books.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly to the prompt (writing books IS a way her work reaches and preserves culture), supports the thesis (this action is part of how she shares stories with new generations), and leads to ideas about how books spread her work even further than paintings alone."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "Carmen Lomas Garza has also written and illustrated children's books." (all three CSI checks pass) over "She studied art in school and learned different ways to create paintings." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
FRIDAY · OWN + DEFEND
EVIDENCE · TRACKS + CSI

OWN + DEFEND

Sheet 10 of 36
RPLD Evidence Deck · Slide 6 of 10

PROMPT (WHY)
Why is Garza's artwork important to Mexican-American culture?

THESIS
Carmen Lomas Garza's artwork matters to Mexican-American culture because she paints everyday family-life scenes, uses bright colors and clear details to tell their stories, and helps preserve those traditions for new generations.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

- "Today, Garza's artwork is shown in museums and schools across the United States."
- "Carmen Lomas Garza has also written and illustrated children's books."

I CAN
I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

- This matters because…
- To me, this means…
- This shows us that…
- This is important because…
- This teaches us that…
- Ultimately, everyone can see that…

DIRECTIONS
Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

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

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'Today, Garza's artwork is shown in museums and schools across the United States.' and 'Carmen Lomas Garza has also written and illustrated children's books.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "Today, Garza's artwork is shown in museums and schools across the United States." and "Carmen Lomas Garza has also written and illustrated children's books." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

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

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 10 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
Why is Garza's artwork important to Mexican-American culture?

THESIS
Carmen Lomas Garza's artwork matters to Mexican-American culture because she paints everyday family-life scenes, uses bright colors and clear details to tell their stories, and helps preserve those traditions for new generations.

Your Turn, Find and Score Your Own Evidence

I CAN
I can independently collect evidence with TRACKS and choose my best evidence with CSI.

DIRECTIONS
- Reread ""Carmen Lomas Garza" (Biography)."
- Choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept).
- Collect TWO pieces of evidence on your Student Tracking Sheet.
- Grade both pieces with CSI (Connects, Supports, Ideas). Circle your BEST evidence.

STUDENT TRACKING SHEET
Use your Cluster 2 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.

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TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

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

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING
Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION
Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION
"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE
The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

RAISE THE THINKING → (move one level to the right)
For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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TEKS 7(C)
MODEL ANSWER FOR YOUR TURN
EVIDENCE · INDEPENDENT PRACTICE

ANSWER KEY

PROMPT (WHY)
Why is Garza's artwork important to Mexican-American culture?

THESIS
Carmen Lomas Garza's artwork matters to Mexican-American culture because she paints everyday family-life scenes, uses bright colors and clear details to tell their stories, and helps preserve those traditions for new generations.

Answer Key, One Strong Model

Model TRACKS category: S, Scenery/Sensory

"One common scene she paints is families making tamales during the holidays."

- ✗ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

True, and it does paint a specific sensory scene, but it only names WHAT she paints, not WHY that scene matters to preserving or sharing culture, so it does not prove the claim.

"Her artwork uses bright colors and clear details to tell stories." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt and supports the thesis (this sensory detail, bright colors and clear details, IS how her paintings tell family-life stories that preserve culture), and leads to ideas about how her artistic style makes memories vivid for viewers.

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TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

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

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's S (Scenery/Sensory) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'One common scene she paints is families making tamales during the holidays.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) True, and it does paint a specific sensory scene, but it only names WHAT she paints, not WHY that scene matters to preserving or sharing culture, so it does not prove the claim."

"And this second: 'Her artwork uses bright colors and clear details to tell stories.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly to the prompt and supports the thesis (this sensory detail, bright colors and clear details, IS how her paintings tell family-life stories that preserve culture), and leads to ideas about how her artistic style makes memories vivid for viewers."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "Her artwork uses bright colors and clear details to tell stories." (passes all three CSI checks) over "One common scene she paints is families making tamales during the holidays."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

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

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 10 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which sentence best supports the idea that Garza's artwork helps preserve and share Mexican-American culture?

A **"She was born in 1948 in Kingsville, Texas."**

B **"Through her paintings and books, she has helped preserve important cultural stories and share them with new generations."**

C **"As a child, Carmen enjoyed drawing and paying attention to the special moments she shared with her family and community."**

D **"Teachers also use her books and artwork to help students learn about different communities."**

Choose ONE sentence that proves the exact claim, not just a sentence that is true.

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TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which sentence best supports the idea that Garza's artwork helps preserve and share Mexican-American culture?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'She was born in 1948 in Kingsville, Texas.' B: 'Through her paintings and books, she has helped preserve important cultural stories and share them with new generations.' C: 'As a child, Carmen enjoyed drawing and paying attention to the special moments she shared with her family and community.' D: 'Teachers also use her books and artwork to help students learn about different communities.'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION
Which sentence best supports the idea that Garza's artwork helps preserve and share Mexican-American culture?

A **"She was born in 1948 in Kingsville, Texas."**
TRUE BUT WRONG
True, but it is a biographical fact about her birth, it does not show how her ARTWORK preserves or shares culture.

B **"Through her paintings and books, she has helped preserve important cultural stories and share them with new generations."**
CORRECT, PROVES THE EXACT CLAIM
This sentence proves the exact claim: through her paintings and books, Garza has helped preserve important cultural stories and share them with new generations.

C **"As a child, Carmen enjoyed drawing and paying attention to the special moments she shared with her family and community."**
WRONG TIMELINE POINT
True, but it describes Garza's CHILDHOOD, before her artwork existed, the wrong point in the timeline to prove what her finished artwork does today.

D **"Teachers also use her books and artwork to help students learn about different communities."**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but it describes teachers using her work to teach about communities in general, a reader would have to assume this means Mexican-American culture specifically.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

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

"Here's the payoff: the correct answer is B, 'Through her paintings and books, she has helped preserve important cultural stories and share them with new generations.' This sentence proves the exact claim: through her paintings and books, Garza has helped preserve important cultural stories and share them with new generations."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'She was born in 1948 in Kingsville, Texas.', True But Wrong. True, but it is a biographical fact about her birth, it does not show how her ARTWORK preserves or shares culture."

"C: 'As a child, Carmen enjoyed drawing and paying attention to the special moments she shared with her family and community.', Wrong Timeline Point. True, but it describes Garza's CHILDHOOD, before her artwork existed, the wrong point in the timeline to prove what her finished artwork does today."

"D: 'Teachers also use her books and artwork to help students learn about different communities.', Plausible But Requires An Assumption. True, but it describes teachers using her work to teach about communities in general, a reader would have to assume this means Mexican-American culture specifically."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "Through her paintings and books, she has helped preserve important cultural stories and share them with new generations.", This sentence proves the exact claim: through her paintings and books, Garza has helped preserve important cultural stories and share them with new generations.

CHECK FOR UNDERSTANDING
Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION
Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION
"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE
A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)
Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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EVIDENCE

PROMPT (WHY)
Why did Laura Ingalls Wilder's books become popular?

THESIS
Laura Ingalls Wilder's books became popular because they mixed real history with storytelling, so readers could learn what frontier life was really like while enjoying a story that felt real and believable.

LOCATE THE PASSAGE
"Laura Ingalls Wilder" (Nonfiction)

THIS WEEK'S PROMPT (WHY)
Why did Laura Ingalls Wilder's books become popular?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
Laura Ingalls Wilder's books became popular because they mixed real history with storytelling, so readers could learn what frontier life was really like while enjoying a story that felt real and believable.

THIS WEEK'S FLOW
Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

⏱ ~3 min

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

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "Laura Ingalls Wilder" (Nonfiction), and one job: answer the question, why did Laura Ingalls Wilder's books become popular?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: Laura Ingalls Wilder's books became popular because they mixed real history with storytelling, so readers could learn what frontier life was really like while enjoying a story that felt real and believable."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "Laura Ingalls Wilder" (Nonfiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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TEKS 7(C)
MONDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 11 of 36
RPLD Evidence Deck · Slide 2 of 10

PROMPT (WHY)
Why did Laura Ingalls Wilder's books become popular?

THESIS
Laura Ingalls Wilder's books became popular because they mixed real history with storytelling, so readers could learn what frontier life was really like while enjoying a story that felt real and believable.

Collect the Evidence (7Ci), TRACKS

I CAN
I can find two pieces of evidence in the passage that show **Key Knowledge**.

DIRECTIONS
- Reread ""Laura Ingalls Wilder" (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"The Little House series includes several books that follow Laura as she grows up."
A fact about the series, true and on topic, but it tells what the books are rather than why so many readers liked them.

"The books helped people understand how transportation, farming, education, and family life were different during the late 1800s."
A fact about what the books taught readers, which is the history part of the reason they became so popular.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

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

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is K for Key Knowledge."

▸ *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 Key Knowledge."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Key Knowledge using their K 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: "The Little House series includes several books that follow Laura as she grows up." and "The books helped people understand how transportation, farming, education, and family life were different during the late 1800s.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "The Little House series includes several books that follow Laura as she grows up.", A fact about the series, true and on topic, but it tells what the books are rather than why so many readers liked them., "The books helped people understand how transportation, farming, education, and family life were different during the late 1800s.", A fact about what the books taught readers, which is the history part of the reason they became so popular.

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

COMMON MISCONCEPTION
Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION
"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Key Knowledge; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE
Collecting evidence with a named TRACKS lens (K) and a prompt is Foundational (Beginning) 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.

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PROMPT (WHY)
Why did Laura Ingalls Wilder's books become popular?

THESIS
Laura Ingalls Wilder's books became popular because they mixed real history with storytelling, so readers could learn what frontier life was really like while enjoying a story that felt real and believable.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two K, Key Knowledge pieces

"The Little House series includes several books that follow Laura as she grows up."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects to the prompt because it is about the books, and it opens ideas about the series, but it describes what the books are rather than supporting the thesis about why readers loved them.

"The books helped people understand how transportation, farming, education, and family life were different during the late 1800s."

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt and supports the thesis, because it names the real history readers learned, and it leads to ideas about why mixing history with story made the books popular.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

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

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'The Little House series includes several books that follow Laura as she grows up.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to the prompt because it is about the books, and it opens ideas about the series, but it describes what the books are rather than supporting the thesis about why readers loved them."

"Now the second piece: 'The books helped people understand how transportation, farming, education, and family life were different during the late 1800s.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly to the prompt and supports the thesis, because it names the real history readers learned, and it leads to ideas about why mixing history with story made the books popular."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "The books helped people understand how transportation, farming, education, and family life were different during the late 1800s." (all three CSI checks pass) over "The Little House series includes several books that follow Laura as she grows up." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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NOTICE

PROMPT (WHY)
Why did Laura Ingalls Wilder's books become popular?

THESIS
Laura Ingalls Wilder's books became popular because they mixed real history with storytelling, so readers could learn what frontier life was really like while enjoying a story that felt real and believable.

Collect the Evidence (7Ci), TRACKS

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

DIRECTIONS
- Reread ""Laura Ingalls Wilder" (Nonfiction)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: A, Actions

"Her stories described building homes, growing food, going to school, and helping neighbors."
An action that shows what Laura's stories did, describing everyday topics, but on its own it lists topics rather than explaining why the books became popular.

"She wrote about everyday events that helped readers understand the past."
An action that shows what Laura actually did as a writer, turning ordinary events into stories that taught readers about the past.

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: "Her stories described building homes, growing food, going to school, and helping neighbors." and "She wrote about everyday events that helped readers understand the past.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two A (Actions) pieces from the passage: "Her stories described building homes, growing food, going to school, and helping neighbors.", An action that shows what Laura's stories did, describing everyday topics, but on its own it lists topics rather than explaining why the books became popular., "She wrote about everyday events that helped readers understand the past.", An action that shows what Laura actually did as a writer, turning ordinary events into stories that taught readers about the past.

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.

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PROMPT (WHY)
Why did Laura Ingalls Wilder's books become popular?

THESIS
Laura Ingalls Wilder's books became popular because they mixed real history with storytelling, so readers could learn what frontier life was really like while enjoying a story that felt real and believable.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two A, Actions pieces

"Her stories described building homes, growing food, going to school, and helping neighbors."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects to the prompt because it is about what Laura wrote, and it opens ideas about her subjects, but listing everyday topics does not by itself explain why the books became popular, so it does not support the thesis.

"She wrote about everyday events that helped readers understand the past." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt and supports the thesis, because writing about everyday events that taught the past is exactly the mix of history and story readers enjoyed, and it leads to ideas about why that made her books popular.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

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

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two A (Actions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Her stories described building homes, growing food, going to school, and helping neighbors.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to the prompt because it is about what Laura wrote, and it opens ideas about her subjects, but listing everyday topics does not by itself explain why the books became popular, so it does not support the thesis."

"Now the second piece: 'She wrote about everyday events that helped readers understand the past.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly to the prompt and supports the thesis, because writing about everyday events that taught the past is exactly the mix of history and story readers enjoyed, and it leads to ideas about why that made her books popular."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "She wrote about everyday events that helped readers understand the past." (all three CSI checks pass) over "Her stories described building homes, growing food, going to school, and helping neighbors." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
FRIDAY · OWN + DEFEND
EVIDENCE · TRACKS + CSI

OWN + DEFEND

Sheet 11 of 36
RPLD Evidence Deck · Slide 6 of 10

PROMPT (WHY)
Why did Laura Ingalls Wilder's books become popular?

THESIS
Laura Ingalls Wilder's books became popular because they mixed real history with storytelling, so readers could learn what frontier life was really like while enjoying a story that felt real and believable.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"The books helped people understand how transportation, farming, education, and family life were different during the late 1800s."

"She wrote about everyday events that helped readers understand the past."

I CAN
I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

- This matters because…
- To me, this means…
- This shows us that…
- This is important because…
- This teaches us that…
- Ultimately, everyone can see that…

DIRECTIONS
Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

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

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'The books helped people understand how transportation, farming, education, and family life were different during the late 1800s.' and 'She wrote about everyday events that helped readers understand the past.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "The books helped people understand how transportation, farming, education, and family life were different during the late 1800s." and "She wrote about everyday events that helped readers understand the past." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

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

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 11 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
Why did Laura Ingalls Wilder's books become popular?

THESIS
Laura Ingalls Wilder's books became popular because they mixed real history with storytelling, so readers could learn what frontier life was really like while enjoying a story that felt real and believable.

Your Turn, Find and Score Your Own Evidence

I CAN
I can independently collect evidence with TRACKS and choose my best evidence with CSI.

DIRECTIONS
- Reread ""Laura Ingalls Wilder" (Nonfiction)."
- Choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept).
- Collect TWO pieces of evidence on your Student Tracking Sheet.
- Grade both pieces with CSI (Connects, Supports, Ideas). Circle your BEST evidence.

STUDENT TRACKING SHEET
Use your Cluster 2 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.

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TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

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

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION

Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION

"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

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

For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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ANSWER KEY

PROMPT (WHY)
Why did Laura Ingalls Wilder's books become popular?

THESIS
Laura Ingalls Wilder's books became popular because they mixed real history with storytelling, so readers could learn what frontier life was really like while enjoying a story that felt real and believable.

Answer Key, One Strong Model

Model TRACKS category: S, Scenery/Sensory

"Sometimes the family lived near forests where trees provided wood for homes and fires."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

A true setting detail from Laura's life that connects to the frontier her books describe and opens ideas about the places she lived, but it does not explain why the books became popular, so it does not support the thesis.

"People could picture the wide fields, the small homes, and the busy days on the farm." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

A setting picture that connects to the prompt and supports the thesis, because readers being able to picture the frontier is the storytelling that made the books feel real and popular, and it leads to ideas about why vivid settings drew readers in.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

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

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's S (Scenery/Sensory) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'Sometimes the family lived near forests where trees provided wood for homes and fires.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) A true setting detail from Laura's life that connects to the frontier her books describe and opens ideas about the places she lived, but it does not explain why the books became popular, so it does not support the thesis."

"And this second: 'People could picture the wide fields, the small homes, and the busy days on the farm.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) A setting picture that connects to the prompt and supports the thesis, because readers being able to picture the frontier is the storytelling that made the books feel real and popular, and it leads to ideas about why vivid settings drew readers in."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "People could picture the wide fields, the small homes, and the busy days on the farm." (passes all three CSI checks) over "Sometimes the family lived near forests where trees provided wood for homes and fires."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

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

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 11 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which sentence best proves that Laura's books became popular because they combined history with storytelling?

A **"She was born in 1867 in Wisconsin."**

B **"Readers could learn about the past while enjoying an interesting story."**

C **"Getting to school sometimes required walking long distances."**

D **"Today, Laura Ingalls Wilder is remembered as an important author."**

Choose ONE sentence that proves the exact claim, not just a sentence that is true.

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TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which sentence best proves that Laura's books became popular because they combined history with storytelling?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'She was born in 1867 in Wisconsin.' B: 'Readers could learn about the past while enjoying an interesting story.' C: 'Getting to school sometimes required walking long distances.' D: 'Today, Laura Ingalls Wilder is remembered as an important author.'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION
Which sentence best proves that Laura's books became popular because they combined history with storytelling?

A **"She was born in 1867 in Wisconsin."**
TRUE BUT OFF-TOPIC
True, but it is a fact about Laura's birth, which does not explain why her books became popular.

B **"Readers could learn about the past while enjoying an interesting story."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim by naming both parts at once: readers learned real history and enjoyed a good story.

C **"Getting to school sometimes required walking long distances."**
TRUE BUT DOESN'T PROVE THE POINT
True, but it is a detail about frontier life inside the story, not a reason the books became popular.

D **"Today, Laura Ingalls Wilder is remembered as an important author."**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but a reader would have to assume she is remembered because of the history and storytelling mix, so this does not prove the point by itself.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

⏱ ~3 min

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

"Here's the payoff: the correct answer is B, 'Readers could learn about the past while enjoying an interesting story.' This proves the exact claim by naming both parts at once: readers learned real history and enjoyed a good story."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'She was born in 1867 in Wisconsin.', True But Off-Topic. True, but it is a fact about Laura's birth, which does not explain why her books became popular."

"C: 'Getting to school sometimes required walking long distances.', True But Doesn'T Prove The Point. True, but it is a detail about frontier life inside the story, not a reason the books became popular."

"D: 'Today, Laura Ingalls Wilder is remembered as an important author.', Plausible But Requires An Assumption. True, but a reader would have to assume she is remembered because of the history and storytelling mix, so this does not prove the point by itself."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "Readers could learn about the past while enjoying an interesting story.", This proves the exact claim by naming both parts at once: readers learned real history and enjoyed a good story.

TEKS 7(C) · Evidence · Sheet 11 of 36 · Cluster 2 · Module 3 · slide 10 of 10

CHECK FOR UNDERSTANDING
Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION
Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION
"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE
A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)
Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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EVIDENCE

PROMPT (WHY)
How did Laura help readers understand life on the frontier?

THESIS
Laura Ingalls Wilder helped readers understand frontier life by telling true stories from a child's point of view, describing everyday activities and real challenges so readers could picture the past and feel part of it.

LOCATE THE PASSAGE
"Laura Ingalls Wilder" (Nonfiction)

THIS WEEK'S PROMPT (WHY)
How did Laura help readers understand life on the frontier?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
Laura Ingalls Wilder helped readers understand frontier life by telling true stories from a child's point of view, describing everyday activities and real challenges so readers could picture the past and feel part of it.

THIS WEEK'S FLOW
Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.

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TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

~3 min

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

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "Laura Ingalls Wilder" (Nonfiction), and one job: answer the question, how did Laura help readers understand life on the frontier?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: Laura Ingalls Wilder helped readers understand frontier life by telling true stories from a child's point of view, describing everyday activities and real challenges so readers could picture the past and feel part of it."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "Laura Ingalls Wilder" (Nonfiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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TEKS 7(C)
MONDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 12 of 36
RPLD Evidence Deck · Slide 2 of 10

PROMPT (WHY)
How did Laura help readers understand life on the frontier?

THESIS
Laura Ingalls Wilder helped readers understand frontier life by telling true stories from a child's point of view, describing everyday activities and real challenges so readers could picture the past and feel part of it.

Collect the Evidence (7Ci), TRACKS

I CAN
I can find two pieces of evidence in the passage that show **Key Knowledge**.

DIRECTIONS
- Reread ""Laura Ingalls Wilder" (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"Her first Little House book was published in 1932."
A fact about when her writing appeared, true, but a date does not explain how the books helped readers understand the frontier.

"The stories provided details about daily life that were not always included in textbooks."
A fact about what the stories gave readers, the everyday details that helped people picture how the frontier really worked.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

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

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is K for Key Knowledge."

▸ *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 Key Knowledge."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Key Knowledge using their K 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: "Her first Little House book was published in 1932." and "The stories provided details about daily life that were not always included in textbooks.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "Her first Little House book was published in 1932.", A fact about when her writing appeared, true, but a date does not explain how the books helped readers understand the frontier., "The stories provided details about daily life that were not always included in textbooks.", A fact about what the stories gave readers, the everyday details that helped people picture how the frontier really worked.

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

COMMON MISCONCEPTION
Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION
"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Key Knowledge; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE
Collecting evidence with a named TRACKS lens (K) and a prompt is Foundational (Beginning) 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.

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PROMPT (WHY)
How did Laura help readers understand life on the frontier?

THESIS
Laura Ingalls Wilder helped readers understand frontier life by telling true stories from a child's point of view, describing everyday activities and real challenges so readers could picture the past and feel part of it.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two K, Key Knowledge pieces

"Her first Little House book was published in 1932."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects to the prompt because it is about her books, and it opens ideas about when she wrote, but a publication date does not support the thesis about how the books helped readers understand the frontier.

"The stories provided details about daily life that were not always included in textbooks." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt and supports the thesis, because the everyday details are how the books helped readers understand frontier life, and it leads to ideas about why those details taught more than a textbook could.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

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

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Her first Little House book was published in 1932.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to the prompt because it is about her books, and it opens ideas about when she wrote, but a publication date does not support the thesis about how the books helped readers understand the frontier."

"Now the second piece: 'The stories provided details about daily life that were not always included in textbooks.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly to the prompt and supports the thesis, because the everyday details are how the books helped readers understand frontier life, and it leads to ideas about why those details taught more than a textbook could."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "The stories provided details about daily life that were not always included in textbooks." (all three CSI checks pass) over "Her first Little House book was published in 1932." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
WEDNESDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 12 of 36
RPLD Evidence Deck · Slide 4 of 10

PROMPT (WHY)
How did Laura help readers understand life on the frontier?

THESIS
Laura Ingalls Wilder helped readers understand frontier life by telling true stories from a child's point of view, describing everyday activities and real challenges so readers could picture the past and feel part of it.

Collect the Evidence (7Ci), TRACKS

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

DIRECTIONS
- Reread ""Laura Ingalls Wilder" (Nonfiction)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: A, Actions

"Many years later, she decided to write about them."
An action Laura took, true, but deciding to write is only the first step and does not by itself show how she helped readers understand the frontier.

"Her stories described everyday activities such as building homes, attending school, growing food, and helping neighbors."
An action that shows exactly what Laura did as a writer, describing everyday frontier activities so readers could understand that life.

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: "Many years later, she decided to write about them." and "Her stories described everyday activities such as building homes, attending school, growing food, and helping neighbors.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two A (Actions) pieces from the passage: "Many years later, she decided to write about them.", An action Laura took, true, but deciding to write is only the first step and does not by itself show how she helped readers understand the frontier., "Her stories described everyday activities such as building homes, attending school, growing food, and helping neighbors.", An action that shows exactly what Laura did as a writer, describing everyday frontier activities so readers could understand that life.

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.

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TEKS 7(C)
THURSDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

Sheet 12 of 36
RPLD Evidence Deck · Slide 5 of 10

PROMPT (WHY)
How did Laura help readers understand life on the frontier?

THESIS
Laura Ingalls Wilder helped readers understand frontier life by telling true stories from a child's point of view, describing everyday activities and real challenges so readers could picture the past and feel part of it.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two A, Actions pieces

"Many years later, she decided to write about them."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects to the prompt because it is about Laura writing, and it opens ideas about her choice to share her past, but deciding to write does not yet show how the books helped readers understand the frontier.

"Her stories described everyday activities such as building homes, attending school, growing food, and helping neighbors." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt and supports the thesis, because describing everyday frontier activities is how Laura helped readers understand that life, and it leads to ideas about why concrete daily details make history clear.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

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

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two A (Actions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Many years later, she decided to write about them.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to the prompt because it is about Laura writing, and it opens ideas about her choice to share her past, but deciding to write does not yet show how the books helped readers understand the frontier."

"Now the second piece: 'Her stories described everyday activities such as building homes, attending school, growing food, and helping neighbors.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly to the prompt and supports the thesis, because describing everyday frontier activities is how Laura helped readers understand that life, and it leads to ideas about why concrete daily details make history clear."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "Her stories described everyday activities such as building homes, attending school, growing food, and helping neighbors." (all three CSI checks pass) over "Many years later, she decided to write about them." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
FRIDAY · OWN + DEFEND
EVIDENCE · TRACKS + CSI

OWN + DEFEND

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RPLD Evidence Deck · Slide 6 of 10

PROMPT (WHY)
How did Laura help readers understand life on the frontier?

THESIS
Laura Ingalls Wilder helped readers understand frontier life by telling true stories from a child's point of view, describing everyday activities and real challenges so readers could picture the past and feel part of it.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"The stories provided details about daily life that were not always included in textbooks."

"Her stories described everyday activities such as building homes, attending school, growing food, and helping neighbors."

I CAN
I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

- This matters because…
- To me, this means…
- This shows us that…
- This is important because…
- This teaches us that…
- Ultimately, everyone can see that…

DIRECTIONS
Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

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

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'The stories provided details about daily life that were not always included in textbooks.' and 'Her stories described everyday activities such as building homes, attending school, growing food, and helping neighbors.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "The stories provided details about daily life that were not always included in textbooks." and "Her stories described everyday activities such as building homes, attending school, growing food, and helping neighbors." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

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

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 12 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
How did Laura help readers understand life on the frontier?

THESIS
Laura Ingalls Wilder helped readers understand frontier life by telling true stories from a child's point of view, describing everyday activities and real challenges so readers could picture the past and feel part of it.

Your Turn, Find and Score Your Own Evidence

I CAN
I can independently collect evidence with TRACKS and choose my best evidence with CSI.

DIRECTIONS
- Reread ""Laura Ingalls Wilder" (Nonfiction)."
- Choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept).
- Collect TWO pieces of evidence on your Student Tracking Sheet.
- Grade both pieces with CSI (Connects, Supports, Ideas). Circle your BEST evidence.

STUDENT TRACKING SHEET
Use your Cluster 2 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.

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TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

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

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION

Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION

"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

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

For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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ANSWER KEY

PROMPT (WHY)
How did Laura help readers understand life on the frontier?

THESIS
Laura Ingalls Wilder helped readers understand frontier life by telling true stories from a child's point of view, describing everyday activities and real challenges so readers could picture the past and feel part of it.

Answer Key, One Strong Model

Model TRACKS category: S, Scenery/Sensory

"Winters on the prairie could be extremely cold."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

A true setting detail that connects to the frontier and opens ideas about how hard the weather was, but it describes one condition rather than showing how Laura helped readers understand frontier life, so it does not support the thesis.

"People could imagine the wide prairie, the small cabins, the fields of crops, and the busy days filled with chores." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

A setting picture that connects to the prompt and supports the thesis, because helping readers imagine the frontier is exactly how Laura made that life understandable, and it leads to ideas about why vivid description teaches history.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

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

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's S (Scenery/Sensory) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'Winters on the prairie could be extremely cold.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) A true setting detail that connects to the frontier and opens ideas about how hard the weather was, but it describes one condition rather than showing how Laura helped readers understand frontier life, so it does not support the thesis."

"And this second: 'People could imagine the wide prairie, the small cabins, the fields of crops, and the busy days filled with chores.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) A setting picture that connects to the prompt and supports the thesis, because helping readers imagine the frontier is exactly how Laura made that life understandable, and it leads to ideas about why vivid description teaches history."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "People could imagine the wide prairie, the small cabins, the fields of crops, and the busy days filled with chores." (passes all three CSI checks) over "Winters on the prairie could be extremely cold."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

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

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 12 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which sentence best proves that Laura helped readers understand the frontier by telling stories from a child's point of view?

A **"She was born on February 7, 1867, in a small log cabin near Pepin, Wisconsin."**

B **"Instead of simply listing facts, she told stories from a child's point of view."**

C **"Food became scarce, and families had to be careful about how much they used each day."**

D **"Her books continue to inspire readers of all ages."**

Choose ONE sentence that proves the exact claim, not just a sentence that is true.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which sentence best proves that Laura helped readers understand the frontier by telling stories from a child's point of view?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'She was born on February 7, 1867, in a small log cabin near Pepin, Wisconsin.' B: 'Instead of simply listing facts, she told stories from a child's point of view.' C: 'Food became scarce, and families had to be careful about how much they used each day.' D: 'Her books continue to inspire readers of all ages.'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION

Which sentence best proves that Laura helped readers understand the frontier by telling stories from a child's point of view?

A **"She was born on February 7, 1867, in a small log cabin near Pepin, Wisconsin."**
TRUE BUT OFF-TOPIC
True, but it is a fact about Laura's birth, which does not show how she helped readers understand frontier life.

B **"Instead of simply listing facts, she told stories from a child's point of view."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim by naming the method: she told stories from a child's point of view instead of just listing facts.

C **"Food became scarce, and families had to be careful about how much they used each day."**
TRUE BUT DOESN'T PROVE THE POINT
True, but it is a hardship inside the story, not a statement about how Laura told her stories.

D **"Her books continue to inspire readers of all ages."**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but a reader would have to assume the books inspire people because of the child's point of view, so this does not prove the point by itself.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

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

"Here's the payoff: the correct answer is B, 'Instead of simply listing facts, she told stories from a child's point of view.' This proves the exact claim by naming the method: she told stories from a child's point of view instead of just listing facts."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'She was born on February 7, 1867, in a small log cabin near Pepin, Wisconsin.', True But Off-Topic. True, but it is a fact about Laura's birth, which does not show how she helped readers understand frontier life."

"C: 'Food became scarce, and families had to be careful about how much they used each day.', True But Doesn'T Prove The Point. True, but it is a hardship inside the story, not a statement about how Laura told her stories."

"D: 'Her books continue to inspire readers of all ages.', Plausible But Requires An Assumption. True, but a reader would have to assume the books inspire people because of the child's point of view, so this does not prove the point by itself."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "Instead of simply listing facts, she told stories from a child's point of view.", This proves the exact claim by naming the method: she told stories from a child's point of view instead of just listing facts.

CHECK FOR UNDERSTANDING

Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION

"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

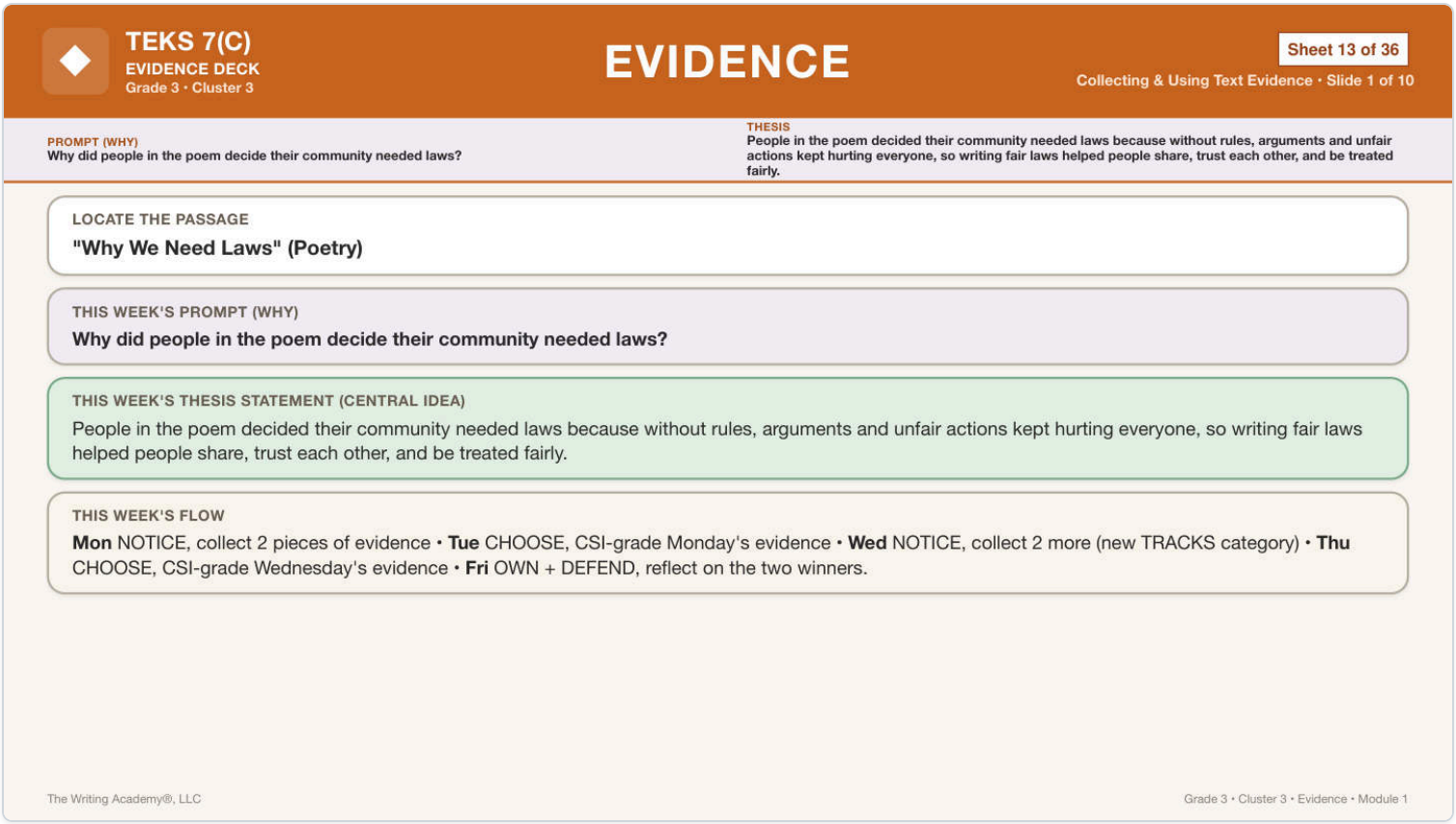
RPLD EVIDENCE & ADVICE

A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

~3 min

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

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "Why We Need Laws" (Poetry), and one job: answer the question, why did people in the poem decide their community needed laws?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: People in the poem decided their community needed laws because without rules, arguments and unfair actions kept hurting everyone, so writing fair laws helped people share, trust each other, and be treated fairly."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "Why We Need Laws" (Poetry) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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TEKS 7(C)
MONDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 13 of 36
RPLD Evidence Deck · Slide 2 of 10

PROMPT (WHY)
Why did people in the poem decide their community needed laws?

THESIS
People in the poem decided their community needed laws because without rules, arguments and unfair actions kept hurting everyone, so writing fair laws helped people share, trust each other, and be treated fairly.

Collect the Evidence (7Ci), TRACKS

I CAN
I can find two pieces of evidence in the passage that show **Key Knowledge**.

DIRECTIONS
- Reread ""Why We Need Laws" (Poetry)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"Long ago people argued over land and things,"
A fact that people argued long ago, true, but it does not yet show the specific unfair problem that made laws necessary.

"Some took more food while others had too little,"
A fact naming the exact unfair problem, some people had more while others had too little.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

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

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is K for Key Knowledge."

▸ *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 Key Knowledge."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Key Knowledge using their K 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: "Long ago people argued over land and things," and "Some took more food while others had too little,", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "Long ago people argued over land and things,", A fact that people argued long ago, true, but it does not yet show the specific unfair problem that made laws necessary., "Some took more food while others had too little,", A fact naming the exact unfair problem, some people had more while others had too little.

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

COMMON MISCONCEPTION
Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION
"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Key Knowledge; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE
Collecting evidence with a named TRACKS lens (K) and a prompt is Foundational (Beginning) 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.

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PROMPT (WHY)
Why did people in the poem decide their community needed laws?

THESIS
People in the poem decided their community needed laws because without rules, arguments and unfair actions kept hurting everyone, so writing fair laws helped people share, trust each other, and be treated fairly.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two K, Key Knowledge pieces

"Long ago people argued over land and things,"

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to the prompt because the thesis itself names arguments as a reason laws were needed, but on its own this line stays vague ("over land and things") and does not yet SUPPORT the thesis with the specific unfair problem laws fixed, so it does not prove the claim by itself.

"Some took more food while others had too little," BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt (this IS the unfair problem that made laws necessary), supports the thesis (names the exact unfairness laws would fix), and leads to ideas about how laws protect people from losing out unfairly.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

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

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Long ago people argued over land and things,' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to the prompt because the thesis itself names arguments as a reason laws were needed, but on its own this line stays vague ("over land and things") and does not yet SUPPORT the thesis with the specific unfair problem laws fixed, so it does not prove the claim by itself."

"Now the second piece: 'Some took more food while others had too little,' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly to the prompt (this IS the unfair problem that made laws necessary), supports the thesis (names the exact unfairness laws would fix), and leads to ideas about how laws protect people from losing out unfairly."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "Some took more food while others had too little," (all three CSI checks pass) over "Long ago people argued over land and things," (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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NOTICE

PROMPT (WHY)
Why did people in the poem decide their community needed laws?

THESIS
People in the poem decided their community needed laws because without rules, arguments and unfair actions kept hurting everyone, so writing fair laws helped people share, trust each other, and be treated fairly.

Collect the Evidence (7Ci), TRACKS

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

DIRECTIONS
- Reread ""Why We Need Laws" (Poetry)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: A, Actions

"So people gathered, searching for a way,"
The ACTION of gathering to search for a solution, true, but it does not yet say what that solution was.

"To write fair rules that everyone would obey."
The ACTION of writing fair rules, the exact solution people chose.

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: "So people gathered, searching for a way," and "To write fair rules that everyone would obey.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two A (Actions) pieces from the passage: "So people gathered, searching for a way,", The ACTION of gathering to search for a solution, true, but it does not yet say what that solution was., "To write fair rules that everyone would obey.", The ACTION of writing fair rules, the exact solution people chose.

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.

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TEKS 7(C)
THURSDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

Sheet 13 of 36
RPLD Evidence Deck · Slide 5 of 10

PROMPT (WHY)
Why did people in the poem decide their community needed laws?

THESIS
People in the poem decided their community needed laws because without rules, arguments and unfair actions kept hurting everyone, so writing fair laws helped people share, trust each other, and be treated fairly.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two A, Actions pieces

"So people gathered, searching for a way,"

- ✗ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

True, and it opens up ideas about people working together, but it does not itself connect to the prompt or support the thesis, since it does not say what solution they found.

"To write fair rules that everyone would obey." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt (writing fair rules IS why the community needed laws) and supports the thesis (this action is the exact solution the poem describes), and leads to ideas about how written laws helped everyone obey the same fair standard.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

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

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two A (Actions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'So people gathered, searching for a way,' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) True, and it opens up ideas about people working together, but it does not itself connect to the prompt or support the thesis, since it does not say what solution they found."

"Now the second piece: 'To write fair rules that everyone would obey.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly to the prompt (writing fair rules IS why the community needed laws) and supports the thesis (this action is the exact solution the poem describes), and leads to ideas about how written laws helped everyone obey the same fair standard."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "To write fair rules that everyone would obey." (all three CSI checks pass) over "So people gathered, searching for a way," (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
FRIDAY · OWN + DEFEND
EVIDENCE · TRACKS + CSI

OWN + DEFEND

Sheet 13 of 36
RPLD Evidence Deck · Slide 6 of 10

PROMPT (WHY)
Why did people in the poem decide their community needed laws?

THESIS
People in the poem decided their community needed laws because without rules, arguments and unfair actions kept hurting everyone, so writing fair laws helped people share, trust each other, and be treated fairly.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

- "Some took more food while others had too little,"
- "To write fair rules that everyone would obey."

I CAN
I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

- This matters because…
- To me, this means…
- This shows us that…
- This is important because…
- This teaches us that…
- Ultimately, everyone can see that…

DIRECTIONS
Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

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

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'Some took more food while others had too little,' and 'To write fair rules that everyone would obey.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "Some took more food while others had too little," and "To write fair rules that everyone would obey." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

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

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 13 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
Why did people in the poem decide their community needed laws?

THESIS
People in the poem decided their community needed laws because without rules, arguments and unfair actions kept hurting everyone, so writing fair laws helped people share, trust each other, and be treated fairly.

Your Turn, Find and Score Your Own Evidence

I CAN
I can independently collect evidence with TRACKS and choose my best evidence with CSI.

DIRECTIONS
- Reread ""Why We Need Laws" (Poetry)."
- Choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept).
- Collect TWO pieces of evidence on your Student Tracking Sheet.
- Grade both pieces with CSI (Connects, Supports, Ideas). Circle your BEST evidence.

STUDENT TRACKING SHEET
Use your Cluster 3 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

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

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING
Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION
Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION
"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE
The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

RAISE THE THINKING → (move one level to the right)
For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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TEKS 7(C)
MODEL ANSWER FOR YOUR TURN
EVIDENCE · INDEPENDENT PRACTICE

ANSWER KEY

PROMPT (WHY)
Why did people in the poem decide their community needed laws?

THESIS
People in the poem decided their community needed laws because without rules, arguments and unfair actions kept hurting everyone, so writing fair laws helped people share, trust each other, and be treated fairly.

Answer Key, One Strong Model

Model TRACKS category: R, Reactions

"Though rules could not remove each single fear,"

- ✗ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

True, and it is a genuine REACTION, a feeling of fear that rules could not fully remove, but it names a LIMIT of the laws, not why they helped the community, so it does not prove the claim.

"The town became a place where trust could grow," BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt and supports the thesis (this reaction to living under laws, trust growing in the town, IS why the community needed them), and leads to ideas about how fair rules changed the way neighbors treated each other.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

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

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's R (Reactions) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'Though rules could not remove each single fear,' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) True, and it is a genuine REACTION, a feeling of fear that rules could not fully remove, but it names a LIMIT of the laws, not why they helped the community, so it does not prove the claim."

"And this second: 'The town became a place where trust could grow,' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly to the prompt and supports the thesis (this reaction to living under laws, trust growing in the town, IS why the community needed them), and leads to ideas about how fair rules changed the way neighbors treated each other."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "The town became a place where trust could grow," (passes all three CSI checks) over "Though rules could not remove each single fear,"

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

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

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 13 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which sentence best proves that writing fair laws helped the community?

A **"Voices grew loud like clashing, noisy rings."**

B **"With laws to guide what people say and do, Communities could grow more safe and true."**

C **"Some took more food while others had too little,"**

D **"People learned how to work and live as one,"**

Choose ONE sentence that proves the exact claim, not just a sentence that is true.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which sentence best proves that writing fair laws helped the community?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'Voices grew loud like clashing, noisy rings.' B: 'With laws to guide what people say and do, Communities could grow more safe and true.' C: 'Some took more food while others had too little,' D: 'People learned how to work and live as one,'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION
Which sentence best proves that writing fair laws helped the community?

A **"Voices grew loud like clashing, noisy rings."**
TRUE BUT WRONG
True, but it describes the loud arguing BEFORE laws existed, it does not show how laws themselves helped.

B **"With laws to guide what people say and do, Communities could grow more safe and true."**
CORRECT, PROVES THE EXACT CLAIM
This sentence proves the exact claim: with laws guiding people, communities became safer and more trustworthy.

C **"Some took more food while others had too little,"**
WRONG TIMELINE POINT
True, but it describes the UNFAIR problem before laws were written, the wrong point in the timeline to prove how laws helped.

D **"People learned how to work and live as one,"**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but it describes people learning to live together in general, a reader would have to assume this happened specifically because of the new laws.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

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

"Here's the payoff: the correct answer is B, 'With laws to guide what people say and do, Communities could grow more safe and true.' This sentence proves the exact claim: with laws guiding people, communities became safer and more trustworthy."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'Voices grew loud like clashing, noisy rings.', True But Wrong. True, but it describes the loud arguing BEFORE laws existed, it does not show how laws themselves helped."

"C: 'Some took more food while others had too little,', Wrong Timeline Point. True, but it describes the UNFAIR problem before laws were written, the wrong point in the timeline to prove how laws helped."

"D: 'People learned how to work and live as one,', Plausible But Requires An Assumption. True, but it describes people learning to live together in general, a reader would have to assume this happened specifically because of the new laws."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "With laws to guide what people say and do, Communities could grow more safe and true.", This sentence proves the exact claim: with laws guiding people, communities became safer and more trustworthy.

TEKS 7(C) · Evidence · Sheet 13 of 36 · Cluster 3 · Module 1 · slide 10 of 10

CHECK FOR UNDERSTANDING

Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION

"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE

A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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EVIDENCE

PROMPT (WHY)
How did Louis Pasteur's discovery help people, according to the play?

THESIS
According to the play, Louis Pasteur's discovery helped people because he found that heating liquids could destroy harmful germs, which made milk and other foods safer and still protects people's health today.

LOCATE THE PASSAGE
"The Lunchroom Discoveries" (Drama)

THIS WEEK'S PROMPT (WHY)
How did Louis Pasteur's discovery help people, according to the play?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
According to the play, Louis Pasteur's discovery helped people because he found that heating liquids could destroy harmful germs, which made milk and other foods safer and still protects people's health today.

THIS WEEK'S FLOW
Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

⏱ ~3 min

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

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "The Lunchroom Discoveries" (Drama), and one job: answer the question, how did Louis Pasteur's discovery help people, according to the play?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: According to the play, Louis Pasteur's discovery helped people because he found that heating liquids could destroy harmful germs, which made milk and other foods safer and still protects people's health today."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "The Lunchroom Discoveries" (Drama) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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TEKS 7(C)
MONDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 14 of 36
RPLD Evidence Deck · Slide 2 of 10

PROMPT (WHY)
How did Louis Pasteur's discovery help people, according to the play?

THESIS
According to the play, Louis Pasteur's discovery helped people because he found that heating liquids could destroy harmful germs, which made milk and other foods safer and still protects people's health today.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""The Lunchroom Discoveries" (Drama)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"NARRATOR: It is lunchtime in the school cafeteria. Two students, Alex and Jordan, are eating lunch and talking about something they learned in science class."

Sets the scene, true, but it does not yet name what Pasteur actually discovered or why it helped people.

"ALEX: A long time ago, people got sick because germs in milk and food were not destroyed."

A fact naming the exact problem, germs in milk and food were making people sick.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

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

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is K for Key Knowledge."

▸ *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 Key Knowledge."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Key Knowledge using their K 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: "NARRATOR: It is lunchtime in the school cafeteria. Two students, Alex and Jordan, are eating lunch and talking about something they learned in science class." and "ALEX: A long time ago, people got sick because germs in milk and food were not destroyed.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "NARRATOR: It is lunchtime in the school cafeteria. Two students, Alex and Jordan, are eating lunch and talking about something they learned in science class.", Sets the scene, true, but it does not yet name what Pasteur actually discovered or why it helped people., "ALEX: A long time ago, people got sick because germs in milk and food were not destroyed.", A fact naming the exact problem, germs in milk and food were making people sick.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION

"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Key Knowledge; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE

Collecting evidence with a named TRACKS lens (K) and a prompt is Foundational (Beginning) 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.

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PROMPT (WHY)
How did Louis Pasteur's discovery help people, according to the play?

THESIS
According to the play, Louis Pasteur's discovery helped people because he found that heating liquids could destroy harmful germs, which made milk and other foods safer and still protects people's health today.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two K, Key Knowledge pieces

"NARRATOR: It is lunchtime in the school cafeteria. Two students, Alex and Jordan, are eating lunch and talking about something they learned in science class."

- ✗ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Sets the scene for the conversation, but it does not connect to the prompt, support the thesis, or lead anywhere, it says nothing about Pasteur's discovery.

"ALEX: A long time ago, people got sick because germs in milk and food were not destroyed." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt (this IS the problem Pasteur's discovery solved), supports the thesis (names the exact danger, undestroyed germs, that his discovery fixed), and leads to ideas about how dangerous food and milk were before his work.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

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

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'NARRATOR: It is lunchtime in the school cafeteria. Two students, Alex and Jordan, are eating lunch and talking about something they learned in science class.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Sets the scene for the conversation, but it does not connect to the prompt, support the thesis, or lead anywhere, it says nothing about Pasteur's discovery."

"Now the second piece: 'ALEX: A long time ago, people got sick because germs in milk and food were not destroyed.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly to the prompt (this IS the problem Pasteur's discovery solved), supports the thesis (names the exact danger, undestroyed germs, that his discovery fixed), and leads to ideas about how dangerous food and milk were before his work."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "ALEX: A long time ago, people got sick because germs in milk and food were not destroyed." (all three CSI checks pass) over "NARRATOR: It is lunchtime in the school cafeteria. Two students, Alex and Jordan, are eating lunch and talking about something they learned in science class." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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NOTICE

PROMPT (WHY)
How did Louis Pasteur's discovery help people, according to the play?

THESIS
According to the play, Louis Pasteur's discovery helped people because he found that heating liquids could destroy harmful germs, which made milk and other foods safer and still protects people's health today.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""The Lunchroom Discoveries" (Drama)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: A, Actions

"ALEX: Me either. We use some of their discoveries all the time without even noticing."

The ACTION of using scientists' discoveries every day, true, but general, and not specific to what Pasteur did.

"ALEX: Exactly! Pasteur figured out that heating liquids could kill harmful germs."

The exact ACTION Pasteur took, figuring out that heating liquids kills harmful germs.

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: "ALEX: Me either. We use some of their discoveries all the time without even noticing." and "ALEX: Exactly! Pasteur figured out that heating liquids could kill harmful germs.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two A (Actions) pieces from the passage: "ALEX: Me either. We use some of their discoveries all the time without even noticing.", The ACTION of using scientists' discoveries every day, true, but general, and not specific to what Pasteur did., "ALEX: Exactly! Pasteur figured out that heating liquids could kill harmful germs.", The exact ACTION Pasteur took, figuring out that heating liquids kills harmful germs.

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.

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PROMPT (WHY)
How did Louis Pasteur's discovery help people, according to the play?

THESIS
According to the play, Louis Pasteur's discovery helped people because he found that heating liquids could destroy harmful germs, which made milk and other foods safer and still protects people's health today.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two A, Actions pieces

"ALEX: Me either. We use some of their discoveries all the time without even noticing."

- ✗ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

True, and it opens up the idea that scientific discoveries are used every day, but it does not itself name Pasteur's discovery or explain how it helped people.

"ALEX: Exactly! Pasteur figured out that heating liquids could kill harmful germs." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt and supports the thesis (this action, heating liquids to kill germs, IS how his discovery helped people), and leads to ideas about how that same process, pasteurization, is still used today.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

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

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two A (Actions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'ALEX: Me either. We use some of their discoveries all the time without even noticing.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) True, and it opens up the idea that scientific discoveries are used every day, but it does not itself name Pasteur's discovery or explain how it helped people."

"Now the second piece: 'ALEX: Exactly! Pasteur figured out that heating liquids could kill harmful germs.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly to the prompt and supports the thesis (this action, heating liquids to kill germs, IS how his discovery helped people), and leads to ideas about how that same process, pasteurization, is still used today."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "ALEX: Exactly! Pasteur figured out that heating liquids could kill harmful germs." (all three CSI checks pass) over "ALEX: Me either. We use some of their discoveries all the time without even noticing." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

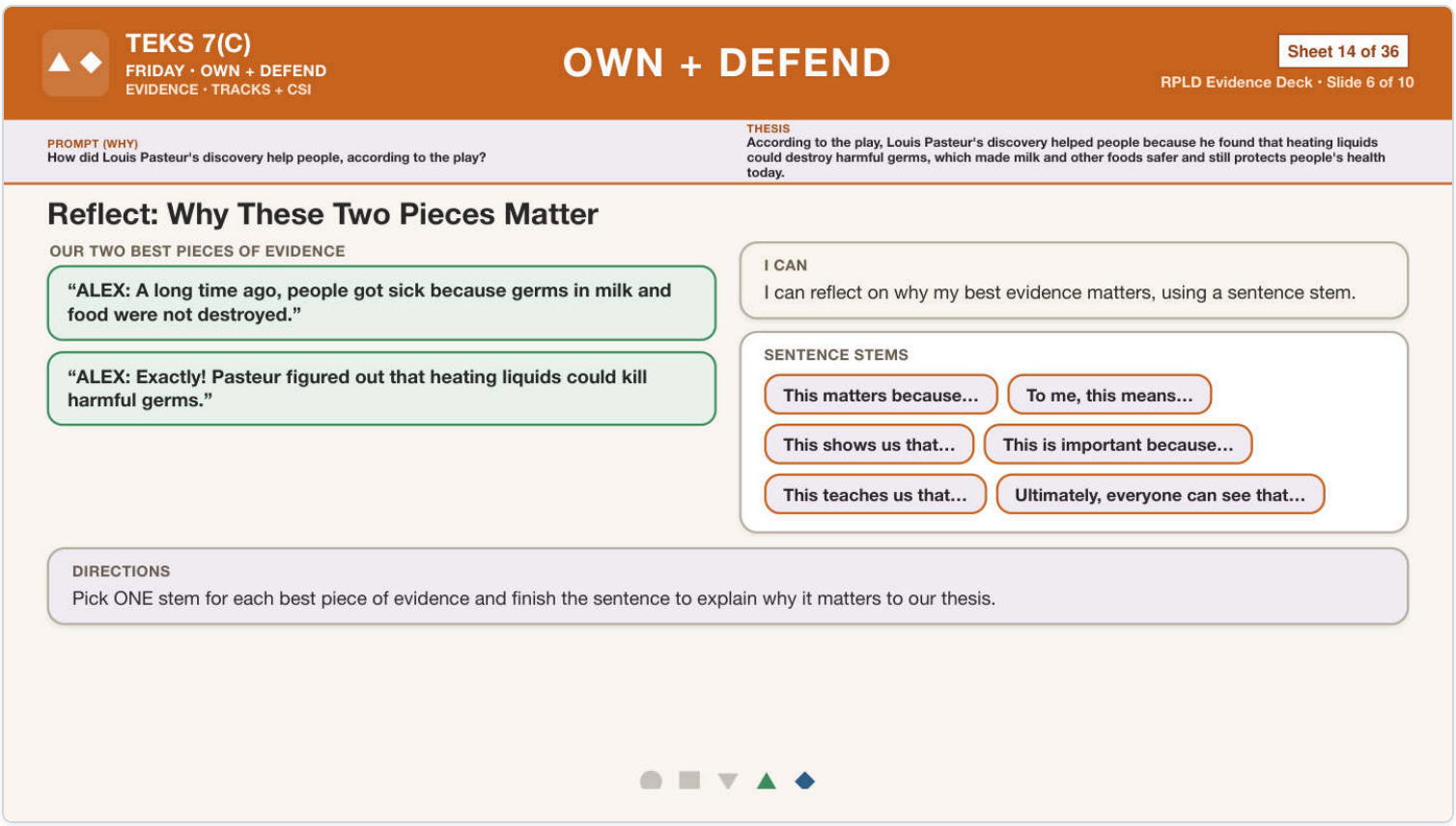
RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

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

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'ALEX: A long time ago, people got sick because germs in milk and food were not destroyed.' and 'ALEX: Exactly! Pasteur figured out that heating liquids could kill harmful germs.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "ALEX: A long time ago, people got sick because germs in milk and food were not destroyed." and "ALEX: Exactly! Pasteur figured out that heating liquids could kill harmful germs." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

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

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 14 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
How did Louis Pasteur's discovery help people, according to the play?

THESIS
According to the play, Louis Pasteur's discovery helped people because he found that heating liquids could destroy harmful germs, which made milk and other foods safer and still protects people's health today.

Your Turn, Find and Score Your Own Evidence

I CAN
I can independently collect evidence with TRACKS and choose my best evidence with CSI.

DIRECTIONS
- Reread ""The Lunchroom Discoveries" (Drama)."
- Choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept).
- Collect TWO pieces of evidence on your Student Tracking Sheet.
- Grade both pieces with CSI (Connects, Supports, Ideas). Circle your BEST evidence.

STUDENT TRACKING SHEET
Use your Cluster 3 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.

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TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

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

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION

Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION

"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

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

For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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ANSWER KEY

PROMPT (WHY)
How did Louis Pasteur's discovery help people, according to the play?

THESIS
According to the play, Louis Pasteur's discovery helped people because he found that heating liquids could destroy harmful germs, which made milk and other foods safer and still protects people's health today.

Answer Key, One Strong Model

Model TRACKS category: R, Reactions

"JORDAN: That's pretty amazing."

- ✗ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

True, and it is a reaction to Pasteur's discovery, but it is too vague and general to explain exactly how his discovery helps people, so it does not prove the claim.

"NARRATOR: The two students realize that a scientific breakthrough from long ago still helps protect people every day." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt and supports the thesis (this realization, that his discovery still protects people every day, IS the exact answer to how it helps), and leads to ideas about how old discoveries can keep making a difference over time.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

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

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's R (Reactions) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'JORDAN: That's pretty amazing.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) True, and it is a reaction to Pasteur's discovery, but it is too vague and general to explain exactly how his discovery helps people, so it does not prove the claim."

"And this second: 'NARRATOR: The two students realize that a scientific breakthrough from long ago still helps protect people every day.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly to the prompt and supports the thesis (this realization, that his discovery still protects people every day, IS the exact answer to how it helps), and leads to ideas about how old discoveries can keep making a difference over time."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "NARRATOR: The two students realize that a scientific breakthrough from long ago still helps protect people every day." (passes all three CSI checks) over "JORDAN: That's pretty amazing."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

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

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 14 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which sentence best proves that Louis Pasteur's discovery still helps people today?

A **"NARRATOR: It is lunchtime in the school cafeteria. Two students, Alex and Jordan, are eating lunch and talking about something they learned in science class."**

B **"JORDAN: So the milk we're drinking is safer because of his discovery."**

C **"ALEX: A long time ago, people got sick because germs in milk and food were not destroyed."**

D **"ALEX: They do. Sometimes it takes years to learn something new."**

Choose ONE sentence that proves the exact claim, not just a sentence that is true.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which sentence best proves that Louis Pasteur's discovery still helps people today?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'NARRATOR: It is lunchtime in the school cafeteria. Two students, Alex and Jordan, are eating lunch and talking about something they learned in science class.' B: 'JORDAN: So the milk we're drinking is safer because of his discovery.' C: 'ALEX: A long time ago, people got sick because germs in milk and food were not destroyed.' D: 'ALEX: They do. Sometimes it takes years to learn something new.'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION
Which sentence best proves that Louis Pasteur's discovery still helps people today?

A **"NARRATOR: It is lunchtime in the school cafeteria. Two students, Alex and Jordan, are eating lunch and talking about something they learned in science class."**
TRUE BUT WRONG
True, but it only sets the scene for the conversation, it does not show how Pasteur's discovery helps people today.

B **"JORDAN: So the milk we're drinking is safer because of his discovery."**
CORRECT, PROVES THE EXACT CLAIM
This sentence proves the exact claim: the milk the students are drinking right now is safer because of Pasteur's discovery.

C **"ALEX: A long time ago, people got sick because germs in milk and food were not destroyed."**
WRONG TIMELINE POINT
True, but it describes the germ problem from BEFORE Pasteur's discovery, the wrong point in the timeline to prove that his discovery still helps people today.

D **"ALEX: They do. Sometimes it takes years to learn something new."**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but it is a general statement about scientists, a reader would have to assume this is specifically about Pasteur's discovery still helping people today.

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TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

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

"Here's the payoff: the correct answer is B, 'JORDAN: So the milk we're drinking is safer because of his discovery.' This sentence proves the exact claim: the milk the students are drinking right now is safer because of Pasteur's discovery."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'NARRATOR: It is lunchtime in the school cafeteria. Two students, Alex and Jordan, are eating lunch and talking about something they learned in science class.', True But Wrong. True, but it only sets the scene for the conversation, it does not show how Pasteur's discovery helps people today."

"C: 'ALEX: A long time ago, people got sick because germs in milk and food were not destroyed.', Wrong Timeline Point. True, but it describes the germ problem from BEFORE Pasteur's discovery, the wrong point in the timeline to prove that his discovery still helps people today."

"D: 'ALEX: They do. Sometimes it takes years to learn something new.', Plausible But Requires An Assumption. True, but it is a general statement about scientists, a reader would have to assume this is specifically about Pasteur's discovery still helping people today."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "JORDAN: So the milk we're drinking is safer because of his discovery.", This sentence proves the exact claim: the milk the students are drinking right now is safer because of Pasteur's discovery.

TEKS 7(C) · Evidence · Sheet 14 of 36 · Cluster 3 · Module 2 · slide 10 of 10

CHECK FOR UNDERSTANDING
Confirm the correct choice and the reason together as a class.

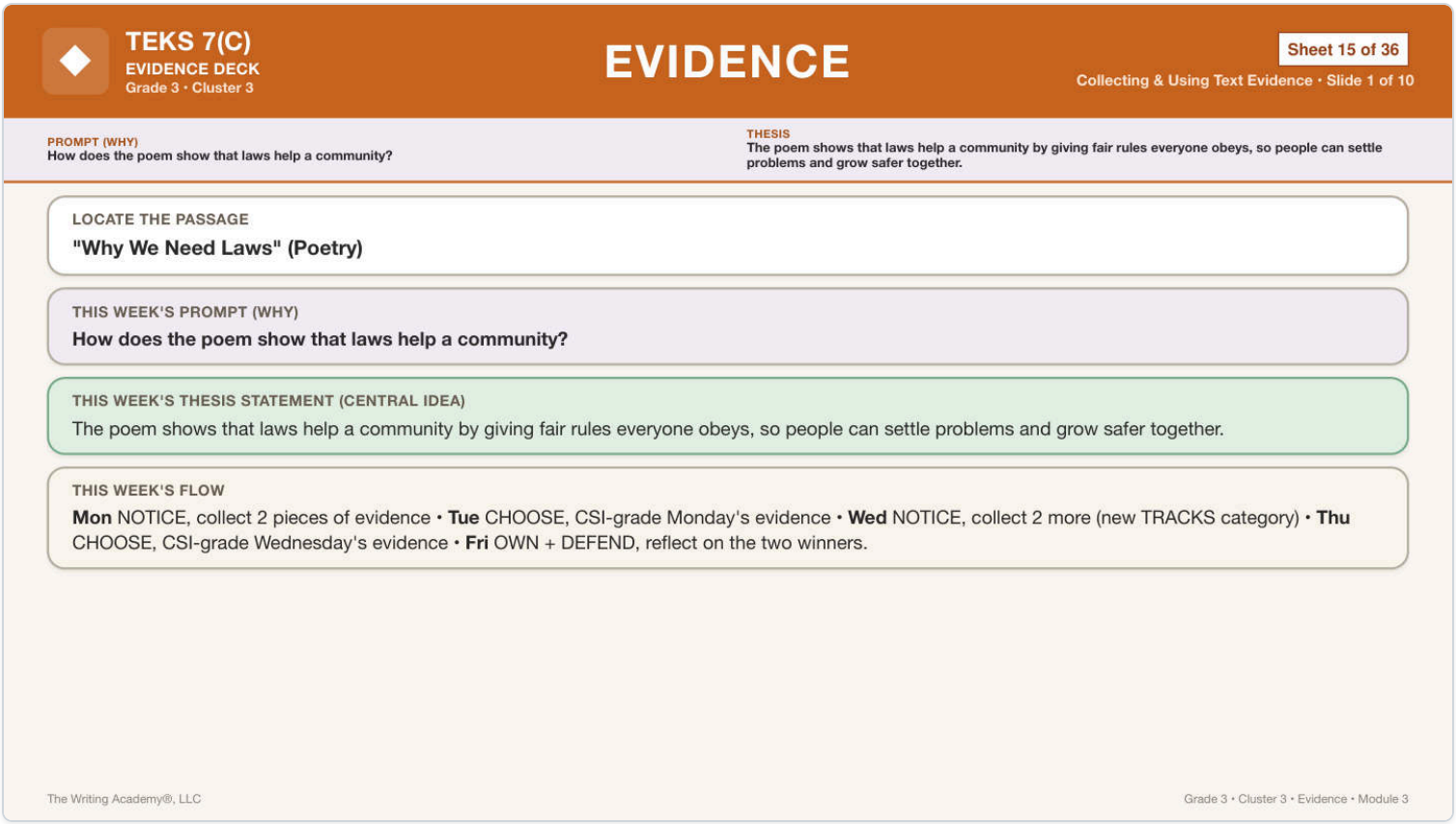
COMMON MISCONCEPTION
Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION
"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE
A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)
Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

⏱ ~3 min

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

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "Why We Need Laws" (Poetry), and one job: answer the question, how does the poem show that laws help a community?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: The poem shows that laws help a community by giving fair rules everyone obeys, so people can settle problems and grow safer together."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "Why We Need Laws" (Poetry) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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TEKS 7(C)
MONDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 15 of 36
RPLD Evidence Deck · Slide 2 of 10

PROMPT (WHY)
How does the poem show that laws help a community?

THESIS
The poem shows that laws help a community by giving fair rules everyone obeys, so people can settle problems and grow safer together.

Collect the Evidence (7Ci), TRACKS

I CAN
I can find two pieces of evidence in the passage that show **Key Knowledge**.

DIRECTIONS
- Reread ""Why We Need Laws" (Poetry)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"Long ago people argued over land and things,"
Shows the problem before laws, true, but it does not yet show how laws help.

"With laws to guide what people say and do, Communities could grow more safe and true."
Directly shows how laws help, communities grow safe and true.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

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

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is K for Key Knowledge."

▸ *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 Key Knowledge."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Key Knowledge using their K 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: "Long ago people argued over land and things," and "With laws to guide what people say and do, Communities could grow more safe and true.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "Long ago people argued over land and things,", Shows the problem before laws, true, but it does not yet show how laws help., "With laws to guide what people say and do, Communities could grow more safe and true.", Directly shows how laws help, communities grow safe and true.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION

"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Key Knowledge; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE

Collecting evidence with a named TRACKS lens (K) and a prompt is Foundational (Beginning) 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.

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TEKS 7(C)
TUESDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

Sheet 15 of 36
RPLD Evidence Deck · Slide 3 of 10

PROMPT (WHY)
How does the poem show that laws help a community?

THESIS
The poem shows that laws help a community by giving fair rules everyone obeys, so people can settle problems and grow safer together.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two K, Key Knowledge pieces

"Long ago people argued over land and things,"

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to the topic, but it names the problem before laws, so it does not support the thesis about how laws help.

"With laws to guide what people say and do, Communities could grow more safe and true." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (laws let communities grow safe and true), and leads to the idea that shared rules build trust.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

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

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Long ago people argued over land and things,' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to the topic, but it names the problem before laws, so it does not support the thesis about how laws help."

"Now the second piece: 'With laws to guide what people say and do, Communities could grow more safe and true.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly, supports the thesis (laws let communities grow safe and true), and leads to the idea that shared rules build trust."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "With laws to guide what people say and do, Communities could grow more safe and true." (all three CSI checks pass) over "Long ago people argued over land and things," (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
WEDNESDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 15 of 36
RPLD Evidence Deck · Slide 4 of 10

PROMPT (WHY)
How does the poem show that laws help a community?

THESIS
The poem shows that laws help a community by giving fair rules everyone obeys, so people can settle problems and grow safer together.

Collect the Evidence (7Ci), TRACKS

I CAN
I can find two pieces of evidence in the passage that show **Key Knowledge**.

DIRECTIONS
- Reread ""Why We Need Laws" (Poetry)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"So people gathered, searching for a way,"
Shows people looking for a solution, but not the help laws bring.

"The rules helped neighbors settle what was fair,"
Shows laws helping, neighbors settle things fairly.

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: K for Key Knowledge."

▸ *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 Key Knowledge."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Key Knowledge using their K 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: "So people gathered, searching for a way," and "The rules helped neighbors settle what was fair,", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "So people gathered, searching for a way,", Shows people looking for a solution, but not the help laws bring., "The rules helped neighbors settle what was fair,", Shows laws helping, neighbors settle things fairly.

CHECK FOR UNDERSTANDING

Ask a student to point to or read back their two Key Knowledge 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 Key Knowledge 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 (K) 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.

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PROMPT (WHY)
How does the poem show that laws help a community?

THESIS
The poem shows that laws help a community by giving fair rules everyone obeys, so people can settle problems and grow safer together.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two K, Key Knowledge pieces

"So people gathered, searching for a way,"

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to the effort to solve the problem, but it does not show the help laws bring, so on its own it does not support the thesis.

"The rules helped neighbors settle what was fair," BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (rules help neighbors settle fairly), and leads to the idea that fair rules keep peace.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

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

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'So people gathered, searching for a way,' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to the effort to solve the problem, but it does not show the help laws bring, so on its own it does not support the thesis."

"Now the second piece: 'The rules helped neighbors settle what was fair,' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly, supports the thesis (rules help neighbors settle fairly), and leads to the idea that fair rules keep peace."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "The rules helped neighbors settle what was fair," (all three CSI checks pass) over "So people gathered, searching for a way," (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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OWN + DEFEND

PROMPT (WHY)
How does the poem show that laws help a community?

THESIS
The poem shows that laws help a community by giving fair rules everyone obeys, so people can settle problems and grow safer together.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"With laws to guide what people say and do, Communities could grow more safe and true."

"The rules helped neighbors settle what was fair,"

I CAN
I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

- This matters because…
- To me, this means…
- This shows us that…
- This is important because…
- This teaches us that…
- Ultimately, everyone can see that…

DIRECTIONS
Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

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

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'With laws to guide what people say and do, Communities could grow more safe and true.' and 'The rules helped neighbors settle what was fair,' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "With laws to guide what people say and do, Communities could grow more safe and true." and "The rules helped neighbors settle what was fair," back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

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

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 15 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
How does the poem show that laws help a community?

THESIS
The poem shows that laws help a community by giving fair rules everyone obeys, so people can settle problems and grow safer together.

Your Turn, Find and Score Your Own Evidence

I CAN
I can independently collect evidence with TRACKS and choose my best evidence with CSI.

DIRECTIONS
- Reread ""Why We Need Laws" (Poetry)."
- Choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept).
- Collect TWO pieces of evidence on your Student Tracking Sheet.
- Grade both pieces with CSI (Connects, Supports, Ideas). Circle your BEST evidence.

STUDENT TRACKING SHEET
Use your Cluster 3 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

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

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING
Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION
Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION
"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE
The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

RAISE THE THINKING → (move one level to the right)
For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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TEKS 7(C)
MODEL ANSWER FOR YOUR TURN
EVIDENCE · INDEPENDENT PRACTICE

ANSWER KEY

Sheet 15 of 36
RPLD Evidence Deck · Slide 8 of 10

PROMPT (WHY)
How does the poem show that laws help a community?

THESIS
The poem shows that laws help a community by giving fair rules everyone obeys, so people can settle problems and grow safer together.

Answer Key, One Strong Model

Model TRACKS category: K, Key Knowledge

"With laws to guide what people say and do, Communities could grow more safe and true." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

States how laws help a community grow safe and true, the best evidence for the thesis.

"The rules helped neighbors settle what was fair,"

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Shows laws helping neighbors settle fairly, strong supporting evidence.

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TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

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

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's K (Key Knowledge) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'The rules helped neighbors settle what was fair,' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Shows laws helping neighbors settle fairly, strong supporting evidence."

"And this second: 'With laws to guide what people say and do, Communities could grow more safe and true.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) States how laws help a community grow safe and true, the best evidence for the thesis."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "With laws to guide what people say and do, Communities could grow more safe and true." (passes all three CSI checks) over "The rules helped neighbors settle what was fair,"

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

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

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 15 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which line best shows HOW laws help a community?

A **"Voices grew loud like clashing, noisy rings."**

B **"With laws to guide what people say and do, Communities could grow more safe and true."**

C **"So people gathered, searching for a way,"**

D **"And gave each person rights that all could share."**

Choose ONE sentence that proves the exact claim, not just a sentence that is true.

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TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which line best shows HOW laws help a community?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'Voices grew loud like clashing, noisy rings.' B: 'With laws to guide what people say and do, Communities could grow more safe and true.' C: 'So people gathered, searching for a way,' D: 'And gave each person rights that all could share.'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION
Which line best shows HOW laws help a community?

A **"Voices grew loud like clashing, noisy rings."**
WRONG TIMELINE POINT
True, but it describes the conflict before laws, not how laws help.

B **"With laws to guide what people say and do, Communities could grow more safe and true."**
CORRECT, PROVES THE EXACT CLAIM
This shows the exact idea, laws let a community grow safe and true.

C **"So people gathered, searching for a way,"**
TRUE BUT WRONG
True, but it shows people looking for a solution, not the help laws bring.

D **"And gave each person rights that all could share."**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but a reader would have to assume this line explains how laws help the whole community.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

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

"Here's the payoff: the correct answer is B, 'With laws to guide what people say and do, Communities could grow more safe and true.' This shows the exact idea, laws let a community grow safe and true."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'Voices grew loud like clashing, noisy rings.', Wrong Timeline Point. True, but it describes the conflict before laws, not how laws help."

"C: 'So people gathered, searching for a way,', True But Wrong. True, but it shows people looking for a solution, not the help laws bring."

"D: 'And gave each person rights that all could share.', Plausible But Requires An Assumption. True, but a reader would have to assume this line explains how laws help the whole community."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "With laws to guide what people say and do, Communities could grow more safe and true.", This shows the exact idea, laws let a community grow safe and true.

TEKS 7(C) · Evidence · Sheet 15 of 36 · Cluster 3 · Module 3 · slide 10 of 10

CHECK FOR UNDERSTANDING

Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION

"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE

A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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TEKS 7(C)
EVIDENCE DECK
Grade 3 · Cluster 3

EVIDENCE

Sheet 16 of 36
Collecting & Using Text Evidence · Slide 1 of 10

PROMPT (WHY)
Why do people write laws, according to the poem?

THESIS
According to the poem, people write laws because without clear rules small problems grow and fairness falls apart, so they make fair rules everyone will obey.

LOCATE THE PASSAGE
"Why We Need Laws" (Poetry)

THIS WEEK'S PROMPT (WHY)
Why do people write laws, according to the poem?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
According to the poem, people write laws because without clear rules small problems grow and fairness falls apart, so they make fair rules everyone will obey.

THIS WEEK'S FLOW
Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.

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TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

~3 min

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

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "Why We Need Laws" (Poetry), and one job: answer the question, why do people write laws, according to the poem?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: According to the poem, people write laws because without clear rules small problems grow and fairness falls apart, so they make fair rules everyone will obey."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "Why We Need Laws" (Poetry) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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TEKS 7(C)
MONDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 16 of 36
RPLD Evidence Deck · Slide 2 of 10

PROMPT (WHY)
Why do people write laws, according to the poem?

THESIS
According to the poem, people write laws because without clear rules small problems grow and fairness falls apart, so they make fair rules everyone will obey.

Collect the Evidence (7Ci), TRACKS

I CAN
I can find two pieces of evidence in the passage that show **Key Knowledge**.

DIRECTIONS
- Reread ""Why We Need Laws" (Poetry)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"Some took more food while others had too little,"
An example of unfairness, true, but it does not directly state why people write laws.

"Without clear rules to guide what should be done, Many small problems quickly grew to one."
Shows the reason, without rules, small problems grow.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

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

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is K for Key Knowledge."

▸ *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 Key Knowledge."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Key Knowledge using their K 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: "Some took more food while others had too little," and "Without clear rules to guide what should be done, Many small problems quickly grew to one.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "Some took more food while others had too little,", An example of unfairness, true, but it does not directly state why people write laws., "Without clear rules to guide what should be done, Many small problems quickly grew to one.", Shows the reason, without rules, small problems grow.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION

"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Key Knowledge; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE

Collecting evidence with a named TRACKS lens (K) and a prompt is Foundational (Beginning) 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.

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PROMPT (WHY)
Why do people write laws, according to the poem?

THESIS
According to the poem, people write laws because without clear rules small problems grow and fairness falls apart, so they make fair rules everyone will obey.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two K, Key Knowledge pieces

"Some took more food while others had too little,"

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to unfairness, but it is one example, not the stated reason for writing laws, so it does not support the thesis on its own.

"Without clear rules to guide what should be done, Many small problems quickly grew to one." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (without rules problems grow), and leads to the idea that rules prevent chaos.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

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

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Some took more food while others had too little,' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to unfairness, but it is one example, not the stated reason for writing laws, so it does not support the thesis on its own."

"Now the second piece: 'Without clear rules to guide what should be done, Many small problems quickly grew to one.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly, supports the thesis (without rules problems grow), and leads to the idea that rules prevent chaos."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "Without clear rules to guide what should be done, Many small problems quickly grew to one." (all three CSI checks pass) over "Some took more food while others had too little," (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
WEDNESDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 16 of 36
RPLD Evidence Deck · Slide 4 of 10

PROMPT (WHY)
Why do people write laws, according to the poem?

THESIS
According to the poem, people write laws because without clear rules small problems grow and fairness falls apart, so they make fair rules everyone will obey.

Collect the Evidence (7Ci), TRACKS

I CAN
I can find two pieces of evidence in the passage that show **Key Knowledge**.

DIRECTIONS
- Reread ""Why We Need Laws" (Poetry)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"Disagreements spread like storms across the town,"
Describes the trouble, but not the reason for writing laws.

"To write fair rules that everyone would obey."
States what people set out to do, write fair rules everyone obeys.

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: K for Key Knowledge."

▸ *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 Key Knowledge."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Key Knowledge using their K 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: "Disagreements spread like storms across the town," and "To write fair rules that everyone would obey.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "Disagreements spread like storms across the town,", Describes the trouble, but not the reason for writing laws., "To write fair rules that everyone would obey.", States what people set out to do, write fair rules everyone obeys.

CHECK FOR UNDERSTANDING
Ask a student to point to or read back their two Key Knowledge 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 Key Knowledge 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 (K) 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.

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CHOOSE

PROMPT (WHY)
Why do people write laws, according to the poem?

THESIS
According to the poem, people write laws because without clear rules small problems grow and fairness falls apart, so they make fair rules everyone will obey.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two K, Key Knowledge pieces

"Disagreements spread like storms across the town,"
- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to the trouble, but it describes the problem, not the reason for laws, so on its own it does not support the thesis.

"To write fair rules that everyone would obey." BEST EVIDENCE
- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (people write fair rules all obey), and leads to the idea that fairness needs shared agreement.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

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

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Disagreements spread like storms across the town,' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to the trouble, but it describes the problem, not the reason for laws, so on its own it does not support the thesis."

"Now the second piece: 'To write fair rules that everyone would obey.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly, supports the thesis (people write fair rules all obey), and leads to the idea that fairness needs shared agreement."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "To write fair rules that everyone would obey." (all three CSI checks pass) over "Disagreements spread like storms across the town," (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
FRIDAY · OWN + DEFEND
EVIDENCE · TRACKS + CSI

OWN + DEFEND

Sheet 16 of 36
RPLD Evidence Deck · Slide 6 of 10

PROMPT (WHY)
Why do people write laws, according to the poem?

THESIS
According to the poem, people write laws because without clear rules small problems grow and fairness falls apart, so they make fair rules everyone will obey.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"Without clear rules to guide what should be done, Many small problems quickly grew to one."

"To write fair rules that everyone would obey."

I CAN
I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

- This matters because…
- To me, this means…
- This shows us that…
- This is important because…
- This teaches us that…
- Ultimately, everyone can see that…

DIRECTIONS
Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

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

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'Without clear rules to guide what should be done, Many small problems quickly grew to one.' and 'To write fair rules that everyone would obey.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "Without clear rules to guide what should be done, Many small problems quickly grew to one." and "To write fair rules that everyone would obey." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

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

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 16 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
Why do people write laws, according to the poem?

THESIS
According to the poem, people write laws because without clear rules small problems grow and fairness falls apart, so they make fair rules everyone will obey.

Your Turn, Find and Score Your Own Evidence

I CAN
I can independently collect evidence with TRACKS and choose my best evidence with CSI.

DIRECTIONS
- Reread ""Why We Need Laws" (Poetry)."
- Choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept).
- Collect TWO pieces of evidence on your Student Tracking Sheet.
- Grade both pieces with CSI (Connects, Supports, Ideas). Circle your BEST evidence.

STUDENT TRACKING SHEET
Use your Cluster 3 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

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

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING
Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION
Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION
"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE
The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

RAISE THE THINKING → (move one level to the right)
For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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TEKS 7(C)
MODEL ANSWER FOR YOUR TURN
EVIDENCE · INDEPENDENT PRACTICE

ANSWER KEY

Sheet 16 of 36
RPLD Evidence Deck · Slide 8 of 10

PROMPT (WHY)
Why do people write laws, according to the poem?

THESIS
According to the poem, people write laws because without clear rules small problems grow and fairness falls apart, so they make fair rules everyone will obey.

Answer Key, One Strong Model

Model TRACKS category: K, Key Knowledge

"Without clear rules to guide what should be done, Many small problems quickly grew to one." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Names the reason, without rules problems grow, the best evidence for the thesis.

"To write fair rules that everyone would obey."

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

States what people wrote laws to do, strong supporting evidence.

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TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

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

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's K (Key Knowledge) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'To write fair rules that everyone would obey.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) States what people wrote laws to do, strong supporting evidence."

"And this second: 'Without clear rules to guide what should be done, Many small problems quickly grew to one.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Names the reason, without rules problems grow, the best evidence for the thesis."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "Without clear rules to guide what should be done, Many small problems quickly grew to one." (passes all three CSI checks) over "To write fair rules that everyone would obey."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

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

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 16 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which line best proves WHY people write laws?

A **"Communities could grow more safe and true."**

B **"Without clear rules to guide what should be done, Many small problems quickly grew to one."**

C **"The rules helped neighbors settle what was fair,"**

D **"So people gathered, searching for a way,"**

Choose ONE sentence that proves the exact claim, not just a sentence that is true.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which line best proves WHY people write laws?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'Communities could grow more safe and true.' B: 'Without clear rules to guide what should be done, Many small problems quickly grew to one.' C: 'The rules helped neighbors settle what was fair,' D: 'So people gathered, searching for a way,'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION
Which line best proves WHY people write laws?

A **"Communities could grow more safe and true."**
TRUE BUT WRONG
True, but it is the result of laws, not the reason people write them.

B **"Without clear rules to guide what should be done, Many small problems quickly grew to one."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, without rules problems grow, so people write laws.

C **"The rules helped neighbors settle what was fair,"**
WRONG TIMELINE POINT
True, but it describes what laws did later, not the reason for writing them.

D **"So people gathered, searching for a way,"**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but a reader would have to assume the gathering explains why they wrote laws.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

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

"Here's the payoff: the correct answer is B, 'Without clear rules to guide what should be done, Many small problems quickly grew to one.' This proves the exact claim, without rules problems grow, so people write laws."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'Communities could grow more safe and true.', True But Wrong. True, but it is the result of laws, not the reason people write them."

"C: 'The rules helped neighbors settle what was fair,', Wrong Timeline Point. True, but it describes what laws did later, not the reason for writing them."

"D: 'So people gathered, searching for a way,', Plausible But Requires An Assumption. True, but a reader would have to assume the gathering explains why they wrote laws."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "Without clear rules to guide what should be done, Many small problems quickly grew to one.", This proves the exact claim, without rules problems grow, so people write laws.

TEKS 7(C) · Evidence · Sheet 16 of 36 · Cluster 3 · Module 4 · slide 10 of 10

CHECK FOR UNDERSTANDING
Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION
Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION
"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE
A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)
Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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EVIDENCE

PROMPT (WHY)
How did Franklin's invention help people, according to the passage?

THESIS
According to the passage, Benjamin Franklin's invention helped people because he built a lightning rod that guided electricity safely into the ground, protecting homes, barns, and churches from dangerous fires and making communities safer.

LOCATE THE PASSAGE
"Benjamin Franklin and Electricity" (Nonfiction)

THIS WEEK'S PROMPT (WHY)
How did Franklin's invention help people, according to the passage?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
According to the passage, Benjamin Franklin's invention helped people because he built a lightning rod that guided electricity safely into the ground, protecting homes, barns, and churches from dangerous fires and making communities safer.

THIS WEEK'S FLOW
Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

~3 min

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

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "Benjamin Franklin and Electricity" (Nonfiction), and one job: answer the question, how did Franklin's invention help people, according to the passage?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: According to the passage, Benjamin Franklin's invention helped people because he built a lightning rod that guided electricity safely into the ground, protecting homes, barns, and churches from dangerous fires and making communities safer."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "Benjamin Franklin and Electricity" (Nonfiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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TEKS 7(C)
MONDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 17 of 36
RPLD Evidence Deck · Slide 2 of 10

PROMPT (WHY)
How did Franklin's invention help people, according to the passage?

THESIS
According to the passage, Benjamin Franklin's invention helped people because he built a lightning rod that guided electricity safely into the ground, protecting homes, barns, and churches from dangerous fires and making communities safer.

Collect the Evidence (7Ci), TRACKS

I CAN
I can find two pieces of evidence in the passage that show **Key Knowledge**.

DIRECTIONS
- Reread ""Benjamin Franklin and Electricity"
- (Nonfiction)." Underline TWO places that show **Key**
- **Knowledge**. Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"During Franklin's time, lightning strikes often caused serious damage to buildings."
A fact naming the general problem, lightning caused serious damage, but it does not yet say the specific way Franklin's invention fixed it.

"This invention helped protect homes, barns, and churches from fires caused by lightning."
A fact naming the exact benefit, the invention protected specific kinds of buildings from lightning fires.

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TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

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

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is K for Key Knowledge."

▸ *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 Key Knowledge."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Key Knowledge using their K 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: "During Franklin's time, lightning strikes often caused serious damage to buildings." and "This invention helped protect homes, barns, and churches from fires caused by lightning.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "During Franklin's time, lightning strikes often caused serious damage to buildings.", A fact naming the general problem, lightning caused serious damage, but it does not yet say the specific way Franklin's invention fixed it., "This invention helped protect homes, barns, and churches from fires caused by lightning.", A fact naming the exact benefit, the invention protected specific kinds of buildings from lightning fires.

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

COMMON MISCONCEPTION
Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION
"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Key Knowledge; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE
Collecting evidence with a named TRACKS lens (K) and a prompt is Foundational (Beginning) 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.

TEKS 7(C)
TUESDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

Sheet 17 of 36
RPLD Evidence Deck · Slide 3 of 10

PROMPT (WHY)
How did Franklin's invention help people, according to the passage?

THESIS
According to the passage, Benjamin Franklin's invention helped people because he built a lightning rod that guided electricity safely into the ground, protecting homes, barns, and churches from dangerous fires and making communities safer.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two K, Key Knowledge pieces

"During Franklin's time, lightning strikes often caused serious damage to buildings."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to the prompt because it names the danger Franklin's invention would address, but on its own this line only describes the PROBLEM, not how his invention helped, so it does not yet SUPPORT the thesis.

"This invention helped protect homes, barns, and churches from fires caused by lightning." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt (this IS how the invention helped people), supports the thesis (names the exact buildings it protected from fire), and leads to ideas about how one invention could protect an entire community.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

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

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'During Franklin's time, lightning strikes often caused serious damage to buildings.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to the prompt because it names the danger Franklin's invention would address, but on its own this line only describes the PROBLEM, not how his invention helped, so it does not yet SUPPORT the thesis."

"Now the second piece: 'This invention helped protect homes, barns, and churches from fires caused by lightning.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly to the prompt (this IS how the invention helped people), supports the thesis (names the exact buildings it protected from fire), and leads to ideas about how one invention could protect an entire community."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "This invention helped protect homes, barns, and churches from fires caused by lightning." (all three CSI checks pass) over "During Franklin's time, lightning strikes often caused serious damage to buildings." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
WEDNESDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 17 of 36
RPLD Evidence Deck · Slide 4 of 10

PROMPT (WHY)
How did Franklin's invention help people, according to the passage?

THESIS
According to the passage, Benjamin Franklin's invention helped people because he built a lightning rod that guided electricity safely into the ground, protecting homes, barns, and churches from dangerous fires and making communities safer.

Collect the Evidence (7Ci), TRACKS

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

DIRECTIONS
- Reread ""Benjamin Franklin and Electricity" (Nonfiction)." Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: A, Actions

"Franklin studied electricity and wondered if there was a way to guide lightning safely into the ground."
The ACTION of studying and wondering about a solution, true, but it does not yet say what he invented.

"He invented the lightning rod, a metal rod placed on top of a building that connects to a wire running into the ground."
The ACTION of inventing the lightning rod, the exact invention that solved the problem.

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Grade 3 • Cluster 4 • Evidence • WEDNESDAY

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: "Franklin studied electricity and wondered if there was a way to guide lightning safely into the ground." and "He invented the lightning rod, a metal rod placed on top of a building that connects to a wire running into the ground.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two A (Actions) pieces from the passage: "Franklin studied electricity and wondered if there was a way to guide lightning safely into the ground.", The ACTION of studying and wondering about a solution, true, but it does not yet say what he invented., "He invented the lightning rod, a metal rod placed on top of a building that connects to a wire running into the ground.", The ACTION of inventing the lightning rod, the exact invention that solved the problem.

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.

CHOOSE

PROMPT (WHY)
How did Franklin's invention help people, according to the passage?

THESIS
According to the passage, Benjamin Franklin's invention helped people because he built a lightning rod that guided electricity safely into the ground, protecting homes, barns, and churches from dangerous fires and making communities safer.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two A, Actions pieces

"Franklin studied electricity and wondered if there was a way to guide lightning safely into the ground."

- ✗ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

True, and it opens up ideas about how Franklin searched for a solution, but it does not itself connect to the prompt or support the thesis, since it does not say what he actually invented.

"He invented the lightning rod, a metal rod placed on top of a building that connects to a wire running into the ground." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt (the lightning rod IS Franklin's invention) and supports the thesis (this action is the exact invention that guided electricity safely into the ground), and leads to ideas about how the rod's design made it work.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

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

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two A (Actions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Franklin studied electricity and wondered if there was a way to guide lightning safely into the ground.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) True, and it opens up ideas about how Franklin searched for a solution, but it does not itself connect to the prompt or support the thesis, since it does not say what he actually invented."

"Now the second piece: 'He invented the lightning rod, a metal rod placed on top of a building that connects to a wire running into the ground.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly to the prompt (the lightning rod IS Franklin's invention) and supports the thesis (this action is the exact invention that guided electricity safely into the ground), and leads to ideas about how the rod's design made it work."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "He invented the lightning rod, a metal rod placed on top of a building that connects to a wire running into the ground." (all three CSI checks pass) over "Franklin studied electricity and wondered if there was a way to guide lightning safely into the ground." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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OWN + DEFEND

PROMPT (WHY)
How did Franklin's invention help people, according to the passage?

THESIS
According to the passage, Benjamin Franklin's invention helped people because he built a lightning rod that guided electricity safely into the ground, protecting homes, barns, and churches from dangerous fires and making communities safer.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"This invention helped protect homes, barns, and churches from fires caused by lightning."

"He invented the lightning rod, a metal rod placed on top of a building that connects to a wire running into the ground."

I CAN
I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

- This matters because…
- To me, this means…
- This shows us that…
- This is important because…
- This teaches us that…
- Ultimately, everyone can see that…

DIRECTIONS
Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

⏱ ~5 min

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

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'This invention helped protect homes, barns, and churches from fires caused by lightning.' and 'He invented the lightning rod, a metal rod placed on top of a building that connects to a wire running into the ground.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "This invention helped protect homes, barns, and churches from fires caused by lightning." and "He invented the lightning rod, a metal rod placed on top of a building that connects to a wire running into the ground." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

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

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 17 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
How did Franklin's invention help people, according to the passage?

THESIS
According to the passage, Benjamin Franklin's invention helped people because he built a lightning rod that guided electricity safely into the ground, protecting homes, barns, and churches from dangerous fires and making communities safer.

Your Turn, Find and Score Your Own Evidence

I CAN
I can independently collect evidence with TRACKS and choose my best evidence with CSI.

DIRECTIONS
- Reread ""Benjamin Franklin and Electricity" (Nonfiction)."
- Choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept).
- Collect TWO pieces of evidence on your Student Tracking Sheet.
- Grade both pieces with CSI (Connects, Supports, Ideas). Circle your BEST evidence.

STUDENT TRACKING SHEET
Use your Cluster 4 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

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

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING
Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION
Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION
"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE
The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

RAISE THE THINKING → (move one level to the right)
For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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TEKS 7(C)
MODEL ANSWER FOR YOUR TURN
EVIDENCE · INDEPENDENT PRACTICE

ANSWER KEY

Sheet 17 of 36
RPLD Evidence Deck · Slide 8 of 10

PROMPT (WHY)
How did Franklin's invention help people, according to the passage?

THESIS
According to the passage, Benjamin Franklin's invention helped people because he built a lightning rod that guided electricity safely into the ground, protecting homes, barns, and churches from dangerous fires and making communities safer.

Answer Key, One Strong Model

Model TRACKS category: C, Character/Concept/Creatures

"Benjamin Franklin was an inventor, writer, and leader who liked to solve problems in new ways."

- ✗ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

True, and it is a genuine character trait, Franklin liked solving problems in new ways, but it is a general description that does not yet name the specific invention that helped people, so it does not prove the claim.

"Benjamin Franklin's curiosity and problem-solving ideas helped make communities safer." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt and supports the thesis (this character trait, his curiosity and problem-solving, IS why his invention helped people, by making communities safer), and leads to ideas about how one person's traits can lead to inventions that protect everyone.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

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

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's C (Character/Concept/Creatures) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'Benjamin Franklin was an inventor, writer, and leader who liked to solve problems in new ways.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) True, and it is a genuine character trait, Franklin liked solving problems in new ways, but it is a general description that does not yet name the specific invention that helped people, so it does not prove the claim."

"And this second: 'Benjamin Franklin's curiosity and problem-solving ideas helped make communities safer.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly to the prompt and supports the thesis (this character trait, his curiosity and problem-solving, IS why his invention helped people, by making communities safer), and leads to ideas about how one person's traits can lead to inventions that protect everyone."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "Benjamin Franklin's curiosity and problem-solving ideas helped make communities safer." (passes all three CSI checks) over "Benjamin Franklin was an inventor, writer, and leader who liked to solve problems in new ways."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

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

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 17 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which sentence best proves that Benjamin Franklin's invention helped protect people?

A **"When lightning hit houses or churches, it could start fires that destroyed entire buildings."**

B **"This invention helped protect homes, barns, and churches from fires caused by lightning."**

C **"During Franklin's time, lightning strikes often caused serious damage to buildings."**

D **"His inventions and discoveries showed how science and creativity could be used to solve real problems and improve everyday life."**

Choose ONE sentence that proves the exact claim, not just a sentence that is true.

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TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which sentence best proves that Benjamin Franklin's invention helped protect people?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'When lightning hit houses or churches, it could start fires that destroyed entire buildings.' B: 'This invention helped protect homes, barns, and churches from fires caused by lightning.' C: 'During Franklin's time, lightning strikes often caused serious damage to buildings.' D: 'His inventions and discoveries showed how science and creativity could be used to solve real problems and improve everyday life.'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION
Which sentence best proves that Benjamin Franklin's invention helped protect people?

A **"When lightning hit houses or churches, it could start fires that destroyed entire buildings."**
TRUE BUT WRONG
True, but it describes the danger BEFORE the invention existed, it does not show how the invention itself helped.

B **"This invention helped protect homes, barns, and churches from fires caused by lightning."**
CORRECT, PROVES THE EXACT CLAIM
This sentence proves the exact claim: the invention protected specific kinds of buildings from lightning fires.

C **"During Franklin's time, lightning strikes often caused serious damage to buildings."**
WRONG TIMELINE POINT
True, but it describes the problem from BEFORE the lightning rod was invented, the wrong point in the timeline to prove how the invention helped.

D **"His inventions and discoveries showed how science and creativity could be used to solve real problems and improve everyday life."**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but it is a general statement about Franklin's inventions as a whole, a reader would have to assume this line is specifically about the lightning rod protecting buildings.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

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

"Here's the payoff: the correct answer is B, 'This invention helped protect homes, barns, and churches from fires caused by lightning.' This sentence proves the exact claim: the invention protected specific kinds of buildings from lightning fires."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'When lightning hit houses or churches, it could start fires that destroyed entire buildings.', True But Wrong. True, but it describes the danger BEFORE the invention existed, it does not show how the invention itself helped."

"C: 'During Franklin's time, lightning strikes often caused serious damage to buildings.', Wrong Timeline Point. True, but it describes the problem from BEFORE the lightning rod was invented, the wrong point in the timeline to prove how the invention helped."

"D: 'His inventions and discoveries showed how science and creativity could be used to solve real problems and improve everyday life.', Plausible But Requires An Assumption. True, but it is a general statement about Franklin's inventions as a whole, a reader would have to assume this line is specifically about the lightning rod protecting buildings."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "This invention helped protect homes, barns, and churches from fires caused by lightning.", This sentence proves the exact claim: the invention protected specific kinds of buildings from lightning fires.

CHECK FOR UNDERSTANDING
Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION
Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION
"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE
A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)
Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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EVIDENCE

PROMPT (WHY)
Why did the Founding Fathers work to create a new government?

THESIS
According to the passage, the Founding Fathers worked to create a new government because the colonists felt British rule was unfair, so they wrote the Declaration of Independence and the Constitution to protect people's rights and build a nation with fair laws.

LOCATE THE PASSAGE
"The Founding Fathers" (Nonfiction)

THIS WEEK'S PROMPT (WHY)
Why did the Founding Fathers work to create a new government?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
According to the passage, the Founding Fathers worked to create a new government because the colonists felt British rule was unfair, so they wrote the Declaration of Independence and the Constitution to protect people's rights and build a nation with fair laws.

THIS WEEK'S FLOW
Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

~3 min

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

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "The Founding Fathers" (Nonfiction), and one job: answer the question, why did the Founding Fathers work to create a new government?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: According to the passage, the Founding Fathers worked to create a new government because the colonists felt British rule was unfair, so they wrote the Declaration of Independence and the Constitution to protect people's rights and build a nation with fair laws."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "The Founding Fathers" (Nonfiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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TEKS 7(C)
MONDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 18 of 36
RPLD Evidence Deck · Slide 2 of 10

PROMPT (WHY)
Why did the Founding Fathers work to create a new government?

THESIS
According to the passage, the Founding Fathers worked to create a new government because the colonists felt British rule was unfair, so they wrote the Declaration of Independence and the Constitution to protect people's rights and build a nation with fair laws.

Collect the Evidence (7Ci), TRACKS

I CAN
I can find two pieces of evidence in the passage that show **Key Knowledge**.

DIRECTIONS
- Reread ""The Founding Fathers" (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"This document explained why the colonies wanted to become a free nation."
A fact naming the general purpose of the document, true, but it does not yet name the specific rights the Founding Fathers wanted to protect.

"It also said that people have certain rights, such as life, liberty, and the pursuit of happiness."
A fact naming the exact rights, this is the specific protection the new government was meant to guarantee.

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Grade 3 • Cluster 4 • Evidence • MONDAY

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

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

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is K for Key Knowledge."

▸ *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 Key Knowledge."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Key Knowledge using their K 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: "This document explained why the colonies wanted to become a free nation." and "It also said that people have certain rights, such as life, liberty, and the pursuit of happiness.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "This document explained why the colonies wanted to become a free nation.", A fact naming the general purpose of the document, true, but it does not yet name the specific rights the Founding Fathers wanted to protect., "It also said that people have certain rights, such as life, liberty, and the pursuit of happiness.", A fact naming the exact rights, this is the specific protection the new government was meant to guarantee.

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

COMMON MISCONCEPTION
Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION
"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Key Knowledge; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE
Collecting evidence with a named TRACKS lens (K) and a prompt is Foundational (Beginning) 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.

PROMPT (WHY)
Why did the Founding Fathers work to create a new government?

THESIS
According to the passage, the Founding Fathers worked to create a new government because the colonists felt British rule was unfair, so they wrote the Declaration of Independence and the Constitution to protect people's rights and build a nation with fair laws.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two K, Key Knowledge **pieces**

"This document explained why the colonies wanted to become a free nation."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to the prompt because the thesis names becoming free as part of why the government was created, but on its own this line stays general and does not yet SUPPORT the thesis with the specific rights the new government would protect.

"It also said that people have certain rights, such as life, liberty, and the pursuit of happiness." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt (these rights ARE the reason a fair new government was needed), supports the thesis (names the exact rights the Founding Fathers wanted to protect), and leads to ideas about how naming rights in writing helps protect them.

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TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

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

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'This document explained why the colonies wanted to become a free nation.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to the prompt because the thesis names becoming free as part of why the government was created, but on its own this line stays general and does not yet SUPPORT the thesis with the specific rights the new government would protect."

"Now the second piece: 'It also said that people have certain rights, such as life, liberty, and the pursuit of happiness.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly to the prompt (these rights ARE the reason a fair new government was needed), supports the thesis (names the exact rights the Founding Fathers wanted to protect), and leads to ideas about how naming rights in writing helps protect them."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "It also said that people have certain rights, such as life, liberty, and the pursuit of happiness." (all three CSI checks pass) over "This document explained why the colonies wanted to become a free nation." (fails at least one CSI check).

TEKS 7(C) · Evidence · Sheet 18 of 36 · Cluster 4 · Module 2 · slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

PROMPT (WHY)
Why did the Founding Fathers work to create a new government?

THESIS
According to the passage, the Founding Fathers worked to create a new government because the colonists felt British rule was unfair, so they wrote the Declaration of Independence and the Constitution to protect people's rights and build a nation with fair laws.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""The Founding Fathers" (Nonfiction)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: A, Actions

"Leaders such as George Washington, Thomas Jefferson, Benjamin Franklin, John Adams, and James Madison worked together to help solve this problem."

The ACTION of working together to solve the problem, true, but it does not yet say what document they actually wrote.

"In 1776, some of these leaders helped write an important document called the Declaration of Independence."

The ACTION of writing the Declaration of Independence, the exact document that resulted from their work.

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: "Leaders such as George Washington, Thomas Jefferson, Benjamin Franklin, John Adams, and James Madison worked together to help solve this problem." and "In 1776, some of these leaders helped write an important document called the Declaration of Independence.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two A (Actions) pieces from the passage: "Leaders such as George Washington, Thomas Jefferson, Benjamin Franklin, John Adams, and James Madison worked together to help solve this problem.", The ACTION of working together to solve the problem, true, but it does not yet say what document they actually wrote., "In 1776, some of these leaders helped write an important document called the Declaration of Independence.", The ACTION of writing the Declaration of Independence, the exact document that resulted from their work.

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.

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PROMPT (WHY)
Why did the Founding Fathers work to create a new government?

THESIS
According to the passage, the Founding Fathers worked to create a new government because the colonists felt British rule was unfair, so they wrote the Declaration of Independence and the Constitution to protect people's rights and build a nation with fair laws.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two A, Actions pieces

"Leaders such as George Washington, Thomas Jefferson, Benjamin Franklin, John Adams, and James Madison worked together to help solve this problem."

- ✗ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

True, and it opens up ideas about leaders working together, but it does not itself connect to the prompt or support the thesis, since it does not name the document that came from their work.

"In 1776, some of these leaders helped write an important document called the Declaration of Independence." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt and supports the thesis (writing the Declaration of Independence IS a key action the Founding Fathers took to create a new government), and leads to ideas about how a written document could explain a nation's reasons for change.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

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

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two A (Actions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Leaders such as George Washington, Thomas Jefferson, Benjamin Franklin, John Adams, and James Madison worked together to help solve this problem.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) True, and it opens up ideas about leaders working together, but it does not itself connect to the prompt or support the thesis, since it does not name the document that came from their work."

"Now the second piece: 'In 1776, some of these leaders helped write an important document called the Declaration of Independence.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly to the prompt and supports the thesis (writing the Declaration of Independence IS a key action the Founding Fathers took to create a new government), and leads to ideas about how a written document could explain a nation's reasons for change."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "In 1776, some of these leaders helped write an important document called the Declaration of Independence." (all three CSI checks pass) over "Leaders such as George Washington, Thomas Jefferson, Benjamin Franklin, John Adams, and James Madison worked together to help solve this problem." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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OWN + DEFEND

PROMPT (WHY)
Why did the Founding Fathers work to create a new government?

THESIS
According to the passage, the Founding Fathers worked to create a new government because the colonists felt British rule was unfair, so they wrote the Declaration of Independence and the Constitution to protect people's rights and build a nation with fair laws.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"It also said that people have certain rights, such as life, liberty, and the pursuit of happiness."

"In 1776, some of these leaders helped write an important document called the Declaration of Independence."

I CAN
I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

- This matters because…
- To me, this means…
- This shows us that…
- This is important because…
- This teaches us that…
- Ultimately, everyone can see that…

DIRECTIONS
Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

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TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

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

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'It also said that people have certain rights, such as life, liberty, and the pursuit of happiness.' and 'In 1776, some of these leaders helped write an important document called the Declaration of Independence.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "It also said that people have certain rights, such as life, liberty, and the pursuit of happiness." and "In 1776, some of these leaders helped write an important document called the Declaration of Independence." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

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

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 18 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
Why did the Founding Fathers work to create a new government?

THESIS
According to the passage, the Founding Fathers worked to create a new government because the colonists felt British rule was unfair, so they wrote the Declaration of Independence and the Constitution to protect people's rights and build a nation with fair laws.

Your Turn, Find and Score Your Own Evidence

I CAN
I can independently collect evidence with TRACKS and choose my best evidence with CSI.

DIRECTIONS
- Reread ""The Founding Fathers" (Nonfiction)."
- Choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept).
- Collect TWO pieces of evidence on your Student Tracking Sheet.
- Grade both pieces with CSI (Connects, Supports, Ideas). Circle your BEST evidence.

STUDENT TRACKING SHEET
Use your Cluster 4 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

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

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING
Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION
Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION
"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE
The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

RAISE THE THINKING → (move one level to the right)
For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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TEKS 7(C)
MODEL ANSWER FOR YOUR TURN
EVIDENCE · INDEPENDENT PRACTICE

ANSWER KEY

PROMPT (WHY)
Why did the Founding Fathers work to create a new government?

THESIS
According to the passage, the Founding Fathers worked to create a new government because the colonists felt British rule was unfair, so they wrote the Declaration of Independence and the Constitution to protect people's rights and build a nation with fair laws.

Answer Key, One Strong Model

Model TRACKS category: R, Reactions

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

- ✗ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

True, and it is a genuine reaction, a belief and a want for freedom, but it is a general statement from before the specific unfair problem is named, so on its own it does not yet prove the exact reason they worked to create a new government.

"They wanted to create laws that were fair and protect the freedoms of the people." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt and supports the thesis (this reaction, wanting fair laws that protect people's freedoms, IS the exact reason the Founding Fathers worked to create the new government), and leads to ideas about how a government's laws can protect its citizens.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

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

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's R (Reactions) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'They believed the American colonies should be free from British rule and wanted people to have a government that protected their rights.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) True, and it is a genuine reaction, a belief and a want for freedom, but it is a general statement from before the specific unfair problem is named, so on its own it does not yet prove the exact reason they worked to create a new government."

"And this second: 'They wanted to create laws that were fair and protect the freedoms of the people.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly to the prompt and supports the thesis (this reaction, wanting fair laws that protect people's freedoms, IS the exact reason the Founding Fathers worked to create the new government), and leads to ideas about how a government's laws can protect its citizens."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "They wanted to create laws that were fair and protect the freedoms of the people." (passes all three CSI checks) over "They believed the American colonies should be free from British rule and wanted people to have a government that protected their rights."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

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

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 18 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which sentence best proves why the Founding Fathers worked to create a new government?

A **"The Founding Fathers showed leadership, courage, and determination as they helped form a new nation."**

B **"They wanted to create laws that were fair and protect the freedoms of the people."**

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

D **"Their ideas and hard work helped build the foundation of the United States, and their influence is still important in American government today."**

Choose ONE sentence that proves the exact claim, not just a sentence that is true.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which sentence best proves why the Founding Fathers worked to create a new government?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'The Founding Fathers showed leadership, courage, and determination as they helped form a new nation.' B: 'They wanted to create laws that were fair and protect the freedoms of the people.' C: 'During the late 1700s, the American colonies were controlled by Great Britain.' D: 'Their ideas and hard work helped build the foundation of the United States, and their influence is still important in American government today.'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION
Which sentence best proves why the Founding Fathers worked to create a new government?

A **"The Founding Fathers showed leadership, courage, and determination as they helped form a new nation."**
TRUE BUT WRONG
True, but it describes their CHARACTER TRAITS as they acted, it does not show the actual reason they worked to create a new government.

B **"They wanted to create laws that were fair and protect the freedoms of the people."**
CORRECT, PROVES THE EXACT CLAIM
This sentence proves the exact claim: wanting fair laws that protect people's freedoms is the reason they worked to create the new government.

C **"During the late 1700s, the American colonies were controlled by Great Britain."**
WRONG TIMELINE POINT
True, but it describes the situation BEFORE the Founding Fathers acted, the wrong point in the timeline to prove why they worked to create a new government.

D **"Their ideas and hard work helped build the foundation of the United States, and their influence is still important in American government today."**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but it is a general statement about their lasting influence, a reader would have to assume this line explains WHY they acted, rather than describing the later result.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

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

"Here's the payoff: the correct answer is B, 'They wanted to create laws that were fair and protect the freedoms of the people.' This sentence proves the exact claim: wanting fair laws that protect people's freedoms is the reason they worked to create the new government."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'The Founding Fathers showed leadership, courage, and determination as they helped form a new nation.', True But Wrong. True, but it describes their CHARACTER TRAITS as they acted, it does not show the actual reason they worked to create a new government."

"C: 'During the late 1700s, the American colonies were controlled by Great Britain.', Wrong Timeline Point. True, but it describes the situation BEFORE the Founding Fathers acted, the wrong point in the timeline to prove why they worked to create a new government."

"D: 'Their ideas and hard work helped build the foundation of the United States, and their influence is still important in American government today.', Plausible But Requires An Assumption. True, but it is a general statement about their lasting influence, a reader would have to assume this line explains WHY they acted, rather than describing the later result."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "They wanted to create laws that were fair and protect the freedoms of the people.", This sentence proves the exact claim: wanting fair laws that protect people's freedoms is the reason they worked to create the new government.

TEKS 7(C) · Evidence · Sheet 18 of 36 · Cluster 4 · Module 2 · slide 10 of 10

CHECK FOR UNDERSTANDING
Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION
Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION
"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE
A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)
Extension: have students write their own true-but-not-proof distractor for a partner to catch.

EVIDENCE

PROMPT (WHY)
How did the Founding Fathers work together to solve their problem?

THESIS
According to the passage, the Founding Fathers worked together by meeting, sharing ideas, and continuing even when they disagreed, because they believed the colonies deserved a better future.

LOCATE THE PASSAGE
"The Founding Fathers" (Nonfiction)

THIS WEEK'S PROMPT (WHY)
How did the Founding Fathers work together to solve their problem?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
According to the passage, the Founding Fathers worked together by meeting, sharing ideas, and continuing even when they disagreed, because they believed the colonies deserved a better future.

THIS WEEK'S FLOW
Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

⏱ ~3 min

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

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "The Founding Fathers" (Nonfiction), and one job: answer the question, how did the Founding Fathers work together to solve their problem?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: According to the passage, the Founding Fathers worked together by meeting, sharing ideas, and continuing even when they disagreed, because they believed the colonies deserved a better future."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "The Founding Fathers" (Nonfiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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TEKS 7(C)
MONDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 19 of 36
RPLD Evidence Deck · Slide 2 of 10

PROMPT (WHY)
How did the Founding Fathers work together to solve their problem?

THESIS
According to the passage, the Founding Fathers worked together by meeting, sharing ideas, and continuing even when they disagreed, because they believed the colonies deserved a better future.

Collect the Evidence (7Ci), TRACKS

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

DIRECTIONS
- Reread ""The Founding Fathers" (Nonfiction)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: A, Actions

"Leaders such as George Washington, Thomas Jefferson, Benjamin Franklin, John Adams, and James Madison worked together to help solve this problem."
Names WHO worked together, true, but it does not yet show HOW they worked together.

"These leaders met with other colonists and discussed ways to improve the situation."
Shows HOW they worked together, meeting and discussing ways to improve things.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

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

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is 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: "Leaders such as George Washington, Thomas Jefferson, Benjamin Franklin, John Adams, and James Madison worked together to help solve this problem." and "These leaders met with other colonists and discussed ways to improve the situation.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two A (Actions) pieces from the passage: "Leaders such as George Washington, Thomas Jefferson, Benjamin Franklin, John Adams, and James Madison worked together to help solve this problem.", Names WHO worked together, true, but it does not yet show HOW they worked together., "These leaders met with other colonists and discussed ways to improve the situation.", Shows HOW they worked together, meeting and discussing ways to improve things.

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 summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION
"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Actions; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE
Collecting evidence with a named TRACKS lens (A) and a prompt is Foundational (Beginning) 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.

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PROMPT (WHY)
How did the Founding Fathers work together to solve their problem?

THESIS
According to the passage, the Founding Fathers worked together by meeting, sharing ideas, and continuing even when they disagreed, because they believed the colonies deserved a better future.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two A, Actions pieces

"Leaders such as George Washington, Thomas Jefferson, Benjamin Franklin, John Adams, and James Madison worked together to help solve this problem."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to the prompt, but naming who worked together does not show HOW, so it does not fully support the thesis.

"These leaders met with other colonists and discussed ways to improve the situation." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (meeting and discussing is how they worked together), and leads to the idea that solving big problems takes cooperation.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

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

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two A (Actions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Leaders such as George Washington, Thomas Jefferson, Benjamin Franklin, John Adams, and James Madison worked together to help solve this problem.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to the prompt, but naming who worked together does not show HOW, so it does not fully support the thesis."

"Now the second piece: 'These leaders met with other colonists and discussed ways to improve the situation.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly, supports the thesis (meeting and discussing is how they worked together), and leads to the idea that solving big problems takes cooperation."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "These leaders met with other colonists and discussed ways to improve the situation." (all three CSI checks pass) over "Leaders such as George Washington, Thomas Jefferson, Benjamin Franklin, John Adams, and James Madison worked together to help solve this problem." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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NOTICE

PROMPT (WHY)
How did the Founding Fathers work together to solve their problem?

THESIS
According to the passage, the Founding Fathers worked together by meeting, sharing ideas, and continuing even when they disagreed, because they believed the colonies deserved a better future.

Collect the Evidence (7Ci), TRACKS

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

DIRECTIONS
- Reread ""The Founding Fathers" (Nonfiction)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: A, Actions

"In 1776, some of these leaders helped write an important document called the Declaration of Independence."
An action, but it is the result of their work, not how they worked together.

"They shared ideas, listened to different opinions, and looked for solutions."
Shows the collaboration itself, sharing, listening, and seeking solutions together.

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: "In 1776, some of these leaders helped write an important document called the Declaration of Independence." and "They shared ideas, listened to different opinions, and looked for solutions.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two A (Actions) pieces from the passage: "In 1776, some of these leaders helped write an important document called the Declaration of Independence.", An action, but it is the result of their work, not how they worked together., "They shared ideas, listened to different opinions, and looked for solutions.", Shows the collaboration itself, sharing, listening, and seeking solutions together.

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.

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TEKS 7(C)
THURSDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

Sheet 19 of 36
RPLD Evidence Deck · Slide 5 of 10

PROMPT (WHY)
How did the Founding Fathers work together to solve their problem?

THESIS
According to the passage, the Founding Fathers worked together by meeting, sharing ideas, and continuing even when they disagreed, because they believed the colonies deserved a better future.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two A, Actions pieces

"In 1776, some of these leaders helped write an important document called the Declaration of Independence."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to the leaders, but it names a result rather than how they worked together, so on its own it does not best support the thesis.

"They shared ideas, listened to different opinions, and looked for solutions." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (sharing, listening, and seeking solutions is how they collaborated), and leads to the idea that listening to others strengthens a group.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

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

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two A (Actions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'In 1776, some of these leaders helped write an important document called the Declaration of Independence.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to the leaders, but it names a result rather than how they worked together, so on its own it does not best support the thesis."

"Now the second piece: 'They shared ideas, listened to different opinions, and looked for solutions.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly, supports the thesis (sharing, listening, and seeking solutions is how they collaborated), and leads to the idea that listening to others strengthens a group."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "They shared ideas, listened to different opinions, and looked for solutions." (all three CSI checks pass) over "In 1776, some of these leaders helped write an important document called the Declaration of Independence." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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OWN + DEFEND

PROMPT (WHY)
How did the Founding Fathers work together to solve their problem?

THESIS
According to the passage, the Founding Fathers worked together by meeting, sharing ideas, and continuing even when they disagreed, because they believed the colonies deserved a better future.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"These leaders met with other colonists and discussed ways to improve the situation."

"They shared ideas, listened to different opinions, and looked for solutions."

I CAN
I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

- This matters because…
- To me, this means…
- This shows us that…
- This is important because…
- This teaches us that…
- Ultimately, everyone can see that…

DIRECTIONS
Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

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

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'These leaders met with other colonists and discussed ways to improve the situation.' and 'They shared ideas, listened to different opinions, and looked for solutions.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "These leaders met with other colonists and discussed ways to improve the situation." and "They shared ideas, listened to different opinions, and looked for solutions." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

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

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 19 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
How did the Founding Fathers work together to solve their problem?

THESIS
According to the passage, the Founding Fathers worked together by meeting, sharing ideas, and continuing even when they disagreed, because they believed the colonies deserved a better future.

Your Turn, Find and Score Your Own Evidence

I CAN
I can independently collect evidence with TRACKS and choose my best evidence with CSI.

DIRECTIONS
- Reread ""The Founding Fathers" (Nonfiction)."
- Choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept).
- Collect TWO pieces of evidence on your Student Tracking Sheet.
- Grade both pieces with CSI (Connects, Supports, Ideas). Circle your BEST evidence.

STUDENT TRACKING SHEET
Use your Cluster 4 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.

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TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

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

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION

Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION

"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

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

For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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TEKS 7(C)
MODEL ANSWER FOR YOUR TURN
EVIDENCE · INDEPENDENT PRACTICE

ANSWER KEY

PROMPT (WHY)
How did the Founding Fathers work together to solve their problem?

THESIS
According to the passage, the Founding Fathers worked together by meeting, sharing ideas, and continuing even when they disagreed, because they believed the colonies deserved a better future.

Answer Key, One Strong Model

Model TRACKS category: A, Actions

"These leaders met with other colonists and discussed ways to improve the situation."
- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Shows how they worked together by meeting and discussing, strong evidence.

"They shared ideas, listened to different opinions, and looked for solutions." BEST EVIDENCE
- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Names several ways they collaborated, the best line because it shows the how in detail.

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TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

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

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's A (Actions) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'These leaders met with other colonists and discussed ways to improve the situation.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Shows how they worked together by meeting and discussing, strong evidence."

"And this second: 'They shared ideas, listened to different opinions, and looked for solutions.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Names several ways they collaborated, the best line because it shows the how in detail."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "They shared ideas, listened to different opinions, and looked for solutions." (passes all three CSI checks) over "These leaders met with other colonists and discussed ways to improve the situation."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

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

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 19 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which sentence best shows HOW the Founding Fathers worked together?

A **"The Founding Fathers were a group of leaders who helped create the United States of America."**

B **"They shared ideas, listened to different opinions, and looked for solutions."**

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

D **"Even when they disagreed, they continued working together because they believed the colonies deserved a better future."**

Choose ONE sentence that proves the exact claim, not just a sentence that is true.

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TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which sentence best shows HOW the Founding Fathers worked together?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'The Founding Fathers were a group of leaders who helped create the United States of America.' B: 'They shared ideas, listened to different opinions, and looked for solutions.' C: 'During the late 1700s, the American colonies were controlled by Great Britain.' D: 'Even when they disagreed, they continued working together because they believed the colonies deserved a better future.'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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Answer + Why, Correct Answer: B

QUESTION
Which sentence best shows HOW the Founding Fathers worked together?

A **"The Founding Fathers were a group of leaders who helped create the United States of America."**
TRUE BUT WRONG
True, but it says who they were, not how they worked together.

B **"They shared ideas, listened to different opinions, and looked for solutions."**
CORRECT, PROVES THE EXACT CLAIM
This shows the exact idea, sharing, listening, and seeking solutions is how they worked together.

C **"During the late 1700s, the American colonies were controlled by Great Britain."**
WRONG TIMELINE POINT
True, but it describes the situation before they acted.

D **"Even when they disagreed, they continued working together because they believed the colonies deserved a better future."**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, and close, but a reader must infer the how from it rather than seeing the actions named.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

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

"Here's the payoff: the correct answer is B, 'They shared ideas, listened to different opinions, and looked for solutions.' This shows the exact idea, sharing, listening, and seeking solutions is how they worked together."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'The Founding Fathers were a group of leaders who helped create the United States of America.', True But Wrong. True, but it says who they were, not how they worked together."

"C: 'During the late 1700s, the American colonies were controlled by Great Britain.', Wrong Timeline Point. True, but it describes the situation before they acted."

"D: 'Even when they disagreed, they continued working together because they believed the colonies deserved a better future.', Plausible But Requires An Assumption. True, and close, but a reader must infer the how from it rather than seeing the actions named."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "They shared ideas, listened to different opinions, and looked for solutions.", This shows the exact idea, sharing, listening, and seeking solutions is how they worked together.

TEKS 7(C) · Evidence · Sheet 19 of 36 · Cluster 4 · Module 3 · slide 10 of 10

CHECK FOR UNDERSTANDING
Confirm the correct choice and the reason together as a class.

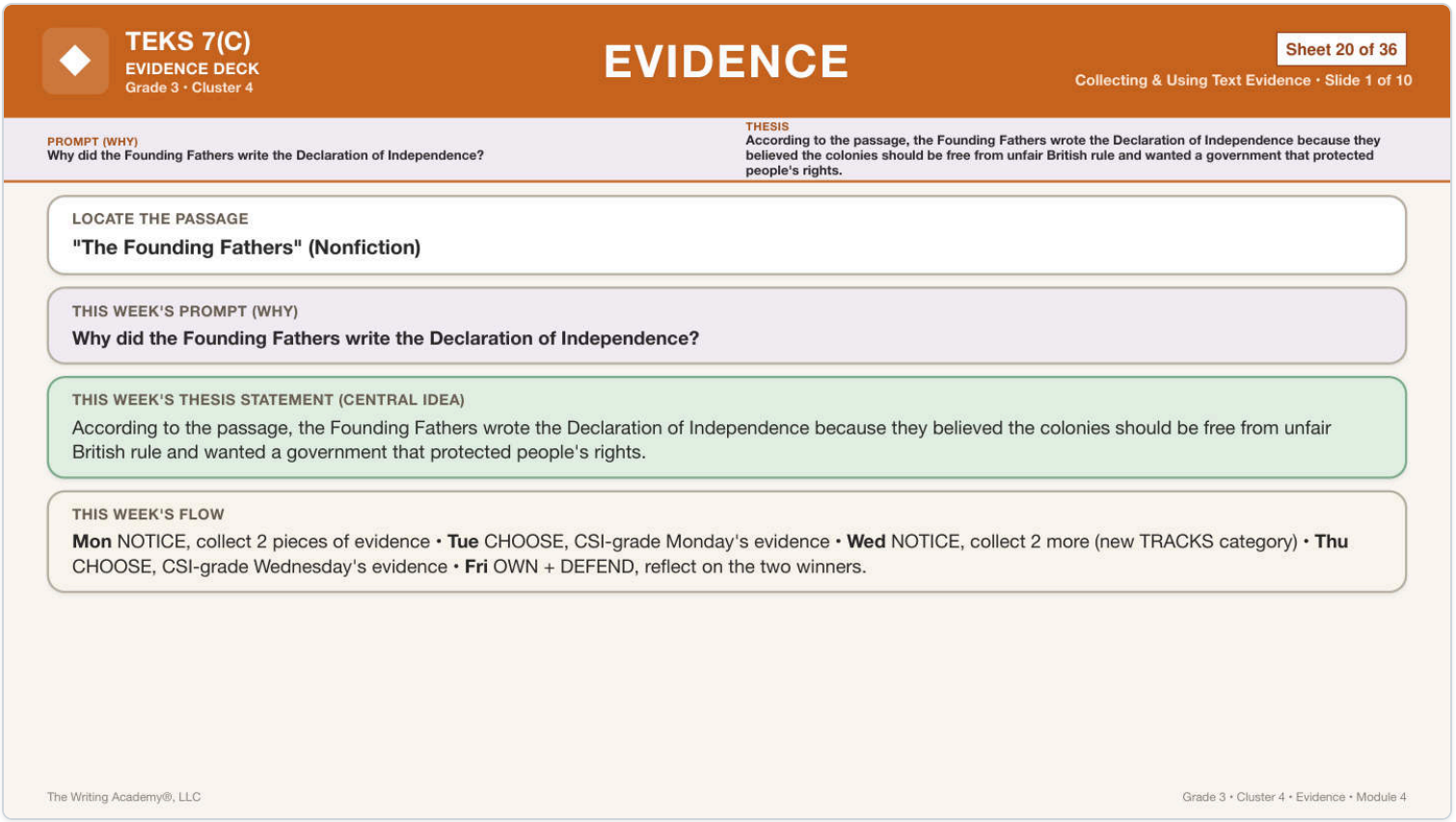
COMMON MISCONCEPTION
Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION
"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE
A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)
Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

~3 min

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

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "The Founding Fathers" (Nonfiction), and one job: answer the question, why did the Founding Fathers write the Declaration of Independence?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: According to the passage, the Founding Fathers wrote the Declaration of Independence because they believed the colonies should be free from unfair British rule and wanted a government that protected people's rights."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "The Founding Fathers" (Nonfiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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TEKS 7(C)
MONDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 20 of 36
RPLD Evidence Deck · Slide 2 of 10

PROMPT (WHY)
Why did the Founding Fathers write the Declaration of Independence?

THESIS
According to the passage, the Founding Fathers wrote the Declaration of Independence because they believed the colonies should be free from unfair British rule and wanted a government that protected people's rights.

Collect the Evidence (7Ci), TRACKS

I CAN
I can find two pieces of evidence in the passage that show **Key Knowledge**.

DIRECTIONS
- Reread ""The Founding Fathers" (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"In 1776, some of these leaders helped write an important document called the Declaration of Independence."
Names the document and when, true, but it does not yet say why they wrote it.

"They believed the American colonies should be free from British rule and wanted people to have a government that protected their rights."
States the reason, wanting freedom and a government that protected rights.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

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

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is K for Key Knowledge."

▸ *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 Key Knowledge."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Key Knowledge using their K 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: "In 1776, some of these leaders helped write an important document called the Declaration of Independence." and "They believed the American colonies should be free from British rule and wanted people to have a government that protected their rights.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "In 1776, some of these leaders helped write an important document called the Declaration of Independence.", Names the document and when, true, but it does not yet say why they wrote it., "They believed the American colonies should be free from British rule and wanted people to have a government that protected their rights.", States the reason, wanting freedom and a government that protected rights.

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

COMMON MISCONCEPTION
Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION
"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Key Knowledge; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE
Collecting evidence with a named TRACKS lens (K) and a prompt is Foundational (Beginning) 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.

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TEKS 7(C)
TUESDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

Sheet 20 of 36
RPLD Evidence Deck · Slide 3 of 10

PROMPT (WHY)
Why did the Founding Fathers write the Declaration of Independence?

THESIS
According to the passage, the Founding Fathers wrote the Declaration of Independence because they believed the colonies should be free from unfair British rule and wanted a government that protected people's rights.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two K, Key Knowledge pieces

"In 1776, some of these leaders helped write an important document called the Declaration of Independence."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to the document, but naming it does not explain why they wrote it, so it does not support the thesis on its own.

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

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (freedom and protected rights are the reason), and leads to the idea that people write and act to protect what they value.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

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

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'In 1776, some of these leaders helped write an important document called the Declaration of Independence.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to the document, but naming it does not explain why they wrote it, so it does not support the thesis on its own."

"Now the second piece: 'They believed the American colonies should be free from British rule and wanted people to have a government that protected their rights.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly, supports the thesis (freedom and protected rights are the reason), and leads to the idea that people write and act to protect what they value."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "They believed the American colonies should be free from British rule and wanted people to have a government that protected their rights." (all three CSI checks pass) over "In 1776, some of these leaders helped write an important document called the Declaration of Independence." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
WEDNESDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 20 of 36
RPLD Evidence Deck · Slide 4 of 10

PROMPT (WHY)
Why did the Founding Fathers write the Declaration of Independence?

THESIS
According to the passage, the Founding Fathers wrote the Declaration of Independence because they believed the colonies should be free from unfair British rule and wanted a government that protected people's rights.

Collect the Evidence (7Ci), TRACKS

I CAN
I can find two pieces of evidence in the passage that show **Key Knowledge**.

DIRECTIONS
- Reread ""The Founding Fathers" (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"During the late 1700s, the American colonies were controlled by Great Britain."
Background, true, but it is the situation, not the reason for the document.

"Many colonists felt the British government was unfair because it made laws and taxes without asking the colonists for their opinions."
The unfairness that gave them a reason to write the Declaration.

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: K for Key Knowledge."

▸ *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 Key Knowledge."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Key Knowledge using their K 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: "During the late 1700s, the American colonies were controlled by Great Britain." and "Many colonists felt the British government was unfair because it made laws and taxes without asking the colonists for their opinions.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "During the late 1700s, the American colonies were controlled by Great Britain.", Background, true, but it is the situation, not the reason for the document., "Many colonists felt the British government was unfair because it made laws and taxes without asking the colonists for their opinions.", The unfairness that gave them a reason to write the Declaration.

CHECK FOR UNDERSTANDING
Ask a student to point to or read back their two Key Knowledge 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 Key Knowledge 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 (K) 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.

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TEKS 7(C)
THURSDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

Sheet 20 of 36
RPLD Evidence Deck · Slide 5 of 10

PROMPT (WHY)
Why did the Founding Fathers write the Declaration of Independence?

THESIS
According to the passage, the Founding Fathers wrote the Declaration of Independence because they believed the colonies should be free from unfair British rule and wanted a government that protected people's rights.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two K, Key Knowledge pieces

"During the late 1700s, the American colonies were controlled by Great Britain."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to the setting, but it describes the situation, not the reason for the document, so on its own it does not support the thesis.

"Many colonists felt the British government was unfair because it made laws and taxes without asking the colonists for their opinions."

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (the unfairness is why they wrote the Declaration), and leads to the idea that unfair treatment can spark big change.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

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

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'During the late 1700s, the American colonies were controlled by Great Britain.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to the setting, but it describes the situation, not the reason for the document, so on its own it does not support the thesis."

"Now the second piece: 'Many colonists felt the British government was unfair because it made laws and taxes without asking the colonists for their opinions.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly, supports the thesis (the unfairness is why they wrote the Declaration), and leads to the idea that unfair treatment can spark big change."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "Many colonists felt the British government was unfair because it made laws and taxes without asking the colonists for their opinions." (all three CSI checks pass) over "During the late 1700s, the American colonies were controlled by Great Britain." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
FRIDAY · OWN + DEFEND
EVIDENCE · TRACKS + CSI

OWN + DEFEND

Sheet 20 of 36
RPLD Evidence Deck · Slide 6 of 10

PROMPT (WHY)
Why did the Founding Fathers write the Declaration of Independence?

THESIS
According to the passage, the Founding Fathers wrote the Declaration of Independence because they believed the colonies should be free from unfair British rule and wanted a government that protected people's rights.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

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

"Many colonists felt the British government was unfair because it made laws and taxes without asking the colonists for their opinions."

I CAN
I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

- This matters because…
- To me, this means…
- This shows us that…
- This is important because…
- This teaches us that…
- Ultimately, everyone can see that…

DIRECTIONS
Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

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

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'They believed the American colonies should be free from British rule and wanted people to have a government that protected their rights.' and 'Many colonists felt the British government was unfair because it made laws and taxes without asking the colonists for their opinions.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "They believed the American colonies should be free from British rule and wanted people to have a government that protected their rights." and "Many colonists felt the British government was unfair because it made laws and taxes without asking the colonists for their opinions." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

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

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 20 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
Why did the Founding Fathers write the Declaration of Independence?

THESIS
According to the passage, the Founding Fathers wrote the Declaration of Independence because they believed the colonies should be free from unfair British rule and wanted a government that protected people's rights.

Your Turn, Find and Score Your Own Evidence

I CAN
I can independently collect evidence with TRACKS and choose my best evidence with CSI.

DIRECTIONS
- Reread ""The Founding Fathers" (Nonfiction)."
- Choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept).
- Collect TWO pieces of evidence on your Student Tracking Sheet.
- Grade both pieces with CSI (Connects, Supports, Ideas). Circle your BEST evidence.

STUDENT TRACKING SHEET
Use your Cluster 4 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.

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TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

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

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION

Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION

"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

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

For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

TEKS 7(C)
MODEL ANSWER FOR YOUR TURN
EVIDENCE · INDEPENDENT PRACTICE

ANSWER KEY

Sheet 20 of 36
RPLD Evidence Deck · Slide 8 of 10

PROMPT (WHY)
Why did the Founding Fathers write the Declaration of Independence?

THESIS
According to the passage, the Founding Fathers wrote the Declaration of Independence because they believed the colonies should be free from unfair British rule and wanted a government that protected people's rights.

Answer Key, One Strong Model

Model TRACKS category: K, Key Knowledge

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

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

States the reason they wrote the Declaration, the best evidence for the thesis.

"Many colonists felt the British government was unfair because it made laws and taxes without asking the colonists for their opinions."

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Names the unfairness that motivated the document, strong supporting evidence.

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Grade 3 • Cluster 4 • Evidence • ANSWER KEY

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

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

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's K (Key Knowledge) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'Many colonists felt the British government was unfair because it made laws and taxes without asking the colonists for their opinions.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Names the unfairness that motivated the document, strong supporting evidence."

"And this second: 'They believed the American colonies should be free from British rule and wanted people to have a government that protected their rights.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) States the reason they wrote the Declaration, the best evidence for the thesis."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "They believed the American colonies should be free from British rule and wanted people to have a government that protected their rights." (passes all three CSI checks) over "Many colonists felt the British government was unfair because it made laws and taxes without asking the colonists for their opinions."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

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

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 20 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

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."**

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

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

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

Choose ONE sentence that proves the exact claim, not just a sentence that is true.

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TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which sentence best proves why the Founding Fathers wrote the Declaration of Independence?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'These leaders worked together to make important decisions that would shape the future of the country.' B: 'They believed the American colonies should be free from British rule and wanted people to have a government that protected their rights.' C: 'During the late 1700s, the American colonies were controlled by Great Britain.' D: 'These leaders met with other colonists and discussed ways to improve the situation.'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

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

"Here's the payoff: the correct answer is B, 'They believed the American colonies should be free from British rule and wanted people to have a government that protected their rights.' This proves the exact claim, freedom and protected rights are why they wrote the Declaration."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"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."

"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."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "They believed the American colonies should be free from British rule and wanted people to have a government that protected their rights.", This proves the exact claim, freedom and protected rights are why they wrote the Declaration.

CHECK FOR UNDERSTANDING

Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION

"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE

A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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EVIDENCE

PROMPT (WHY)
Why were Henry Ford and Sam Walton important to everyday families?

THESIS
According to the passages, Henry Ford and Sam Walton were important because they made things more affordable for everyday families, Ford built the low-cost Model T, and Walton opened Walmart to sell products at lower prices.

LOCATE THE PASSAGE
"Henry Ford & Sam Walton" (Nonfiction Biography)

THIS WEEK'S PROMPT (WHY)
Why were Henry Ford and Sam Walton important to everyday families?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
According to the passages, Henry Ford and Sam Walton were important because they made things more affordable for everyday families, Ford built the low-cost Model T, and Walton opened Walmart to sell products at lower prices.

THIS WEEK'S FLOW
Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.

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TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

~3 min

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

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "Henry Ford & Sam Walton" (Nonfiction Biography), and one job: answer the question, why were Henry Ford and Sam Walton important to everyday families?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: According to the passages, Henry Ford and Sam Walton were important because they made things more affordable for everyday families, Ford built the low-cost Model T, and Walton opened Walmart to sell products at lower prices."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "Henry Ford & Sam Walton" (Nonfiction Biography) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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TEKS 7(C)
MONDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 21 of 36
RPLD Evidence Deck · Slide 2 of 10

PROMPT (WHY)
Why were Henry Ford and Sam Walton important to everyday families?

THESIS
According to the passages, Henry Ford and Sam Walton were important because they made things more affordable for everyday families, Ford built the low-cost Model T, and Walton opened Walmart to sell products at lower prices.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""Henry Ford & Sam Walton" (Nonfiction Biography)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: A, Actions

"In 1903, Henry Ford started the Ford Motor Company."

An action Ford took, true, but starting a company does not yet show what made cars affordable for everyday families.

"he created the Model T, a car that was strong, simple, and much more affordable than other cars."

The action that actually made cars affordable, the specific reason families who never owned a car could finally buy one.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

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

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is 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: "In 1903, Henry Ford started the Ford Motor Company." and "he created the Model T, a car that was strong, simple, and much more affordable than other cars.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two A (Actions) pieces from the passage: "In 1903, Henry Ford started the Ford Motor Company.", An action Ford took, true, but starting a company does not yet show what made cars affordable for everyday families., "he created the Model T, a car that was strong, simple, and much more affordable than other cars.", The action that actually made cars affordable, the specific reason families who never owned a car could finally buy one.

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 summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION

"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Actions; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE

Collecting evidence with a named TRACKS lens (A) and a prompt is Foundational (Beginning) 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.

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PROMPT (WHY)
Why were Henry Ford and Sam Walton important to everyday families?

THESIS
According to the passages, Henry Ford and Sam Walton were important because they made things more affordable for everyday families, Ford built the low-cost Model T, and Walton opened Walmart to sell products at lower prices.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two A, Actions pieces

"In 1903, Henry Ford started the Ford Motor Company."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to the prompt because it is about Ford's work, but on its own starting a company does not SUPPORT the thesis, it does not show what made cars affordable for families.

"he created the Model T, a car that was strong, simple, and much more affordable than other cars." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt (an affordable car is why families benefited), supports the thesis (names the low-cost Model T), and leads to the idea that a well-made, affordable product can reach ordinary people.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

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

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two A (Actions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'In 1903, Henry Ford started the Ford Motor Company.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to the prompt because it is about Ford's work, but on its own starting a company does not SUPPORT the thesis, it does not show what made cars affordable for families."

"Now the second piece: 'he created the Model T, a car that was strong, simple, and much more affordable than other cars.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly to the prompt (an affordable car is why families benefited), supports the thesis (names the low-cost Model T), and leads to the idea that a well-made, affordable product can reach ordinary people."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "he created the Model T, a car that was strong, simple, and much more affordable than other cars." (all three CSI checks pass) over "In 1903, Henry Ford started the Ford Motor Company." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
WEDNESDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 21 of 36
RPLD Evidence Deck · Slide 4 of 10

PROMPT (WHY)
Why were Henry Ford and Sam Walton important to everyday families?

THESIS
According to the passages, Henry Ford and Sam Walton were important because they made things more affordable for everyday families, Ford built the low-cost Model T, and Walton opened Walmart to sell products at lower prices.

Collect the Evidence (7Ci), TRACKS

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

DIRECTIONS
- Reread ""Henry Ford & Sam Walton" (Nonfiction Biography)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: A, Actions

"He opened a small store in Rogers, Arkansas called Walmart."
An action Walton took, true, but opening a store does not yet show how he helped families afford what they needed.

"sell many different products at lower prices so that everyday families could afford them."
The plan that actually lowered prices, the specific reason everyday families could afford what they needed.

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: "He opened a small store in Rogers, Arkansas called Walmart." and "sell many different products at lower prices so that everyday families could afford them.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two A (Actions) pieces from the passage: "He opened a small store in Rogers, Arkansas called Walmart.", An action Walton took, true, but opening a store does not yet show how he helped families afford what they needed., "sell many different products at lower prices so that everyday families could afford them.", The plan that actually lowered prices, the specific reason everyday families could afford what they needed.

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.

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PROMPT (WHY)
Why were Henry Ford and Sam Walton important to everyday families?

THESIS
According to the passages, Henry Ford and Sam Walton were important because they made things more affordable for everyday families, Ford built the low-cost Model T, and Walton opened Walmart to sell products at lower prices.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two A, Actions pieces

"He opened a small store in Rogers, Arkansas called Walmart."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects because it is Walton's action, but opening a store alone does not support the thesis, it does not yet show how it helped families afford things.

"sell many different products at lower prices so that everyday families could afford them." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (lower prices let families afford what they needed), and leads to the idea that serving everyday people can also build a large, successful company.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

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

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two A (Actions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'He opened a small store in Rogers, Arkansas called Walmart.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects because it is Walton's action, but opening a store alone does not support the thesis, it does not yet show how it helped families afford things."

"Now the second piece: 'sell many different products at lower prices so that everyday families could afford them.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly, supports the thesis (lower prices let families afford what they needed), and leads to the idea that serving everyday people can also build a large, successful company."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "sell many different products at lower prices so that everyday families could afford them." (all three CSI checks pass) over "He opened a small store in Rogers, Arkansas called Walmart." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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OWN + DEFEND

PROMPT (WHY)
Why were Henry Ford and Sam Walton important to everyday families?

THESIS
According to the passages, Henry Ford and Sam Walton were important because they made things more affordable for everyday families, Ford built the low-cost Model T, and Walton opened Walmart to sell products at lower prices.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"he created the Model T, a car that was strong, simple, and much more affordable than other cars."

"sell many different products at lower prices so that everyday families could afford them."

I CAN
I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

- This matters because…
- To me, this means…
- This shows us that…
- This is important because…
- This teaches us that…
- Ultimately, everyone can see that…

DIRECTIONS
Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

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

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'he created the Model T, a car that was strong, simple, and much more affordable than other cars.' and 'sell many different products at lower prices so that everyday families could afford them.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "he created the Model T, a car that was strong, simple, and much more affordable than other cars." and "sell many different products at lower prices so that everyday families could afford them." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

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

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 21 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
Why were Henry Ford and Sam Walton important to everyday families?

THESIS
According to the passages, Henry Ford and Sam Walton were important because they made things more affordable for everyday families, Ford built the low-cost Model T, and Walton opened Walmart to sell products at lower prices.

Your Turn, Find and Score Your Own Evidence

I CAN
I can independently collect evidence with TRACKS and choose my best evidence with CSI.

DIRECTIONS
- Reread ""Henry Ford & Sam Walton" (Nonfiction Biography)."
- Choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept).
- Collect TWO pieces of evidence on your Student Tracking Sheet.
- Grade both pieces with CSI (Connects, Supports, Ideas). Circle your BEST evidence.

STUDENT TRACKING SHEET
Use your Cluster 5 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

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

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING
Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION
Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION
"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE
The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

RAISE THE THINKING → (move one level to the right)
For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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TEKS 7(C)
MODEL ANSWER FOR YOUR TURN
EVIDENCE · INDEPENDENT PRACTICE

ANSWER KEY

PROMPT (WHY)
Why were Henry Ford and Sam Walton important to everyday families?

THESIS
According to the passages, Henry Ford and Sam Walton were important because they made things more affordable for everyday families, Ford built the low-cost Model T, and Walton opened Walmart to sell products at lower prices.

Answer Key, One Strong Model

Model TRACKS category: A, Actions

"he created the Model T, a car that was strong, simple, and much more affordable than other cars."

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Names Ford's specific action that made cars affordable, strong evidence that he helped everyday families.

"sell many different products at lower prices so that everyday families could afford them." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Names Walton's plan to lower prices for families, the single best line because it directly states the affordability that helped everyday families, matching the thesis for both men.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

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

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's A (Actions) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'he created the Model T, a car that was strong, simple, and much more affordable than other cars.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Names Ford's specific action that made cars affordable, strong evidence that he helped everyday families."

"And this second: 'sell many different products at lower prices so that everyday families could afford them.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Names Walton's plan to lower prices for families, the single best line because it directly states the affordability that helped everyday families, matching the thesis for both men."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "sell many different products at lower prices so that everyday families could afford them." (passes all three CSI checks) over "he created the Model T, a car that was strong, simple, and much more affordable than other cars."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

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

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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PROVE IT

Comprehension Question, Prove It

QUESTION

Which sentence best proves why Henry Ford and Sam Walton were important to everyday families?

A **"Henry Ford was an American engineer and businessman who helped change the way people traveled and worked."**

B **"sell many different products at lower prices so that everyday families could afford them."**

C **"At that time, most people traveled by horse and wagon."**

D **"Because of Henry Ford's ideas, cars became more common and travel became easier for many people."**

Choose ONE sentence that proves the exact claim, not just a sentence that is true.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which sentence best proves why Henry Ford and Sam Walton were important to everyday families?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'Henry Ford was an American engineer and businessman who helped change the way people traveled and worked.' B: 'sell many different products at lower prices so that everyday families could afford them.' C: 'At that time, most people traveled by horse and wagon.' D: 'Because of Henry Ford's ideas, cars became more common and travel became easier for many people.'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION
Which sentence best proves why Henry Ford and Sam Walton were important to everyday families?

A **"Henry Ford was an American engineer and businessman who helped change the way people traveled and worked."**
TRUE BUT WRONG
True, but it describes WHO Ford was, it does not show the reason he was important to everyday families.

B **"sell many different products at lower prices so that everyday families could afford them."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim: lowering prices so everyday families could afford things is why these men mattered to families.

C **"At that time, most people traveled by horse and wagon."**
WRONG TIMELINE POINT
True, but it describes the situation BEFORE Ford acted, the wrong point in the timeline to prove why he was important to families.

D **"Because of Henry Ford's ideas, cars became more common and travel became easier for many people."**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but it is a general statement about a later result, a reader would have to assume it explains why he was important to everyday families.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

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

"Here's the payoff: the correct answer is B, 'sell many different products at lower prices so that everyday families could afford them.' This proves the exact claim: lowering prices so everyday families could afford things is why these men mattered to families."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'Henry Ford was an American engineer and businessman who helped change the way people traveled and worked.', True But Wrong. True, but it describes WHO Ford was, it does not show the reason he was important to everyday families."

"C: 'At that time, most people traveled by horse and wagon.', Wrong Timeline Point. True, but it describes the situation BEFORE Ford acted, the wrong point in the timeline to prove why he was important to families."

"D: 'Because of Henry Ford's ideas, cars became more common and travel became easier for many people.', Plausible But Requires An Assumption. True, but it is a general statement about a later result, a reader would have to assume it explains why he was important to everyday families."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "sell many different products at lower prices so that everyday families could afford them.", This proves the exact claim: lowering prices so everyday families could afford things is why these men mattered to families.

TEKS 7(C) · Evidence · Sheet 21 of 36 · Cluster 5 · Module 1 · slide 10 of 10

CHECK FOR UNDERSTANDING
Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION
Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION
"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE
A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)
Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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EVIDENCE

PROMPT (WHY)
How did Henry Ford and Sam Walton show they wanted to help everyday families?

THESIS
According to the passages, Ford and Walton wanted to help everyday families, Ford believed cars should be available for everyday families, and Walton learned that families needed ways to stretch every dollar.

LOCATE THE PASSAGE
"Henry Ford & Sam Walton" (Nonfiction Biography)

THIS WEEK'S PROMPT (WHY)
How did Henry Ford and Sam Walton show they wanted to help everyday families?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
According to the passages, Ford and Walton wanted to help everyday families, Ford believed cars should be available for everyday families, and Walton learned that families needed ways to stretch every dollar.

THIS WEEK'S FLOW
Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.

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TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

~3 min

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

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "Henry Ford & Sam Walton" (Nonfiction Biography), and one job: answer the question, how did Henry Ford and Sam Walton show they wanted to help everyday families?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: According to the passages, Ford and Walton wanted to help everyday families, Ford believed cars should be available for everyday families, and Walton learned that families needed ways to stretch every dollar."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "Henry Ford & Sam Walton" (Nonfiction Biography) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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TEKS 7(C)
MONDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 22 of 36
RPLD Evidence Deck · Slide 2 of 10

PROMPT (WHY)
How did Henry Ford and Sam Walton show they wanted to help everyday families?

THESIS
According to the passages, Ford and Walton wanted to help everyday families, Ford believed cars should be available for everyday families, and Walton learned that families needed ways to stretch every dollar.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""Henry Ford & Sam Walton" (Nonfiction Biography)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"Cars were very rare and very expensive, so only a few people could afford them."

A reaction to a problem, true, but it names the problem, not yet what Ford wanted to do about it for families.

"Henry Ford believed that cars should be available for everyday families."

Ford's belief, the reaction that shows he wanted to help everyday families.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

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

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is R for Reactions."

▸ *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 Reactions."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Reactions using their R 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: "Cars were very rare and very expensive, so only a few people could afford them." and "Henry Ford believed that cars should be available for everyday families.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "Cars were very rare and very expensive, so only a few people could afford them.", A reaction to a problem, true, but it names the problem, not yet what Ford wanted to do about it for families., "Henry Ford believed that cars should be available for everyday families.", Ford's belief, the reaction that shows he wanted to help everyday families.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION

"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Reactions; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE

Collecting evidence with a named TRACKS lens (R) and a prompt is Foundational (Beginning) 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.

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TEKS 7(C)
TUESDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

Sheet 22 of 36
RPLD Evidence Deck · Slide 3 of 10

PROMPT (WHY)
How did Henry Ford and Sam Walton show they wanted to help everyday families?

THESIS
According to the passages, Ford and Walton wanted to help everyday families, Ford believed cars should be available for everyday families, and Walton learned that families needed ways to stretch every dollar.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two R, Reactions pieces

"Cars were very rare and very expensive, so only a few people could afford them."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to the prompt (it is about cars and families) but on its own it describes the problem, not Ford's wish to help, so it does not yet support the thesis.

"Henry Ford believed that cars should be available for everyday families." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (it states Ford's belief in helping families), and leads to the idea that a strong belief can drive a person to act.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

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

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two R (Reactions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Cars were very rare and very expensive, so only a few people could afford them.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to the prompt (it is about cars and families) but on its own it describes the problem, not Ford's wish to help, so it does not yet support the thesis."

"Now the second piece: 'Henry Ford believed that cars should be available for everyday families.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly, supports the thesis (it states Ford's belief in helping families), and leads to the idea that a strong belief can drive a person to act."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "Henry Ford believed that cars should be available for everyday families." (all three CSI checks pass) over "Cars were very rare and very expensive, so only a few people could afford them." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
WEDNESDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 22 of 36
RPLD Evidence Deck · Slide 4 of 10

PROMPT (WHY)
How did Henry Ford and Sam Walton show they wanted to help everyday families?

THESIS
According to the passages, Ford and Walton wanted to help everyday families, Ford believed cars should be available for everyday families, and Walton learned that families needed ways to stretch every dollar.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""Henry Ford & Sam Walton" (Nonfiction Biography)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"Many stores charged high prices, which meant families with limited money often struggled to buy the things they needed."

A reaction to a problem, true, but it names the problem families faced, not yet Walton's own goal.

"These experiences taught him an important lesson: families needed ways to stretch every dollar."

Walton's belief, the reaction that shows he wanted to help everyday families.

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: R for Reactions."

▸ *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 Reactions."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Reactions using their R 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: "Many stores charged high prices, which meant families with limited money often struggled to buy the things they needed." and "These experiences taught him an important lesson: families needed ways to stretch every dollar.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "Many stores charged high prices, which meant families with limited money often struggled to buy the things they needed.", A reaction to a problem, true, but it names the problem families faced, not yet Walton's own goal., "These experiences taught him an important lesson: families needed ways to stretch every dollar.", Walton's belief, the reaction that shows he wanted to help everyday families.

CHECK FOR UNDERSTANDING

Ask a student to point to or read back their two Reactions 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 Reactions 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 (R) 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.

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TEKS 7(C)
THURSDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

Sheet 22 of 36
RPLD Evidence Deck · Slide 5 of 10

PROMPT (WHY)
How did Henry Ford and Sam Walton show they wanted to help everyday families?

THESIS
According to the passages, Ford and Walton wanted to help everyday families, Ford believed cars should be available for everyday families, and Walton learned that families needed ways to stretch every dollar.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two R, Reactions pieces

"Many stores charged high prices, which meant families with limited money often struggled to buy the things they needed."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to the prompt but describes the problem families faced, not Walton's goal, so on its own it does not support the thesis.

"These experiences taught him an important lesson: families needed ways to stretch every dollar." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (Walton's lesson about helping families), and leads to the idea that early experiences can shape a person's purpose.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

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

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two R (Reactions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Many stores charged high prices, which meant families with limited money often struggled to buy the things they needed.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to the prompt but describes the problem families faced, not Walton's goal, so on its own it does not support the thesis."

"Now the second piece: 'These experiences taught him an important lesson: families needed ways to stretch every dollar.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly, supports the thesis (Walton's lesson about helping families), and leads to the idea that early experiences can shape a person's purpose."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "These experiences taught him an important lesson: families needed ways to stretch every dollar." (all three CSI checks pass) over "Many stores charged high prices, which meant families with limited money often struggled to buy the things they needed." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
FRIDAY · OWN + DEFEND
EVIDENCE · TRACKS + CSI

OWN + DEFEND

Sheet 22 of 36
RPLD Evidence Deck · Slide 6 of 10

PROMPT (WHY)
How did Henry Ford and Sam Walton show they wanted to help everyday families?

THESIS
According to the passages, Ford and Walton wanted to help everyday families, Ford believed cars should be available for everyday families, and Walton learned that families needed ways to stretch every dollar.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"Henry Ford believed that cars should be available for everyday families."

"These experiences taught him an important lesson: families needed ways to stretch every dollar."

I CAN
I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

- This matters because…
- To me, this means…
- This shows us that…
- This is important because…
- This teaches us that…
- Ultimately, everyone can see that…

DIRECTIONS
Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

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

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'Henry Ford believed that cars should be available for everyday families.' and 'These experiences taught him an important lesson: families needed ways to stretch every dollar.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "Henry Ford believed that cars should be available for everyday families." and "These experiences taught him an important lesson: families needed ways to stretch every dollar." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

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

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 22 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
How did Henry Ford and Sam Walton show they wanted to help everyday families?

THESIS
According to the passages, Ford and Walton wanted to help everyday families, Ford believed cars should be available for everyday families, and Walton learned that families needed ways to stretch every dollar.

Your Turn, Find and Score Your Own Evidence

I CAN
I can independently collect evidence with TRACKS and choose my best evidence with CSI.

DIRECTIONS
- Reread ""Henry Ford & Sam Walton" (Nonfiction Biography)."
- Choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept).
- Collect TWO pieces of evidence on your Student Tracking Sheet.
- Grade both pieces with CSI (Connects, Supports, Ideas). Circle your BEST evidence.

STUDENT TRACKING SHEET
Use your Cluster 5 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.

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TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

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

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING
Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION
Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION
"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE
The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

RAISE THE THINKING → (move one level to the right)
For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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TEKS 7(C)
MODEL ANSWER FOR YOUR TURN
EVIDENCE · INDEPENDENT PRACTICE

ANSWER KEY

Sheet 22 of 36
RPLD Evidence Deck · Slide 8 of 10

PROMPT (WHY)
How did Henry Ford and Sam Walton show they wanted to help everyday families?

THESIS
According to the passages, Ford and Walton wanted to help everyday families, Ford believed cars should be available for everyday families, and Walton learned that families needed ways to stretch every dollar.

Answer Key, One Strong Model

Model TRACKS category: R, Reactions

"Henry Ford believed that cars should be available for everyday families."

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

States Ford's belief in helping everyday families, strong evidence for the thesis.

"These experiences taught him an important lesson: families needed ways to stretch every dollar." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

States Walton's lesson about helping families, the best line because it names exactly what he wanted to do for everyday families.

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Grade 3 • Cluster 5 • Evidence • ANSWER KEY

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

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

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's R (Reactions) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'Henry Ford believed that cars should be available for everyday families.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) States Ford's belief in helping everyday families, strong evidence for the thesis."

"And this second: 'These experiences taught him an important lesson: families needed ways to stretch every dollar.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) States Walton's lesson about helping families, the best line because it names exactly what he wanted to do for everyday families."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "These experiences taught him an important lesson: families needed ways to stretch every dollar." (passes all three CSI checks) over "Henry Ford believed that cars should be available for everyday families."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

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

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 22 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which sentence best proves that Henry Ford and Sam Walton wanted to help everyday families?

A **"He was especially interested in engines and tools."**

B **"These experiences taught him an important lesson: families needed ways to stretch every dollar."**

C **"He was born in 1863 on a farm in Michigan."**

D **"At first, running the store was not easy."**

Choose ONE sentence that proves the exact claim, not just a sentence that is true.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which sentence best proves that Henry Ford and Sam Walton wanted to help everyday families?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'He was especially interested in engines and tools.' B: 'These experiences taught him an important lesson: families needed ways to stretch every dollar.' C: 'He was born in 1863 on a farm in Michigan.' D: 'At first, running the store was not easy.'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION
Which sentence best proves that Henry Ford and Sam Walton wanted to help everyday families?

A **"He was especially interested in engines and tools."**
TRUE BUT WRONG
True, but it describes Ford's interests as a boy, not his wish to help families.

B **"These experiences taught him an important lesson: families needed ways to stretch every dollar."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim: Walton learned families needed help affording things, which is why he wanted to help them.

C **"He was born in 1863 on a farm in Michigan."**
WRONG KIND OF DETAIL
True, but it is a background fact about Ford, the wrong kind of detail to prove he wanted to help families.

D **"At first, running the store was not easy."**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but it describes a later difficulty, a reader would have to assume it shows he wanted to help families.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

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

"Here's the payoff: the correct answer is B, 'These experiences taught him an important lesson: families needed ways to stretch every dollar.' This proves the exact claim: Walton learned families needed help affording things, which is why he wanted to help them."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'He was especially interested in engines and tools.', True But Wrong. True, but it describes Ford's interests as a boy, not his wish to help families."

"C: 'He was born in 1863 on a farm in Michigan.', Wrong Kind Of Detail. True, but it is a background fact about Ford, the wrong kind of detail to prove he wanted to help families."

"D: 'At first, running the store was not easy.', Plausible But Requires An Assumption. True, but it describes a later difficulty, a reader would have to assume it shows he wanted to help families."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "These experiences taught him an important lesson: families needed ways to stretch every dollar.", This proves the exact claim: Walton learned families needed help affording things, which is why he wanted to help them.

TEKS 7(C) · Evidence · Sheet 22 of 36 · Cluster 5 · Module 2 · slide 10 of 10

CHECK FOR UNDERSTANDING
Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION
Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION
"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE
A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)
Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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EVIDENCE

PROMPT (WHY)
How did Henry Ford and Sam Walton work hard to reach their goals?

THESIS
According to the passages, Ford and Walton worked hard and kept learning, Ford spent many hours experimenting with engines, and Walton worked long hours and visited other stores to learn new ideas.

LOCATE THE PASSAGE
"Henry Ford & Sam Walton" (Nonfiction Biography)

THIS WEEK'S PROMPT (WHY)
How did Henry Ford and Sam Walton work hard to reach their goals?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
According to the passages, Ford and Walton worked hard and kept learning, Ford spent many hours experimenting with engines, and Walton worked long hours and visited other stores to learn new ideas.

THIS WEEK'S FLOW
Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.

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TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

⏱ ~3 min

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

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "Henry Ford & Sam Walton" (Nonfiction Biography), and one job: answer the question, how did Henry Ford and Sam Walton work hard to reach their goals?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: According to the passages, Ford and Walton worked hard and kept learning, Ford spent many hours experimenting with engines, and Walton worked long hours and visited other stores to learn new ideas."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "Henry Ford & Sam Walton" (Nonfiction Biography) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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TEKS 7(C)
MONDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 23 of 36
RPLD Evidence Deck · Slide 2 of 10

PROMPT (WHY)
How did Henry Ford and Sam Walton work hard to reach their goals?

THESIS
According to the passages, Ford and Walton worked hard and kept learning, Ford spent many hours experimenting with engines, and Walton worked long hours and visited other stores to learn new ideas.

Collect the Evidence (7Ci), TRACKS

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

DIRECTIONS
- Reread ""Henry Ford & Sam Walton" (Nonfiction Biography)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: A, Actions

"When Henry was young, he enjoyed taking machines apart to see how they worked."
An early action, true, but it shows curiosity, not yet the hard work toward his goal.

"As Henry grew older, he worked as a mechanic and spent many hours experimenting with engines."
The action that shows Ford's hard work, many hours of experimenting toward his goal.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

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

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is 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: "When Henry was young, he enjoyed taking machines apart to see how they worked." and "As Henry grew older, he worked as a mechanic and spent many hours experimenting with engines.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two A (Actions) pieces from the passage: "When Henry was young, he enjoyed taking machines apart to see how they worked.", An early action, true, but it shows curiosity, not yet the hard work toward his goal., "As Henry grew older, he worked as a mechanic and spent many hours experimenting with engines.", The action that shows Ford's hard work, many hours of experimenting toward his goal.

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 summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION
"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Actions; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE
Collecting evidence with a named TRACKS lens (A) and a prompt is Foundational (Beginning) 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.

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TEKS 7(C)
TUESDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

Sheet 23 of 36
RPLD Evidence Deck · Slide 3 of 10

PROMPT (WHY)
How did Henry Ford and Sam Walton work hard to reach their goals?

THESIS
According to the passages, Ford and Walton worked hard and kept learning, Ford spent many hours experimenting with engines, and Walton worked long hours and visited other stores to learn new ideas.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two A, Actions pieces

"When Henry was young, he enjoyed taking machines apart to see how they worked."
- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to Ford, but it shows a childhood interest, not the sustained hard work of the thesis, so on its own it does not support it.

"As Henry grew older, he worked as a mechanic and spent many hours experimenting with engines." BEST EVIDENCE
- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (many hours of experimenting is hard work toward his goal), and leads to the idea that steady effort builds skill.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

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

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two A (Actions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'When Henry was young, he enjoyed taking machines apart to see how they worked.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to Ford, but it shows a childhood interest, not the sustained hard work of the thesis, so on its own it does not support it."

"Now the second piece: 'As Henry grew older, he worked as a mechanic and spent many hours experimenting with engines.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly, supports the thesis (many hours of experimenting is hard work toward his goal), and leads to the idea that steady effort builds skill."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "As Henry grew older, he worked as a mechanic and spent many hours experimenting with engines." (all three CSI checks pass) over "When Henry was young, he enjoyed taking machines apart to see how they worked." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
WEDNESDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 23 of 36
RPLD Evidence Deck · Slide 4 of 10

PROMPT (WHY)
How did Henry Ford and Sam Walton work hard to reach their goals?

THESIS
According to the passages, Ford and Walton worked hard and kept learning, Ford spent many hours experimenting with engines, and Walton worked long hours and visited other stores to learn new ideas.

Collect the Evidence (7Ci), TRACKS

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

DIRECTIONS
- Reread ""Henry Ford & Sam Walton" (Nonfiction Biography)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: A, Actions

"young Sam helped by delivering newspapers, milking cows, and doing small jobs to earn extra money."
An early action, true, but it is childhood work, not yet the effort toward his store goal.

"Sam worked long hours, visited other stores to learn new ideas, and constantly looked for ways to improve."
The action that shows Walton's hard work, long hours and constant learning toward his goal.

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: "young Sam helped by delivering newspapers, milking cows, and doing small jobs to earn extra money." and "Sam worked long hours, visited other stores to learn new ideas, and constantly looked for ways to improve.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two A (Actions) pieces from the passage: "young Sam helped by delivering newspapers, milking cows, and doing small jobs to earn extra money.", An early action, true, but it is childhood work, not yet the effort toward his store goal., "Sam worked long hours, visited other stores to learn new ideas, and constantly looked for ways to improve.", The action that shows Walton's hard work, long hours and constant learning toward his goal.

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.

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TEKS 7(C)
THURSDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

Sheet 23 of 36
RPLD Evidence Deck · Slide 5 of 10

PROMPT (WHY)
How did Henry Ford and Sam Walton work hard to reach their goals?

THESIS
According to the passages, Ford and Walton worked hard and kept learning, Ford spent many hours experimenting with engines, and Walton worked long hours and visited other stores to learn new ideas.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two A, Actions pieces

"young Sam helped by delivering newspapers, milking cows, and doing small jobs to earn extra money."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to Walton, but it is childhood work, not the effort toward his store goal, so on its own it does not support the thesis.

"Sam worked long hours, visited other stores to learn new ideas, and constantly looked for ways to improve." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (long hours and constant learning are hard work toward his goal), and leads to the idea that improvement comes from effort.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

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

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two A (Actions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'young Sam helped by delivering newspapers, milking cows, and doing small jobs to earn extra money.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to Walton, but it is childhood work, not the effort toward his store goal, so on its own it does not support the thesis."

"Now the second piece: 'Sam worked long hours, visited other stores to learn new ideas, and constantly looked for ways to improve.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly, supports the thesis (long hours and constant learning are hard work toward his goal), and leads to the idea that improvement comes from effort."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "Sam worked long hours, visited other stores to learn new ideas, and constantly looked for ways to improve." (all three CSI checks pass) over "young Sam helped by delivering newspapers, milking cows, and doing small jobs to earn extra money." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
FRIDAY · OWN + DEFEND
EVIDENCE · TRACKS + CSI

OWN + DEFEND

Sheet 23 of 36
RPLD Evidence Deck · Slide 6 of 10

PROMPT (WHY)
How did Henry Ford and Sam Walton work hard to reach their goals?

THESIS
According to the passages, Ford and Walton worked hard and kept learning, Ford spent many hours experimenting with engines, and Walton worked long hours and visited other stores to learn new ideas.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"As Henry grew older, he worked as a mechanic and spent many hours experimenting with engines."

"Sam worked long hours, visited other stores to learn new ideas, and constantly looked for ways to improve."

I CAN
I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

- This matters because…
- To me, this means…
- This shows us that…
- This is important because…
- This teaches us that…
- Ultimately, everyone can see that…

DIRECTIONS
Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

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

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'As Henry grew older, he worked as a mechanic and spent many hours experimenting with engines.' and 'Sam worked long hours, visited other stores to learn new ideas, and constantly looked for ways to improve.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "As Henry grew older, he worked as a mechanic and spent many hours experimenting with engines." and "Sam worked long hours, visited other stores to learn new ideas, and constantly looked for ways to improve." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

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

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 23 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
How did Henry Ford and Sam Walton work hard to reach their goals?

THESIS
According to the passages, Ford and Walton worked hard and kept learning, Ford spent many hours experimenting with engines, and Walton worked long hours and visited other stores to learn new ideas.

Your Turn, Find and Score Your Own Evidence

I CAN
I can independently collect evidence with TRACKS and choose my best evidence with CSI.

DIRECTIONS
- Reread ""Henry Ford & Sam Walton" (Nonfiction Biography)."
- Choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept).
- Collect TWO pieces of evidence on your Student Tracking Sheet.
- Grade both pieces with CSI (Connects, Supports, Ideas). Circle your BEST evidence.

STUDENT TRACKING SHEET
Use your Cluster 5 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

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

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING
Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION
Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION
"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE
The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

RAISE THE THINKING → (move one level to the right)
For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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TEKS 7(C)
MODEL ANSWER FOR YOUR TURN
EVIDENCE · INDEPENDENT PRACTICE

ANSWER KEY

Sheet 23 of 36
RPLD Evidence Deck · Slide 8 of 10

PROMPT (WHY)
How did Henry Ford and Sam Walton work hard to reach their goals?

THESIS
According to the passages, Ford and Walton worked hard and kept learning, Ford spent many hours experimenting with engines, and Walton worked long hours and visited other stores to learn new ideas.

Answer Key, One Strong Model

Model TRACKS category: A, Actions

"As Henry grew older, he worked as a mechanic and spent many hours experimenting with engines."

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Shows Ford's hard work toward his goal, strong evidence for the thesis.

"Sam worked long hours, visited other stores to learn new ideas, and constantly looked for ways to improve." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Shows Walton's hard work and learning, the best line because it names several ways he worked hard toward his goal.

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Grade 3 • Cluster 5 • Evidence • ANSWER KEY

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

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

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's A (Actions) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'As Henry grew older, he worked as a mechanic and spent many hours experimenting with engines.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Shows Ford's hard work toward his goal, strong evidence for the thesis."

"And this second: 'Sam worked long hours, visited other stores to learn new ideas, and constantly looked for ways to improve.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Shows Walton's hard work and learning, the best line because it names several ways he worked hard toward his goal."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "Sam worked long hours, visited other stores to learn new ideas, and constantly looked for ways to improve." (passes all three CSI checks) over "As Henry grew older, he worked as a mechanic and spent many hours experimenting with engines."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

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

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 23 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which sentence best proves that Henry Ford and Sam Walton worked hard to reach their goals?

A **"Sam worked long hours, visited other stores to learn new ideas, and constantly looked for ways to improve."**

B **"He was born in 1918, and as a child he watched his family work hard during the Great Depression."**

C **"Cars were very rare and very expensive, so only a few people could afford them."**

D **"Slowly, people began to notice."**

Choose ONE sentence that proves the exact claim, not just a sentence that is true.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which sentence best proves that Henry Ford and Sam Walton worked hard to reach their goals?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'Sam worked long hours, visited other stores to learn new ideas, and constantly looked for ways to improve.' B: 'He was born in 1918, and as a child he watched his family work hard during the Great Depression.' C: 'Cars were very rare and very expensive, so only a few people could afford them.' D: 'Slowly, people began to notice.'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

Answer + Why, Correct Answer: A

QUESTION
Which sentence best proves that Henry Ford and Sam Walton worked hard to reach their goals?

A **"Sam worked long hours, visited other stores to learn new ideas, and constantly looked for ways to improve."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim: long hours and constant learning are how Walton worked hard toward his goal.

B **"He was born in 1918, and as a child he watched his family work hard during the Great Depression."**
WRONG KIND OF DETAIL
True, but it is a background fact about Walton, it does not show hard work.

C **"Cars were very rare and very expensive, so only a few people could afford them."**
TRUE BUT WRONG
True, but it describes a situation, not Ford's or Walton's hard work.

D **"Slowly, people began to notice."**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but it is a later result, a reader would have to assume it shows the hard work that came before.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

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

"Here's the payoff: the correct answer is A, 'Sam worked long hours, visited other stores to learn new ideas, and constantly looked for ways to improve.' This proves the exact claim: long hours and constant learning are how Walton worked hard toward his goal."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"B: 'He was born in 1918, and as a child he watched his family work hard during the Great Depression.', Wrong Kind Of Detail. True, but it is a background fact about Walton, it does not show hard work."

"C: 'Cars were very rare and very expensive, so only a few people could afford them.', True But Wrong. True, but it describes a situation, not Ford's or Walton's hard work."

"D: 'Slowly, people began to notice.', Plausible But Requires An Assumption. True, but it is a later result, a reader would have to assume it shows the hard work that came before."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: A, "Sam worked long hours, visited other stores to learn new ideas, and constantly looked for ways to improve.", This proves the exact claim: long hours and constant learning are how Walton worked hard toward his goal.

CHECK FOR UNDERSTANDING

Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION

"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE

A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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EVIDENCE

PROMPT (WHY)
Why did Henry Ford's and Sam Walton's ideas make a lasting difference?

THESIS
According to the passages, their ideas made a lasting difference because they changed everyday life for many people, Ford made cars more common and travel easier, and Walton's stores spread to towns where shopping choices had been limited.

LOCATE THE PASSAGE
"Henry Ford & Sam Walton" (Nonfiction Biography)

THIS WEEK'S PROMPT (WHY)
Why did Henry Ford's and Sam Walton's ideas make a lasting difference?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
According to the passages, their ideas made a lasting difference because they changed everyday life for many people, Ford made cars more common and travel easier, and Walton's stores spread to towns where shopping choices had been limited.

THIS WEEK'S FLOW
Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.

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TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

⏱ ~3 min

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

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "Henry Ford & Sam Walton" (Nonfiction Biography), and one job: answer the question, why did Henry Ford's and Sam Walton's ideas make a lasting difference?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: According to the passages, their ideas made a lasting difference because they changed everyday life for many people, Ford made cars more common and travel easier, and Walton's stores spread to towns where shopping choices had been limited."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "Henry Ford & Sam Walton" (Nonfiction Biography) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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TEKS 7(C)
MONDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 24 of 36
RPLD Evidence Deck · Slide 2 of 10

PROMPT (WHY)
Why did Henry Ford's and Sam Walton's ideas make a lasting difference?

THESIS
According to the passages, their ideas made a lasting difference because they changed everyday life for many people, Ford made cars more common and travel easier, and Walton's stores spread to towns where shopping choices had been limited.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""Henry Ford & Sam Walton" (Nonfiction Biography)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"Many families who had never owned a car before were finally able to buy one."

A key result, true, but it names who benefited at the time, not yet the lasting change.

"Because of Henry Ford's ideas, cars became more common and travel became easier for many people."

The key knowledge that shows the lasting difference Ford's ideas made.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

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

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is K for Key Knowledge."

▸ *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 Key Knowledge."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Key Knowledge using their K 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: "Many families who had never owned a car before were finally able to buy one." and "Because of Henry Ford's ideas, cars became more common and travel became easier for many people.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "Many families who had never owned a car before were finally able to buy one.", A key result, true, but it names who benefited at the time, not yet the lasting change., "Because of Henry Ford's ideas, cars became more common and travel became easier for many people.", The key knowledge that shows the lasting difference Ford's ideas made.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION

"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Key Knowledge; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE

Collecting evidence with a named TRACKS lens (K) and a prompt is Foundational (Beginning) 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.

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TEKS 7(C)
TUESDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

Sheet 24 of 36
RPLD Evidence Deck · Slide 3 of 10

PROMPT (WHY)
Why did Henry Ford's and Sam Walton's ideas make a lasting difference?

THESIS
According to the passages, their ideas made a lasting difference because they changed everyday life for many people, Ford made cars more common and travel easier, and Walton's stores spread to towns where shopping choices had been limited.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two K, Key Knowledge pieces

"Many families who had never owned a car before were finally able to buy one."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to the prompt, but it describes the benefit at the time, not the lasting change, so on its own it does not fully support the thesis.

"Because of Henry Ford's ideas, cars became more common and travel became easier for many people." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (a lasting change to everyday travel), and leads to the idea that one invention can reshape daily life.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

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

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Many families who had never owned a car before were finally able to buy one.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to the prompt, but it describes the benefit at the time, not the lasting change, so on its own it does not fully support the thesis."

"Now the second piece: 'Because of Henry Ford's ideas, cars became more common and travel became easier for many people.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly, supports the thesis (a lasting change to everyday travel), and leads to the idea that one invention can reshape daily life."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "Because of Henry Ford's ideas, cars became more common and travel became easier for many people." (all three CSI checks pass) over "Many families who had never owned a car before were finally able to buy one." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
WEDNESDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 24 of 36
RPLD Evidence Deck · Slide 4 of 10

PROMPT (WHY)
Why did Henry Ford's and Sam Walton's ideas make a lasting difference?

THESIS
According to the passages, their ideas made a lasting difference because they changed everyday life for many people, Ford made cars more common and travel easier, and Walton's stores spread to towns where shopping choices had been limited.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""Henry Ford & Sam Walton" (Nonfiction Biography)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"Customers liked finding many items in one place at prices they could afford."

A key result, true, but it names why customers came, not yet the lasting spread of the idea.

"More stores opened, especially in small towns where shopping choices had been limited."

The key knowledge that shows the lasting difference Walton's idea made for many communities.

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: K for Key Knowledge."

▸ *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 Key Knowledge."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Key Knowledge using their K 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: "Customers liked finding many items in one place at prices they could afford." and "More stores opened, especially in small towns where shopping choices had been limited.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "Customers liked finding many items in one place at prices they could afford.", A key result, true, but it names why customers came, not yet the lasting spread of the idea., "More stores opened, especially in small towns where shopping choices had been limited.", The key knowledge that shows the lasting difference Walton's idea made for many communities.

CHECK FOR UNDERSTANDING

Ask a student to point to or read back their two Key Knowledge 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 Key Knowledge 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 (K) 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.

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TEKS 7(C)
THURSDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

Sheet 24 of 36
RPLD Evidence Deck · Slide 5 of 10

PROMPT (WHY)
Why did Henry Ford's and Sam Walton's ideas make a lasting difference?

THESIS
According to the passages, their ideas made a lasting difference because they changed everyday life for many people, Ford made cars more common and travel easier, and Walton's stores spread to towns where shopping choices had been limited.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two K, Key Knowledge pieces

"Customers liked finding many items in one place at prices they could afford."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to the prompt, but it explains why customers came, not the lasting spread of Walton's idea, so on its own it does not fully support the thesis.

"More stores opened, especially in small towns where shopping choices had been limited." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (the idea spread to many communities), and leads to the idea that a good idea can grow far beyond where it started.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

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

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Customers liked finding many items in one place at prices they could afford.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to the prompt, but it explains why customers came, not the lasting spread of Walton's idea, so on its own it does not fully support the thesis."

"Now the second piece: 'More stores opened, especially in small towns where shopping choices had been limited.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly, supports the thesis (the idea spread to many communities), and leads to the idea that a good idea can grow far beyond where it started."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "More stores opened, especially in small towns where shopping choices had been limited." (all three CSI checks pass) over "Customers liked finding many items in one place at prices they could afford." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
FRIDAY · OWN + DEFEND
EVIDENCE · TRACKS + CSI

OWN + DEFEND

Sheet 24 of 36
RPLD Evidence Deck · Slide 6 of 10

PROMPT (WHY)
Why did Henry Ford's and Sam Walton's ideas make a lasting difference?

THESIS
According to the passages, their ideas made a lasting difference because they changed everyday life for many people, Ford made cars more common and travel easier, and Walton's stores spread to towns where shopping choices had been limited.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"Because of Henry Ford's ideas, cars became more common and travel became easier for many people."

"More stores opened, especially in small towns where shopping choices had been limited."

I CAN
I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

- This matters because...
- To me, this means...
- This shows us that...
- This is important because...
- This teaches us that...
- Ultimately, everyone can see that...

DIRECTIONS
Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

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

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'Because of Henry Ford's ideas, cars became more common and travel became easier for many people.' and 'More stores opened, especially in small towns where shopping choices had been limited.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "Because of Henry Ford's ideas, cars became more common and travel became easier for many people." and "More stores opened, especially in small towns where shopping choices had been limited." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

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

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 24 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
Why did Henry Ford's and Sam Walton's ideas make a lasting difference?

THESIS
According to the passages, their ideas made a lasting difference because they changed everyday life for many people, Ford made cars more common and travel easier, and Walton's stores spread to towns where shopping choices had been limited.

Your Turn, Find and Score Your Own Evidence

I CAN
I can independently collect evidence with TRACKS and choose my best evidence with CSI.

DIRECTIONS
- Reread ""Henry Ford & Sam Walton" (Nonfiction Biography)."
- Choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept).
- Collect TWO pieces of evidence on your Student Tracking Sheet.
- Grade both pieces with CSI (Connects, Supports, Ideas). Circle your BEST evidence.

STUDENT TRACKING SHEET
Use your Cluster 5 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.

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TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

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

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION

Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION

"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

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

For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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ANSWER KEY

PROMPT (WHY)
Why did Henry Ford's and Sam Walton's ideas make a lasting difference?

THESIS
According to the passages, their ideas made a lasting difference because they changed everyday life for many people, Ford made cars more common and travel easier, and Walton's stores spread to towns where shopping choices had been limited.

Answer Key, One Strong Model

Model TRACKS category: K, Key Knowledge

"Because of Henry Ford's ideas, cars became more common and travel became easier for many people." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Names the lasting change Ford's ideas made to everyday life, the best line because it directly states a difference that lasted for many people.

"More stores opened, especially in small towns where shopping choices had been limited."

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Names how Walton's idea spread to many communities, strong evidence of a lasting difference.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

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

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's K (Key Knowledge) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'More stores opened, especially in small towns where shopping choices had been limited.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Names how Walton's idea spread to many communities, strong evidence of a lasting difference."

"And this second: 'Because of Henry Ford's ideas, cars became more common and travel became easier for many people.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Names the lasting change Ford's ideas made to everyday life, the best line because it directly states a difference that lasted for many people."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "Because of Henry Ford's ideas, cars became more common and travel became easier for many people." (passes all three CSI checks) over "More stores opened, especially in small towns where shopping choices had been limited."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

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

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 24 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which sentence best proves that Henry Ford's and Sam Walton's ideas made a lasting difference?

A **"In 1903, Henry Ford started the Ford Motor Company."**

B **"Because of Henry Ford's ideas, cars became more common and travel became easier for many people."**

C **"He opened a small store in Rogers, Arkansas called Walmart."**

D **"At first, running the store was not easy."**

Choose ONE sentence that proves the exact claim, not just a sentence that is true.

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TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which sentence best proves that Henry Ford's and Sam Walton's ideas made a lasting difference?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'In 1903, Henry Ford started the Ford Motor Company.' B: 'Because of Henry Ford's ideas, cars became more common and travel became easier for many people.' C: 'He opened a small store in Rogers, Arkansas called Walmart.' D: 'At first, running the store was not easy.'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION
Which sentence best proves that Henry Ford's and Sam Walton's ideas made a lasting difference?

A **"In 1903, Henry Ford started the Ford Motor Company."**
WRONG TIMELINE POINT
True, but it is when Ford started, it does not show the lasting difference his ideas made.

B **"Because of Henry Ford's ideas, cars became more common and travel became easier for many people."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim: it names a lasting change to everyday life that Ford's ideas caused.

C **"He opened a small store in Rogers, Arkansas called Walmart."**
TRUE BUT WRONG
True, but it is the single first store, it does not yet show the lasting, spreading difference.

D **"At first, running the store was not easy."**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but it is an early difficulty, a reader would have to assume it explains the lasting difference.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

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

"Here's the payoff: the correct answer is B, 'Because of Henry Ford's ideas, cars became more common and travel became easier for many people.' This proves the exact claim: it names a lasting change to everyday life that Ford's ideas caused."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'In 1903, Henry Ford started the Ford Motor Company.', Wrong Timeline Point. True, but it is when Ford started, it does not show the lasting difference his ideas made."

"C: 'He opened a small store in Rogers, Arkansas called Walmart.', True But Wrong. True, but it is the single first store, it does not yet show the lasting, spreading difference."

"D: 'At first, running the store was not easy.', Plausible But Requires An Assumption. True, but it is an early difficulty, a reader would have to assume it explains the lasting difference."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "Because of Henry Ford's ideas, cars became more common and travel became easier for many people.", This proves the exact claim: it names a lasting change to everyday life that Ford's ideas caused.

TEKS 7(C) · Evidence · Sheet 24 of 36 · Cluster 5 · Module 4 · slide 10 of 10

CHECK FOR UNDERSTANDING

Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION

"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE

A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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EVIDENCE

PROMPT (WHY)
Why was Amina a good citizen after she broke the jar?

THESIS
According to the passage, Amina was a good citizen because she told the truth and took responsibility, she raised her hand and admitted she bumped the table, even though no one had seen.

LOCATE THE PASSAGE
"Crash" (Realistic Fiction)

THIS WEEK'S PROMPT (WHY)
Why was Amina a good citizen after she broke the jar?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
According to the passage, Amina was a good citizen because she told the truth and took responsibility, she raised her hand and admitted she bumped the table, even though no one had seen.

THIS WEEK'S FLOW
Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.

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TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

⏱ ~3 min

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

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "Crash" (Realistic Fiction), and one job: answer the question, why was Amina a good citizen after she broke the jar?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: According to the passage, Amina was a good citizen because she told the truth and took responsibility, she raised her hand and admitted she bumped the table, even though no one had seen."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "Crash" (Realistic Fiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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TEKS 7(C)
MONDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 25 of 36
RPLD Evidence Deck · Slide 2 of 10

PROMPT (WHY)
Why was Amina a good citizen after she broke the jar?

THESIS
According to the passage, Amina was a good citizen because she told the truth and took responsibility, she raised her hand and admitted she bumped the table, even though no one had seen.

Collect the Evidence (7Ci), TRACKS

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

DIRECTIONS
- Reread ""Crash" (Realistic Fiction)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: A, Actions

"For a moment, Amina wondered if she should stay quiet."
A moment of doubt, true, but this is a thought, not the good-citizen action she chose.

"Amina took a deep breath and raised her hand."
The action of owning up, this is what made her a good citizen.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

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

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is 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: "For a moment, Amina wondered if she should stay quiet." and "Amina took a deep breath and raised her hand.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two A (Actions) pieces from the passage: "For a moment, Amina wondered if she should stay quiet.", A moment of doubt, true, but this is a thought, not the good-citizen action she chose., "Amina took a deep breath and raised her hand.", The action of owning up, this is what made her a good citizen.

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 summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION
"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Actions; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE
Collecting evidence with a named TRACKS lens (A) and a prompt is Foundational (Beginning) 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.

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TEKS 7(C)
TUESDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

Sheet 25 of 36
RPLD Evidence Deck · Slide 3 of 10

PROMPT (WHY)
Why was Amina a good citizen after she broke the jar?

THESIS
According to the passage, Amina was a good citizen because she told the truth and took responsibility, she raised her hand and admitted she bumped the table, even though no one had seen.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two A, Actions pieces

"For a moment, Amina wondered if she should stay quiet."
- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects (it is about Amina's choice) but it is only a passing thought, not the action she took, so it does not support the thesis.

"Amina took a deep breath and raised her hand." BEST EVIDENCE
- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (raising her hand is the honest action), and leads to the idea that doing the right thing takes courage.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

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

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two A (Actions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'For a moment, Amina wondered if she should stay quiet.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects (it is about Amina's choice) but it is only a passing thought, not the action she took, so it does not support the thesis."

"Now the second piece: 'Amina took a deep breath and raised her hand.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly, supports the thesis (raising her hand is the honest action), and leads to the idea that doing the right thing takes courage."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "Amina took a deep breath and raised her hand." (all three CSI checks pass) over "For a moment, Amina wondered if she should stay quiet." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
WEDNESDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 25 of 36
RPLD Evidence Deck · Slide 4 of 10

PROMPT (WHY)
Why was Amina a good citizen after she broke the jar?

THESIS
According to the passage, Amina was a good citizen because she told the truth and took responsibility, she raised her hand and admitted she bumped the table, even though no one had seen.

Collect the Evidence (7Ci), TRACKS

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

DIRECTIONS
- Reread ""Crash" (Realistic Fiction)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: A, Actions

"Diego and Mei helped pick up the papers while Jamal brought a broom."
An action, but it is her classmates cleaning up, not Amina's own honest choice.

"She had made a mistake, but her honesty helped make things right."
The result of Amina's honest action, it shows her choice made things right.

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: "Diego and Mei helped pick up the papers while Jamal brought a broom." and "She had made a mistake, but her honesty helped make things right.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two A (Actions) pieces from the passage: "Diego and Mei helped pick up the papers while Jamal brought a broom.", An action, but it is her classmates cleaning up, not Amina's own honest choice., "She had made a mistake, but her honesty helped make things right.", The result of Amina's honest action, it shows her choice made things right.

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.

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PROMPT (WHY)
Why was Amina a good citizen after she broke the jar?

THESIS
According to the passage, Amina was a good citizen because she told the truth and took responsibility, she raised her hand and admitted she bumped the table, even though no one had seen.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two A, Actions pieces

"Diego and Mei helped pick up the papers while Jamal brought a broom."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

It is about the same event, but it describes classmates cleaning, not Amina's honesty, so it does not support the thesis.

"She had made a mistake, but her honesty helped make things right." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (her honesty made things right), and leads to the idea that being honest can repair a problem.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

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

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two A (Actions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Diego and Mei helped pick up the papers while Jamal brought a broom.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) It is about the same event, but it describes classmates cleaning, not Amina's honesty, so it does not support the thesis."

"Now the second piece: 'She had made a mistake, but her honesty helped make things right.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly, supports the thesis (her honesty made things right), and leads to the idea that being honest can repair a problem."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "She had made a mistake, but her honesty helped make things right." (all three CSI checks pass) over "Diego and Mei helped pick up the papers while Jamal brought a broom." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
FRIDAY · OWN + DEFEND
EVIDENCE · TRACKS + CSI

OWN + DEFEND

Sheet 25 of 36
RPLD Evidence Deck · Slide 6 of 10

PROMPT (WHY)
Why was Amina a good citizen after she broke the jar?

THESIS
According to the passage, Amina was a good citizen because she told the truth and took responsibility, she raised her hand and admitted she bumped the table, even though no one had seen.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

- "Amina took a deep breath and raised her hand."
- "She had made a mistake, but her honesty helped make things right."

I CAN
I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

- This matters because…
- To me, this means…
- This shows us that…
- This is important because…
- This teaches us that…
- Ultimately, everyone can see that…

DIRECTIONS
Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

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

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'Amina took a deep breath and raised her hand.' and 'She had made a mistake, but her honesty helped make things right.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "Amina took a deep breath and raised her hand." and "She had made a mistake, but her honesty helped make things right." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

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

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 25 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
Why was Amina a good citizen after she broke the jar?

THESIS
According to the passage, Amina was a good citizen because she told the truth and took responsibility, she raised her hand and admitted she bumped the table, even though no one had seen.

Your Turn, Find and Score Your Own Evidence

I CAN
I can independently collect evidence with TRACKS and choose my best evidence with CSI.

DIRECTIONS
- Reread ""Crash" (Realistic Fiction)."
- Choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept).
- Collect TWO pieces of evidence on your Student Tracking Sheet.
- Grade both pieces with CSI (Connects, Supports, Ideas). Circle your BEST evidence.

STUDENT TRACKING SHEET
Use your Cluster 6 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.

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TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

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

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING
Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION
Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION
"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE
The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

RAISE THE THINKING → (move one level to the right)
For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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TEKS 7(C)
MODEL ANSWER FOR YOUR TURN
EVIDENCE · INDEPENDENT PRACTICE

ANSWER KEY

PROMPT (WHY)
Why was Amina a good citizen after she broke the jar?

THESIS
According to the passage, Amina was a good citizen because she told the truth and took responsibility, she raised her hand and admitted she bumped the table, even though no one had seen.

Answer Key, One Strong Model

Model TRACKS category: A, Actions

"Amina took a deep breath and raised her hand."
- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Amina's honest action, strong evidence she was a good citizen.

"She had made a mistake, but her honesty helped make things right." BEST EVIDENCE
- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Shows the good result of her honesty, the best line because it directly connects her honest choice to making things right.

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TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

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

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's A (Actions) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'Amina took a deep breath and raised her hand.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Amina's honest action, strong evidence she was a good citizen."

"And this second: 'She had made a mistake, but her honesty helped make things right.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Shows the good result of her honesty, the best line because it directly connects her honest choice to making things right."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "She had made a mistake, but her honesty helped make things right." (passes all three CSI checks) over "Amina took a deep breath and raised her hand."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

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

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 25 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which sentence best proves that Amina was a good citizen after the jar broke?

A **"The glass jar fell to the floor and broke."**

B **"Amina took a deep breath and raised her hand."**

C **"For a moment, Amina wondered if she should stay quiet."**

D **"Diego and Mei helped pick up the papers while Jamal brought a broom."**

Choose ONE sentence that proves the exact claim, not just a sentence that is true.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which sentence best proves that Amina was a good citizen after the jar broke?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'The glass jar fell to the floor and broke.' B: 'Amina took a deep breath and raised her hand.' C: 'For a moment, Amina wondered if she should stay quiet.' D: 'Diego and Mei helped pick up the papers while Jamal brought a broom.'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION
Which sentence best proves that Amina was a good citizen after the jar broke?

A **"The glass jar fell to the floor and broke."**
TRUE BUT WRONG
True, but it describes the accident, not Amina's good-citizen choice.

B **"Amina took a deep breath and raised her hand."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim: raising her hand to admit the truth is the good-citizen action.

C **"For a moment, Amina wondered if she should stay quiet."**
WRONG TIMELINE POINT
True, but it describes the moment before she decided, the wrong point to prove she was a good citizen.

D **"Diego and Mei helped pick up the papers while Jamal brought a broom."**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but it describes her classmates' actions, a reader would have to assume it shows Amina was a good citizen.

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TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

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

"Here's the payoff: the correct answer is B, 'Amina took a deep breath and raised her hand.' This proves the exact claim: raising her hand to admit the truth is the good-citizen action."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'The glass jar fell to the floor and broke.', True But Wrong. True, but it describes the accident, not Amina's good-citizen choice."

"C: 'For a moment, Amina wondered if she should stay quiet.', Wrong Timeline Point. True, but it describes the moment before she decided, the wrong point to prove she was a good citizen."

"D: 'Diego and Mei helped pick up the papers while Jamal brought a broom.', Plausible But Requires An Assumption. True, but it describes her classmates' actions, a reader would have to assume it shows Amina was a good citizen."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "Amina took a deep breath and raised her hand.", This proves the exact claim: raising her hand to admit the truth is the good-citizen action.

TEKS 7(C) · Evidence · Sheet 25 of 36 · Cluster 6 · Module 1 · slide 10 of 10

CHECK FOR UNDERSTANDING

Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION

"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE

A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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EVIDENCE

PROMPT (WHY)
Why was Maya a responsible volunteer at the shelter?

THESIS
According to the passage, Maya was a responsible volunteer because she cared for the dogs and fixed her mistake, when she forgot Rusty's food, she raced back to feed him.

LOCATE THE PASSAGE
"The Good Citizen" (Realistic Fiction)

THIS WEEK'S PROMPT (WHY)
Why was Maya a responsible volunteer at the shelter?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
According to the passage, Maya was a responsible volunteer because she cared for the dogs and fixed her mistake, when she forgot Rusty's food, she raced back to feed him.

THIS WEEK'S FLOW
Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

~3 min

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

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "The Good Citizen" (Realistic Fiction), and one job: answer the question, why was Maya a responsible volunteer at the shelter?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: According to the passage, Maya was a responsible volunteer because she cared for the dogs and fixed her mistake, when she forgot Rusty's food, she raced back to feed him."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "The Good Citizen" (Realistic Fiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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TEKS 7(C)
MONDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 26 of 36
RPLD Evidence Deck · Slide 2 of 10

PROMPT (WHY)
Why was Maya a responsible volunteer at the shelter?

THESIS
According to the passage, Maya was a responsible volunteer because she cared for the dogs and fixed her mistake, when she forgot Rusty's food, she raced back to feed him.

Collect the Evidence (7Ci), TRACKS

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

DIRECTIONS
- Reread ""The Good Citizen" (Realistic Fiction)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: A, Actions

"One busy Saturday, Maya rushed through her chores."
An action, but rushing is not yet the responsible choice.

"Maya jumped on her bike and pedaled as fast as she could back to the shelter."
The action of going back to fix her mistake, this shows responsibility.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

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

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is 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: "One busy Saturday, Maya rushed through her chores." and "Maya jumped on her bike and pedaled as fast as she could back to the shelter.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two A (Actions) pieces from the passage: "One busy Saturday, Maya rushed through her chores.", An action, but rushing is not yet the responsible choice., "Maya jumped on her bike and pedaled as fast as she could back to the shelter.", The action of going back to fix her mistake, this shows responsibility.

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 summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION
"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Actions; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE
Collecting evidence with a named TRACKS lens (A) and a prompt is Foundational (Beginning) 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.

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TEKS 7(C)
TUESDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

Sheet 26 of 36
RPLD Evidence Deck · Slide 3 of 10

PROMPT (WHY)
Why was Maya a responsible volunteer at the shelter?

THESIS
According to the passage, Maya was a responsible volunteer because she cared for the dogs and fixed her mistake, when she forgot Rusty's food, she raced back to feed him.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two A, Actions pieces

"One busy Saturday, Maya rushed through her chores."
- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to Maya, but rushing is not the responsible choice, so it does not support the thesis on its own.

"Maya jumped on her bike and pedaled as fast as she could back to the shelter." BEST EVIDENCE
- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (going back to fix her mistake), and leads to the idea that responsibility means correcting our mistakes.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

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

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two A (Actions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'One busy Saturday, Maya rushed through her chores.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to Maya, but rushing is not the responsible choice, so it does not support the thesis on its own."

"Now the second piece: 'Maya jumped on her bike and pedaled as fast as she could back to the shelter.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly, supports the thesis (going back to fix her mistake), and leads to the idea that responsibility means correcting our mistakes."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "Maya jumped on her bike and pedaled as fast as she could back to the shelter." (all three CSI checks pass) over "One busy Saturday, Maya rushed through her chores." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
WEDNESDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 26 of 36
RPLD Evidence Deck · Slide 4 of 10

PROMPT (WHY)
Why was Maya a responsible volunteer at the shelter?

THESIS
According to the passage, Maya was a responsible volunteer because she cared for the dogs and fixed her mistake, when she forgot Rusty's food, she raced back to feed him.

Collect the Evidence (7Ci), TRACKS

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

DIRECTIONS
- Reread ""The Good Citizen" (Realistic Fiction)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: A, Actions

"She filled the water bowls, measured the dog food, cleaned the kennels, and spent time playing with the dogs so they felt loved and safe."
Her regular duties, true, but this is her normal job, not the moment she showed extra responsibility.

"Maya quickly filled his bowl and watched him eat."
She corrected her mistake by feeding Rusty, a responsible action.

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: "She filled the water bowls, measured the dog food, cleaned the kennels, and spent time playing with the dogs so they felt loved and safe." and "Maya quickly filled his bowl and watched him eat.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two A (Actions) pieces from the passage: "She filled the water bowls, measured the dog food, cleaned the kennels, and spent time playing with the dogs so they felt loved and safe.", Her regular duties, true, but this is her normal job, not the moment she showed extra responsibility., "Maya quickly filled his bowl and watched him eat.", She corrected her mistake by feeding Rusty, a responsible action.

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.

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PROMPT (WHY)
Why was Maya a responsible volunteer at the shelter?

THESIS
According to the passage, Maya was a responsible volunteer because she cared for the dogs and fixed her mistake, when she forgot Rusty's food, she raced back to feed him.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two A, Actions pieces

"She filled the water bowls, measured the dog food, cleaned the kennels, and spent time playing with the dogs so they felt loved and safe."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects (it shows her care), but it is her regular job, not the moment she showed extra responsibility, so on its own it does not best support the thesis.

"Maya quickly filled his bowl and watched him eat." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (she corrected her mistake), and leads to the idea that a responsible person makes things right.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

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

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two A (Actions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'She filled the water bowls, measured the dog food, cleaned the kennels, and spent time playing with the dogs so they felt loved and safe.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects (it shows her care), but it is her regular job, not the moment she showed extra responsibility, so on its own it does not best support the thesis."

"Now the second piece: 'Maya quickly filled his bowl and watched him eat.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly, supports the thesis (she corrected her mistake), and leads to the idea that a responsible person makes things right."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "Maya quickly filled his bowl and watched him eat." (all three CSI checks pass) over "She filled the water bowls, measured the dog food, cleaned the kennels, and spent time playing with the dogs so they felt loved and safe." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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OWN + DEFEND

PROMPT (WHY)
Why was Maya a responsible volunteer at the shelter?

THESIS
According to the passage, Maya was a responsible volunteer because she cared for the dogs and fixed her mistake, when she forgot Rusty's food, she raced back to feed him.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"Maya jumped on her bike and pedaled as fast as she could back to the shelter."

"Maya quickly filled his bowl and watched him eat."

I CAN
I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

- This matters because…
- To me, this means…
- This shows us that…
- This is important because…
- This teaches us that…
- Ultimately, everyone can see that…

DIRECTIONS
Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

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

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'Maya jumped on her bike and pedaled as fast as she could back to the shelter.' and 'Maya quickly filled his bowl and watched him eat.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "Maya jumped on her bike and pedaled as fast as she could back to the shelter." and "Maya quickly filled his bowl and watched him eat." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

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

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 26 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
Why was Maya a responsible volunteer at the shelter?

THESIS
According to the passage, Maya was a responsible volunteer because she cared for the dogs and fixed her mistake, when she forgot Rusty's food, she raced back to feed him.

Your Turn, Find and Score Your Own Evidence

I CAN
I can independently collect evidence with TRACKS and choose my best evidence with CSI.

DIRECTIONS
- Reread ""The Good Citizen" (Realistic Fiction)."
- Choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept).
- Collect TWO pieces of evidence on your Student Tracking Sheet.
- Grade both pieces with CSI (Connects, Supports, Ideas). Circle your BEST evidence.

STUDENT TRACKING SHEET
Use your Cluster 6 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

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

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING
Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION
Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION
"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE
The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

RAISE THE THINKING → (move one level to the right)
For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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TEKS 7(C)
MODEL ANSWER FOR YOUR TURN
EVIDENCE · INDEPENDENT PRACTICE

ANSWER KEY

PROMPT (WHY)
Why was Maya a responsible volunteer at the shelter?

THESIS
According to the passage, Maya was a responsible volunteer because she cared for the dogs and fixed her mistake, when she forgot Rusty's food, she raced back to feed him.

Answer Key, One Strong Model

Model TRACKS category: A, Actions

"Maya jumped on her bike and pedaled as fast as she could back to the shelter." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Shows Maya racing back to fix her mistake, the best evidence of responsibility.

"Maya quickly filled his bowl and watched him eat."

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Shows her correcting the mistake, strong supporting evidence.

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TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

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

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's A (Actions) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'Maya quickly filled his bowl and watched him eat.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Shows her correcting the mistake, strong supporting evidence."

"And this second: 'Maya jumped on her bike and pedaled as fast as she could back to the shelter.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Shows Maya racing back to fix her mistake, the best evidence of responsibility."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "Maya jumped on her bike and pedaled as fast as she could back to the shelter." (passes all three CSI checks) over "Maya quickly filled his bowl and watched him eat."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

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

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 26 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which sentence best proves that Maya was a responsible volunteer?

A **"Rusty wagged his tail wildly every time Maya walked in."**

B **"Maya jumped on her bike and pedaled as fast as she could back to the shelter."**

C **"One busy Saturday, Maya rushed through her chores."**

D **"Maya loved dogs, and volunteering gave her the chance to help animals who were waiting for homes."**

Choose ONE sentence that proves the exact claim, not just a sentence that is true.

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TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which sentence best proves that Maya was a responsible volunteer?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'Rusty wagged his tail wildly every time Maya walked in.' B: 'Maya jumped on her bike and pedaled as fast as she could back to the shelter.' C: 'One busy Saturday, Maya rushed through her chores.' D: 'Maya loved dogs, and volunteering gave her the chance to help animals who were waiting for homes.'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION
Which sentence best proves that Maya was a responsible volunteer?

A **"Rusty wagged his tail wildly every time Maya walked in."**
TRUE BUT WRONG
True, but it describes Rusty, not Maya's responsibility.

B **"Maya jumped on her bike and pedaled as fast as she could back to the shelter."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim: racing back to fix her mistake shows responsibility.

C **"One busy Saturday, Maya rushed through her chores."**
WRONG TIMELINE POINT
True, but rushing is what caused the mistake, the wrong moment to prove responsibility.

D **"Maya loved dogs, and volunteering gave her the chance to help animals who were waiting for homes."**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but it explains why she volunteered, a reader would have to assume it proves responsibility.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

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

"Here's the payoff: the correct answer is B, 'Maya jumped on her bike and pedaled as fast as she could back to the shelter.' This proves the exact claim: racing back to fix her mistake shows responsibility."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'Rusty wagged his tail wildly every time Maya walked in.', True But Wrong. True, but it describes Rusty, not Maya's responsibility."

"C: 'One busy Saturday, Maya rushed through her chores.', Wrong Timeline Point. True, but rushing is what caused the mistake, the wrong moment to prove responsibility."

"D: 'Maya loved dogs, and volunteering gave her the chance to help animals who were waiting for homes.', Plausible But Requires An Assumption. True, but it explains why she volunteered, a reader would have to assume it proves responsibility."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "Maya jumped on her bike and pedaled as fast as she could back to the shelter.", This proves the exact claim: racing back to fix her mistake shows responsibility.

CHECK FOR UNDERSTANDING

Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION

"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE

A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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EVIDENCE

PROMPT (WHY)
How did being honest help Amina make things right?

THESIS
According to the passage, being honest helped Amina make things right, after she told the truth, her teacher thanked her and Amina felt proud.

LOCATE THE PASSAGE
"Crash" (Realistic Fiction)

THIS WEEK'S PROMPT (WHY)
How did being honest help Amina make things right?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
According to the passage, being honest helped Amina make things right, after she told the truth, her teacher thanked her and Amina felt proud.

THIS WEEK'S FLOW
Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.

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TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

⏱ ~3 min

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

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "Crash" (Realistic Fiction), and one job: answer the question, how did being honest help Amina make things right?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: According to the passage, being honest helped Amina make things right, after she told the truth, her teacher thanked her and Amina felt proud."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "Crash" (Realistic Fiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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TEKS 7(C)
MONDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 27 of 36
RPLD Evidence Deck · Slide 2 of 10

PROMPT (WHY)
How did being honest help Amina make things right?

THESIS
According to the passage, being honest helped Amina make things right, after she told the truth, her teacher thanked her and Amina felt proud.

Collect the Evidence (7Ci), TRACKS

I CAN
I can find two pieces of evidence in the passage that show **Key Knowledge**.

DIRECTIONS
- Reread ""Crash" (Realistic Fiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"Everyone turned to look at the broken jar."
A fact about the moment, but it does not show honesty making things right.

"Thank you for telling the truth, Amina."
The teacher's response to Amina's honesty, a sign it made things right.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

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

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is K for Key Knowledge."

▸ *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 Key Knowledge."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Key Knowledge using their K 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: "Everyone turned to look at the broken jar." and "Thank you for telling the truth, Amina.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "Everyone turned to look at the broken jar.", A fact about the moment, but it does not show honesty making things right., "Thank you for telling the truth, Amina.", The teacher's response to Amina's honesty, a sign it made things right.

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

COMMON MISCONCEPTION
Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION
"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Key Knowledge; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE
Collecting evidence with a named TRACKS lens (K) and a prompt is Foundational (Beginning) 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.

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TEKS 7(C)
TUESDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

Sheet 27 of 36
RPLD Evidence Deck · Slide 3 of 10

PROMPT (WHY)
How did being honest help Amina make things right?

THESIS
According to the passage, being honest helped Amina make things right, after she told the truth, her teacher thanked her and Amina felt proud.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two K, Key Knowledge pieces

"Everyone turned to look at the broken jar."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to the event, but it does not show honesty making things right, so it does not support the thesis.

"Thank you for telling the truth, Amina." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (the teacher's thanks shows the honesty was received well), and leads to the idea that truth is valued.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

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

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Everyone turned to look at the broken jar.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to the event, but it does not show honesty making things right, so it does not support the thesis."

"Now the second piece: 'Thank you for telling the truth, Amina.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly, supports the thesis (the teacher's thanks shows the honesty was received well), and leads to the idea that truth is valued."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "Thank you for telling the truth, Amina." (all three CSI checks pass) over "Everyone turned to look at the broken jar." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
WEDNESDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 27 of 36
RPLD Evidence Deck · Slide 4 of 10

PROMPT (WHY)
How did being honest help Amina make things right?

THESIS
According to the passage, being honest helped Amina make things right, after she told the truth, her teacher thanked her and Amina felt proud.

Collect the Evidence (7Ci), TRACKS

I CAN
I can find two pieces of evidence in the passage that show **Key Knowledge**.

DIRECTIONS
- Reread ""Crash" (Realistic Fiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"Mrs. Ramirez walked over and looked at the mess on the floor."
An action, but it happens before Amina's honesty had its effect.

"Amina felt proud."
The result of her honesty, she felt proud because being honest made things right.

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: K for Key Knowledge."

▸ *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 Key Knowledge."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Key Knowledge using their K 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: "Mrs. Ramirez walked over and looked at the mess on the floor." and "Amina felt proud.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "Mrs. Ramirez walked over and looked at the mess on the floor.", An action, but it happens before Amina's honesty had its effect., "Amina felt proud.", The result of her honesty, she felt proud because being honest made things right.

CHECK FOR UNDERSTANDING
Ask a student to point to or read back their two Key Knowledge 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 Key Knowledge 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 (K) 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.

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TEKS 7(C)
THURSDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

Sheet 27 of 36
RPLD Evidence Deck · Slide 5 of 10

PROMPT (WHY)
How did being honest help Amina make things right?

THESIS
According to the passage, being honest helped Amina make things right, after she told the truth, her teacher thanked her and Amina felt proud.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two K, Key Knowledge pieces

"Mrs. Ramirez walked over and looked at the mess on the floor."
- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to the scene, but it is before Amina's honesty had its effect, so it does not support the thesis.

"Amina felt proud." BEST EVIDENCE
- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (pride is the good result of her honesty), and leads to the idea that doing the right thing feels good.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

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

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Mrs. Ramirez walked over and looked at the mess on the floor.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to the scene, but it is before Amina's honesty had its effect, so it does not support the thesis."

"Now the second piece: 'Amina felt proud.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly, supports the thesis (pride is the good result of her honesty), and leads to the idea that doing the right thing feels good."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "Amina felt proud." (all three CSI checks pass) over "Mrs. Ramirez walked over and looked at the mess on the floor." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
FRIDAY · OWN + DEFEND
EVIDENCE · TRACKS + CSI

OWN + DEFEND

Sheet 27 of 36
RPLD Evidence Deck · Slide 6 of 10

PROMPT (WHY)
How did being honest help Amina make things right?

THESIS
According to the passage, being honest helped Amina make things right, after she told the truth, her teacher thanked her and Amina felt proud.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

- "Thank you for telling the truth, Amina."
- "Amina felt proud."

I CAN
I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

- This matters because…
- To me, this means…
- This shows us that…
- This is important because…
- This teaches us that…
- Ultimately, everyone can see that…

DIRECTIONS
Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

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

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'Thank you for telling the truth, Amina.' and 'Amina felt proud.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "Thank you for telling the truth, Amina." and "Amina felt proud." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

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

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 27 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
How did being honest help Amina make things right?

THESIS
According to the passage, being honest helped Amina make things right, after she told the truth, her teacher thanked her and Amina felt proud.

Your Turn, Find and Score Your Own Evidence

I CAN
I can independently collect evidence with TRACKS and choose my best evidence with CSI.

DIRECTIONS
- Reread ""Crash" (Realistic Fiction)."
- Choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept).
- Collect TWO pieces of evidence on your Student Tracking Sheet.
- Grade both pieces with CSI (Connects, Supports, Ideas). Circle your BEST evidence.

STUDENT TRACKING SHEET
Use your Cluster 6 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.

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TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

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

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION

Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION

"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

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

For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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TEKS 7(C)
MODEL ANSWER FOR YOUR TURN
EVIDENCE · INDEPENDENT PRACTICE

ANSWER KEY

Sheet 27 of 36
RPLD Evidence Deck · Slide 8 of 10

PROMPT (WHY)
How did being honest help Amina make things right?

THESIS
According to the passage, being honest helped Amina make things right, after she told the truth, her teacher thanked her and Amina felt proud.

Answer Key, One Strong Model

Model TRACKS category: K, Key Knowledge

"Thank you for telling the truth, Amina." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

The teacher's thanks shows the honesty made things right, the best line, a direct response to Amina's truth.

"Amina felt proud."

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Amina's pride shows the good result of her honesty, strong supporting evidence.

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TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

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

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's K (Key Knowledge) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'Amina felt proud.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Amina's pride shows the good result of her honesty, strong supporting evidence."

"And this second: 'Thank you for telling the truth, Amina.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) The teacher's thanks shows the honesty made things right, the best line, a direct response to Amina's truth."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "Thank you for telling the truth, Amina." (passes all three CSI checks) over "Amina felt proud."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

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

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 27 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which sentence best proves that being honest helped Amina make things right?

A **"The glass jar fell to the floor and broke."**

B **"She had made a mistake, but her honesty helped make things right."**

C **"Mrs. Ramirez walked over and looked at the mess on the floor."**

D **"Diego and Mei helped pick up the papers while Jamal brought a broom."**

Choose ONE sentence that proves the exact claim, not just a sentence that is true.

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TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which sentence best proves that being honest helped Amina make things right?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'The glass jar fell to the floor and broke.' B: 'She had made a mistake, but her honesty helped make things right.' C: 'Mrs. Ramirez walked over and looked at the mess on the floor.' D: 'Diego and Mei helped pick up the papers while Jamal brought a broom.'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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Answer + Why, Correct Answer: B

QUESTION

Which sentence best proves that being honest helped Amina make things right?

A **"The glass jar fell to the floor and broke."**
WRONG TIMELINE POINT
True, but it is the accident, not the result of her honesty.

B **"She had made a mistake, but her honesty helped make things right."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim: her honesty made things right.

C **"Mrs. Ramirez walked over and looked at the mess on the floor."**
TRUE BUT WRONG
True, but it happens before her honesty had any effect.

D **"Diego and Mei helped pick up the papers while Jamal brought a broom."**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but a reader would have to assume the cleanup was the result of Amina's honesty.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

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

"Here's the payoff: the correct answer is B, 'She had made a mistake, but her honesty helped make things right.' This proves the exact claim: her honesty made things right."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'The glass jar fell to the floor and broke.', Wrong Timeline Point. True, but it is the accident, not the result of her honesty."

"C: 'Mrs. Ramirez walked over and looked at the mess on the floor.', True But Wrong. True, but it happens before her honesty had any effect."

"D: 'Diego and Mei helped pick up the papers while Jamal brought a broom.', Plausible But Requires An Assumption. True, but a reader would have to assume the cleanup was the result of Amina's honesty."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "She had made a mistake, but her honesty helped make things right.", This proves the exact claim: her honesty made things right.

TEKS 7(C) · Evidence · Sheet 27 of 36 · Cluster 6 · Module 3 · slide 10 of 10

CHECK FOR UNDERSTANDING

Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION

"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE

A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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EVIDENCE

PROMPT (WHY)
What makes someone a good citizen?

THESIS
According to both passages, a good citizen tells the truth and takes responsibility, Amina honestly admitted her mistake, and Maya went back to care for Rusty.

LOCATE THE PASSAGE
"Crash & The Good Citizen" (Realistic Fiction)

THIS WEEK'S PROMPT (WHY)
What makes someone a good citizen?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
According to both passages, a good citizen tells the truth and takes responsibility, Amina honestly admitted her mistake, and Maya went back to care for Rusty.

THIS WEEK'S FLOW
Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.

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TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

~3 min

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

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "Crash & The Good Citizen" (Realistic Fiction), and one job: answer the question, what makes someone a good citizen?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: According to both passages, a good citizen tells the truth and takes responsibility, Amina honestly admitted her mistake, and Maya went back to care for Rusty."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "Crash & The Good Citizen" (Realistic Fiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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TEKS 7(C)
MONDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 28 of 36
RPLD Evidence Deck · Slide 2 of 10

PROMPT (WHY)
What makes someone a good citizen?

THESIS
According to both passages, a good citizen tells the truth and takes responsibility, Amina honestly admitted her mistake, and Maya went back to care for Rusty.

Collect the Evidence (7Ci), TRACKS

I CAN

I can find two pieces of evidence in the passage that show **Character/Concept/Creatures**.

DIRECTIONS

- Reread ""Crash & The Good Citizen" (Realistic Fiction)."
- Underline TWO places that show **Character/Concept/Creatures**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: C, Character/Concept/Creatures

"Amina loved helping in her classroom."

A character detail, but liking to help is not the good-citizen choice in a hard moment.

"Being a good citizen means telling the truth, even when it feels hard."

The teacher names what a good citizen does, telling the truth even when it is hard.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

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

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is C for Character/Concept/Creatures."

▸ *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 Character/Concept/Creatures."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Character/Concept/Creatures using their C 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: "Amina loved helping in her classroom." and "Being a good citizen means telling the truth, even when it feels hard.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two C (Character/Concept/Creatures) pieces from the passage: "Amina loved helping in her classroom.", A character detail, but liking to help is not the good-citizen choice in a hard moment., "Being a good citizen means telling the truth, even when it feels hard.", The teacher names what a good citizen does, telling the truth even when it is hard.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION

"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Character/Concept/Creatures; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE

Collecting evidence with a named TRACKS lens (C) and a prompt is Foundational (Beginning) 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.

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TEKS 7(C)
TUESDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

Sheet 28 of 36
RPLD Evidence Deck · Slide 3 of 10

PROMPT (WHY)
What makes someone a good citizen?

THESIS
According to both passages, a good citizen tells the truth and takes responsibility, Amina honestly admitted her mistake, and Maya went back to care for Rusty.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two C, Character/Concept/Creatures pieces

"Amina loved helping in her classroom."
- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to Amina, but liking to help is not the good-citizen choice in a hard moment, so it does not support the thesis.

"Being a good citizen means telling the truth, even when it feels hard." BEST EVIDENCE
- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (it defines a good citizen as truthful even when hard), and leads to the idea that character shows most in difficult moments.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

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

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two C (Character/Concept/Creatures) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Amina loved helping in her classroom.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to Amina, but liking to help is not the good-citizen choice in a hard moment, so it does not support the thesis."

"Now the second piece: 'Being a good citizen means telling the truth, even when it feels hard.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly, supports the thesis (it defines a good citizen as truthful even when hard), and leads to the idea that character shows most in difficult moments."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "Being a good citizen means telling the truth, even when it feels hard." (all three CSI checks pass) over "Amina loved helping in her classroom." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
WEDNESDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 28 of 36
RPLD Evidence Deck · Slide 4 of 10

PROMPT (WHY)
What makes someone a good citizen?

THESIS
According to both passages, a good citizen tells the truth and takes responsibility, Amina honestly admitted her mistake, and Maya went back to care for Rusty.

Collect the Evidence (7Ci), TRACKS

I CAN

I can find two pieces of evidence in the passage that show **Character/Concept/Creatures**.

DIRECTIONS

- Reread ""Crash & The Good Citizen" (Realistic Fiction)."
- Underline TWO places that show **Character/Concept/Creatures**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: C, Character/Concept/Creatures

"Maya loved dogs, and volunteering gave her the chance to help animals who were waiting for homes."

A character detail, but loving dogs is not the responsible action itself.

"Rusty had been waiting for her, trusting her to take care of him."

Shows why Maya's responsibility mattered, an animal depended on her.

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: C for Character/Concept/Creatures."

▸ *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 Character/Concept/Creatures."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Character/Concept/Creatures using their C 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: "Maya loved dogs, and volunteering gave her the chance to help animals who were waiting for homes." and "Rusty had been waiting for her, trusting her to take care of him.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two C (Character/Concept/Creatures) pieces from the passage: "Maya loved dogs, and volunteering gave her the chance to help animals who were waiting for homes.", A character detail, but loving dogs is not the responsible action itself., "Rusty had been waiting for her, trusting her to take care of him.", Shows why Maya's responsibility mattered, an animal depended on her.

CHECK FOR UNDERSTANDING

Ask a student to point to or read back their two Character/Concept/Creatures 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 Character/Concept/Creatures 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 (C) 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.

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TEKS 7(C)
THURSDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

Sheet 28 of 36
RPLD Evidence Deck · Slide 5 of 10

PROMPT (WHY)
What makes someone a good citizen?

THESIS
According to both passages, a good citizen tells the truth and takes responsibility, Amina honestly admitted her mistake, and Maya went back to care for Rusty.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two C, Character/Concept/Creatures pieces

"Maya loved dogs, and volunteering gave her the chance to help animals who were waiting for homes."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to Maya, but loving dogs is not the responsible action, so it does not support the thesis on its own.

"Rusty had been waiting for her, trusting her to take care of him." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (Maya's responsibility mattered because Rusty depended on her), and leads to the idea that a good citizen keeps the trust others place in them.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

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

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two C (Character/Concept/Creatures) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Maya loved dogs, and volunteering gave her the chance to help animals who were waiting for homes.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to Maya, but loving dogs is not the responsible action, so it does not support the thesis on its own."

"Now the second piece: 'Rusty had been waiting for her, trusting her to take care of him.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly, supports the thesis (Maya's responsibility mattered because Rusty depended on her), and leads to the idea that a good citizen keeps the trust others place in them."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "Rusty had been waiting for her, trusting her to take care of him." (all three CSI checks pass) over "Maya loved dogs, and volunteering gave her the chance to help animals who were waiting for homes." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
FRIDAY · OWN + DEFEND
EVIDENCE · TRACKS + CSI

OWN + DEFEND

Sheet 28 of 36
RPLD Evidence Deck · Slide 6 of 10

PROMPT (WHY)
What makes someone a good citizen?

THESIS
According to both passages, a good citizen tells the truth and takes responsibility, Amina honestly admitted her mistake, and Maya went back to care for Rusty.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"Being a good citizen means telling the truth, even when it feels hard."

"Rusty had been waiting for her, trusting her to take care of him."

I CAN
I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

- This matters because…
- To me, this means…
- This shows us that…
- This is important because…
- This teaches us that…
- Ultimately, everyone can see that…

DIRECTIONS
Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

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

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'Being a good citizen means telling the truth, even when it feels hard.' and 'Rusty had been waiting for her, trusting her to take care of him.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "Being a good citizen means telling the truth, even when it feels hard." and "Rusty had been waiting for her, trusting her to take care of him." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

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

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 28 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
What makes someone a good citizen?

THESIS
According to both passages, a good citizen tells the truth and takes responsibility, Amina honestly admitted her mistake, and Maya went back to care for Rusty.

Your Turn, Find and Score Your Own Evidence

I CAN
I can independently collect evidence with TRACKS and choose my best evidence with CSI.

DIRECTIONS
- Reread ""Crash & The Good Citizen" (Realistic Fiction)."
- Choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept).
- Collect TWO pieces of evidence on your Student Tracking Sheet.
- Grade both pieces with CSI (Connects, Supports, Ideas). Circle your BEST evidence.

STUDENT TRACKING SHEET
Use your Cluster 6 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.

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TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

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

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION

Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION

"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

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

For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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TEKS 7(C)
MODEL ANSWER FOR YOUR TURN
EVIDENCE · INDEPENDENT PRACTICE

ANSWER KEY

Sheet 28 of 36
RPLD Evidence Deck · Slide 8 of 10

PROMPT (WHY)
What makes someone a good citizen?

THESIS
According to both passages, a good citizen tells the truth and takes responsibility, Amina honestly admitted her mistake, and Maya went back to care for Rusty.

Answer Key, One Strong Model

Model TRACKS category: C, Character/Concept/Creatures

"Being a good citizen means telling the truth, even when it feels hard." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Defines a good citizen through Amina's honesty, the best line, stated directly in the passage.

"Rusty had been waiting for her, trusting her to take care of him."

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Shows Maya's responsibility through Rusty's trust, strong supporting evidence.

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TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

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

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's C (Character/Concept/Creatures) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'Rusty had been waiting for her, trusting her to take care of him.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Shows Maya's responsibility through Rusty's trust, strong supporting evidence."

"And this second: 'Being a good citizen means telling the truth, even when it feels hard.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Defines a good citizen through Amina's honesty, the best line, stated directly in the passage."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "Being a good citizen means telling the truth, even when it feels hard." (passes all three CSI checks) over "Rusty had been waiting for her, trusting her to take care of him."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

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

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 28 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which sentence best shows what makes someone a good citizen?

A **"Rusty wagged his tail wildly every time Maya walked in."**

B **"Being a good citizen means telling the truth, even when it feels hard."**

C **"Amina loved helping in her classroom."**

D **"Maya loved dogs, and volunteering gave her the chance to help animals who were waiting for homes."**

Choose ONE sentence that proves the exact claim, not just a sentence that is true.

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TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which sentence best shows what makes someone a good citizen?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'Rusty wagged his tail wildly every time Maya walked in.' B: 'Being a good citizen means telling the truth, even when it feels hard.' C: 'Amina loved helping in her classroom.' D: 'Maya loved dogs, and volunteering gave her the chance to help animals who were waiting for homes.'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION

Which sentence best shows what makes someone a good citizen?

A **"Rusty wagged his tail wildly every time Maya walked in."**
TRUE BUT WRONG
True, but it describes Rusty, not good citizenship.

B **"Being a good citizen means telling the truth, even when it feels hard."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim: a good citizen tells the truth even when it is hard.

C **"Amina loved helping in her classroom."**
WRONG KIND OF DETAIL
True, but liking to help is not the same as the good-citizen choice.

D **"Maya loved dogs, and volunteering gave her the chance to help animals who were waiting for homes."**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but a reader would have to assume loving dogs proves good citizenship.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

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

"Here's the payoff: the correct answer is B, 'Being a good citizen means telling the truth, even when it feels hard.' This proves the exact claim: a good citizen tells the truth even when it is hard."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'Rusty wagged his tail wildly every time Maya walked in.', True But Wrong. True, but it describes Rusty, not good citizenship."

"C: 'Amina loved helping in her classroom.', Wrong Kind Of Detail. True, but liking to help is not the same as the good-citizen choice."

"D: 'Maya loved dogs, and volunteering gave her the chance to help animals who were waiting for homes.', Plausible But Requires An Assumption. True, but a reader would have to assume loving dogs proves good citizenship."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "Being a good citizen means telling the truth, even when it feels hard.", This proves the exact claim: a good citizen tells the truth even when it is hard.

TEKS 7(C) · Evidence · Sheet 28 of 36 · Cluster 6 · Module 4 · slide 10 of 10

CHECK FOR UNDERSTANDING

Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION

"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

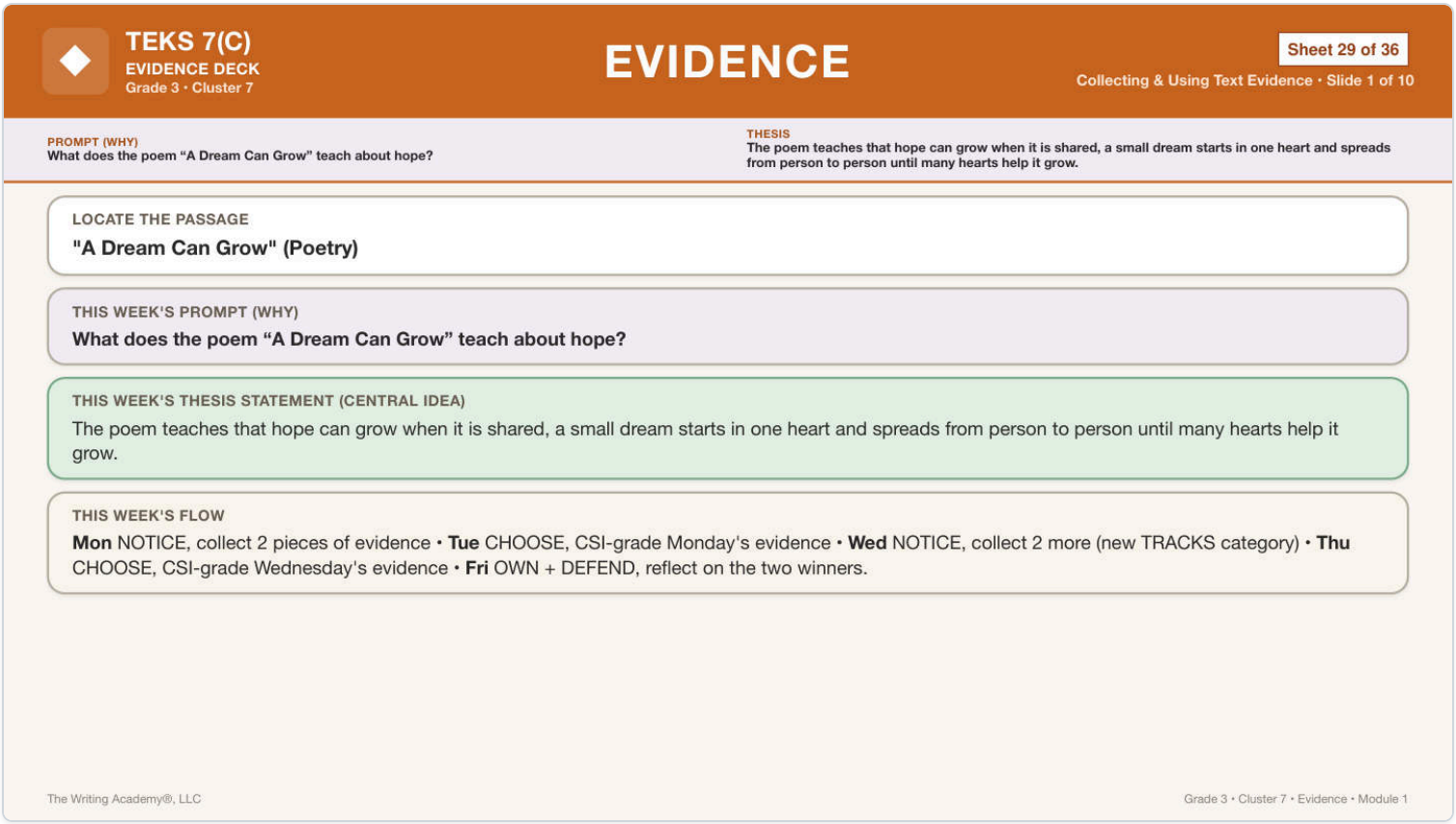
RPLD EVIDENCE & ADVICE

A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

⏱ ~3 min

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

“Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say ‘trust me’, you pointed to something real. That's exactly what strong writers do with evidence.”

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

“This week we are detectives working with one passage, "A Dream Can Grow" (Poetry), and one job: answer the question, what does the poem “A Dream Can Grow” teach about hope?”

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

“Our thesis, our answer, is this: The poem teaches that hope can grow when it is shared, a small dream starts in one heart and spreads from person to person until many hearts help it grow.”

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

“Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found.”

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "A Dream Can Grow" (Poetry) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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TEKS 7(C)
MONDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 29 of 36
RPLD Evidence Deck · Slide 2 of 10

PROMPT (WHY)
What does the poem "A Dream Can Grow" teach about hope?

THESIS
The poem teaches that hope can grow when it is shared, a small dream starts in one heart and spreads from person to person until many hearts help it grow.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""A Dream Can Grow" (Poetry)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"A dream can start inside your heart,"

Shows where a dream begins, true, but a starting point does not yet show hope growing or spreading.

"A dream can grow from friend to friend,"

Directly shows the theme, hope grows as it passes from one person to another.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

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

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is K for Key Knowledge."

▸ *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 Key Knowledge."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Key Knowledge using their K 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: "A dream can start inside your heart," and "A dream can grow from friend to friend,", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "A dream can start inside your heart,", Shows where a dream begins, true, but a starting point does not yet show hope growing or spreading., "A dream can grow from friend to friend,", Directly shows the theme, hope grows as it passes from one person to another.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION

"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Key Knowledge; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE

Collecting evidence with a named TRACKS lens (K) and a prompt is Foundational (Beginning) 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.

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CHOOSE

PROMPT (WHY)
What does the poem "A Dream Can Grow" teach about hope?

THESIS
The poem teaches that hope can grow when it is shared, a small dream starts in one heart and spreads from person to person until many hearts help it grow.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two K, Key Knowledge pieces

"A dream can start inside your heart,"

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to hope, but a starting point alone does not support the theme that hope GROWS when it is shared.

"A dream can grow from friend to friend," BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (hope spreads from person to person), and leads to the idea that sharing multiplies hope.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

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

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'A dream can start inside your heart,' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to hope, but a starting point alone does not support the theme that hope GROWS when it is shared."

"Now the second piece: 'A dream can grow from friend to friend,' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly, supports the thesis (hope spreads from person to person), and leads to the idea that sharing multiplies hope."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "A dream can grow from friend to friend," (all three CSI checks pass) over "A dream can start inside your heart," (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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PROMPT (WHY)
What does the poem "A Dream Can Grow" teach about hope?

THESIS
The poem teaches that hope can grow when it is shared, a small dream starts in one heart and spreads from person to person until many hearts help it grow.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""A Dream Can Grow" (Poetry)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"It moves through classrooms, homes, and towns,"

Shows the dream moving to places, true, but it lists places more than the idea of many hearts sharing it.

"But many hearts can help it grow."

Directly states the theme, many hearts sharing hope is what makes it grow.

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: K for Key Knowledge."

▸ *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 Key Knowledge."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Key Knowledge using their K 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: "It moves through classrooms, homes, and towns," and "But many hearts can help it grow.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "It moves through classrooms, homes, and towns,", Shows the dream moving to places, true, but it lists places more than the idea of many hearts sharing it., "But many hearts can help it grow.", Directly states the theme, many hearts sharing hope is what makes it grow.

CHECK FOR UNDERSTANDING

Ask a student to point to or read back their two Key Knowledge 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 Key Knowledge 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 (K) 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.

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CHOOSE

PROMPT (WHY)
What does the poem "A Dream Can Grow" teach about hope?

THESIS
The poem teaches that hope can grow when it is shared, a small dream starts in one heart and spreads from person to person until many hearts help it grow.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two K, Key Knowledge pieces

"It moves through classrooms, homes, and towns,"

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to the dream spreading, but it lists places rather than the idea of many hearts sharing, so on its own it does not best support the thesis.

"But many hearts can help it grow." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (many hearts make hope grow), and leads to the idea that people together are powerful.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

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

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'It moves through classrooms, homes, and towns,' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to the dream spreading, but it lists places rather than the idea of many hearts sharing, so on its own it does not best support the thesis."

"Now the second piece: 'But many hearts can help it grow.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly, supports the thesis (many hearts make hope grow), and leads to the idea that people together are powerful."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "But many hearts can help it grow." (all three CSI checks pass) over "It moves through classrooms, homes, and towns," (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
FRIDAY · OWN + DEFEND
EVIDENCE · TRACKS + CSI

OWN + DEFEND

Sheet 29 of 36
RPLD Evidence Deck · Slide 6 of 10

PROMPT (WHY)
What does the poem "A Dream Can Grow" teach about hope?

THESIS
The poem teaches that hope can grow when it is shared, a small dream starts in one heart and spreads from person to person until many hearts help it grow.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"A dream can grow from friend to friend,"

"But many hearts can help it grow."

I CAN
I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

- This matters because…
- To me, this means…
- This shows us that…
- This is important because…
- This teaches us that…
- Ultimately, everyone can see that…

DIRECTIONS
Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

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

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'A dream can grow from friend to friend,' and 'But many hearts can help it grow.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "A dream can grow from friend to friend," and "But many hearts can help it grow." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

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

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 29 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
What does the poem "A Dream Can Grow" teach about hope?

THESIS
The poem teaches that hope can grow when it is shared, a small dream starts in one heart and spreads from person to person until many hearts help it grow.

Your Turn, Find and Score Your Own Evidence

I CAN
I can independently collect evidence with TRACKS and choose my best evidence with CSI.

DIRECTIONS
- Reread ""A Dream Can Grow" (Poetry)."
- Choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept).
- Collect TWO pieces of evidence on your Student Tracking Sheet.
- Grade both pieces with CSI (Connects, Supports, Ideas). Circle your BEST evidence.

STUDENT TRACKING SHEET
Use your Cluster 7 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.

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TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

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

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION

Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION

"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

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

For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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TEKS 7(C)
MODEL ANSWER FOR YOUR TURN
EVIDENCE · INDEPENDENT PRACTICE

ANSWER KEY

Sheet 29 of 36
RPLD Evidence Deck · Slide 8 of 10

PROMPT (WHY)
What does the poem "A Dream Can Grow" teach about hope?

THESIS
The poem teaches that hope can grow when it is shared, a small dream starts in one heart and spreads from person to person until many hearts help it grow.

Answer Key, One Strong Model

Model TRACKS category: K, Key Knowledge

"A dream can grow from friend to friend," BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

States the theme, hope grows as it is shared. The best line, directly naming the poem's big idea.

"But many hearts can help it grow."

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Reinforces the theme, many hearts help hope grow. Strong supporting evidence.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

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

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's K (Key Knowledge) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'But many hearts can help it grow.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Reinforces the theme, many hearts help hope grow. Strong supporting evidence."

"And this second: 'A dream can grow from friend to friend,' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) States the theme, hope grows as it is shared. The best line, directly naming the poem's big idea."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "A dream can grow from friend to friend," (passes all three CSI checks) over "But many hearts can help it grow."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

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

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 29 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which line best shows that the poem teaches hope grows when it is shared?

A **"A tiny hope, a little start."**

B **"A dream can grow from friend to friend,"**

C **"The future waits for what we do,"**

D **"It moves through classrooms, homes, and towns,"**

Choose ONE sentence that proves the exact claim, not just a sentence that is true.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which line best shows that the poem teaches hope grows when it is shared?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'A tiny hope, a little start.' B: 'A dream can grow from friend to friend,' C: 'The future waits for what we do,' D: 'It moves through classrooms, homes, and towns,'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION
Which line best shows that the poem teaches hope grows when it is shared?

A **"A tiny hope, a little start."**
TRUE BUT WRONG
True, but it describes how small hope begins, not how it grows by sharing.

B **"A dream can grow from friend to friend,"**
CORRECT, PROVES THE EXACT CLAIM
This shows the exact idea: hope grows as it passes from one person to another.

C **"The future waits for what we do,"**
WRONG KIND OF DETAIL
True, but it looks ahead to the future rather than showing hope spreading now.

D **"It moves through classrooms, homes, and towns,"**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but a reader would have to assume the places show hope being shared.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

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

"Here's the payoff: the correct answer is B, 'A dream can grow from friend to friend,' This shows the exact idea: hope grows as it passes from one person to another."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'A tiny hope, a little start.', True But Wrong. True, but it describes how small hope begins, not how it grows by sharing."

"C: 'The future waits for what we do,', Wrong Kind Of Detail. True, but it looks ahead to the future rather than showing hope spreading now."

"D: 'It moves through classrooms, homes, and towns,', Plausible But Requires An Assumption. True, but a reader would have to assume the places show hope being shared."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "A dream can grow from friend to friend,", This shows the exact idea: hope grows as it passes from one person to another.

TEKS 7(C) · Evidence · Sheet 29 of 36 · Cluster 7 · Module 1 · slide 10 of 10

CHECK FOR UNDERSTANDING

Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION

"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE

A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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EVIDENCE

PROMPT (WHY)
What does the poem "What Will You Give?" teach about serving others?

THESIS
The poem teaches that ordinary people can serve others through small, kind actions, using their hands, feet, and voice to help.

LOCATE THE PASSAGE
"What Will You Give?" (Poetry)

THIS WEEK'S PROMPT (WHY)
What does the poem "What Will You Give?" teach about serving others?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
The poem teaches that ordinary people can serve others through small, kind actions, using their hands, feet, and voice to help.

THIS WEEK'S FLOW
Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.

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TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

⏱ ~3 min

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

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "What Will You Give?" (Poetry), and one job: answer the question, what does the poem "What Will You Give?" teach about serving others?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: The poem teaches that ordinary people can serve others through small, kind actions, using their hands, feet, and voice to help."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "What Will You Give?" (Poetry) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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TEKS 7(C)
MONDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 30 of 36
RPLD Evidence Deck · Slide 2 of 10

PROMPT (WHY)
What does the poem "What Will You Give?" teach about serving others?

THESIS
The poem teaches that ordinary people can serve others through small, kind actions, using their hands, feet, and voice to help.

Collect the Evidence (7Ci), TRACKS

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

DIRECTIONS
- Reread ""What Will You Give?" (Poetry)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: A, Actions

"They may be small, but they can do"
Hints that small hands can act, true, but on its own it does not name the serving action.

"I have two hands that I can share, To lift, to carry, help, and care."
Names the actions of service, sharing hands to lift, carry, help, and care.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

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

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is 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: "They may be small, but they can do" and "I have two hands that I can share, To lift, to carry, help, and care.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two A (Actions) pieces from the passage: "They may be small, but they can do", Hints that small hands can act, true, but on its own it does not name the serving action., "I have two hands that I can share, To lift, to carry, help, and care.", Names the actions of service, sharing hands to lift, carry, help, and care.

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 summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION
"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Actions; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE
Collecting evidence with a named TRACKS lens (A) and a prompt is Foundational (Beginning) 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.

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TEKS 7(C)
TUESDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

Sheet 30 of 36
RPLD Evidence Deck · Slide 3 of 10

PROMPT (WHY)
What does the poem "What Will You Give?" teach about serving others?

THESIS
The poem teaches that ordinary people can serve others through small, kind actions, using their hands, feet, and voice to help.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two A, Actions pieces

"They may be small, but they can do"
- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to the hands, but it does not yet name the serving action, so it does not support the theme on its own.

"I have two hands that I can share, To lift, to carry, help, and care." BEST EVIDENCE
- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (small hands serve by lifting, carrying, helping, caring), and leads to the idea that anyone can help.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

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

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two A (Actions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'They may be small, but they can do' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to the hands, but it does not yet name the serving action, so it does not support the theme on its own."

"Now the second piece: 'I have two hands that I can share, To lift, to carry, help, and care.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly, supports the thesis (small hands serve by lifting, carrying, helping, caring), and leads to the idea that anyone can help."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "I have two hands that I can share, To lift, to carry, help, and care." (all three CSI checks pass) over "They may be small, but they can do" (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
WEDNESDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 30 of 36
RPLD Evidence Deck · Slide 4 of 10

PROMPT (WHY)
What does the poem "What Will You Give?" teach about serving others?

THESIS
The poem teaches that ordinary people can serve others through small, kind actions, using their hands, feet, and voice to help.

Collect the Evidence (7Ci), TRACKS

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

DIRECTIONS
- Reread ""What Will You Give?" (Poetry)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: A, Actions

"I do not need to lead a crowd,"
Says service does not need to be big, true, but it tells what service is NOT, not the serving action itself.

"I have a voice that can be kind, And help a worried friend unwind."
Names a serving action, using a kind voice to help a friend.

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: "I do not need to lead a crowd," and "I have a voice that can be kind, And help a worried friend unwind.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two A (Actions) pieces from the passage: "I do not need to lead a crowd,", Says service does not need to be big, true, but it tells what service is NOT, not the serving action itself., "I have a voice that can be kind, And help a worried friend unwind.", Names a serving action, using a kind voice to help a friend.

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.

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TEKS 7(C)
THURSDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

Sheet 30 of 36
RPLD Evidence Deck · Slide 5 of 10

PROMPT (WHY)
What does the poem "What Will You Give?" teach about serving others?

THESIS
The poem teaches that ordinary people can serve others through small, kind actions, using their hands, feet, and voice to help.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two A, Actions pieces

"I do not need to lead a crowd,"
- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to service, but it says what service is NOT rather than a serving action, so on its own it does not best support the thesis.

"I have a voice that can be kind, And help a worried friend unwind." BEST EVIDENCE
- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (a kind voice serves a friend), and leads to the idea that small kindnesses matter.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

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

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two A (Actions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'I do not need to lead a crowd,' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to service, but it says what service is NOT rather than a serving action, so on its own it does not best support the thesis."

"Now the second piece: 'I have a voice that can be kind, And help a worried friend unwind.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly, supports the thesis (a kind voice serves a friend), and leads to the idea that small kindnesses matter."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "I have a voice that can be kind, And help a worried friend unwind." (all three CSI checks pass) over "I do not need to lead a crowd," (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
FRIDAY · OWN + DEFEND
EVIDENCE · TRACKS + CSI

OWN + DEFEND

Sheet 30 of 36
RPLD Evidence Deck · Slide 6 of 10

PROMPT (WHY)
What does the poem "What Will You Give?" teach about serving others?

THESIS
The poem teaches that ordinary people can serve others through small, kind actions, using their hands, feet, and voice to help.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"I have two hands that I can share, To lift, to carry, help, and care."

"I have a voice that can be kind, And help a worried friend unwind."

I CAN
I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

- This matters because…
- To me, this means…
- This shows us that…
- This is important because…
- This teaches us that…
- Ultimately, everyone can see that…

DIRECTIONS
Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

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

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'I have two hands that I can share, To lift, to carry, help, and care.' and 'I have a voice that can be kind, And help a worried friend unwind.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "I have two hands that I can share, To lift, to carry, help, and care." and "I have a voice that can be kind, And help a worried friend unwind." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

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

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 30 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
What does the poem "What Will You Give?" teach about serving others?

THESIS
The poem teaches that ordinary people can serve others through small, kind actions, using their hands, feet, and voice to help.

Your Turn, Find and Score Your Own Evidence

I CAN
I can independently collect evidence with TRACKS and choose my best evidence with CSI.

DIRECTIONS
- Reread ""What Will You Give?" (Poetry)."
- Choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept).
- Collect TWO pieces of evidence on your Student Tracking Sheet.
- Grade both pieces with CSI (Connects, Supports, Ideas). Circle your BEST evidence.

STUDENT TRACKING SHEET
Use your Cluster 7 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.

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TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

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

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION

Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION

"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

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

For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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TEKS 7(C)
MODEL ANSWER FOR YOUR TURN
EVIDENCE · INDEPENDENT PRACTICE

ANSWER KEY

Sheet 30 of 36
RPLD Evidence Deck · Slide 8 of 10

PROMPT (WHY)
What does the poem "What Will You Give?" teach about serving others?

THESIS
The poem teaches that ordinary people can serve others through small, kind actions, using their hands, feet, and voice to help.

Answer Key, One Strong Model

Model TRACKS category: A, Actions

"I have two hands that I can share, To lift, to carry, help, and care." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Names the small acts of service, the best line, showing ordinary hands helping.

"I have a voice that can be kind, And help a worried friend unwind."

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Shows service through a kind voice, strong supporting evidence.

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TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

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

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's A (Actions) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'I have a voice that can be kind, And help a worried friend unwind.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Shows service through a kind voice, strong supporting evidence."

"And this second: 'I have two hands that I can share, To lift, to carry, help, and care.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Names the small acts of service, the best line, showing ordinary hands helping."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "I have two hands that I can share, To lift, to carry, help, and care." (passes all three CSI checks) over "I have a voice that can be kind, And help a worried friend unwind."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

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

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 30 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which line best shows that ordinary people can serve through small actions?

A **"Or speak through microphones out loud."**

B **"I have two hands that I can share, To lift, to carry, help, and care."**

C **"I have two feet that I can use,"**

D **"A helping heart can start to live,"**

Choose ONE sentence that proves the exact claim, not just a sentence that is true.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which line best shows that ordinary people can serve through small actions?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'Or speak through microphones out loud.' B: 'I have two hands that I can share, To lift, to carry, help, and care.' C: 'I have two feet that I can use,' D: 'A helping heart can start to live,'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION

Which line best shows that ordinary people can serve through small actions?

A **"Or speak through microphones out loud."**
TRUE BUT WRONG
True, but it describes what the speaker does NOT need to do.

B **"I have two hands that I can share, To lift, to carry, help, and care."**
CORRECT, PROVES THE EXACT CLAIM
This shows the exact idea: ordinary hands can serve by helping and caring.

C **"I have two feet that I can use,"**
WRONG KIND OF DETAIL
True, but it names the feet without yet showing the serving action.

D **"A helping heart can start to live,"**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but a reader would have to assume the helping heart names a small action.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

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

"Here's the payoff: the correct answer is B, 'I have two hands that I can share, To lift, to carry, help, and care.' This shows the exact idea: ordinary hands can serve by helping and caring."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'Or speak through microphones out loud.', True But Wrong. True, but it describes what the speaker does NOT need to do."

"C: 'I have two feet that I can use,', Wrong Kind Of Detail. True, but it names the feet without yet showing the serving action."

"D: 'A helping heart can start to live,', Plausible But Requires An Assumption. True, but a reader would have to assume the helping heart names a small action."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "I have two hands that I can share, To lift, to carry, help, and care.", This shows the exact idea: ordinary hands can serve by helping and caring.

CHECK FOR UNDERSTANDING

Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION

"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE

A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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EVIDENCE

PROMPT (WHY)
How do the poems show that ordinary people can make a difference?

THESIS
Both poems teach that ordinary people, even children, can make a difference, by sharing hope and by helping others in small ways.

LOCATE THE PASSAGE
"A Dream Can Grow & What Will You Give?" (Poetry)

THIS WEEK'S PROMPT (WHY)
How do the poems show that ordinary people can make a difference?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
Both poems teach that ordinary people, even children, can make a difference, by sharing hope and by helping others in small ways.

THIS WEEK'S FLOW
Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.

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TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

~3 min

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

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "A Dream Can Grow & What Will You Give?" (Poetry), and one job: answer the question, how do the poems show that ordinary people can make a difference?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: Both poems teach that ordinary people, even children, can make a difference, by sharing hope and by helping others in small ways."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "A Dream Can Grow & What Will You Give?" (Poetry) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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TEKS 7(C)
MONDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 31 of 36
RPLD Evidence Deck · Slide 2 of 10

PROMPT (WHY)
How do the poems show that ordinary people can make a difference?

THESIS
Both poems teach that ordinary people, even children, can make a difference, by sharing hope and by helping others in small ways.

Collect the Evidence (7Ci), TRACKS

I CAN

I can find two pieces of evidence in the passage that show **Character/Concept/Creatures**.

DIRECTIONS

- Reread ""A Dream Can Grow & What Will You Give?" (Poetry)."
- Underline TWO places that show **Character/Concept/Creatures**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: C, Character/Concept/Creatures

"A voice can speak, a child can hear,"
Shows a child hearing, true, but hearing is not yet making a difference.

"When children listen, hope can shine,"
Shows that ordinary children help hope shine, they make a difference.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

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

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is C for Character/Concept/Creatures."

▸ *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 Character/Concept/Creatures."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Character/Concept/Creatures using their C 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: "A voice can speak, a child can hear," and "When children listen, hope can shine,", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two C (Character/Concept/Creatures) pieces from the passage: "A voice can speak, a child can hear,", Shows a child hearing, true, but hearing is not yet making a difference., "When children listen, hope can shine,", Shows that ordinary children help hope shine, they make a difference.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION

"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Character/Concept/Creatures; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE

Collecting evidence with a named TRACKS lens (C) and a prompt is Foundational (Beginning) 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.

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TEKS 7(C)
TUESDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

Sheet 31 of 36
RPLD Evidence Deck · Slide 3 of 10

PROMPT (WHY)
How do the poems show that ordinary people can make a difference?

THESIS
Both poems teach that ordinary people, even children, can make a difference, by sharing hope and by helping others in small ways.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two C, Character/Concept/Creatures pieces

"A voice can speak, a child can hear,"
- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to children and hope, but hearing alone is not making a difference, so it does not support the thesis.

"When children listen, hope can shine," BEST EVIDENCE
- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (ordinary children help hope shine), and leads to the idea that even the youngest can matter.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

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

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two C (Character/Concept/Creatures) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'A voice can speak, a child can hear,' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to children and hope, but hearing alone is not making a difference, so it does not support the thesis."

"Now the second piece: 'When children listen, hope can shine,' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly, supports the thesis (ordinary children help hope shine), and leads to the idea that even the youngest can matter."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "When children listen, hope can shine," (all three CSI checks pass) over "A voice can speak, a child can hear," (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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NOTICE

PROMPT (WHY)
How do the poems show that ordinary people can make a difference?

THESIS
Both poems teach that ordinary people, even children, can make a difference, by sharing hope and by helping others in small ways.

Collect the Evidence (7Ci), TRACKS

I CAN

I can find two pieces of evidence in the passage that show **Character/Concept/Creatures**.

DIRECTIONS

- Reread ""A Dream Can Grow & What Will You Give?" (Poetry)."
- Underline TWO places that show **Character/Concept/Creatures**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: C, Character/Concept/Creatures

"If someone needs a friend today,"

Sets up a need, true, but it does not yet show the ordinary person acting.

"My feet can help me lead the way."

Shows an ordinary person acting to help, leading the way to someone in need.

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: C for Character/Concept/Creatures."

▸ *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 Character/Concept/Creatures."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Character/Concept/Creatures using their C 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: "If someone needs a friend today," and "My feet can help me lead the way.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two C (Character/Concept/Creatures) pieces from the passage: "If someone needs a friend today,", Sets up a need, true, but it does not yet show the ordinary person acting., "My feet can help me lead the way.", Shows an ordinary person acting to help, leading the way to someone in need.

CHECK FOR UNDERSTANDING

Ask a student to point to or read back their two Character/Concept/Creatures 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 Character/Concept/Creatures 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 (C) 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.

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CHOOSE

PROMPT (WHY)
How do the poems show that ordinary people can make a difference?

THESIS
Both poems teach that ordinary people, even children, can make a difference, by sharing hope and by helping others in small ways.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two C, Character/Concept/Creatures pieces

"If someone needs a friend today,"

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to helping, but it names the need, not the ordinary person's action, so on its own it does not support the thesis.

"My feet can help me lead the way." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (an ordinary person acts to help), and leads to the idea that small steps make a difference.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

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

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two C (Character/Concept/Creatures) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'If someone needs a friend today,' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to helping, but it names the need, not the ordinary person's action, so on its own it does not support the thesis."

"Now the second piece: 'My feet can help me lead the way.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly, supports the thesis (an ordinary person acts to help), and leads to the idea that small steps make a difference."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "My feet can help me lead the way." (all three CSI checks pass) over "If someone needs a friend today," (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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OWN + DEFEND

PROMPT (WHY)
How do the poems show that ordinary people can make a difference?

THESIS
Both poems teach that ordinary people, even children, can make a difference, by sharing hope and by helping others in small ways.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

- "When children listen, hope can shine,"
- "My feet can help me lead the way."

I CAN
I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

- This matters because…
- To me, this means…
- This shows us that…
- This is important because…
- This teaches us that…
- Ultimately, everyone can see that…

DIRECTIONS
Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

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

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'When children listen, hope can shine,' and 'My feet can help me lead the way.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "When children listen, hope can shine," and "My feet can help me lead the way." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

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

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 31 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
How do the poems show that ordinary people can make a difference?

THESIS
Both poems teach that ordinary people, even children, can make a difference, by sharing hope and by helping others in small ways.

Your Turn, Find and Score Your Own Evidence

I CAN
I can independently collect evidence with TRACKS and choose my best evidence with CSI.

DIRECTIONS
- Reread ""A Dream Can Grow & What Will You Give?" (Poetry)."
- Choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept).
- Collect TWO pieces of evidence on your Student Tracking Sheet.
- Grade both pieces with CSI (Connects, Supports, Ideas). Circle your BEST evidence.

STUDENT TRACKING SHEET
Use your Cluster 7 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.

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TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

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

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION

Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION

"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

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

For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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TEKS 7(C)
MODEL ANSWER FOR YOUR TURN
EVIDENCE · INDEPENDENT PRACTICE

ANSWER KEY

Sheet 31 of 36
RPLD Evidence Deck · Slide 8 of 10

PROMPT (WHY)
How do the poems show that ordinary people can make a difference?

THESIS
Both poems teach that ordinary people, even children, can make a difference, by sharing hope and by helping others in small ways.

Answer Key, One Strong Model

Model TRACKS category: C, Character/Concept/Creatures

"When children listen, hope can shine," BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Shows ordinary children making hope shine, the best line for the theme that anyone can make a difference.

"My feet can help me lead the way."

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Shows an ordinary person acting to help, strong supporting evidence.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

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

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's C (Character/Concept/Creatures) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'My feet can help me lead the way.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Shows an ordinary person acting to help, strong supporting evidence."

"And this second: 'When children listen, hope can shine,' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Shows ordinary children making hope shine, the best line for the theme that anyone can make a difference."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "When children listen, hope can shine," (passes all three CSI checks) over "My feet can help me lead the way."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

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

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 31 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which line best shows that ordinary people can make a difference?

A **"I do not need to lead a crowd,"**

B **"When children listen, hope can shine,"**

C **"A voice can speak, a child can hear,"**

D **"The future waits for what we do,"**

Choose ONE sentence that proves the exact claim, not just a sentence that is true.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which line best shows that ordinary people can make a difference?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'I do not need to lead a crowd,' B: 'When children listen, hope can shine,' C: 'A voice can speak, a child can hear,' D: 'The future waits for what we do,'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION
Which line best shows that ordinary people can make a difference?

A **"I do not need to lead a crowd,"**
TRUE BUT WRONG
True, but it says what is not needed, not the difference made.

B **"When children listen, hope can shine,"**
CORRECT, PROVES THE EXACT CLAIM
This shows the exact idea: even ordinary children can help hope shine.

C **"A voice can speak, a child can hear,"**
WRONG TIMELINE POINT
True, but hearing is not yet making a difference.

D **"The future waits for what we do,"**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but a reader would have to assume it means ordinary people make a difference.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

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

"Here's the payoff: the correct answer is B, 'When children listen, hope can shine,' This shows the exact idea: even ordinary children can help hope shine."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'I do not need to lead a crowd,', True But Wrong. True, but it says what is not needed, not the difference made."

"C: 'A voice can speak, a child can hear,', Wrong Timeline Point. True, but hearing is not yet making a difference."

"D: 'The future waits for what we do,', Plausible But Requires An Assumption. True, but a reader would have to assume it means ordinary people make a difference."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "When children listen, hope can shine,", This shows the exact idea: even ordinary children can help hope shine.

TEKS 7(C) · Evidence · Sheet 31 of 36 · Cluster 7 · Module 3 · slide 10 of 10

CHECK FOR UNDERSTANDING

Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION

"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE

A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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EVIDENCE

PROMPT (WHY)
Why do the poems say that words and service can inspire change?

THESIS
Both poems teach that words and service can inspire positive change, a shared dream and small acts of kindness can grow into something that helps a whole community.

LOCATE THE PASSAGE
"A Dream Can Grow & What Will You Give?" (Poetry)

THIS WEEK'S PROMPT (WHY)
Why do the poems say that words and service can inspire change?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
Both poems teach that words and service can inspire positive change, a shared dream and small acts of kindness can grow into something that helps a whole community.

THIS WEEK'S FLOW
Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

⏱ ~3 min

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

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "A Dream Can Grow & What Will You Give?" (Poetry), and one job: answer the question, why do the poems say that words and service can inspire change?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: Both poems teach that words and service can inspire positive change, a shared dream and small acts of kindness can grow into something that helps a whole community."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "A Dream Can Grow & What Will You Give?" (Poetry) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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TEKS 7(C)
MONDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 32 of 36
RPLD Evidence Deck · Slide 2 of 10

PROMPT (WHY)
Why do the poems say that words and service can inspire change?

THESIS
Both poems teach that words and service can inspire positive change, a shared dream and small acts of kindness can grow into something that helps a whole community.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""A Dream Can Grow & What Will You Give?" (Poetry)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"One hopeful word can travel through,"

Shows a word traveling, true, but traveling is not yet the change it inspires.

"Together we can help it grow,"

Shows the significance, people together grow the dream into change.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

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

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is K for Key Knowledge."

▸ *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 Key Knowledge."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Key Knowledge using their K 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: "One hopeful word can travel through," and "Together we can help it grow,", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "One hopeful word can travel through,", Shows a word traveling, true, but traveling is not yet the change it inspires., "Together we can help it grow,", Shows the significance, people together grow the dream into change.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION

"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Key Knowledge; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE

Collecting evidence with a named TRACKS lens (K) and a prompt is Foundational (Beginning) 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.

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TEKS 7(C)
TUESDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

Sheet 32 of 36
RPLD Evidence Deck · Slide 3 of 10

PROMPT (WHY)
Why do the poems say that words and service can inspire change?

THESIS
Both poems teach that words and service can inspire positive change, a shared dream and small acts of kindness can grow into something that helps a whole community.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two K, Key Knowledge pieces

"One hopeful word can travel through,"
- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to hope spreading, but a word traveling is not yet the change it brings, so it does not support the thesis.

"Together we can help it grow," BEST EVIDENCE
- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (people together grow the dream into change), and leads to the idea that unity creates change.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

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

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'One hopeful word can travel through,' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to hope spreading, but a word traveling is not yet the change it brings, so it does not support the thesis."

"Now the second piece: 'Together we can help it grow,' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly, supports the thesis (people together grow the dream into change), and leads to the idea that unity creates change."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "Together we can help it grow," (all three CSI checks pass) over "One hopeful word can travel through," (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
WEDNESDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 32 of 36
RPLD Evidence Deck · Slide 4 of 10

PROMPT (WHY)
Why do the poems say that words and service can inspire change?

THESIS
Both poems teach that words and service can inspire positive change, a shared dream and small acts of kindness can grow into something that helps a whole community.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""A Dream Can Grow & What Will You Give?" (Poetry)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"A thoughtful thing for me and you."
Names a thoughtful act, true, but small; it does not yet show the larger change.

"A helping heart can start to live,"
Shows the significance, a helping heart begins real change.

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: K for Key Knowledge."

▸ *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 Key Knowledge."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Key Knowledge using their K 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: "A thoughtful thing for me and you." and "A helping heart can start to live,", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "A thoughtful thing for me and you.", Names a thoughtful act, true, but small; it does not yet show the larger change., "A helping heart can start to live,", Shows the significance, a helping heart begins real change.

CHECK FOR UNDERSTANDING

Ask a student to point to or read back their two Key Knowledge 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 Key Knowledge 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 (K) 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.

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TEKS 7(C)
THURSDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

Sheet 32 of 36
RPLD Evidence Deck · Slide 5 of 10

PROMPT (WHY)
Why do the poems say that words and service can inspire change?

THESIS
Both poems teach that words and service can inspire positive change, a shared dream and small acts of kindness can grow into something that helps a whole community.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two K, Key Knowledge pieces

"A thoughtful thing for me and you."
- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to kindness, but it names a small act, not the larger change, so on its own it does not best support the thesis.

"A helping heart can start to live," BEST EVIDENCE
- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (a helping heart begins real change), and leads to the idea that service transforms a community.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

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

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'A thoughtful thing for me and you.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to kindness, but it names a small act, not the larger change, so on its own it does not best support the thesis."

"Now the second piece: 'A helping heart can start to live,' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly, supports the thesis (a helping heart begins real change), and leads to the idea that service transforms a community."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "A helping heart can start to live," (all three CSI checks pass) over "A thoughtful thing for me and you." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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OWN + DEFEND

PROMPT (WHY)
Why do the poems say that words and service can inspire change?

THESIS
Both poems teach that words and service can inspire positive change, a shared dream and small acts of kindness can grow into something that helps a whole community.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

- "Together we can help it grow,"
- "A helping heart can start to live,"

I CAN
I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

- This matters because…
- To me, this means…
- This shows us that…
- This is important because…
- This teaches us that…
- Ultimately, everyone can see that…

DIRECTIONS
Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

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

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'Together we can help it grow,' and 'A helping heart can start to live,' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "Together we can help it grow," and "A helping heart can start to live," back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

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

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 32 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
Why do the poems say that words and service can inspire change?

THESIS
Both poems teach that words and service can inspire positive change, a shared dream and small acts of kindness can grow into something that helps a whole community.

Your Turn, Find and Score Your Own Evidence

I CAN
I can independently collect evidence with TRACKS and choose my best evidence with CSI.

DIRECTIONS
- Reread ""A Dream Can Grow & What Will You Give?" (Poetry)."
- Choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept).
- Collect TWO pieces of evidence on your Student Tracking Sheet.
- Grade both pieces with CSI (Connects, Supports, Ideas). Circle your BEST evidence.

STUDENT TRACKING SHEET
Use your Cluster 7 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.

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TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

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

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION

Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION

"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

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

For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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TEKS 7(C)
MODEL ANSWER FOR YOUR TURN
EVIDENCE · INDEPENDENT PRACTICE

ANSWER KEY

Sheet 32 of 36
RPLD Evidence Deck · Slide 8 of 10

PROMPT (WHY)
Why do the poems say that words and service can inspire change?

THESIS
Both poems teach that words and service can inspire positive change, a shared dream and small acts of kindness can grow into something that helps a whole community.

Answer Key, One Strong Model

Model TRACKS category: K, Key Knowledge

"Together we can help it grow," BEST EVIDENCE

- C, Connects directly to the prompt
- S, Supports the thesis statement
- I, Leads to Ideas / Inference (not a dead end)

Shows people together turning a dream into change, the best line for the theme of inspiring change.

"A helping heart can start to live,"

- C, Connects directly to the prompt
- S, Supports the thesis statement
- I, Leads to Ideas / Inference (not a dead end)

Shows service beginning change, strong supporting evidence.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

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

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's K (Key Knowledge) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'A helping heart can start to live,' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Shows service beginning change, strong supporting evidence."

"And this second: 'Together we can help it grow,' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Shows people together turning a dream into change, the best line for the theme of inspiring change."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "Together we can help it grow," (passes all three CSI checks) over "A helping heart can start to live,"

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

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

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 32 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which line best shows that words and service can inspire change?

A **"A tiny hope, a little start."**

B **"Together we can help it grow,"**

C **"I have two feet that I can use,"**

D **"It moves through classrooms, homes, and towns,"**

Choose ONE sentence that proves the exact claim, not just a sentence that is true.

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TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which line best shows that words and service can inspire change?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'A tiny hope, a little start.' B: 'Together we can help it grow,' C: 'I have two feet that I can use,' D: 'It moves through classrooms, homes, and towns,'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION
Which line best shows that words and service can inspire change?

A **"A tiny hope, a little start."**
TRUE BUT WRONG
True, but it describes a small beginning, not the change it inspires.

B **"Together we can help it grow,"**
CORRECT, PROVES THE EXACT CLAIM
This shows the exact idea: people working together grow hope into real change.

C **"I have two feet that I can use,"**
WRONG KIND OF DETAIL
True, but it names the feet, not the change service brings.

D **"It moves through classrooms, homes, and towns,"**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but a reader would have to assume the movement means change was inspired.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

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

"Here's the payoff: the correct answer is B, 'Together we can help it grow,' This shows the exact idea: people working together grow hope into real change."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'A tiny hope, a little start.', True But Wrong. True, but it describes a small beginning, not the change it inspires."

"C: 'I have two feet that I can use,', Wrong Kind Of Detail. True, but it names the feet, not the change service brings."

"D: 'It moves through classrooms, homes, and towns,', Plausible But Requires An Assumption. True, but a reader would have to assume the movement means change was inspired."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "Together we can help it grow,", This shows the exact idea: people working together grow hope into real change.

TEKS 7(C) · Evidence · Sheet 32 of 36 · Cluster 7 · Module 4 · slide 10 of 10

CHECK FOR UNDERSTANDING

Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION

"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE

A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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TEKS 7(C)
EVIDENCE DECK
Grade 3 · Cluster 8

EVIDENCE

Sheet 33 of 36
Collecting & Using Text Evidence · Slide 1 of 10

PROMPT (WHY)
Why did most ancient Egyptians settle near the Nile River?

THESIS
According to the passage, most ancient Egyptians settled near the Nile because the river gave them resources, water, food, and a way to travel, that were hard to find in the surrounding desert.

LOCATE THE PASSAGE
"A Place to Grow" (Nonfiction (Research Source))

THIS WEEK'S PROMPT (WHY)
Why did most ancient Egyptians settle near the Nile River?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
According to the passage, most ancient Egyptians settled near the Nile because the river gave them resources, water, food, and a way to travel, that were hard to find in the surrounding desert.

THIS WEEK'S FLOW
Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.

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TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

⏱ ~3 min

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

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "A Place to Grow" (Nonfiction (Research Source)), and one job: answer the question, why did most ancient Egyptians settle near the Nile River?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: According to the passage, most ancient Egyptians settled near the Nile because the river gave them resources, water, food, and a way to travel, that were hard to find in the surrounding desert."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "A Place to Grow" (Nonfiction (Research Source)) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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TEKS 7(C)
MONDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 33 of 36
RPLD Evidence Deck · Slide 2 of 10

PROMPT (WHY)
Why did most ancient Egyptians settle near the Nile River?

THESIS
According to the passage, most ancient Egyptians settled near the Nile because the river gave them resources, water, food, and a way to travel, that were hard to find in the surrounding desert.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""A Place to Grow" (Nonfiction (Research Source))."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"Much of Egypt was surrounded by hot, dry desert, but the Nile River flowed through the land."

Describes the setting, true, but it sets the scene rather than stating why people settled there.

"Most ancient Egyptians settled near the Nile because the river provided resources that were difficult to find in the surrounding desert."

Directly states the reason, the river's resources are why people settled there.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

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

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is K for Key Knowledge."

▸ *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 Key Knowledge."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Key Knowledge using their K 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: "Much of Egypt was surrounded by hot, dry desert, but the Nile River flowed through the land." and "Most ancient Egyptians settled near the Nile because the river provided resources that were difficult to find in the surrounding desert.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "Much of Egypt was surrounded by hot, dry desert, but the Nile River flowed through the land.", Describes the setting, true, but it sets the scene rather than stating why people settled there., "Most ancient Egyptians settled near the Nile because the river provided resources that were difficult to find in the surrounding desert.", Directly states the reason, the river's resources are why people settled there.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION

"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Key Knowledge; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE

Collecting evidence with a named TRACKS lens (K) and a prompt is Foundational (Beginning) 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.

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TEKS 7(C)
TUESDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

Sheet 33 of 36
RPLD Evidence Deck · Slide 3 of 10

PROMPT (WHY)
Why did most ancient Egyptians settle near the Nile River?

THESIS
According to the passage, most ancient Egyptians settled near the Nile because the river gave them resources, water, food, and a way to travel, that were hard to find in the surrounding desert.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two K, Key Knowledge pieces

"Much of Egypt was surrounded by hot, dry desert, but the Nile River flowed through the land."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to the setting, but it describes the land rather than the reason people settled, so it does not support the thesis on its own.

"Most ancient Egyptians settled near the Nile because the river provided resources that were difficult to find in the surrounding desert."

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (the river's resources are the reason), and leads to the idea that resources shape where communities form.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

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

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Much of Egypt was surrounded by hot, dry desert, but the Nile River flowed through the land.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to the setting, but it describes the land rather than the reason people settled, so it does not support the thesis on its own."

"Now the second piece: 'Most ancient Egyptians settled near the Nile because the river provided resources that were difficult to find in the surrounding desert.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly, supports the thesis (the river's resources are the reason), and leads to the idea that resources shape where communities form."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "Most ancient Egyptians settled near the Nile because the river provided resources that were difficult to find in the surrounding desert." (all three CSI checks pass) over "Much of Egypt was surrounded by hot, dry desert, but the Nile River flowed through the land." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
WEDNESDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 33 of 36
RPLD Evidence Deck · Slide 4 of 10

PROMPT (WHY)
Why did most ancient Egyptians settle near the Nile River?

THESIS
According to the passage, most ancient Egyptians settled near the Nile because the river gave them resources, water, food, and a way to travel, that were hard to find in the surrounding desert.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""A Place to Grow" (Nonfiction (Research Source))."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"Over time, villages and cities grew near the Nile."
A result, true, but it names the outcome, not the reason people settled.

"The river also provided fish, drinking water, and a way to move people and goods."
Names the specific resources the Nile gave, the reason it drew settlers.

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: K for Key Knowledge."

▸ *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 Key Knowledge."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Key Knowledge using their K 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: "Over time, villages and cities grew near the Nile." and "The river also provided fish, drinking water, and a way to move people and goods.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "Over time, villages and cities grew near the Nile.", A result, true, but it names the outcome, not the reason people settled., "The river also provided fish, drinking water, and a way to move people and goods.", Names the specific resources the Nile gave, the reason it drew settlers.

CHECK FOR UNDERSTANDING

Ask a student to point to or read back their two Key Knowledge 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 Key Knowledge 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 (K) 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.

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TEKS 7(C)
THURSDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

Sheet 33 of 36
RPLD Evidence Deck · Slide 5 of 10

PROMPT (WHY)
Why did most ancient Egyptians settle near the Nile River?

THESIS
According to the passage, most ancient Egyptians settled near the Nile because the river gave them resources, water, food, and a way to travel, that were hard to find in the surrounding desert.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two K, Key Knowledge pieces

"Over time, villages and cities grew near the Nile."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to the Nile, but it names the outcome rather than the reason people settled, so on its own it does not support the thesis.

"The river also provided fish, drinking water, and a way to move people and goods." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (these resources drew settlers), and leads to the idea that a place's resources meet a community's needs.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

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

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Over time, villages and cities grew near the Nile.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to the Nile, but it names the outcome rather than the reason people settled, so on its own it does not support the thesis."

"Now the second piece: 'The river also provided fish, drinking water, and a way to move people and goods.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly, supports the thesis (these resources drew settlers), and leads to the idea that a place's resources meet a community's needs."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "The river also provided fish, drinking water, and a way to move people and goods." (all three CSI checks pass) over "Over time, villages and cities grew near the Nile." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
FRIDAY · OWN + DEFEND
EVIDENCE · TRACKS + CSI

OWN + DEFEND

Sheet 33 of 36
RPLD Evidence Deck · Slide 6 of 10

PROMPT (WHY)
Why did most ancient Egyptians settle near the Nile River?

THESIS
According to the passage, most ancient Egyptians settled near the Nile because the river gave them resources, water, food, and a way to travel, that were hard to find in the surrounding desert.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"Most ancient Egyptians settled near the Nile because the river provided resources that were difficult to find in the surrounding desert."

"The river also provided fish, drinking water, and a way to move people and goods."

I CAN
I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

- This matters because…
- To me, this means…
- This shows us that…
- This is important because…
- This teaches us that…
- Ultimately, everyone can see that…

DIRECTIONS
Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

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

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'Most ancient Egyptians settled near the Nile because the river provided resources that were difficult to find in the surrounding desert.' and 'The river also provided fish, drinking water, and a way to move people and goods.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "Most ancient Egyptians settled near the Nile because the river provided resources that were difficult to find in the surrounding desert." and "The river also provided fish, drinking water, and a way to move people and goods." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

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

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 33 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
Why did most ancient Egyptians settle near the Nile River?

THESIS
According to the passage, most ancient Egyptians settled near the Nile because the river gave them resources, water, food, and a way to travel, that were hard to find in the surrounding desert.

Your Turn, Find and Score Your Own Evidence

I CAN
I can independently collect evidence with TRACKS and choose my best evidence with CSI.

DIRECTIONS
- Reread ""A Place to Grow" (Nonfiction (Research Source))."
- Choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept).
- Collect TWO pieces of evidence on your Student Tracking Sheet.
- Grade both pieces with CSI (Connects, Supports, Ideas). Circle your BEST evidence.

STUDENT TRACKING SHEET
Use your Cluster 8 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

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

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING
Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION
Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION
"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE
The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

RAISE THE THINKING → (move one level to the right)
For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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TEKS 7(C)
MODEL ANSWER FOR YOUR TURN
EVIDENCE · INDEPENDENT PRACTICE

ANSWER KEY

PROMPT (WHY)
Why did most ancient Egyptians settle near the Nile River?

THESIS
According to the passage, most ancient Egyptians settled near the Nile because the river gave them resources, water, food, and a way to travel, that were hard to find in the surrounding desert.

Answer Key, One Strong Model

Model TRACKS category: K, Key Knowledge

"Most ancient Egyptians settled near the Nile because the river provided resources that were difficult to find in the surrounding desert."

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

States the exact reason people settled near the Nile, the best evidence for the thesis.

"The river also provided fish, drinking water, and a way to move people and goods."

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Names the specific resources, strong supporting evidence.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

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

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's K (Key Knowledge) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'The river also provided fish, drinking water, and a way to move people and goods.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Names the specific resources, strong supporting evidence."

"And this second: 'Most ancient Egyptians settled near the Nile because the river provided resources that were difficult to find in the surrounding desert.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) States the exact reason people settled near the Nile, the best evidence for the thesis."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "Most ancient Egyptians settled near the Nile because the river provided resources that were difficult to find in the surrounding desert." (passes all three CSI checks) over "The river also provided fish, drinking water, and a way to move people and goods."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

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

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 33 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which sentence best proves why most ancient Egyptians settled near the Nile River?

A **"Ancient Egypt is one example."**

B **"Most ancient Egyptians settled near the Nile because the river provided resources that were difficult to find in the surrounding desert."**

C **"Much of Egypt was surrounded by hot, dry desert, but the Nile River flowed through the land."**

D **"Over time, villages and cities grew near the Nile."**

Choose ONE sentence that proves the exact claim, not just a sentence that is true.

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TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which sentence best proves why most ancient Egyptians settled near the Nile River?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'Ancient Egypt is one example.' B: 'Most ancient Egyptians settled near the Nile because the river provided resources that were difficult to find in the surrounding desert.' C: 'Much of Egypt was surrounded by hot, dry desert, but the Nile River flowed through the land.' D: 'Over time, villages and cities grew near the Nile.'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION
Which sentence best proves why most ancient Egyptians settled near the Nile River?

A **"Ancient Egypt is one example."**
TRUE BUT WRONG
True, but it only introduces the example, it does not give the reason.

B **"Most ancient Egyptians settled near the Nile because the river provided resources that were difficult to find in the surrounding desert."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim: the river's resources are why people settled there.

C **"Much of Egypt was surrounded by hot, dry desert, but the Nile River flowed through the land."**
WRONG KIND OF DETAIL
True, but it describes the setting, not the reason people settled.

D **"Over time, villages and cities grew near the Nile."**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but it is the result, a reader would have to assume it explains why people first settled.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

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

"Here's the payoff: the correct answer is B, 'Most ancient Egyptians settled near the Nile because the river provided resources that were difficult to find in the surrounding desert.' This proves the exact claim: the river's resources are why people settled there."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'Ancient Egypt is one example.', True But Wrong. True, but it only introduces the example, it does not give the reason."

"C: 'Much of Egypt was surrounded by hot, dry desert, but the Nile River flowed through the land.', Wrong Kind Of Detail. True, but it describes the setting, not the reason people settled."

"D: 'Over time, villages and cities grew near the Nile.', Plausible But Requires An Assumption. True, but it is the result, a reader would have to assume it explains why people first settled."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "Most ancient Egyptians settled near the Nile because the river provided resources that were difficult to find in the surrounding desert.", This proves the exact claim: the river's resources are why people settled there.

TEKS 7(C) · Evidence · Sheet 33 of 36 · Cluster 8 · Module 1 · slide 10 of 10

CHECK FOR UNDERSTANDING

Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION

"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

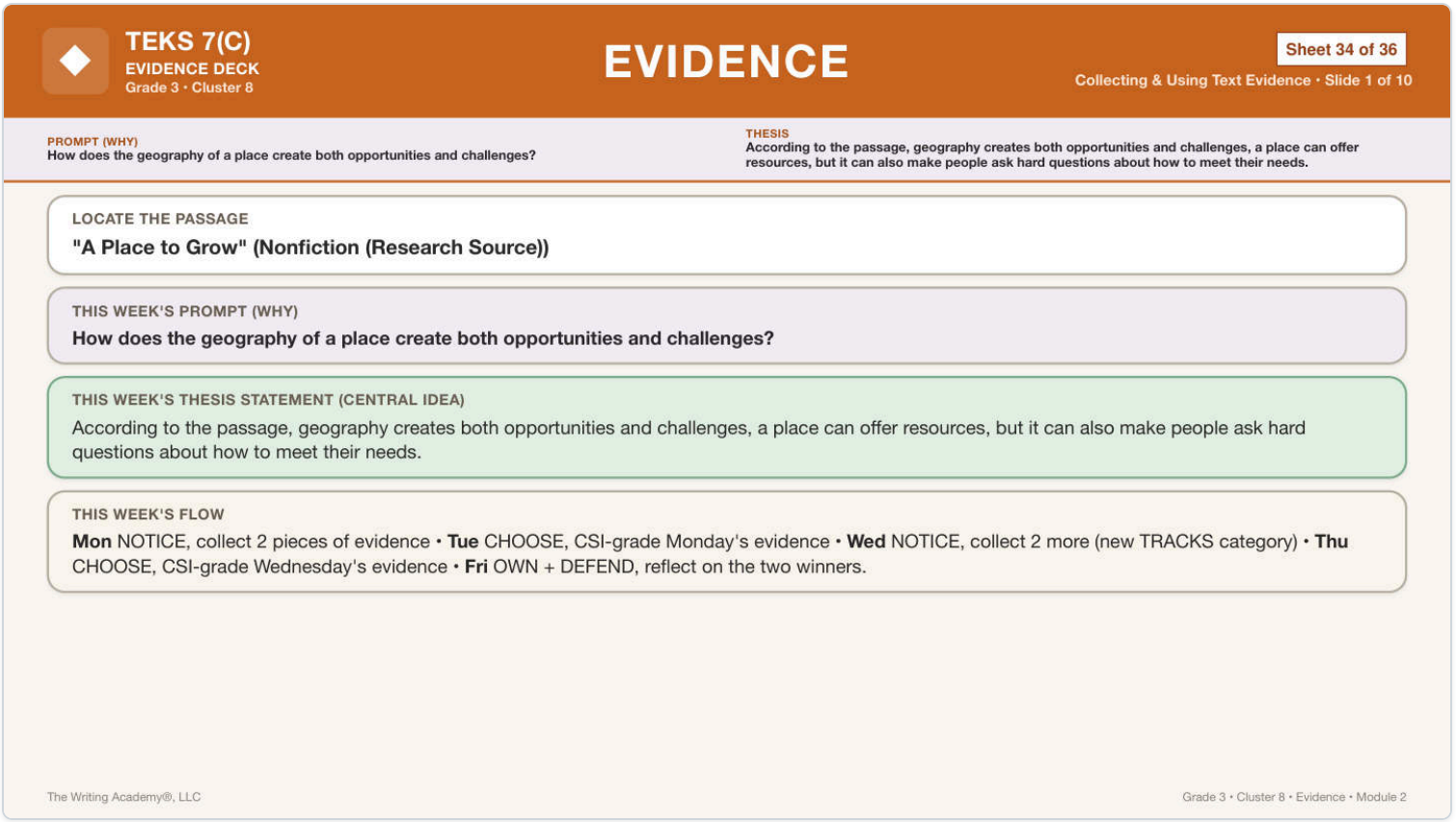
RPLD EVIDENCE & ADVICE

A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

~3 min

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

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "A Place to Grow" (Nonfiction (Research Source)), and one job: answer the question, how does the geography of a place create both opportunities and challenges?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: According to the passage, geography creates both opportunities and challenges, a place can offer resources, but it can also make people ask hard questions about how to meet their needs."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "A Place to Grow" (Nonfiction (Research Source)) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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TEKS 7(C)
MONDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 34 of 36
RPLD Evidence Deck · Slide 2 of 10

PROMPT (WHY)
How does the geography of a place create both opportunities and challenges?

THESIS
According to the passage, geography creates both opportunities and challenges, a place can offer resources, but it can also make people ask hard questions about how to meet their needs.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""A Place to Grow" (Nonfiction (Research Source))."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"Every community begins in a place."
A true opening idea, but it does not yet show opportunities OR challenges.

"Wherever people live, the geography around them creates both opportunities and challenges."
Directly states the theme, geography brings both opportunities and challenges.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

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

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is K for Key Knowledge."

▸ *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 Key Knowledge."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Key Knowledge using their K 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: "Every community begins in a place." and "Wherever people live, the geography around them creates both opportunities and challenges.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "Every community begins in a place.", A true opening idea, but it does not yet show opportunities OR challenges., "Wherever people live, the geography around them creates both opportunities and challenges.", Directly states the theme, geography brings both opportunities and challenges.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION

"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Key Knowledge; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE

Collecting evidence with a named TRACKS lens (K) and a prompt is Foundational (Beginning) 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.

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PROMPT (WHY)
How does the geography of a place create both opportunities and challenges?

THESIS
According to the passage, geography creates both opportunities and challenges, a place can offer resources, but it can also make people ask hard questions about how to meet their needs.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two K, Key Knowledge pieces

"Every community begins in a place."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to place, but it does not show opportunities or challenges, so it does not support the thesis.

"Wherever people live, the geography around them creates both opportunities and challenges." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (geography brings both), and leads to the idea that every place shapes daily life.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

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

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Every community begins in a place.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to place, but it does not show opportunities or challenges, so it does not support the thesis."

"Now the second piece: 'Wherever people live, the geography around them creates both opportunities and challenges.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly, supports the thesis (geography brings both), and leads to the idea that every place shapes daily life."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "Wherever people live, the geography around them creates both opportunities and challenges." (all three CSI checks pass) over "Every community begins in a place." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

TEKS 7(C)
WEDNESDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 34 of 36
RPLD Evidence Deck · Slide 4 of 10

PROMPT (WHY)
How does the geography of a place create both opportunities and challenges?

THESIS
According to the passage, geography creates both opportunities and challenges, a place can offer resources, but it can also make people ask hard questions about how to meet their needs.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""A Place to Grow" (Nonfiction (Research Source))."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"Throughout history, people have had to ask important questions before a community could grow."

Shows people asking questions, true, but it does not name the opportunity or challenge itself.

"What can we do if our community does not have a resource we need?"

Names a challenge geography creates, a resource the place may lack.

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: K for Key Knowledge."

▸ *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 Key Knowledge."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Key Knowledge using their K 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: "Throughout history, people have had to ask important questions before a community could grow." and "What can we do if our community does not have a resource we need?", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "Throughout history, people have had to ask important questions before a community could grow.", Shows people asking questions, true, but it does not name the opportunity or challenge itself., "What can we do if our community does not have a resource we need?", Names a challenge geography creates, a resource the place may lack.

CHECK FOR UNDERSTANDING

Ask a student to point to or read back their two Key Knowledge 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 Key Knowledge 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 (K) 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.

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TEKS 7(C)
THURSDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

Sheet 34 of 36
RPLD Evidence Deck · Slide 5 of 10

PROMPT (WHY)
How does the geography of a place create both opportunities and challenges?

THESIS
According to the passage, geography creates both opportunities and challenges, a place can offer resources, but it can also make people ask hard questions about how to meet their needs.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two K, Key Knowledge pieces

"Throughout history, people have had to ask important questions before a community could grow."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to communities, but it says people asked questions, not the opportunity or challenge itself, so on its own it does not support the thesis.

"What can we do if our community does not have a resource we need?" BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (a challenge geography can create), and leads to the idea that people must solve what a place lacks.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

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

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Throughout history, people have had to ask important questions before a community could grow.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to communities, but it says people asked questions, not the opportunity or challenge itself, so on its own it does not support the thesis."

"Now the second piece: 'What can we do if our community does not have a resource we need?' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly, supports the thesis (a challenge geography can create), and leads to the idea that people must solve what a place lacks."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "What can we do if our community does not have a resource we need?" (all three CSI checks pass) over "Throughout history, people have had to ask important questions before a community could grow." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
FRIDAY · OWN + DEFEND
EVIDENCE · TRACKS + CSI

OWN + DEFEND

Sheet 34 of 36
RPLD Evidence Deck · Slide 6 of 10

PROMPT (WHY)
How does the geography of a place create both opportunities and challenges?

THESIS
According to the passage, geography creates both opportunities and challenges, a place can offer resources, but it can also make people ask hard questions about how to meet their needs.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"Wherever people live, the geography around them creates both opportunities and challenges."

"What can we do if our community does not have a resource we need?"

I CAN
I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

- This matters because…
- To me, this means…
- This shows us that…
- This is important because…
- This teaches us that…
- Ultimately, everyone can see that…

DIRECTIONS
Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

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

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'Wherever people live, the geography around them creates both opportunities and challenges.' and 'What can we do if our community does not have a resource we need?' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "Wherever people live, the geography around them creates both opportunities and challenges." and "What can we do if our community does not have a resource we need?" back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

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

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 34 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
How does the geography of a place create both opportunities and challenges?

THESIS
According to the passage, geography creates both opportunities and challenges, a place can offer resources, but it can also make people ask hard questions about how to meet their needs.

Your Turn, Find and Score Your Own Evidence

I CAN
I can independently collect evidence with TRACKS and choose my best evidence with CSI.

DIRECTIONS
- Reread ""A Place to Grow" (Nonfiction (Research Source))."
- Choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept).
- Collect TWO pieces of evidence on your Student Tracking Sheet.
- Grade both pieces with CSI (Connects, Supports, Ideas). Circle your BEST evidence.

STUDENT TRACKING SHEET
Use your Cluster 8 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.

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TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

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

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION

Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION

"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

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

For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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TEKS 7(C)
MODEL ANSWER FOR YOUR TURN
EVIDENCE · INDEPENDENT PRACTICE

ANSWER KEY

Sheet 34 of 36
RPLD Evidence Deck · Slide 8 of 10

PROMPT (WHY)
How does the geography of a place create both opportunities and challenges?

THESIS
According to the passage, geography creates both opportunities and challenges, a place can offer resources, but it can also make people ask hard questions about how to meet their needs.

Answer Key, One Strong Model

Model TRACKS category: K, Key Knowledge

"Wherever people live, the geography around them creates both opportunities and challenges." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

States the theme directly, the best evidence for how geography brings both.

"What can we do if our community does not have a resource we need?"

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Names a challenge geography creates, strong supporting evidence.

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Grade 3 • Cluster 8 • Evidence • ANSWER KEY

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

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

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's K (Key Knowledge) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'What can we do if our community does not have a resource we need?' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Names a challenge geography creates, strong supporting evidence."

"And this second: 'Wherever people live, the geography around them creates both opportunities and challenges.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) States the theme directly, the best evidence for how geography brings both."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "Wherever people live, the geography around them creates both opportunities and challenges." (passes all three CSI checks) over "What can we do if our community does not have a resource we need?"

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

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

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 34 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which sentence best shows that geography creates both opportunities and challenges?

A **"Every community begins in a place."**

B **"Wherever people live, the geography around them creates both opportunities and challenges."**

C **"How will we travel?"**

D **"The answers have been different in different places, but one idea appears again and again: where people live affects how they live."**

Choose ONE sentence that proves the exact claim, not just a sentence that is true.

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Grade 3 • Cluster 8 • Evidence • ASSESSMENT

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which sentence best shows that geography creates both opportunities and challenges?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'Every community begins in a place.' B: 'Wherever people live, the geography around them creates both opportunities and challenges.' C: 'How will we travel?' D: 'The answers have been different in different places, but one idea appears again and again: where people live affects how they live.'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION
Which sentence best shows that geography creates both opportunities and challenges?

A **"Every community begins in a place."**
WRONG KIND OF DETAIL
True, but it does not show opportunities or challenges.

B **"Wherever people live, the geography around them creates both opportunities and challenges."**
CORRECT, PROVES THE EXACT CLAIM
This states the exact idea: geography brings both opportunities and challenges.

C **"How will we travel?"**
TRUE BUT WRONG
True, but it is only one question, it does not show both opportunity and challenge.

D **"The answers have been different in different places, but one idea appears again and again: where people live affects how they live."**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but a reader would have to assume it names both opportunities and challenges.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

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

"Here's the payoff: the correct answer is B, 'Wherever people live, the geography around them creates both opportunities and challenges.' This states the exact idea: geography brings both opportunities and challenges."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'Every community begins in a place.', Wrong Kind Of Detail. True, but it does not show opportunities or challenges."

"C: 'How will we travel?', True But Wrong. True, but it is only one question, it does not show both opportunity and challenge."

"D: 'The answers have been different in different places, but one idea appears again and again: where people live affects how they live.', Plausible But Requires An Assumption. True, but a reader would have to assume it names both opportunities and challenges."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "Wherever people live, the geography around them creates both opportunities and challenges.", This states the exact idea: geography brings both opportunities and challenges.

TEKS 7(C) · Evidence · Sheet 34 of 36 · Cluster 8 · Module 2 · slide 10 of 10

CHECK FOR UNDERSTANDING

Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION

"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE

A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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EVIDENCE

PROMPT (WHY)
How did the Nile River help communities grow?

THESIS
According to the passage, the Nile River helped communities grow by giving people resources, fertile soil for crops, fish and water, and a way to travel, so villages and cities developed nearby.

LOCATE THE PASSAGE
"A Place to Grow" (Nonfiction (Research Source))

THIS WEEK'S PROMPT (WHY)
How did the Nile River help communities grow?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
According to the passage, the Nile River helped communities grow by giving people resources, fertile soil for crops, fish and water, and a way to travel, so villages and cities developed nearby.

THIS WEEK'S FLOW
Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.

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TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

~3 min

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

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "A Place to Grow" (Nonfiction (Research Source)), and one job: answer the question, how did the Nile River help communities grow?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: According to the passage, the Nile River helped communities grow by giving people resources, fertile soil for crops, fish and water, and a way to travel, so villages and cities developed nearby."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "A Place to Grow" (Nonfiction (Research Source)) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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TEKS 7(C)
MONDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 35 of 36
RPLD Evidence Deck · Slide 2 of 10

PROMPT (WHY)
How did the Nile River help communities grow?

THESIS
According to the passage, the Nile River helped communities grow by giving people resources, fertile soil for crops, fish and water, and a way to travel, so villages and cities developed nearby.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""A Place to Grow" (Nonfiction (Research Source))."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"For thousands of years, the Nile flooded nearby land."

A fact about the flooding, true, but flooding alone does not show how it helped communities grow.

"After the floodwaters went down, fertile soil remained. Farmers used the rich soil to grow wheat, barley, vegetables, flax, and other crops."

Shows how the Nile helped, the fertile soil let farmers grow food.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

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

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is K for Key Knowledge."

▸ *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 Key Knowledge."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Key Knowledge using their K 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: "For thousands of years, the Nile flooded nearby land." and "After the floodwaters went down, fertile soil remained. Farmers used the rich soil to grow wheat, barley, vegetables, flax, and other crops.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "For thousands of years, the Nile flooded nearby land.", A fact about the flooding, true, but flooding alone does not show how it helped communities grow., "After the floodwaters went down, fertile soil remained. Farmers used the rich soil to grow wheat, barley, vegetables, flax, and other crops.", Shows how the Nile helped, the fertile soil let farmers grow food.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION

"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Key Knowledge; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE

Collecting evidence with a named TRACKS lens (K) and a prompt is Foundational (Beginning) 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.

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TEKS 7(C)
TUESDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

Sheet 35 of 36
RPLD Evidence Deck · Slide 3 of 10

PROMPT (WHY)
How did the Nile River help communities grow?

THESIS
According to the passage, the Nile River helped communities grow by giving people resources, fertile soil for crops, fish and water, and a way to travel, so villages and cities developed nearby.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two K, Key Knowledge pieces

"For thousands of years, the Nile flooded nearby land."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to the Nile, but flooding by itself does not show how it helped communities grow, so it does not support the thesis.

"After the floodwaters went down, fertile soil remained. Farmers used the rich soil to grow wheat, barley, vegetables, flax, and other crops."

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (the soil let farmers grow food), and leads to the idea that natural resources feed a growing community.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

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

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'For thousands of years, the Nile flooded nearby land.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to the Nile, but flooding by itself does not show how it helped communities grow, so it does not support the thesis."

"Now the second piece: 'After the floodwaters went down, fertile soil remained. Farmers used the rich soil to grow wheat, barley, vegetables, flax, and other crops.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly, supports the thesis (the soil let farmers grow food), and leads to the idea that natural resources feed a growing community."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "After the floodwaters went down, fertile soil remained. Farmers used the rich soil to grow wheat, barley, vegetables, flax, and other crops." (all three CSI checks pass) over "For thousands of years, the Nile flooded nearby land." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
WEDNESDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 35 of 36
RPLD Evidence Deck · Slide 4 of 10

PROMPT (WHY)
How did the Nile River help communities grow?

THESIS
According to the passage, the Nile River helped communities grow by giving people resources, fertile soil for crops, fish and water, and a way to travel, so villages and cities developed nearby.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""A Place to Grow" (Nonfiction (Research Source))."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"Instead of struggling across the hot desert, travelers could use boats on the Nile."

Shows a benefit of the river, but it focuses on travel more than community growth.

"Over time, villages and cities grew near the Nile."

Directly shows communities growing because of the river.

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: K for Key Knowledge."

▸ *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 Key Knowledge."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Key Knowledge using their K 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: "Instead of struggling across the hot desert, travelers could use boats on the Nile." and "Over time, villages and cities grew near the Nile.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "Instead of struggling across the hot desert, travelers could use boats on the Nile.", Shows a benefit of the river, but it focuses on travel more than community growth., "Over time, villages and cities grew near the Nile.", Directly shows communities growing because of the river.

CHECK FOR UNDERSTANDING

Ask a student to point to or read back their two Key Knowledge 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 Key Knowledge 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 (K) 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.

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TEKS 7(C)
THURSDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

Sheet 35 of 36
RPLD Evidence Deck · Slide 5 of 10

PROMPT (WHY)
How did the Nile River help communities grow?

THESIS
According to the passage, the Nile River helped communities grow by giving people resources, fertile soil for crops, fish and water, and a way to travel, so villages and cities developed nearby.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two K, Key Knowledge pieces

"Instead of struggling across the hot desert, travelers could use boats on the Nile."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to a benefit of the river, but it focuses on travel, not community growth, so on its own it does not best support the thesis.

"Over time, villages and cities grew near the Nile." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (communities grew near the river), and leads to the idea that useful resources draw people together.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

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

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Instead of struggling across the hot desert, travelers could use boats on the Nile.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to a benefit of the river, but it focuses on travel, not community growth, so on its own it does not best support the thesis."

"Now the second piece: 'Over time, villages and cities grew near the Nile.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly, supports the thesis (communities grew near the river), and leads to the idea that useful resources draw people together."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "Over time, villages and cities grew near the Nile." (all three CSI checks pass) over "Instead of struggling across the hot desert, travelers could use boats on the Nile." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
FRIDAY · OWN + DEFEND
EVIDENCE · TRACKS + CSI

OWN + DEFEND

Sheet 35 of 36
RPLD Evidence Deck · Slide 6 of 10

PROMPT (WHY)
How did the Nile River help communities grow?

THESIS
According to the passage, the Nile River helped communities grow by giving people resources, fertile soil for crops, fish and water, and a way to travel, so villages and cities developed nearby.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"After the floodwaters went down, fertile soil remained. Farmers used the rich soil to grow wheat, barley, vegetables, flax, and other crops."

"Over time, villages and cities grew near the Nile."

I CAN
I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

- This matters because…
- To me, this means…
- This shows us that…
- This is important because…
- This teaches us that…
- Ultimately, everyone can see that…

DIRECTIONS
Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

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

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'After the floodwaters went down, fertile soil remained. Farmers used the rich soil to grow wheat, barley, vegetables, flax, and other crops.' and 'Over time, villages and cities grew near the Nile.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "After the floodwaters went down, fertile soil remained. Farmers used the rich soil to grow wheat, barley, vegetables, flax, and other crops." and "Over time, villages and cities grew near the Nile." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

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

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 35 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
How did the Nile River help communities grow?

THESIS
According to the passage, the Nile River helped communities grow by giving people resources, fertile soil for crops, fish and water, and a way to travel, so villages and cities developed nearby.

Your Turn, Find and Score Your Own Evidence

I CAN
I can independently collect evidence with TRACKS and choose my best evidence with CSI.

DIRECTIONS
- Reread ""A Place to Grow" (Nonfiction (Research Source))."
- Choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept).
- Collect TWO pieces of evidence on your Student Tracking Sheet.
- Grade both pieces with CSI (Connects, Supports, Ideas). Circle your BEST evidence.

STUDENT TRACKING SHEET
Use your Cluster 8 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

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

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING
Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION
Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION
"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE
The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

RAISE THE THINKING → (move one level to the right)
For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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TEKS 7(C)
MODEL ANSWER FOR YOUR TURN
EVIDENCE · INDEPENDENT PRACTICE

ANSWER KEY

PROMPT (WHY)
How did the Nile River help communities grow?

THESIS
According to the passage, the Nile River helped communities grow by giving people resources, fertile soil for crops, fish and water, and a way to travel, so villages and cities developed nearby.

Answer Key, One Strong Model

Model TRACKS category: K, Key Knowledge

"After the floodwaters went down, fertile soil remained. Farmers used the rich soil to grow wheat, barley, vegetables, flax, and other crops."

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Shows the river giving fertile soil for crops, strong evidence of how it helped.

"Over time, villages and cities grew near the Nile." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Shows communities actually growing near the river, the best line, naming the result directly.

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TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

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

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's K (Key Knowledge) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'After the floodwaters went down, fertile soil remained. Farmers used the rich soil to grow wheat, barley, vegetables, flax, and other crops.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Shows the river giving fertile soil for crops, strong evidence of how it helped."

"And this second: 'Over time, villages and cities grew near the Nile.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Shows communities actually growing near the river, the best line, naming the result directly."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "Over time, villages and cities grew near the Nile." (passes all three CSI checks) over "After the floodwaters went down, fertile soil remained. Farmers used the rich soil to grow wheat, barley, vegetables, flax, and other crops."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

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

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 35 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which sentence best proves how the Nile River helped communities grow?

A **"Ancient Egypt is one example."**

B **"Over time, villages and cities grew near the Nile."**

C **"For thousands of years, the Nile flooded nearby land."**

D **"Instead of struggling across the hot desert, travelers could use boats on the Nile."**

Choose ONE sentence that proves the exact claim, not just a sentence that is true.

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TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which sentence best proves how the Nile River helped communities grow?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'Ancient Egypt is one example.' B: 'Over time, villages and cities grew near the Nile.' C: 'For thousands of years, the Nile flooded nearby land.' D: 'Instead of struggling across the hot desert, travelers could use boats on the Nile.'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION
Which sentence best proves how the Nile River helped communities grow?

A **"Ancient Egypt is one example."**
TRUE BUT WRONG
True, but it only introduces the example.

B **"Over time, villages and cities grew near the Nile."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim: communities grew near the river.

C **"For thousands of years, the Nile flooded nearby land."**
WRONG KIND OF DETAIL
True, but flooding alone does not show communities growing.

D **"Instead of struggling across the hot desert, travelers could use boats on the Nile."**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but a reader would have to assume travel by boat made communities grow.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

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

"Here's the payoff: the correct answer is B, 'Over time, villages and cities grew near the Nile.' This proves the exact claim: communities grew near the river."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'Ancient Egypt is one example.', True But Wrong. True, but it only introduces the example."

"C: 'For thousands of years, the Nile flooded nearby land.', Wrong Kind Of Detail. True, but flooding alone does not show communities growing."

"D: 'Instead of struggling across the hot desert, travelers could use boats on the Nile.', Plausible But Requires An Assumption. True, but a reader would have to assume travel by boat made communities grow."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "Over time, villages and cities grew near the Nile.", This proves the exact claim: communities grew near the river.

TEKS 7(C) · Evidence · Sheet 35 of 36 · Cluster 8 · Module 3 · slide 10 of 10

CHECK FOR UNDERSTANDING

Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION

"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE

A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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EVIDENCE

PROMPT (WHY)
What helps a community grow strong?

THESIS
According to the passage, a community grows strong when people use the resources a place provides, the place offers possibilities, but it is the people who build the community.

LOCATE THE PASSAGE
"A Place to Grow" (Nonfiction (Research Source))

THIS WEEK'S PROMPT (WHY)
What helps a community grow strong?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
According to the passage, a community grows strong when people use the resources a place provides, the place offers possibilities, but it is the people who build the community.

THIS WEEK'S FLOW
Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.

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TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

~3 min

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

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "A Place to Grow" (Nonfiction (Research Source)), and one job: answer the question, what helps a community grow strong?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: According to the passage, a community grows strong when people use the resources a place provides, the place offers possibilities, but it is the people who build the community."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "A Place to Grow" (Nonfiction (Research Source)) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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TEKS 7(C)
MONDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 36 of 36
RPLD Evidence Deck · Slide 2 of 10

PROMPT (WHY)
What helps a community grow strong?

THESIS
According to the passage, a community grows strong when people use the resources a place provides, the place offers possibilities, but it is the people who build the community.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""A Place to Grow" (Nonfiction (Research Source))."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"Water is important, but communities need other resources too."

True, and it points beyond water, but it does not yet state what makes a community grow strong.

"The Nile did not build those communities. People did. However, the river gave people resources they could use."

Directly states the big idea, the place gives resources, but people build the community.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

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

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is K for Key Knowledge."

▸ *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 Key Knowledge."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Key Knowledge using their K 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: "Water is important, but communities need other resources too." and "The Nile did not build those communities. People did. However, the river gave people resources they could use.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "Water is important, but communities need other resources too.", True, and it points beyond water, but it does not yet state what makes a community grow strong., "The Nile did not build those communities. People did. However, the river gave people resources they could use.", Directly states the big idea, the place gives resources, but people build the community.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION

"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Key Knowledge; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE

Collecting evidence with a named TRACKS lens (K) and a prompt is Foundational (Beginning) 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.

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PROMPT (WHY)
What helps a community grow strong?

THESIS
According to the passage, a community grows strong when people use the resources a place provides, the place offers possibilities, but it is the people who build the community.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two K, Key Knowledge pieces

"Water is important, but communities need other resources too."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to resources, but it does not state what makes a community grow strong, so it does not support the thesis on its own.

"The Nile did not build those communities. People did. However, the river gave people resources they could use." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (the place gives resources, people build the community), and leads to the idea that people's choices turn a place into a community.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

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

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Water is important, but communities need other resources too.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to resources, but it does not state what makes a community grow strong, so it does not support the thesis on its own."

"Now the second piece: 'The Nile did not build those communities. People did. However, the river gave people resources they could use.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly, supports the thesis (the place gives resources, people build the community), and leads to the idea that people's choices turn a place into a community."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "The Nile did not build those communities. People did. However, the river gave people resources they could use." (all three CSI checks pass) over "Water is important, but communities need other resources too." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
WEDNESDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 36 of 36
RPLD Evidence Deck · Slide 4 of 10

PROMPT (WHY)
What helps a community grow strong?

THESIS
According to the passage, a community grows strong when people use the resources a place provides, the place offers possibilities, but it is the people who build the community.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""A Place to Grow" (Nonfiction (Research Source))."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"This same pattern can be seen in many other places."

Says the pattern repeats, true, but it does not name what the pattern is.

"Communities have often developed near rivers, lakes, springs, and coastlines because water makes many parts of daily life possible."

Shows the pattern, communities grow where a resource makes daily life possible.

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: K for Key Knowledge."

▸ *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 Key Knowledge."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Key Knowledge using their K 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: "This same pattern can be seen in many other places." and "Communities have often developed near rivers, lakes, springs, and coastlines because water makes many parts of daily life possible.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "This same pattern can be seen in many other places.", Says the pattern repeats, true, but it does not name what the pattern is., "Communities have often developed near rivers, lakes, springs, and coastlines because water makes many parts of daily life possible.", Shows the pattern, communities grow where a resource makes daily life possible.

CHECK FOR UNDERSTANDING

Ask a student to point to or read back their two Key Knowledge 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 Key Knowledge 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 (K) 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.

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CHOOSE

PROMPT (WHY)
What helps a community grow strong?

THESIS
According to the passage, a community grows strong when people use the resources a place provides, the place offers possibilities, but it is the people who build the community.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two K, Key Knowledge pieces

"This same pattern can be seen in many other places."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to the idea repeating, but it does not name the pattern, so on its own it does not support the thesis.

"Communities have often developed near rivers, lakes, springs, and coastlines because water makes many parts of daily life possible."

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (communities grow where resources make life possible), and leads to the idea that this pattern is universal.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

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

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'This same pattern can be seen in many other places.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to the idea repeating, but it does not name the pattern, so on its own it does not support the thesis."

"Now the second piece: 'Communities have often developed near rivers, lakes, springs, and coastlines because water makes many parts of daily life possible.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly, supports the thesis (communities grow where resources make life possible), and leads to the idea that this pattern is universal."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "Communities have often developed near rivers, lakes, springs, and coastlines because water makes many parts of daily life possible." (all three CSI checks pass) over "This same pattern can be seen in many other places." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
FRIDAY · OWN + DEFEND
EVIDENCE · TRACKS + CSI

OWN + DEFEND

Sheet 36 of 36
RPLD Evidence Deck · Slide 6 of 10

PROMPT (WHY)
What helps a community grow strong?

THESIS
According to the passage, a community grows strong when people use the resources a place provides, the place offers possibilities, but it is the people who build the community.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"The Nile did not build those communities. People did. However, the river gave people resources they could use."

"Communities have often developed near rivers, lakes, springs, and coastlines because water makes many parts of daily life possible."

I CAN
I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

- This matters because…
- To me, this means…
- This shows us that…
- This is important because…
- This teaches us that…
- Ultimately, everyone can see that…

DIRECTIONS
Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

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

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'The Nile did not build those communities. People did. However, the river gave people resources they could use.' and 'Communities have often developed near rivers, lakes, springs, and coastlines because water makes many parts of daily life possible.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "The Nile did not build those communities. People did. However, the river gave people resources they could use." and "Communities have often developed near rivers, lakes, springs, and coastlines because water makes many parts of daily life possible." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

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

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 36 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
What helps a community grow strong?

THESIS
According to the passage, a community grows strong when people use the resources a place provides, the place offers possibilities, but it is the people who build the community.

Your Turn, Find and Score Your Own Evidence

I CAN
I can independently collect evidence with TRACKS and choose my best evidence with CSI.

DIRECTIONS
- Reread ""A Place to Grow" (Nonfiction (Research Source))."
- Choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept).
- Collect TWO pieces of evidence on your Student Tracking Sheet.
- Grade both pieces with CSI (Connects, Supports, Ideas). Circle your BEST evidence.

STUDENT TRACKING SHEET
Use your Cluster 8 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

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

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING
Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION
Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION
"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE
The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

RAISE THE THINKING → (move one level to the right)
For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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TEKS 7(C)
MODEL ANSWER FOR YOUR TURN
EVIDENCE · INDEPENDENT PRACTICE

ANSWER KEY

Sheet 36 of 36
RPLD Evidence Deck · Slide 8 of 10

PROMPT (WHY)
What helps a community grow strong?

THESIS
According to the passage, a community grows strong when people use the resources a place provides, the place offers possibilities, but it is the people who build the community.

Answer Key, One Strong Model

Model TRACKS category: K, Key Knowledge

"The Nile did not build those communities. People did. However, the river gave people resources they could use." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

States the big idea, place gives resources, people build the community. The best evidence for what makes a community grow strong.

"Communities have often developed near rivers, lakes, springs, and coastlines because water makes many parts of daily life possible."

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Shows the pattern across many places, strong supporting evidence.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

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

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's K (Key Knowledge) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'Communities have often developed near rivers, lakes, springs, and coastlines because water makes many parts of daily life possible.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Shows the pattern across many places, strong supporting evidence."

"And this second: 'The Nile did not build those communities. People did. However, the river gave people resources they could use.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) States the big idea, place gives resources, people build the community. The best evidence for what makes a community grow strong."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "The Nile did not build those communities. People did. However, the river gave people resources they could use." (passes all three CSI checks) over "Communities have often developed near rivers, lakes, springs, and coastlines because water makes many parts of daily life possible."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

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

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 36 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which sentence best proves what helps a community grow strong?

A **"Every community begins in a place."**

B **"The Nile did not build those communities. People did. However, the river gave people resources they could use."**

C **"Water is important, but communities need other resources too."**

D **"This same pattern can be seen in many other places."**

Choose ONE sentence that proves the exact claim, not just a sentence that is true.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which sentence best proves what helps a community grow strong?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'Every community begins in a place.' B: 'The Nile did not build those communities. People did. However, the river gave people resources they could use.' C: 'Water is important, but communities need other resources too.' D: 'This same pattern can be seen in many other places.'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION
Which sentence best proves what helps a community grow strong?

A **"Every community begins in a place."**
TRUE BUT WRONG
True, but it does not explain what makes a community grow strong.

B **"The Nile did not build those communities. People did. However, the river gave people resources they could use."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim: a place gives resources, but people build the community.

C **"Water is important, but communities need other resources too."**
WRONG KIND OF DETAIL
True, but it names resources without explaining what makes a community strong.

D **"This same pattern can be seen in many other places."**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but a reader would have to assume the pattern is what makes a community strong.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

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

"Here's the payoff: the correct answer is B, 'The Nile did not build those communities. People did. However, the river gave people resources they could use.' This proves the exact claim: a place gives resources, but people build the community."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'Every community begins in a place.', True But Wrong. True, but it does not explain what makes a community grow strong."

"C: 'Water is important, but communities need other resources too.', Wrong Kind Of Detail. True, but it names resources without explaining what makes a community strong."

"D: 'This same pattern can be seen in many other places.', Plausible But Requires An Assumption. True, but a reader would have to assume the pattern is what makes a community strong."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "The Nile did not build those communities. People did. However, the river gave people resources they could use.", This proves the exact claim: a place gives resources, but people build the community.

TEKS 7(C) · Evidence · Sheet 36 of 36 · Cluster 8 · Module 4 · slide 10 of 10

CHECK FOR UNDERSTANDING

Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION

"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE

A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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