EVIDENCE

PROMPT (WHY)
What problem did the fifth graders discover, and how did they react to it?

THESIS
The fifth graders discovered that the cookies were gone, and they reacted by inventing wild theories, so the investigation quickly got out of control.

LOCATE THE PASSAGE
"The Great Chocolate Chip Cookie Mystery" (Fiction)

THIS WEEK'S PROMPT (WHY)
What problem did the fifth graders discover, and how did they react to it?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
The fifth graders discovered that the cookies were gone, and they reacted by inventing wild theories, so the investigation quickly got out of control.

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 Great Chocolate Chip Cookie Mystery" (Fiction), and one job: answer the question, what problem did the fifth graders discover, and how did they react to it?"

▸ *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 fifth graders discovered that the cookies were gone, and they reacted by inventing wild theories, so the investigation quickly got out of control."

▸ *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 Great Chocolate Chip Cookie Mystery" (Fiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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PROMPT (WHY)
What problem did the fifth graders discover, and how did they react to it?

THESIS
The fifth graders discovered that the cookies were gone, and they reacted by inventing wild theories, so the investigation quickly got out of control.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""The Great Chocolate Chip Cookie Mystery" (Fiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"By 11:42 on Friday morning, fifth grade had a problem."

Introduces the problem the students faced.

"Within thirty seconds, the investigation had already gone completely out of control."

Shows how fast the students' reaction spun out of control.

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: "By 11:42 on Friday morning, fifth grade had a problem." and "Within thirty seconds, the investigation had already gone completely out of control.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "By 11:42 on Friday morning, fifth grade had a problem.", Introduces the problem the students faced., "Within thirty seconds, the investigation had already gone completely out of control.", Shows how fast the students' reaction spun out of control.

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 problem did the fifth graders discover, and how did they react to it?

THESIS
The fifth graders discovered that the cookies were gone, and they reacted by inventing wild theories, so the investigation quickly got out of control.

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

Grading Monday's two K, Key Knowledge pieces

"By 11:42 on Friday morning, fifth grade had a problem."

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

Connects and names that there was a problem, but by itself it does not show how they reacted, so it needs the out-of-control line to prove the claim.

"Within thirty seconds, the investigation had already gone completely out of control." BEST EVIDENCE

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

Connects to the prompt, supports the thesis by showing the quick, messy reaction, and leads to the idea that rumors spread fast without facts.

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: 'By 11:42 on Friday morning, fifth grade had a 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 and names that there was a problem, but by itself it does not show how they reacted, so it needs the out-of-control line to prove the claim."

"Now the second piece: 'Within thirty seconds, the investigation had already gone completely out of control.' 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 to the prompt, supports the thesis by showing the quick, messy reaction, and leads to the idea that rumors spread fast without facts."

"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: "Within thirty seconds, the investigation had already gone completely out of control." (all three CSI checks pass) over "By 11:42 on Friday morning, fifth grade had a 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)
What problem did the fifth graders discover, and how did they react to it?

THESIS
The fifth graders discovered that the cookies were gone, and they reacted by inventing wild theories, so the investigation quickly got out of control.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""The Great Chocolate Chip Cookie Mystery" (Fiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"At the table, theories multiplied."
Shows the students inventing many theories.

"Someone suggested the principal had hidden the cookies for a faculty meeting."
Gives an example of one wild theory.

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: "At the table, theories multiplied." and "Someone suggested the principal had hidden the cookies for a faculty meeting.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "At the table, theories multiplied.", Shows the students inventing many theories., "Someone suggested the principal had hidden the cookies for a faculty meeting.", Gives an example of one wild theory.

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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PROMPT (WHY)
What problem did the fifth graders discover, and how did they react to it?

THESIS
The fifth graders discovered that the cookies were gone, and they reacted by inventing wild theories, so the investigation quickly got out of control.

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

Grading Wednesday's two R, Reactions pieces

"At the table, theories multiplied." BEST EVIDENCE

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

Connects to the prompt, supports the thesis by showing the students' many guesses, and leads to the idea that people invent explanations quickly.

"Someone suggested the principal had hidden the cookies for a faculty meeting."

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

Connects and supports with an example, but it names one theory rather than the overall reaction, so it works best paired with the multiplying-theories line.

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: 'Someone suggested the principal had hidden the cookies for a faculty meeting.' 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 and supports with an example, but it names one theory rather than the overall reaction, so it works best paired with the multiplying-theories line."

"Now the second piece: 'At the table, theories multiplied.' 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 to the prompt, supports the thesis by showing the students' many guesses, and leads to the idea that people invent explanations quickly."

"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: "At the table, theories multiplied." (all three CSI checks pass) over "Someone suggested the principal had hidden the cookies for a faculty meeting." (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 1 of 36
RPLD Evidence Deck · Slide 6 of 10

PROMPT (WHY)
What problem did the fifth graders discover, and how did they react to it?

THESIS
The fifth graders discovered that the cookies were gone, and they reacted by inventing wild theories, so the investigation quickly got out of control.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

- "Within thirty seconds, the investigation had already gone completely out of control."
- "At the table, theories multiplied."

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

SENTENCE STEMS

- This matters because…
- The strongest evidence is…
- This connects to the thesis because…
- To me, this shows…
- This is important because…
- In the end, 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: 'Within thirty seconds, the investigation had already gone completely out of control.' and 'At the table, theories multiplied.' 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…; The strongest evidence is…; This connects to the thesis because…; To me, this shows…; This is important because…; In the end, 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 "Within thirty seconds, the investigation had already gone completely out of control." and "At the table, theories multiplied." 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)
What problem did the fifth graders discover, and how did they react to it?

THESIS
The fifth graders discovered that the cookies were gone, and they reacted by inventing wild theories, so the investigation quickly got out of control.

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 Great Chocolate Chip Cookie Mystery" (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.

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)
What problem did the fifth graders discover, and how did they react to it?

THESIS
The fifth graders discovered that the cookies were gone, and they reacted by inventing wild theories, so the investigation quickly got out of control.

Answer Key, One Strong Model

Model TRACKS category: K, Key Knowledge

"Someone else claimed the cafeteria oven had broken."
- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

True, but it names one more theory rather than the students' overall reaction, so on its own it does not prove the claim.

"Within thirty seconds, the investigation had already gone completely out of control." BEST EVIDENCE
- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects, supports the thesis, and leads to the idea that reactions can spin out of control without 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: 'Someone else claimed the cafeteria oven had broken.' 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, but it names one more theory rather than the students' overall reaction, so on its own it does not prove the claim."

"And this second: 'Within thirty seconds, the investigation had already gone completely out of control.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects, supports the thesis, and leads to the idea that reactions can spin out of control without evidence."

▸ *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: "Within thirty seconds, the investigation had already gone completely out of control." (passes all three CSI checks) over "Someone else claimed the cafeteria oven had broken."

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 from the story best shows how the students reacted to the missing cookies?

A **"By 11:42 on Friday morning, fifth grade had a problem."**

B **"Within thirty seconds, the investigation had already gone completely out of control."**

C **"Someone suggested the principal had hidden the cookies for a faculty meeting."**

D **"Someone else claimed the cafeteria oven had broken."**

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 story best shows how the students reacted to the missing cookies?"

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

"A: 'By 11:42 on Friday morning, fifth grade had a problem.' B: 'Within thirty seconds, the investigation had already gone completely out of control.' C: 'Someone suggested the principal had hidden the cookies for a faculty meeting.' D: 'Someone else claimed the cafeteria oven had broken.'"

▸ *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 story best shows how the students reacted to the missing cookies?

A **"By 11:42 on Friday morning, fifth grade had a problem."**
DETAIL, NOT THE CLAIM
True, but it names that there was a problem, not how they reacted.

B **"Within thirty seconds, the investigation had already gone completely out of control."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, the students' reaction quickly got out of control.

C **"Someone suggested the principal had hidden the cookies for a faculty meeting."**
TRUE BUT WRONG
True, but it names one theory, not the overall reaction.

D **"Someone else claimed the cafeteria oven had broken."**
OFF TOPIC
True, but it names another single theory, not the overall reaction.

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, 'Within thirty seconds, the investigation had already gone completely out of control.' This proves the exact claim, the students' reaction quickly got out of control."

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

"A: 'By 11:42 on Friday morning, fifth grade had a problem.', Detail, Not The Claim. True, but it names that there was a problem, not how they reacted."

"C: 'Someone suggested the principal had hidden the cookies for a faculty meeting.', True But Wrong. True, but it names one theory, not the overall reaction."

"D: 'Someone else claimed the cafeteria oven had broken.', Off Topic. True, but it names another single theory, not the overall reaction."

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

ANSWER KEY: B, "Within thirty seconds, the investigation had already gone completely out of control.", This proves the exact claim, the students' reaction quickly got out of control.

TEKS 7(C) · Evidence · Sheet 1 of 36 · Prepare · 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 does the story show that the students spread ideas without checking them?

THESIS
The story shows the students spread ideas without checking them because theories multiplied and students claimed things like a broken oven, so the investigation went out of control.

LOCATE THE PASSAGE
"The Great Chocolate Chip Cookie Mystery" (Fiction)

THIS WEEK'S PROMPT (WHY)
How does the story show that the students spread ideas without checking them?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
The story shows the students spread ideas without checking them because theories multiplied and students claimed things like a broken oven, so the investigation went out of control.

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 Great Chocolate Chip Cookie Mystery" (Fiction), and one job: answer the question, how does the story show that the students spread ideas without checking them?"

▸ *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 story shows the students spread ideas without checking them because theories multiplied and students claimed things like a broken oven, so the investigation went out of control."

▸ *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 Great Chocolate Chip Cookie Mystery" (Fiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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NOTICE

PROMPT (WHY)
How does the story show that the students spread ideas without checking them?

THESIS
The story shows the students spread ideas without checking them because theories multiplied and students claimed things like a broken oven, so the investigation went out of control.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""The Great Chocolate Chip Cookie Mystery" (Fiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"At the table, theories multiplied."
Shows the students making up many ideas at once.

"Someone else claimed the cafeteria oven had broken."
Gives an example of a claim made without proof.

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: "At the table, theories multiplied." and "Someone else claimed the cafeteria oven had broken.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "At the table, theories multiplied.", Shows the students making up many ideas at once., "Someone else claimed the cafeteria oven had broken.", Gives an example of a claim made without proof.

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 story show that the students spread ideas without checking them?

THESIS
The story shows the students spread ideas without checking them because theories multiplied and students claimed things like a broken oven, so the investigation went out of control.

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

Grading Monday's two K, Key Knowledge pieces

"At the table, theories multiplied." BEST EVIDENCE

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

Connects to the prompt, supports the thesis by showing ideas piling up, and leads to the idea that unchecked ideas spread fast.

"Someone else claimed the cafeteria oven had broken."

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

Connects and supports with an example, but it names one claim rather than the overall pattern, so it works best paired with the theories line.

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: 'Someone else claimed the cafeteria oven had broken.' 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 and supports with an example, but it names one claim rather than the overall pattern, so it works best paired with the theories line."

"Now the second piece: 'At the table, theories multiplied.' 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 to the prompt, supports the thesis by showing ideas piling up, and leads to the idea that unchecked ideas spread fast."

"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: "At the table, theories multiplied." (all three CSI checks pass) over "Someone else claimed the cafeteria oven had broken." (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)
How does the story show that the students spread ideas without checking them?

THESIS
The story shows the students spread ideas without checking them because theories multiplied and students claimed things like a broken oven, so the investigation went out of control.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""The Great Chocolate Chip Cookie Mystery" (Fiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"Someone suggested the principal had hidden the cookies for a faculty meeting."

Gives another unchecked theory.

"Within thirty seconds, the investigation had already gone completely out of control."

Shows the result of spreading ideas without checking them.

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: "Someone suggested the principal had hidden the cookies for a faculty meeting." and "Within thirty seconds, the investigation had already gone completely out of control.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "Someone suggested the principal had hidden the cookies for a faculty meeting.", Gives another unchecked theory., "Within thirty seconds, the investigation had already gone completely out of control.", Shows the result of spreading ideas without checking them.

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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PROMPT (WHY)
How does the story show that the students spread ideas without checking them?

THESIS
The story shows the students spread ideas without checking them because theories multiplied and students claimed things like a broken oven, so the investigation went out of control.

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

Grading Wednesday's two R, Reactions pieces

"Within thirty seconds, the investigation had already gone completely out of control." BEST EVIDENCE

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

Connects to the prompt, supports the thesis by showing the result of unchecked ideas, and leads to the idea that rumors grow without facts.

"Someone suggested the principal had hidden the cookies for a faculty meeting."

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

Connects and supports with an example, but it names one theory rather than the overall pattern, so it works best paired with the out-of-control line.

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: 'Someone suggested the principal had hidden the cookies for a faculty meeting.' 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 and supports with an example, but it names one theory rather than the overall pattern, so it works best paired with the out-of-control line."

"Now the second piece: 'Within thirty seconds, the investigation had already gone completely out of control.' 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 to the prompt, supports the thesis by showing the result of unchecked ideas, and leads to the idea that rumors grow without facts."

"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: "Within thirty seconds, the investigation had already gone completely out of control." (all three CSI checks pass) over "Someone suggested the principal had hidden the cookies for a faculty meeting." (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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PROMPT (WHY)
How does the story show that the students spread ideas without checking them?

THESIS
The story shows the students spread ideas without checking them because theories multiplied and students claimed things like a broken oven, so the investigation went out of control.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"At the table, theories multiplied."

"Within thirty seconds, the investigation had already gone completely out of control."

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

SENTENCE STEMS

- This matters because…
- The strongest evidence is…
- This connects to the thesis because…
- To me, this shows…
- This is important because…
- In the end, 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: 'At the table, theories multiplied.' and 'Within thirty seconds, the investigation had already gone completely out of control.' 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…; The strongest evidence is…; This connects to the thesis because…; To me, this shows…; This is important because…; In the end, 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 "At the table, theories multiplied." and "Within thirty seconds, the investigation had already gone completely out of control." 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 does the story show that the students spread ideas without checking them?

THESIS
The story shows the students spread ideas without checking them because theories multiplied and students claimed things like a broken oven, so the investigation went out of control.

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 Great Chocolate Chip Cookie Mystery" (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.

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 does the story show that the students spread ideas without checking them?

THESIS
The story shows the students spread ideas without checking them because theories multiplied and students claimed things like a broken oven, so the investigation went out of control.

Answer Key, One Strong Model

Model TRACKS category: K, Key Knowledge

"By 11:42 on Friday morning, fifth grade had a problem."
- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

True, but it introduces the problem rather than showing ideas spread without checking, so on its own it does not prove the claim.

"At the table, theories multiplied." BEST EVIDENCE
- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects, supports the thesis, and leads to the idea that ideas can spread quickly without proof.

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: 'By 11:42 on Friday morning, fifth grade had a problem.' 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, but it introduces the problem rather than showing ideas spread without checking, so on its own it does not prove the claim."

"And this second: 'At the table, theories multiplied.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects, supports the thesis, and leads to the idea that ideas can spread quickly without proof."

▸ *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: "At the table, theories multiplied." (passes all three CSI checks) over "By 11:42 on Friday morning, fifth grade had a problem."

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 from the story best shows the students spreading ideas without checking them?

A **"By 11:42 on Friday morning, fifth grade had a problem."**

B **"At the table, theories multiplied."**

C **"Someone else claimed the cafeteria oven had broken."**

D **"Someone suggested the principal had hidden the cookies for a faculty meeting."**

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 story best shows the students spreading ideas without checking them?"

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

"A: 'By 11:42 on Friday morning, fifth grade had a problem.' B: 'At the table, theories multiplied.' C: 'Someone else claimed the cafeteria oven had broken.' D: 'Someone suggested the principal had hidden the cookies for a faculty meeting.'"

▸ *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 from the story best shows the students spreading ideas without checking them?

A **"By 11:42 on Friday morning, fifth grade had a problem."**
DETAIL, NOT THE CLAIM
True, but it introduces the problem, not ideas spreading without checking.

B **"At the table, theories multiplied."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, the students made up many ideas without checking them.

C **"Someone else claimed the cafeteria oven had broken."**
TRUE BUT WRONG
True, but it names one claim, not the overall spread of ideas.

D **"Someone suggested the principal had hidden the cookies for a faculty meeting."**
OFF TOPIC
True, but it names one theory, not the overall pattern.

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, 'At the table, theories multiplied.' This proves the exact claim, the students made up many ideas without checking them."

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

"A: 'By 11:42 on Friday morning, fifth grade had a problem.', Detail, Not The Claim. True, but it introduces the problem, not ideas spreading without checking."

"C: 'Someone else claimed the cafeteria oven had broken.', True But Wrong. True, but it names one claim, not the overall spread of ideas."

"D: 'Someone suggested the principal had hidden the cookies for a faculty meeting.', Off Topic. True, but it names one theory, not the overall pattern."

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

ANSWER KEY: B, "At the table, theories multiplied.", This proves the exact claim, the students made up many ideas without checking them.

TEKS 7(C) · Evidence · Sheet 2 of 36 · Prepare · 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 students find a more reliable answer about the cookie's history?

THESIS
The students found a more reliable answer because their first search surprised them, other accounts differed, so they compared several sources instead of stopping after the first one.

LOCATE THE PASSAGE
"The Great Chocolate Chip Cookie Mystery" (Fiction)

THIS WEEK'S PROMPT (WHY)
How did the students find a more reliable answer about the cookie's history?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
The students found a more reliable answer because their first search surprised them, other accounts differed, so they compared several sources instead of stopping after the first one.

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 Great Chocolate Chip Cookie Mystery" (Fiction), and one job: answer the question, how did the students find a more reliable answer about the cookie's history?"

▸ *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 students found a more reliable answer because their first search surprised them, other accounts differed, so they compared several sources instead of stopping after the first one."

▸ *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 Great Chocolate Chip Cookie Mystery" (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)
How did the students find a more reliable answer about the cookie's history?

THESIS
The students found a more reliable answer because their first search surprised them, other accounts differed, so they compared several sources instead of stopping after the first one.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""The Great Chocolate Chip Cookie Mystery" (Fiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"Their first internet search gave them a surprise."
Shows where the students' research began.

"But other accounts described the story differently."
Shows the students noticed sources disagreed.

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: "Their first internet search gave them a surprise." and "But other accounts described the story differently.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "Their first internet search gave them a surprise.", Shows where the students' research began., "But other accounts described the story differently.", Shows the students noticed sources disagreed.

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 the students find a more reliable answer about the cookie's history?

THESIS
The students found a more reliable answer because their first search surprised them, other accounts differed, so they compared several sources instead of stopping after the first one.

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

Grading Monday's two K, Key Knowledge pieces

"Their first internet search gave them a surprise."

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

Connects and shows the start, but by itself it does not show how they checked the answer, so it needs the comparing-sources idea to prove the claim.

"But other accounts described the story differently." BEST EVIDENCE

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

Connects to the prompt, supports the thesis by showing the students noticed disagreement, and leads to the idea that good research checks more than one source.

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: 'Their first internet search gave them a surprise.' 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 and shows the start, but by itself it does not show how they checked the answer, so it needs the comparing-sources idea to prove the claim."

"Now the second piece: 'But other accounts described the story differently.' 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 to the prompt, supports the thesis by showing the students noticed disagreement, and leads to the idea that good research checks more than one source."

"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 other accounts described the story differently." (all three CSI checks pass) over "Their first internet search gave them a surprise." (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 students find a more reliable answer about the cookie's history?

THESIS
The students found a more reliable answer because their first search surprised them, other accounts differed, so they compared several sources instead of stopping after the first one.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""The Great Chocolate Chip Cookie Mystery" (Fiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"They compared several sources instead of stopping after the first one."

Shows the reliable research move the students made.

"Her recipe helped make the chocolate chip cookie a favorite across the country."

Gives a fact they confirmed, but by itself it does not show how they checked their sources.

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: "They compared several sources instead of stopping after the first one." and "Her recipe helped make the chocolate chip cookie a favorite across the country.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "They compared several sources instead of stopping after the first one.", Shows the reliable research move the students made., "Her recipe helped make the chocolate chip cookie a favorite across the country.", Gives a fact they confirmed, but by itself it does not show how they checked their sources.

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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CHOOSE

PROMPT (WHY)
How did the students find a more reliable answer about the cookie's history?

THESIS
The students found a more reliable answer because their first search surprised them, other accounts differed, so they compared several sources instead of stopping after the first one.

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

Grading Wednesday's two R, Reactions pieces

"They compared several sources instead of stopping after the first one." BEST EVIDENCE

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

Connects to the prompt, supports the thesis by naming the reliable move, and leads to the idea that comparing sources leads to better answers.

"Her recipe helped make the chocolate chip cookie a favorite across the country."

- ✓ 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 states a fact rather than showing how they checked their sources, so on its own it does not prove the claim.

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: 'Her recipe helped make the chocolate chip cookie a favorite across the country.' 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 states a fact rather than showing how they checked their sources, so on its own it does not prove the claim."

"Now the second piece: 'They compared several sources instead of stopping after the first 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 to the prompt, supports the thesis by naming the reliable move, and leads to the idea that comparing sources leads to better answers."

"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 compared several sources instead of stopping after the first one." (all three CSI checks pass) over "Her recipe helped make the chocolate chip cookie a favorite across the country." (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 students find a more reliable answer about the cookie's history?

THESIS
The students found a more reliable answer because their first search surprised them, other accounts differed, so they compared several sources instead of stopping after the first one.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"But other accounts described the story differently."

"They compared several sources instead of stopping after the first one."

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

SENTENCE STEMS

- This matters because…
- The strongest evidence is…
- This connects to the thesis because…
- To me, this shows…
- This is important because…
- In the end, 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: 'But other accounts described the story differently.' and 'They compared several sources instead of stopping after the first one.' 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…; The strongest evidence is…; This connects to the thesis because…; To me, this shows…; This is important because…; In the end, 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 "But other accounts described the story differently." and "They compared several sources instead of stopping after the first one." 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)
How did the students find a more reliable answer about the cookie's history?

THESIS
The students found a more reliable answer because their first search surprised them, other accounts differed, so they compared several sources instead of stopping after the first one.

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 Great Chocolate Chip Cookie Mystery" (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)
How did the students find a more reliable answer about the cookie's history?

THESIS
The students found a more reliable answer because their first search surprised them, other accounts differed, so they compared several sources instead of stopping after the first one.

Answer Key, One Strong Model

Model TRACKS category: K, Key Knowledge

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

True, but it describes the earlier guessing rather than how they found a reliable answer, so on its own it does not prove the claim.

"They compared several sources instead of stopping after the first one." BEST EVIDENCE
- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects, supports the thesis, and leads to the idea that checking several sources builds a reliable answer.

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: 'At the table, theories multiplied.' 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, but it describes the earlier guessing rather than how they found a reliable answer, so on its own it does not prove the claim."

"And this second: 'They compared several sources instead of stopping after the first one.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects, supports the thesis, and leads to the idea that checking several sources builds a reliable answer."

▸ *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 compared several sources instead of stopping after the first one." (passes all three CSI checks) over "At the table, theories multiplied."

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 from the story best shows the students doing reliable research?

A **"At the table, theories multiplied."**

B **"They compared several sources instead of stopping after the first one."**

C **"Their first internet search gave them a surprise."**

D **"But other accounts described the story differently."**

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 story best shows the students doing reliable research?"

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

"A: 'At the table, theories multiplied.' B: 'They compared several sources instead of stopping after the first one.' C: 'Their first internet search gave them a surprise.' D: 'But other accounts described the story differently.'"

▸ *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 story best shows the students doing reliable research?

A **"At the table, theories multiplied."**
OFF TOPIC
True, but it describes guessing, not reliable research.

B **"They compared several sources instead of stopping after the first one."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, comparing several sources is reliable research.

C **"Their first internet search gave them a surprise."**
DETAIL, NOT THE CLAIM
True, but it names where they started, not the reliable move.

D **"But other accounts described the story differently."**
TRUE BUT WRONG
True, and close, but it shows sources disagreeing rather than the students comparing them.

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 compared several sources instead of stopping after the first one.' This proves the exact claim, comparing several sources is reliable research."

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

"A: 'At the table, theories multiplied.', Off Topic. True, but it describes guessing, not reliable research."

"C: 'Their first internet search gave them a surprise.', Detail, Not The Claim. True, but it names where they started, not the reliable move."

"D: 'But other accounts described the story differently.', True But Wrong. True, and close, but it shows sources disagreeing rather than the students comparing them."

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

ANSWER KEY: B, "They compared several sources instead of stopping after the first one.", This proves the exact claim, comparing several sources is reliable research.

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 students solve the mystery of the missing cookies?

THESIS
The students solved the mystery because they found that nearly everyone had chosen cookies over fruit cups, so once Ms. Ruiz adjusted the numbers there were enough cookies for everyone.

LOCATE THE PASSAGE
"The Great Chocolate Chip Cookie Mystery" (Fiction)

THIS WEEK'S PROMPT (WHY)
How did the students solve the mystery of the missing cookies?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
The students solved the mystery because they found that nearly everyone had chosen cookies over fruit cups, so once Ms. Ruiz adjusted the numbers there were enough cookies for everyone.

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 Great Chocolate Chip Cookie Mystery" (Fiction), and one job: answer the question, how did the students solve the mystery of the missing cookies?"

▸ *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 students solved the mystery because they found that nearly everyone had chosen cookies over fruit cups, so once Ms. Ruiz adjusted the numbers there were enough cookies for everyone."

▸ *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 Great Chocolate Chip Cookie Mystery" (Fiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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PROMPT (WHY)
How did the students solve the mystery of the missing cookies?

THESIS
The students solved the mystery because they found that nearly everyone had chosen cookies over fruit cups, so once Ms. Ruiz adjusted the numbers there were enough cookies for everyone.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""The Great Chocolate Chip Cookie Mystery" (Fiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"The cafeteria normally prepared 180 desserts for the fifth-grade lunch period."

Gives the background number that helped solve the mystery.

"Only twenty-seven students had selected fruit cups."

Shows the clue that explained the cookie shortage.

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 cafeteria normally prepared 180 desserts for the fifth-grade lunch period." and "Only twenty-seven students had selected fruit cups.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "The cafeteria normally prepared 180 desserts for the fifth-grade lunch period.", Gives the background number that helped solve the mystery., "Only twenty-seven students had selected fruit cups.", Shows the clue that explained the cookie shortage.

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 the students solve the mystery of the missing cookies?

THESIS
The students solved the mystery because they found that nearly everyone had chosen cookies over fruit cups, so once Ms. Ruiz adjusted the numbers there were enough cookies for everyone.

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

Grading Monday's two K, Key Knowledge pieces

"The cafeteria normally prepared 180 desserts for the fifth-grade lunch period."

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

Connects and gives background, but by itself it does not explain the shortage, so it needs the fruit-cup clue to prove the claim.

"Only twenty-seven students had selected fruit cups." BEST EVIDENCE

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

Connects to the prompt, supports the thesis by revealing the cause of the shortage, and leads to the idea that data can solve a mystery.

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 cafeteria normally prepared 180 desserts for the fifth-grade lunch period.' 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 and gives background, but by itself it does not explain the shortage, so it needs the fruit-cup clue to prove the claim."

"Now the second piece: 'Only twenty-seven students had selected fruit cups.' 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 to the prompt, supports the thesis by revealing the cause of the shortage, and leads to the idea that data can solve a mystery."

"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: "Only twenty-seven students had selected fruit cups." (all three CSI checks pass) over "The cafeteria normally prepared 180 desserts for the fifth-grade lunch period." (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 students solve the mystery of the missing cookies?

THESIS
The students solved the mystery because they found that nearly everyone had chosen cookies over fruit cups, so once Ms. Ruiz adjusted the numbers there were enough cookies for everyone.

Collect the Evidence (7Ci), TRACKS

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

DIRECTIONS
- Reread ""The Great Chocolate Chip Cookie Mystery" (Fiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"Ruiz adjusted the dessert numbers based on the class survey."
Shows the action that fixed the problem.

"There were enough chocolate chip cookies for everyone who wanted one."
Shows the result, the mystery was solved.

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: "Ruiz adjusted the dessert numbers based on the class survey." and "There were enough chocolate chip cookies for everyone who wanted one.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "Ruiz adjusted the dessert numbers based on the class survey.", Shows the action that fixed the problem., "There were enough chocolate chip cookies for everyone who wanted one.", Shows the result, the mystery was solved.

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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PROMPT (WHY)
How did the students solve the mystery of the missing cookies?

THESIS
The students solved the mystery because they found that nearly everyone had chosen cookies over fruit cups, so once Ms. Ruiz adjusted the numbers there were enough cookies for everyone.

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

Grading Wednesday's two R, Reactions pieces

"Ruiz adjusted the dessert numbers based on the class survey." BEST EVIDENCE

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

Connects to the prompt, supports the thesis by naming the fix, and leads to the idea that using evidence leads to a real solution.

"There were enough chocolate chip cookies for everyone who wanted one."

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

Connects and supports the outcome, but it names the result rather than how they solved it, so it works best paired with the adjustment line.

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: 'There were enough chocolate chip cookies for everyone who wanted 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 and supports the outcome, but it names the result rather than how they solved it, so it works best paired with the adjustment line."

"Now the second piece: 'Ruiz adjusted the dessert numbers based on the class survey.' 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 to the prompt, supports the thesis by naming the fix, and leads to the idea that using evidence leads to a real solution."

"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: "Ruiz adjusted the dessert numbers based on the class survey." (all three CSI checks pass) over "There were enough chocolate chip cookies for everyone who wanted 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 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 students solve the mystery of the missing cookies?

THESIS
The students solved the mystery because they found that nearly everyone had chosen cookies over fruit cups, so once Ms. Ruiz adjusted the numbers there were enough cookies for everyone.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

- "Only twenty-seven students had selected fruit cups."
- "Ruiz adjusted the dessert numbers based on the class survey."

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

SENTENCE STEMS

- This matters because…
- The strongest evidence is…
- This connects to the thesis because…
- To me, this shows…
- This is important because…
- In the end, 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: 'Only twenty-seven students had selected fruit cups.' and 'Ruiz adjusted the dessert numbers based on the class survey.' 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…; The strongest evidence is…; This connects to the thesis because…; To me, this shows…; This is important because…; In the end, 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 "Only twenty-seven students had selected fruit cups." and "Ruiz adjusted the dessert numbers based on the class survey." 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)
How did the students solve the mystery of the missing cookies?

THESIS
The students solved the mystery because they found that nearly everyone had chosen cookies over fruit cups, so once Ms. Ruiz adjusted the numbers there were enough cookies for everyone.

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 Great Chocolate Chip Cookie Mystery" (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 students solve the mystery of the missing cookies?

THESIS
The students solved the mystery because they found that nearly everyone had chosen cookies over fruit cups, so once Ms. Ruiz adjusted the numbers there were enough cookies for everyone.

Answer Key, One Strong Model

Model TRACKS category: K, Key Knowledge

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

True, but it describes the early guessing rather than how the mystery was solved, so on its own it does not prove the claim.

"Only twenty-seven students had selected fruit cups." BEST EVIDENCE
- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects, supports the thesis, and leads to the idea that a real clue, not a guess, solved the mystery.

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: 'At the table, theories multiplied.' 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, but it describes the early guessing rather than how the mystery was solved, so on its own it does not prove the claim."

"And this second: 'Only twenty-seven students had selected fruit cups.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects, supports the thesis, and leads to the idea that a real clue, not a guess, solved the mystery."

▸ *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: "Only twenty-seven students had selected fruit cups." (passes all three CSI checks) over "At the table, theories multiplied."

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 from the story best explains why there were not enough cookies?

A **"At the table, theories multiplied."**

B **"Only twenty-seven students had selected fruit cups."**

C **"Ruiz adjusted the dessert numbers based on the class survey."**

D **"There were enough chocolate chip cookies for everyone who wanted 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 from the story best explains why there were not enough cookies?"

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

"A: 'At the table, theories multiplied.' B: 'Only twenty-seven students had selected fruit cups.' C: 'Ruiz adjusted the dessert numbers based on the class survey.' D: 'There were enough chocolate chip cookies for everyone who wanted 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 from the story best explains why there were not enough cookies?

A **"At the table, theories multiplied."**
OFF TOPIC
True, but it describes guessing, not the real reason for the shortage.

B **"Only twenty-seven students had selected fruit cups."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, almost everyone chose cookies, so there were not enough.

C **"Ruiz adjusted the dessert numbers based on the class survey."**
DETAIL, NOT THE CLAIM
True, but it names the fix, not the reason for the shortage.

D **"There were enough chocolate chip cookies for everyone who wanted one."**
TRUE BUT WRONG
True, but it describes the result, not the reason for the shortage.

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, 'Only twenty-seven students had selected fruit cups.' This proves the exact claim, almost everyone chose cookies, so there were not enough."

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

"A: 'At the table, theories multiplied.', Off Topic. True, but it describes guessing, not the real reason for the shortage."

"C: 'Ruiz adjusted the dessert numbers based on the class survey.', Detail, Not The Claim. True, but it names the fix, not the reason for the shortage."

"D: 'There were enough chocolate chip cookies for everyone who wanted one.', True But Wrong. True, but it describes the result, not the reason for the shortage."

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

ANSWER KEY: B, "Only twenty-seven students had selected fruit cups.", This proves the exact claim, almost everyone chose cookies, so there were not enough.

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 rising tensions lead the colonies toward the American Revolution?

THESIS
Rising tensions led the colonies toward revolution because Great Britain taxed the colonists without giving them a voice, and harsh British responses pushed the colonies to unite and seek independence.

LOCATE THE PASSAGE
"From Tension to Revolution" (Nonfiction)

THIS WEEK'S PROMPT (WHY)
How did rising tensions lead the colonies toward the American Revolution?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
Rising tensions led the colonies toward revolution because Great Britain taxed the colonists without giving them a voice, and harsh British responses pushed the colonies to unite and seek independence.

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, "From Tension to Revolution" (Nonfiction), and one job: answer the question, how did rising tensions lead the colonies toward the American Revolution?"

▸ *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: Rising tensions led the colonies toward revolution because Great Britain taxed the colonists without giving them a voice, and harsh British responses pushed the colonies to unite and seek independence."

▸ *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 "From Tension to Revolution" (Nonfiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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NOTICE

PROMPT (WHY)
How did rising tensions lead the colonies toward the American Revolution?

THESIS
Rising tensions led the colonies toward revolution because Great Britain taxed the colonists without giving them a voice, and harsh British responses pushed the colonies to unite and seek independence.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""From Tension to Revolution" (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"To recover money, Parliament placed new taxes on the colonies."

Tells what Britain did, it placed new taxes, but by itself it does not yet show why that raised tensions.

"Colonists strongly opposed this law because they had no representatives in Parliament."

Shows why the colonists were angry, they were taxed without any representation.

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: "To recover money, Parliament placed new taxes on the colonies." and "Colonists strongly opposed this law because they had no representatives in Parliament.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "To recover money, Parliament placed new taxes on the colonies.", Tells what Britain did, it placed new taxes, but by itself it does not yet show why that raised tensions., "Colonists strongly opposed this law because they had no representatives in Parliament.", Shows why the colonists were angry, they were taxed without any representation.

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 rising tensions lead the colonies toward the American Revolution?

THESIS
Rising tensions led the colonies toward revolution because Great Britain taxed the colonists without giving them a voice, and harsh British responses pushed the colonies to unite and seek independence.

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

Grading Monday's two K, Key Knowledge pieces

"To recover money, Parliament placed new taxes on the colonies."

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

Connects to the topic of taxes, but naming that Britain taxed the colonies does not by itself explain why tensions rose, so on its own it does not prove the claim.

"Colonists strongly opposed this law because they had no representatives in Parliament." BEST EVIDENCE

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

Connects to the prompt, supports the thesis by showing the colonists had no voice, and leads to the idea that being taxed without representation made them want 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: 'To recover money, Parliament placed new taxes on the colonies.' 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 of taxes, but naming that Britain taxed the colonies does not by itself explain why tensions rose, so on its own it does not prove the claim."

"Now the second piece: 'Colonists strongly opposed this law because they had no representatives in Parliament.' 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 to the prompt, supports the thesis by showing the colonists had no voice, and leads to the idea that being taxed without representation made them want 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: "Colonists strongly opposed this law because they had no representatives in Parliament." (all three CSI checks pass) over "To recover money, Parliament placed new taxes on the colonies." (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)
How did rising tensions lead the colonies toward the American Revolution?

THESIS
Rising tensions led the colonies toward revolution because Great Britain taxed the colonists without giving them a voice, and harsh British responses pushed the colonies to unite and seek independence.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""From Tension to Revolution" (Nonfiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"In response, Great Britain passed the Intolerable Acts, which punished the colonies and limited their rights."

A harsh British response that punished the colonies and took away rights.

"Instead of ending the conflict, these actions brought the colonies closer together."

The result of that response, the colonies united instead of backing down.

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: "In response, Great Britain passed the Intolerable Acts, which punished the colonies and limited their rights." and "Instead of ending the conflict, these actions brought the colonies closer together.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "In response, Great Britain passed the Intolerable Acts, which punished the colonies and limited their rights.", A harsh British response that punished the colonies and took away rights., "Instead of ending the conflict, these actions brought the colonies closer together.", The result of that response, the colonies united instead of backing down.

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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PROMPT (WHY)
How did rising tensions lead the colonies toward the American Revolution?

THESIS
Rising tensions led the colonies toward revolution because Great Britain taxed the colonists without giving them a voice, and harsh British responses pushed the colonies to unite and seek independence.

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

Grading Wednesday's two R, Reactions pieces

"In response, Great Britain passed the Intolerable Acts, which punished the colonies and limited 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 to the prompt, supports the thesis that harsh responses raised tensions, and leads to the idea that punishment pushed the colonies toward revolution.

"Samuel Adams and the Sons of Liberty helped organize resistance and spread ideas."

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

Connects to the topic of resistance, but it names who organized rather than showing how British actions raised tensions, so on its own it does not prove the claim.

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: 'Samuel Adams and the Sons of Liberty helped organize resistance and spread ideas.' 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 of resistance, but it names who organized rather than showing how British actions raised tensions, so on its own it does not prove the claim."

"Now the second piece: 'In response, Great Britain passed the Intolerable Acts, which punished the colonies and limited 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 to the prompt, supports the thesis that harsh responses raised tensions, and leads to the idea that punishment pushed the colonies toward revolution."

"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 response, Great Britain passed the Intolerable Acts, which punished the colonies and limited their rights." (all three CSI checks pass) over "Samuel Adams and the Sons of Liberty helped organize resistance and spread ideas." (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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PROMPT (WHY)
How did rising tensions lead the colonies toward the American Revolution?

THESIS
Rising tensions led the colonies toward revolution because Great Britain taxed the colonists without giving them a voice, and harsh British responses pushed the colonies to unite and seek independence.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"Colonists strongly opposed this law because they had no representatives in Parliament."

"In response, Great Britain passed the Intolerable Acts, which punished the colonies and limited their rights."

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

SENTENCE STEMS

- This matters because…
- The strongest evidence is…
- This connects to the thesis because…
- To me, this shows…
- This is important because…
- In the end, 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: 'Colonists strongly opposed this law because they had no representatives in Parliament.' and 'In response, Great Britain passed the Intolerable Acts, which punished the colonies and limited their rights.' 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…; The strongest evidence is…; This connects to the thesis because…; To me, this shows…; This is important because…; In the end, 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 "Colonists strongly opposed this law because they had no representatives in Parliament." and "In response, Great Britain passed the Intolerable Acts, which punished the colonies and limited their rights." 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)
How did rising tensions lead the colonies toward the American Revolution?

THESIS
Rising tensions led the colonies toward revolution because Great Britain taxed the colonists without giving them a voice, and harsh British responses pushed the colonies to unite and seek independence.

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 ""From Tension to Revolution" (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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ANSWER KEY

PROMPT (WHY)
How did rising tensions lead the colonies toward the American Revolution?

THESIS
Rising tensions led the colonies toward revolution because Great Britain taxed the colonists without giving them a voice, and harsh British responses pushed the colonies to unite and seek independence.

Answer Key, One Strong Model

Model TRACKS category: R, Reactions

"Many colonists considered themselves loyal to the king."

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

True, and it gives background about how things began, but loyalty before the conflict does not show why tensions rose, so on its own it does not prove the claim.

"Instead of ending the conflict, these actions brought the colonies closer together." 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 that harsh British actions raised tensions, and leads to the idea that punishment pushed the colonies to unite and seek independence.

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: 'Many colonists considered themselves loyal to the king.' 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 gives background about how things began, but loyalty before the conflict does not show why tensions rose, so on its own it does not prove the claim."

"And this second: 'Instead of ending the conflict, these actions brought the colonies closer together.' 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, supports the thesis that harsh British actions raised tensions, and leads to the idea that punishment pushed the colonies to unite and seek independence."

▸ *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: "Instead of ending the conflict, these actions brought the colonies closer together." (passes all three CSI checks) over "Many colonists considered themselves loyal to the king."

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 British actions pushed the colonies to unite?

A **"Many colonists considered themselves loyal to the king."**

B **"Instead of ending the conflict, these actions brought the colonies closer together."**

C **"It required colonists to pay taxes on printed materials such as newspapers and legal documents."**

D **"Although Great Britain gained land, it also gained significant debt."**

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

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Grade 5 • Cluster 1 • 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 from the passage best supports the idea that British actions pushed the colonies to unite?"

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

"A: 'Many colonists considered themselves loyal to the king.' B: 'Instead of ending the conflict, these actions brought the colonies closer together.' C: 'It required colonists to pay taxes on printed materials such as newspapers and legal documents.' D: 'Although Great Britain gained land, it also gained significant debt.'"

▸ *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 British actions pushed the colonies to unite?

A **"Many colonists considered themselves loyal to the king."**
TRUE BUT WRONG
True, but it describes loyalty before the conflict, not the colonies uniting.

B **"Instead of ending the conflict, these actions brought the colonies closer together."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, British actions brought the colonies closer together.

C **"It required colonists to pay taxes on printed materials such as newspapers and legal documents."**
DETAIL, NOT THE CLAIM
True, but it gives the details of a tax, not the colonies uniting.

D **"Although Great Britain gained land, it also gained significant debt."**
OFF TOPIC
True, but it explains Britain's debt, not the colonies uniting.

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 ending the conflict, these actions brought the colonies closer together.' This proves the exact claim, British actions brought the colonies closer together."

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

"A: 'Many colonists considered themselves loyal to the king.', True But Wrong. True, but it describes loyalty before the conflict, not the colonies uniting."

"C: 'It required colonists to pay taxes on printed materials such as newspapers and legal documents.', Detail, Not The Claim. True, but it gives the details of a tax, not the colonies uniting."

"D: 'Although Great Britain gained land, it also gained significant debt.', Off Topic. True, but it explains Britain's debt, not the colonies uniting."

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

ANSWER KEY: B, "Instead of ending the conflict, these actions brought the colonies closer together.", This proves the exact claim, British actions brought the colonies closer together.

TEKS 7(C) · Evidence · Sheet 5 of 36 · Cluster 1 · 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 did the colonists oppose the new taxes from Parliament?

THESIS
The colonists opposed the new taxes because they had no representatives in Parliament, so they believed it was unfair to be taxed without a voice, and they began to challenge British authority.

LOCATE THE PASSAGE
"From Tension to Revolution" (Nonfiction)

THIS WEEK'S PROMPT (WHY)
Why did the colonists oppose the new taxes from Parliament?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
The colonists opposed the new taxes because they had no representatives in Parliament, so they believed it was unfair to be taxed without a voice, and they began to challenge British authority.

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, "From Tension to Revolution" (Nonfiction), and one job: answer the question, why did the colonists oppose the new taxes from Parliament?"

▸ *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 colonists opposed the new taxes because they had no representatives in Parliament, so they believed it was unfair to be taxed without a voice, and they began to challenge British authority."

▸ *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 "From Tension to Revolution" (Nonfiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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NOTICE

PROMPT (WHY)
Why did the colonists oppose the new taxes from Parliament?

THESIS
The colonists opposed the new taxes because they had no representatives in Parliament, so they believed it was unfair to be taxed without a voice, and they began to challenge British authority.

Collect the Evidence (7Ci), TRACKS

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

DIRECTIONS
- Reread ""From Tension to Revolution" (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"To recover money, Parliament placed new taxes on the colonies."
Tells what Parliament did, but by itself it does not explain why the colonists were angry.

"Colonists strongly opposed this law because they had no representatives in Parliament."
Gives the reason the colonists opposed the tax, they had no voice in Parliament.

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: "To recover money, Parliament placed new taxes on the colonies." and "Colonists strongly opposed this law because they had no representatives in Parliament.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "To recover money, Parliament placed new taxes on the colonies.", Tells what Parliament did, but by itself it does not explain why the colonists were angry., "Colonists strongly opposed this law because they had no representatives in Parliament.", Gives the reason the colonists opposed the tax, they had no voice in Parliament.

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 colonists oppose the new taxes from Parliament?

THESIS
The colonists opposed the new taxes because they had no representatives in Parliament, so they believed it was unfair to be taxed without a voice, and they began to challenge British authority.

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

Grading Monday's two K, Key Knowledge pieces

"To recover money, Parliament placed new taxes on the colonies."

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

Connects to the topic of taxes, but naming that Parliament taxed the colonies does not explain why the colonists opposed it, so on its own it does not prove the claim.

"Colonists strongly opposed this law because they had no representatives in Parliament." BEST EVIDENCE

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

Connects to the prompt, supports the thesis by giving the reason (no representation), and leads to the idea that people want a voice in decisions that affect them.

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: 'To recover money, Parliament placed new taxes on the colonies.' 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 of taxes, but naming that Parliament taxed the colonies does not explain why the colonists opposed it, so on its own it does not prove the claim."

"Now the second piece: 'Colonists strongly opposed this law because they had no representatives in Parliament.' 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 to the prompt, supports the thesis by giving the reason (no representation), and leads to the idea that people want a voice in decisions that affect 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: "Colonists strongly opposed this law because they had no representatives in Parliament." (all three CSI checks pass) over "To recover money, Parliament placed new taxes on the colonies." (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 the colonists oppose the new taxes from Parliament?

THESIS
The colonists opposed the new taxes because they had no representatives in Parliament, so they believed it was unfair to be taxed without a voice, and they began to challenge British authority.

Collect the Evidence (7Ci), TRACKS

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

DIRECTIONS
- Reread ""From Tension to Revolution" (Nonfiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"These actions showed that the colonists were beginning to challenge British authority."
Shows the effect, the colonists started to push back against Britain.

"Some refused to buy stamped paper, while others protested in the streets."
Names actions the colonists took, but it lists what they did rather than why they opposed the tax.

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: "These actions showed that the colonists were beginning to challenge British authority." and "Some refused to buy stamped paper, while others protested in the streets.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "These actions showed that the colonists were beginning to challenge British authority.", Shows the effect, the colonists started to push back against Britain., "Some refused to buy stamped paper, while others protested in the streets.", Names actions the colonists took, but it lists what they did rather than why they opposed the tax.

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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PROMPT (WHY)
Why did the colonists oppose the new taxes from Parliament?

THESIS
The colonists opposed the new taxes because they had no representatives in Parliament, so they believed it was unfair to be taxed without a voice, and they began to challenge British authority.

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

Grading Wednesday's two R, Reactions pieces

"These actions showed that the colonists were beginning to challenge British authority." BEST EVIDENCE

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

Connects to the prompt, supports the thesis that opposition grew, and leads to the idea that shared anger can turn into resistance.

"Some refused to buy stamped paper, while others protested in the streets."

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

Connects to the topic of protest, but it lists actions rather than showing why the colonists opposed the tax, so on its own it does not prove the claim.

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: 'Some refused to buy stamped paper, while others protested in the streets.' 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 of protest, but it lists actions rather than showing why the colonists opposed the tax, so on its own it does not prove the claim."

"Now the second piece: 'These actions showed that the colonists were beginning to challenge British authority.' 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 to the prompt, supports the thesis that opposition grew, and leads to the idea that shared anger can turn into resistance."

"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 actions showed that the colonists were beginning to challenge British authority." (all three CSI checks pass) over "Some refused to buy stamped paper, while others protested in the streets." (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 6 of 36
RPLD Evidence Deck · Slide 6 of 10

PROMPT (WHY)
Why did the colonists oppose the new taxes from Parliament?

THESIS
The colonists opposed the new taxes because they had no representatives in Parliament, so they believed it was unfair to be taxed without a voice, and they began to challenge British authority.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"Colonists strongly opposed this law because they had no representatives in Parliament."

"These actions showed that the colonists were beginning to challenge British authority."

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

SENTENCE STEMS

- This matters because…
- The strongest evidence is…
- This connects to the thesis because…
- To me, this shows…
- This is important because…
- In the end, 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: 'Colonists strongly opposed this law because they had no representatives in Parliament.' and 'These actions showed that the colonists were beginning to challenge British authority.' 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…; The strongest evidence is…; This connects to the thesis because…; To me, this shows…; This is important because…; In the end, 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 "Colonists strongly opposed this law because they had no representatives in Parliament." and "These actions showed that the colonists were beginning to challenge British authority." 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 did the colonists oppose the new taxes from Parliament?

THESIS
The colonists opposed the new taxes because they had no representatives in Parliament, so they believed it was unfair to be taxed without a voice, and they began to challenge British authority.

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 ""From Tension to Revolution" (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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ANSWER KEY

PROMPT (WHY)
Why did the colonists oppose the new taxes from Parliament?

THESIS
The colonists opposed the new taxes because they had no representatives in Parliament, so they believed it was unfair to be taxed without a voice, and they began to challenge British authority.

Answer Key, One Strong Model

Model TRACKS category: K, Key Knowledge

"Many colonists considered themselves loyal to the king and were proud to be British subjects."

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

True, and it gives background about how the colonists first felt, but loyalty does not explain why they opposed the taxes, so on its own it does not prove the claim.

"Colonists strongly opposed this law because they had no representatives in Parliament." BEST EVIDENCE

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

Connects, supports the thesis (no representation), and leads to the idea that fairness means having a voice in the laws you must follow.

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 considered themselves loyal to the king and were proud to be British subjects.' 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 gives background about how the colonists first felt, but loyalty does not explain why they opposed the taxes, so on its own it does not prove the claim."

"And this second: 'Colonists strongly opposed this law because they had no representatives in Parliament.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects, supports the thesis (no representation), and leads to the idea that fairness means having a voice in the laws you must follow."

▸ *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: "Colonists strongly opposed this law because they had no representatives in Parliament." (passes all three CSI checks) over "Many colonists considered themselves loyal to the king and were proud to be British subjects."

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 colonists opposed the taxes because they had no voice in Parliament?

A **"One of these laws was the Stamp Act."**

B **"Colonists strongly opposed this law because they had no representatives in Parliament."**

C **"Many colonists considered themselves loyal to the king and were proud to be British subjects."**

D **"To recover money, Parliament placed new taxes on the colonies."**

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

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Grade 5 • Cluster 1 • 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 from the passage best supports the idea that the colonists opposed the taxes because they had no voice in Parliament?"

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

"A: 'One of these laws was the Stamp Act.' B: 'Colonists strongly opposed this law because they had no representatives in Parliament.' C: 'Many colonists considered themselves loyal to the king and were proud to be British subjects.' D: 'To recover money, Parliament placed new taxes on the colonies.'"

▸ *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.

TEKS 7(C) · Evidence · Sheet 6 of 36 · Cluster 1 · Module 2 · slide 9 of 10

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 colonists opposed the taxes because they had no voice in Parliament?

A **"One of these laws was the Stamp Act."**
DETAIL, NOT THE CLAIM
True, but it only names a law, it does not explain why the colonists opposed it.

B **"Colonists strongly opposed this law because they had no representatives in Parliament."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, the colonists opposed the tax because they had no representation.

C **"Many colonists considered themselves loyal to the king and were proud to be British subjects."**
TRUE BUT WRONG
True, but it describes loyalty, not the reason they opposed the taxes.

D **"To recover money, Parliament placed new taxes on the colonies."**
OFF TOPIC
True, but it explains why Britain taxed the colonies, not why the colonists opposed it.

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, 'Colonists strongly opposed this law because they had no representatives in Parliament.' This proves the exact claim, the colonists opposed the tax because they had no representation."

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

"A: 'One of these laws was the Stamp Act.', Detail, Not The Claim. True, but it only names a law, it does not explain why the colonists opposed it."

"C: 'Many colonists considered themselves loyal to the king and were proud to be British subjects.', True But Wrong. True, but it describes loyalty, not the reason they opposed the taxes."

"D: 'To recover money, Parliament placed new taxes on the colonies.', Off Topic. True, but it explains why Britain taxed the colonies, not why the colonists opposed it."

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

ANSWER KEY: B, "Colonists strongly opposed this law because they had no representatives in Parliament.", This proves the exact claim, the colonists opposed the tax because they had no representation.

TEKS 7(C) · Evidence · Sheet 6 of 36 · Cluster 1 · 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 colonists respond when they felt their rights were ignored?

THESIS
When the colonists felt their rights were ignored, they responded by protesting, writing and speaking out, and boycotting British goods, which helped unite them against British control.

LOCATE THE PASSAGE
"From Tension to Revolution" (Nonfiction)

THIS WEEK'S PROMPT (WHY)
How did the colonists respond when they felt their rights were ignored?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
When the colonists felt their rights were ignored, they responded by protesting, writing and speaking out, and boycotting British goods, which helped unite them against British control.

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, "From Tension to Revolution" (Nonfiction), and one job: answer the question, how did the colonists respond when they felt their rights were ignored?"

▸ *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: When the colonists felt their rights were ignored, they responded by protesting, writing and speaking out, and boycotting British goods, which helped unite them against British control."

▸ *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 "From Tension to Revolution" (Nonfiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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NOTICE

PROMPT (WHY)
How did the colonists respond when they felt their rights were ignored?

THESIS
When the colonists felt their rights were ignored, they responded by protesting, writing and speaking out, and boycotting British goods, which helped unite them against British control.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""From Tension to Revolution" (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"Many colonists began to protest the Stamp Act."
Names a response, protest, but by itself it does not show how the responses united the colonists.

"Others wrote letters, gave speeches, and printed articles explaining why the law was unfair."
Shows specific ways the colonists responded to unfair laws.

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 colonists began to protest the Stamp Act." and "Others wrote letters, gave speeches, and printed articles explaining why the law was unfair.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "Many colonists began to protest the Stamp Act.", Names a response, protest, but by itself it does not show how the responses united the colonists., "Others wrote letters, gave speeches, and printed articles explaining why the law was unfair.", Shows specific ways the colonists responded to unfair laws.

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 the colonists respond when they felt their rights were ignored?

THESIS
When the colonists felt their rights were ignored, they responded by protesting, writing and speaking out, and boycotting British goods, which helped unite them against British control.

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

Grading Monday's two K, Key Knowledge pieces

"Many colonists began to protest the Stamp Act."

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

Connects to the topic of response, but naming that they protested does not show how it mattered, so on its own it does not prove the claim.

"Others wrote letters, gave speeches, and printed articles explaining why the law was unfair." BEST EVIDENCE

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

Connects to the prompt, supports the thesis by showing how the colonists responded, and leads to the idea that people use their words to fight unfair rules.

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 colonists began to protest the Stamp Act.' 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 of response, but naming that they protested does not show how it mattered, so on its own it does not prove the claim."

"Now the second piece: 'Others wrote letters, gave speeches, and printed articles explaining why the law was unfair.' 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 to the prompt, supports the thesis by showing how the colonists responded, and leads to the idea that people use their words to fight unfair rules."

"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: "Others wrote letters, gave speeches, and printed articles explaining why the law was unfair." (all three CSI checks pass) over "Many colonists began to protest the Stamp Act." (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)
How did the colonists respond when they felt their rights were ignored?

THESIS
When the colonists felt their rights were ignored, they responded by protesting, writing and speaking out, and boycotting British goods, which helped unite them against British control.

Collect the Evidence (7Ci), TRACKS

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

DIRECTIONS
- Reread ""From Tension to Revolution" (Nonfiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"Some colonists began to boycott British goods."
Names another response, boycotting, a way to pressure Parliament.

"These protests helped unite colonists who had once thought of themselves mostly as people from separate colonies."
Shows the larger effect, the responses brought the colonists 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: 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: "Some colonists began to boycott British goods." and "These protests helped unite colonists who had once thought of themselves mostly as people from separate colonies.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "Some colonists began to boycott British goods.", Names another response, boycotting, a way to pressure Parliament., "These protests helped unite colonists who had once thought of themselves mostly as people from separate colonies.", Shows the larger effect, the responses brought the colonists together.

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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PROMPT (WHY)
How did the colonists respond when they felt their rights were ignored?

THESIS
When the colonists felt their rights were ignored, they responded by protesting, writing and speaking out, and boycotting British goods, which helped unite them against British control.

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

Grading Wednesday's two R, Reactions pieces

"These protests helped unite colonists who had once thought of themselves mostly as people from separate colonies." BEST EVIDENCE

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

Connects to the prompt, supports the thesis that responses united the colonists, and leads to the idea that shared action builds unity.

"Some colonists began to boycott British goods."

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

Connects to the topic of response, but it names one action rather than showing how it united the colonists, so on its own it does not prove the claim.

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: 'Some colonists began to boycott British goods.' 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 of response, but it names one action rather than showing how it united the colonists, so on its own it does not prove the claim."

"Now the second piece: 'These protests helped unite colonists who had once thought of themselves mostly as people from separate colonies.' 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 to the prompt, supports the thesis that responses united the colonists, and leads to the idea that shared action builds unity."

"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 protests helped unite colonists who had once thought of themselves mostly as people from separate colonies." (all three CSI checks pass) over "Some colonists began to boycott British goods." (fails at least one CSI check).

TEKS 7(C) · Evidence · Sheet 7 of 36 · Cluster 1 · Module 3 · slide 5 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 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 colonists respond when they felt their rights were ignored?

THESIS
When the colonists felt their rights were ignored, they responded by protesting, writing and speaking out, and boycotting British goods, which helped unite them against British control.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"Others wrote letters, gave speeches, and printed articles explaining why the law was unfair."

"These protests helped unite colonists who had once thought of themselves mostly as people from separate colonies."

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

SENTENCE STEMS

- This matters because…
- The strongest evidence is…
- This connects to the thesis because…
- To me, this shows…
- This is important because…
- In the end, 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: 'Others wrote letters, gave speeches, and printed articles explaining why the law was unfair.' and 'These protests helped unite colonists who had once thought of themselves mostly as people from separate colonies.' 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…; The strongest evidence is…; This connects to the thesis because…; To me, this shows…; This is important because…; In the end, 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 "Others wrote letters, gave speeches, and printed articles explaining why the law was unfair." and "These protests helped unite colonists who had once thought of themselves mostly as people from separate colonies." 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)
How did the colonists respond when they felt their rights were ignored?

THESIS
When the colonists felt their rights were ignored, they responded by protesting, writing and speaking out, and boycotting British goods, which helped unite them against British control.

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 ""From Tension to Revolution" (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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ANSWER KEY

PROMPT (WHY)
How did the colonists respond when they felt their rights were ignored?

THESIS
When the colonists felt their rights were ignored, they responded by protesting, writing and speaking out, and boycotting British goods, which helped unite them against British control.

Answer Key, One Strong Model

Model TRACKS category: R, Reactions

"Groups such as the Sons of Liberty helped organize protests in cities like Boston and New York."

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

True, and it names who helped, but it does not show how the responses united the colonists, so on its own it does not prove the claim.

"These protests helped unite colonists who had once thought of themselves mostly as people from separate colonies." BEST EVIDENCE

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

Connects, supports the thesis, and leads to the idea that responding together turns separate people into one cause.

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: 'Groups such as the Sons of Liberty helped organize protests in cities like Boston and New York.' 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 names who helped, but it does not show how the responses united the colonists, so on its own it does not prove the claim."

"And this second: 'These protests helped unite colonists who had once thought of themselves mostly as people from separate colonies.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects, supports the thesis, and leads to the idea that responding together turns separate people into one cause."

▸ *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 protests helped unite colonists who had once thought of themselves mostly as people from separate colonies." (passes all three CSI checks) over "Groups such as the Sons of Liberty helped organize protests in cities like Boston and New York."

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 from the passage best supports the idea that the colonists' responses brought them together?

A **"Many colonists began to protest the Stamp Act."**

B **"These protests helped unite colonists who had once thought of themselves mostly as people from separate colonies."**

C **"Some colonists began to boycott British goods."**

D **"By refusing to buy British goods, colonists hoped to hurt British businesses and pressure Parliament to change its laws."**

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 the colonists' responses brought them together?"

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

"A: 'Many colonists began to protest the Stamp Act.' B: 'These protests helped unite colonists who had once thought of themselves mostly as people from separate colonies.' C: 'Some colonists began to boycott British goods.' D: 'By refusing to buy British goods, colonists hoped to hurt British businesses and pressure Parliament to change its laws.'"

▸ *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 colonists' responses brought them together?

A **"Many colonists began to protest the Stamp Act."**
DETAIL, NOT THE CLAIM
True, but it names that they protested, not that the protests united them.

B **"These protests helped unite colonists who had once thought of themselves mostly as people from separate colonies."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, the responses united the colonists.

C **"Some colonists began to boycott British goods."**
TRUE BUT WRONG
True, but it names one action, not that it brought the colonists together.

D **"By refusing to buy British goods, colonists hoped to hurt British businesses and pressure Parliament to change its laws."**
OFF TOPIC
True, but it explains the goal of a boycott, not how the colonists united.

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 protests helped unite colonists who had once thought of themselves mostly as people from separate colonies.' This proves the exact claim, the responses united the colonists."

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

"A: 'Many colonists began to protest the Stamp Act.', Detail, Not The Claim. True, but it names that they protested, not that the protests united them."

"C: 'Some colonists began to boycott British goods.', True But Wrong. True, but it names one action, not that it brought the colonists together."

"D: 'By refusing to buy British goods, colonists hoped to hurt British businesses and pressure Parliament to change its laws.', Off Topic. True, but it explains the goal of a boycott, not how the colonists united."

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

ANSWER KEY: B, "These protests helped unite colonists who had once thought of themselves mostly as people from separate colonies.", This proves the exact claim, the responses united the colonists.

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 conflict between the colonies and Great Britain grow into a fight for independence?

THESIS
The conflict grew into a fight for independence because repeated taxes and harsh British responses like the Intolerable Acts pushed the colonies to unite, until many colonists wanted to remove British control completely.

LOCATE THE PASSAGE
"From Tension to Revolution" (Nonfiction)

THIS WEEK'S PROMPT (WHY)
How did the conflict between the colonies and Great Britain grow into a fight for independence?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
The conflict grew into a fight for independence because repeated taxes and harsh British responses like the Intolerable Acts pushed the colonies to unite, until many colonists wanted to remove British control completely.

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, "From Tension to Revolution" (Nonfiction), and one job: answer the question, how did the conflict between the colonies and Great Britain grow into a fight for 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: The conflict grew into a fight for independence because repeated taxes and harsh British responses like the Intolerable Acts pushed the colonies to unite, until many colonists wanted to remove British control completely."

▸ *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 "From Tension to Revolution" (Nonfiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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NOTICE

PROMPT (WHY)
How did the conflict between the colonies and Great Britain grow into a fight for independence?

THESIS
The conflict grew into a fight for independence because repeated taxes and harsh British responses like the Intolerable Acts pushed the colonies to unite, until many colonists wanted to remove British control completely.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""From Tension to Revolution" (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"To recover money, Parliament placed new taxes on the colonies."

Names an early cause, the taxes, but by itself it does not show the shift to independence.

"In response, Great Britain passed the Intolerable Acts, which punished the colonies and limited their rights."

Shows a harsh British response that punished the colonies and took away 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: "To recover money, Parliament placed new taxes on the colonies." and "In response, Great Britain passed the Intolerable Acts, which punished the colonies and limited 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: "To recover money, Parliament placed new taxes on the colonies.", Names an early cause, the taxes, but by itself it does not show the shift to independence., "In response, Great Britain passed the Intolerable Acts, which punished the colonies and limited their rights.", Shows a harsh British response that punished the colonies and took away 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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PROMPT (WHY)
How did the conflict between the colonies and Great Britain grow into a fight for independence?

THESIS
The conflict grew into a fight for independence because repeated taxes and harsh British responses like the Intolerable Acts pushed the colonies to unite, until many colonists wanted to remove British control completely.

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

Grading Monday's two K, Key Knowledge pieces

"To recover money, Parliament placed new taxes on the colonies."

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

Connects to the topic of taxes, but an early cause does not by itself show how the conflict grew into a fight for independence, so on its own it does not prove the claim.

"In response, Great Britain passed the Intolerable Acts, which punished the colonies and limited 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 to the prompt, supports the thesis that harsh responses grew the conflict, and leads to the idea that punishment can push people toward independence.

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: 'To recover money, Parliament placed new taxes on the colonies.' 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 of taxes, but an early cause does not by itself show how the conflict grew into a fight for independence, so on its own it does not prove the claim."

"Now the second piece: 'In response, Great Britain passed the Intolerable Acts, which punished the colonies and limited 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 to the prompt, supports the thesis that harsh responses grew the conflict, and leads to the idea that punishment can push people toward independence."

"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 response, Great Britain passed the Intolerable Acts, which punished the colonies and limited their rights." (all three CSI checks pass) over "To recover money, Parliament placed new taxes on the colonies." (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 conflict between the colonies and Great Britain grow into a fight for independence?

THESIS
The conflict grew into a fight for independence because repeated taxes and harsh British responses like the Intolerable Acts pushed the colonies to unite, until many colonists wanted to remove British control completely.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""From Tension to Revolution" (Nonfiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"Instead of ending the conflict, these actions brought the colonies closer together."

Shows the effect, the harsh laws united the colonies instead of stopping them.

"The colonists learned that there is strength in numbers."

States the bigger idea, that unity made the colonies more powerful.

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: "Instead of ending the conflict, these actions brought the colonies closer together." and "The colonists learned that there is strength in numbers.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "Instead of ending the conflict, these actions brought the colonies closer together.", Shows the effect, the harsh laws united the colonies instead of stopping them., "The colonists learned that there is strength in numbers.", States the bigger idea, that unity made the colonies more powerful.

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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PROMPT (WHY)
How did the conflict between the colonies and Great Britain grow into a fight for independence?

THESIS
The conflict grew into a fight for independence because repeated taxes and harsh British responses like the Intolerable Acts pushed the colonies to unite, until many colonists wanted to remove British control completely.

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

Grading Wednesday's two R, Reactions pieces

"Instead of ending the conflict, these actions brought the colonies closer together." BEST EVIDENCE

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

Connects to the prompt, supports the thesis that the response united the colonies, and leads to the idea that shared hardship builds a common cause.

"The colonists learned that there is strength in numbers."

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

Connects and supports the idea of unity, but it states a lesson rather than showing the growth of the conflict, so it needs the earlier evidence to prove the claim.

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: 'The colonists learned that there is strength in numbers.' 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 and supports the idea of unity, but it states a lesson rather than showing the growth of the conflict, so it needs the earlier evidence to prove the claim."

"Now the second piece: 'Instead of ending the conflict, these actions brought the colonies closer together.' 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 to the prompt, supports the thesis that the response united the colonies, and leads to the idea that shared hardship builds a common cause."

"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: "Instead of ending the conflict, these actions brought the colonies closer together." (all three CSI checks pass) over "The colonists learned that there is strength in numbers." (fails at least one CSI check).

TEKS 7(C) · Evidence · Sheet 8 of 36 · Cluster 1 · Module 4 · slide 5 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 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 the conflict between the colonies and Great Britain grow into a fight for independence?

THESIS
The conflict grew into a fight for independence because repeated taxes and harsh British responses like the Intolerable Acts pushed the colonies to unite, until many colonists wanted to remove British control completely.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"In response, Great Britain passed the Intolerable Acts, which punished the colonies and limited their rights."

"Instead of ending the conflict, these actions brought the colonies closer together."

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

SENTENCE STEMS

- This matters because…
- The strongest evidence is…
- This connects to the thesis because…
- To me, this shows…
- This is important because…
- In the end, 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: 'In response, Great Britain passed the Intolerable Acts, which punished the colonies and limited their rights.' and 'Instead of ending the conflict, these actions brought the colonies closer together.' 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…; The strongest evidence is…; This connects to the thesis because…; To me, this shows…; This is important because…; In the end, 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 "In response, Great Britain passed the Intolerable Acts, which punished the colonies and limited their rights." and "Instead of ending the conflict, these actions brought the colonies closer together." 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 the conflict between the colonies and Great Britain grow into a fight for independence?

THESIS
The conflict grew into a fight for independence because repeated taxes and harsh British responses like the Intolerable Acts pushed the colonies to unite, until many colonists wanted to remove British control completely.

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 ""From Tension to Revolution" (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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ANSWER KEY

PROMPT (WHY)
How did the conflict between the colonies and Great Britain grow into a fight for independence?

THESIS
The conflict grew into a fight for independence because repeated taxes and harsh British responses like the Intolerable Acts pushed the colonies to unite, until many colonists wanted to remove British control completely.

Answer Key, One Strong Model

Model TRACKS category: K, Key Knowledge

"Many colonists considered themselves loyal to the king."

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

True, and it shows how the colonists first felt, but early loyalty does not show the growth toward independence, so on its own it does not prove the claim.

"Over time, many colonists wanted to remove British control." BEST EVIDENCE

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

Connects, supports the thesis, and leads to the idea that repeated unfair treatment can turn loyalty into a desire for independence.

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 considered themselves loyal to the king.' 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 shows how the colonists first felt, but early loyalty does not show the growth toward independence, so on its own it does not prove the claim."

"And this second: 'Over time, many colonists wanted to remove British control.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects, supports the thesis, and leads to the idea that repeated unfair treatment can turn loyalty into a desire for independence."

▸ *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, many colonists wanted to remove British control." (passes all three CSI checks) over "Many colonists considered themselves loyal to the king."

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 from the passage best supports the idea that the conflict grew into a fight for independence?

A **"Many colonists considered themselves loyal to the king."**

B **"Over time, many colonists wanted to remove British control."**

C **"War was expensive."**

D **"Some colonists were proud to be British subjects because they believed Great Britain was strong and successful."**

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 conflict grew into a fight for independence?"

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

"A: 'Many colonists considered themselves loyal to the king.' B: 'Over time, many colonists wanted to remove British control.' C: 'War was expensive.' D: 'Some colonists were proud to be British subjects because they believed Great Britain was strong and successful.'"

▸ *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 conflict grew into a fight for independence?

A **"Many colonists considered themselves loyal to the king."**
TRUE BUT WRONG
True, but it describes early loyalty, not the growth toward independence.

B **"Over time, many colonists wanted to remove British control."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, the conflict grew until colonists wanted independence.

C **"War was expensive."**
DETAIL, NOT THE CLAIM
True, but it explains Britain's debt, not the growth toward independence.

D **"Some colonists were proud to be British subjects because they believed Great Britain was strong and successful."**
OFF TOPIC
True, but it describes pride in Britain, not the move toward independence.

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, many colonists wanted to remove British control.' This proves the exact claim, the conflict grew until colonists wanted independence."

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

"A: 'Many colonists considered themselves loyal to the king.', True But Wrong. True, but it describes early loyalty, not the growth toward independence."

"C: 'War was expensive.', Detail, Not The Claim. True, but it explains Britain's debt, not the growth toward independence."

"D: 'Some colonists were proud to be British subjects because they believed Great Britain was strong and successful.', Off Topic. True, but it describes pride in Britain, not the move toward independence."

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

ANSWER KEY: B, "Over time, many colonists wanted to remove British control.", This proves the exact claim, the conflict grew until colonists wanted independence.

TEKS 7(C) · Evidence · Sheet 8 of 36 · Cluster 1 · 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 did Spain build missions and presidios in Texas?

THESIS
Spain built missions and presidios in Texas to expand its empire, spread the Catholic religion, and protect its land, which helped Spain keep control of the region.

LOCATE THE PASSAGE
"Spanish Rule in Early Texas" (Nonfiction)

THIS WEEK'S PROMPT (WHY)
Why did Spain build missions and presidios in Texas?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
Spain built missions and presidios in Texas to expand its empire, spread the Catholic religion, and protect its land, which helped Spain keep control of the region.

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, "Spanish Rule in Early Texas" (Nonfiction), and one job: answer the question, why did Spain build missions and presidios in Texas?"

▸ *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: Spain built missions and presidios in Texas to expand its empire, spread the Catholic religion, and protect its land, which helped Spain keep control of the region."

▸ *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 "Spanish Rule in Early Texas" (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 9 of 36
RPLD Evidence Deck · Slide 2 of 10

PROMPT (WHY)
Why did Spain build missions and presidios in Texas?

THESIS
Spain built missions and presidios in Texas to expand its empire, spread the Catholic religion, and protect its land, which helped Spain keep control of the region.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""Spanish Rule in Early Texas" (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"Spanish leaders wanted to expand their empire, spread the Catholic religion, and protect their land from other countries."

Gives the goals that explain why Spain wanted to settle Texas.

"To reach these goals, they built missions and presidios across the region."

Connects the goals to the action Spain took, building missions and presidios.

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: "Spanish leaders wanted to expand their empire, spread the Catholic religion, and protect their land from other countries." and "To reach these goals, they built missions and presidios across the region.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "Spanish leaders wanted to expand their empire, spread the Catholic religion, and protect their land from other countries.", Gives the goals that explain why Spain wanted to settle Texas., "To reach these goals, they built missions and presidios across the region.", Connects the goals to the action Spain took, building missions and presidios.

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 9 of 36
RPLD Evidence Deck · Slide 3 of 10

PROMPT (WHY)
Why did Spain build missions and presidios in Texas?

THESIS
Spain built missions and presidios in Texas to expand its empire, spread the Catholic religion, and protect its land, which helped Spain keep control of the region.

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

Grading Monday's two K, Key Knowledge pieces

"Spanish leaders wanted to expand their empire, spread the Catholic religion, and protect their land from other countries." BEST EVIDENCE

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

Connects to the prompt, supports the thesis by naming Spain's goals, and leads to the idea that countries build settlements to grow their power.

"To reach these goals, they built missions and presidios across the region."

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

Connects and supports, but it names the action rather than the reason, so it works best paired with the goals sentence.

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: 'To reach these goals, they built missions and presidios across the region.' 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 and supports, but it names the action rather than the reason, so it works best paired with the goals sentence."

"Now the second piece: 'Spanish leaders wanted to expand their empire, spread the Catholic religion, and protect their land from other countries.' 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 to the prompt, supports the thesis by naming Spain's goals, and leads to the idea that countries build settlements to grow their power."

"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: "Spanish leaders wanted to expand their empire, spread the Catholic religion, and protect their land from other countries." (all three CSI checks pass) over "To reach these goals, they built missions and presidios across the region." (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)
Why did Spain build missions and presidios in Texas?

THESIS
Spain built missions and presidios in Texas to expand its empire, spread the Catholic religion, and protect its land, which helped Spain keep control of the region.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""Spanish Rule in Early Texas" (Nonfiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"Their purpose was to serve as a protective force for the missions and nearby settlements."

Tells the purpose of the presidios, protection.

"Missions and presidios were often built close together so they could support each other."

Shows how the two settlements worked together, but it does not by itself state why Spain built them.

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: "Their purpose was to serve as a protective force for the missions and nearby settlements." and "Missions and presidios were often built close together so they could support each other.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "Their purpose was to serve as a protective force for the missions and nearby settlements.", Tells the purpose of the presidios, protection., "Missions and presidios were often built close together so they could support each other.", Shows how the two settlements worked together, but it does not by itself state why Spain built them.

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 9 of 36
RPLD Evidence Deck · Slide 5 of 10

PROMPT (WHY)
Why did Spain build missions and presidios in Texas?

THESIS
Spain built missions and presidios in Texas to expand its empire, spread the Catholic religion, and protect its land, which helped Spain keep control of the region.

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

Grading Wednesday's two R, Reactions pieces

"Their purpose was to serve as a protective force for the missions and nearby settlements." BEST EVIDENCE

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

Connects to the prompt, supports the thesis that protection was a reason, and leads to the idea that control needs defense.

"Missions and presidios were often built close together so they could support each other."

- ✓ 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 explains placement rather than why Spain built them, so on its own it does not prove the claim.

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: 'Missions and presidios were often built close together so they could support each other.' 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 explains placement rather than why Spain built them, so on its own it does not prove the claim."

"Now the second piece: 'Their purpose was to serve as a protective force for the missions and nearby settlements.' 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 to the prompt, supports the thesis that protection was a reason, and leads to the idea that control needs defense."

"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: "Their purpose was to serve as a protective force for the missions and nearby settlements." (all three CSI checks pass) over "Missions and presidios were often built close together so they could support each other." (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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PROMPT (WHY)
Why did Spain build missions and presidios in Texas?

THESIS
Spain built missions and presidios in Texas to expand its empire, spread the Catholic religion, and protect its land, which helped Spain keep control of the region.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"Spanish leaders wanted to expand their empire, spread the Catholic religion, and protect their land from other countries."

"Their purpose was to serve as a protective force for the missions and nearby settlements."

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

SENTENCE STEMS

- This matters because…
- The strongest evidence is…
- This connects to the thesis because…
- To me, this shows…
- This is important because…
- In the end, 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: 'Spanish leaders wanted to expand their empire, spread the Catholic religion, and protect their land from other countries.' and 'Their purpose was to serve as a protective force for the missions and nearby settlements.' 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…; The strongest evidence is…; This connects to the thesis because…; To me, this shows…; This is important because…; In the end, 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 "Spanish leaders wanted to expand their empire, spread the Catholic religion, and protect their land from other countries." and "Their purpose was to serve as a protective force for the missions and nearby settlements." 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 Spain build missions and presidios in Texas?

THESIS
Spain built missions and presidios in Texas to expand its empire, spread the Catholic religion, and protect its land, which helped Spain keep control of the region.

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 ""Spanish Rule in Early Texas" (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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ANSWER KEY

PROMPT (WHY)
Why did Spain build missions and presidios in Texas?

THESIS
Spain built missions and presidios in Texas to expand its empire, spread the Catholic religion, and protect its land, which helped Spain keep control of the region.

Answer Key, One Strong Model

Model TRACKS category: K, Key Knowledge

"Their main goal was to convert Native Americans to Catholicism."

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

True and on topic, it names one goal of the missions, but it covers only religion, so it needs the fuller list of goals to prove the whole claim.

"Spanish leaders wanted to expand their empire, spread the Catholic religion, and protect their land from other countries." BEST EVIDENCE

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

Connects, supports the thesis with all three goals, and leads to the idea that empires settle land to grow power.

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: 'Their main goal was to convert Native Americans to Catholicism.' 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 on topic, it names one goal of the missions, but it covers only religion, so it needs the fuller list of goals to prove the whole claim."

"And this second: 'Spanish leaders wanted to expand their empire, spread the Catholic religion, and protect their land from other countries.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects, supports the thesis with all three goals, and leads to the idea that empires settle land to grow power."

▸ *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: "Spanish leaders wanted to expand their empire, spread the Catholic religion, and protect their land from other countries." (passes all three CSI checks) over "Their main goal was to convert Native Americans to Catholicism."

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 explains why Spain built missions and presidios in Texas?

A **"Missions and presidios were often built close together so they could support each other."**

B **"Spanish leaders wanted to expand their empire, spread the Catholic religion, and protect their land from other countries."**

C **"Soldiers guarded the area and helped keep control of the land."**

D **"Some accepted this new way of life, but others resisted and tried to keep their traditions."**

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 explains why Spain built missions and presidios in Texas?"

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

"A: 'Missions and presidios were often built close together so they could support each other.' B: 'Spanish leaders wanted to expand their empire, spread the Catholic religion, and protect their land from other countries.' C: 'Soldiers guarded the area and helped keep control of the land.' D: 'Some accepted this new way of life, but others resisted and tried to keep their traditions.'"

▸ *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 explains why Spain built missions and presidios in Texas?

A **"Missions and presidios were often built close together so they could support each other."**
DETAIL, NOT THE CLAIM
True, but it describes placement, not the reason Spain built them.

B **"Spanish leaders wanted to expand their empire, spread the Catholic religion, and protect their land from other countries."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, it names Spain's goals for building the settlements.

C **"Soldiers guarded the area and helped keep control of the land."**
TRUE BUT WRONG
True, but it describes what soldiers did, not why Spain built the settlements.

D **"Some accepted this new way of life, but others resisted and tried to keep their traditions."**
OFF TOPIC
True, but it describes Native American responses, not Spain's reasons.

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, 'Spanish leaders wanted to expand their empire, spread the Catholic religion, and protect their land from other countries.' This proves the exact claim, it names Spain's goals for building the settlements."

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

"A: 'Missions and presidios were often built close together so they could support each other.', Detail, Not The Claim. True, but it describes placement, not the reason Spain built them."

"C: 'Soldiers guarded the area and helped keep control of the land.', True But Wrong. True, but it describes what soldiers did, not why Spain built the settlements."

"D: 'Some accepted this new way of life, but others resisted and tried to keep their traditions.', Off Topic. True, but it describes Native American responses, not Spain's reasons."

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

ANSWER KEY: B, "Spanish leaders wanted to expand their empire, spread the Catholic religion, and protect their land from other countries.", This proves the exact claim, it names Spain's goals for building the settlements.

TEKS 7(C) · Evidence · Sheet 9 of 36 · Cluster 2 · 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 Spanish missions affect the Native Americans who lived there?

THESIS
Spanish missions affected Native Americans by expecting them to follow Spanish customs and religion, and while some accepted the new way of life, many lost their freedom and tried to protect their own traditions.

LOCATE THE PASSAGE
"Spanish Rule in Early Texas" (Nonfiction)

THIS WEEK'S PROMPT (WHY)
How did Spanish missions affect the Native Americans who lived there?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
Spanish missions affected Native Americans by expecting them to follow Spanish customs and religion, and while some accepted the new way of life, many lost their freedom and tried to protect their own traditions.

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, "Spanish Rule in Early Texas" (Nonfiction), and one job: answer the question, how did Spanish missions affect the Native Americans who lived there?"

▸ *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: Spanish missions affected Native Americans by expecting them to follow Spanish customs and religion, and while some accepted the new way of life, many lost their freedom and tried to protect their own traditions."

▸ *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 "Spanish Rule in Early Texas" (Nonfiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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NOTICE

PROMPT (WHY)
How did Spanish missions affect the Native Americans who lived there?

THESIS
Spanish missions affected Native Americans by expecting them to follow Spanish customs and religion, and while some accepted the new way of life, many lost their freedom and tried to protect their own traditions.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""Spanish Rule in Early Texas" (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"Their main goal was to convert Native Americans to Catholicism."

Names a main effect the missions had on Native Americans, changing their religion.

"Many Native Americans lived at the missions and were expected to follow Spanish customs and rules."

Shows how mission life changed the way Native Americans lived.

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: "Their main goal was to convert Native Americans to Catholicism." and "Many Native Americans lived at the missions and were expected to follow Spanish customs and rules.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "Their main goal was to convert Native Americans to Catholicism.", Names a main effect the missions had on Native Americans, changing their religion., "Many Native Americans lived at the missions and were expected to follow Spanish customs and rules.", Shows how mission life changed the way Native Americans lived.

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)
How did Spanish missions affect the Native Americans who lived there?

THESIS
Spanish missions affected Native Americans by expecting them to follow Spanish customs and religion, and while some accepted the new way of life, many lost their freedom and tried to protect their own traditions.

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

Grading Monday's two K, Key Knowledge pieces

"Their main goal was to convert Native Americans to Catholicism."

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

Connects and supports, but it names only the religious goal, so it needs more to show the full effect on Native Americans.

"Many Native Americans lived at the missions and were expected to follow Spanish customs and rules." BEST EVIDENCE

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

Connects to the prompt, supports the thesis by showing the missions changed daily life, and leads to the idea that new rules can replace old traditions.

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: 'Their main goal was to convert Native Americans to Catholicism.' 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 and supports, but it names only the religious goal, so it needs more to show the full effect on Native Americans."

"Now the second piece: 'Many Native Americans lived at the missions and were expected to follow Spanish customs and rules.' 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 to the prompt, supports the thesis by showing the missions changed daily life, and leads to the idea that new rules can replace old traditions."

"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 Native Americans lived at the missions and were expected to follow Spanish customs and rules." (all three CSI checks pass) over "Their main goal was to convert Native Americans to Catholicism." (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 Spanish missions affect the Native Americans who lived there?

THESIS
Spanish missions affected Native Americans by expecting them to follow Spanish customs and religion, and while some accepted the new way of life, many lost their freedom and tried to protect their own traditions.

Collect the Evidence (7Ci), TRACKS

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

DIRECTIONS
- Reread ""Spanish Rule in Early Texas" (Nonfiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"Some accepted this new way of life, but others resisted and tried to keep their traditions."
Shows that Native Americans responded to the missions in different ways.

"Native Americans lost land and freedom, which caused tension between groups."
States a serious effect of Spanish rule on Native Americans.

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: "Some accepted this new way of life, but others resisted and tried to keep their traditions." and "Native Americans lost land and freedom, which caused tension between groups.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "Some accepted this new way of life, but others resisted and tried to keep their traditions.", Shows that Native Americans responded to the missions in different ways., "Native Americans lost land and freedom, which caused tension between groups.", States a serious effect of Spanish rule on Native Americans.

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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PROMPT (WHY)
How did Spanish missions affect the Native Americans who lived there?

THESIS
Spanish missions affected Native Americans by expecting them to follow Spanish customs and religion, and while some accepted the new way of life, many lost their freedom and tried to protect their own traditions.

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

Grading Wednesday's two R, Reactions pieces

"Native Americans lost land and freedom, which caused tension between groups." BEST EVIDENCE

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

Connects to the prompt, supports the thesis that missions had a harmful effect, and leads to the idea that losing freedom creates conflict.

"Some accepted this new way of life, but others resisted and tried to keep their traditions."

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

Connects and supports the idea of different responses, but it names reactions rather than the effect itself, so it works best paired with the loss of freedom.

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: 'Some accepted this new way of life, but others resisted and tried to keep their traditions.' 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 and supports the idea of different responses, but it names reactions rather than the effect itself, so it works best paired with the loss of freedom."

"Now the second piece: 'Native Americans lost land and freedom, which caused tension between groups.' 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 to the prompt, supports the thesis that missions had a harmful effect, and leads to the idea that losing freedom creates conflict."

"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: "Native Americans lost land and freedom, which caused tension between groups." (all three CSI checks pass) over "Some accepted this new way of life, but others resisted and tried to keep their traditions." (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)
How did Spanish missions affect the Native Americans who lived there?

THESIS
Spanish missions affected Native Americans by expecting them to follow Spanish customs and religion, and while some accepted the new way of life, many lost their freedom and tried to protect their own traditions.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"Many Native Americans lived at the missions and were expected to follow Spanish customs and rules."

"Native Americans lost land and freedom, which caused tension between groups."

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

SENTENCE STEMS

- This matters because…
- The strongest evidence is…
- This connects to the thesis because…
- To me, this shows…
- This is important because…
- In the end, 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: 'Many Native Americans lived at the missions and were expected to follow Spanish customs and rules.' and 'Native Americans lost land and freedom, which caused tension between groups.' 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…; The strongest evidence is…; This connects to the thesis because…; To me, this shows…; This is important because…; In the end, 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 "Many Native Americans lived at the missions and were expected to follow Spanish customs and rules." and "Native Americans lost land and freedom, which caused tension between groups." 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)
How did Spanish missions affect the Native Americans who lived there?

THESIS
Spanish missions affected Native Americans by expecting them to follow Spanish customs and religion, and while some accepted the new way of life, many lost their freedom and tried to protect their own traditions.

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 ""Spanish Rule in Early Texas" (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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ANSWER KEY

PROMPT (WHY)
How did Spanish missions affect the Native Americans who lived there?

THESIS
Spanish missions affected Native Americans by expecting them to follow Spanish customs and religion, and while some accepted the new way of life, many lost their freedom and tried to protect their own traditions.

Answer Key, One Strong Model

Model TRACKS category: K, Key Knowledge

"At the same time, missionaries helped transfer Spanish customs and skills such as farming, cooking, and building."

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

True and on topic, it names skills the missions taught, but it shows only one part of the effect, so it needs the fuller picture to prove the claim.

"Many Native Americans lived at the missions and were expected to follow Spanish customs and rules." BEST EVIDENCE

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

Connects, supports the thesis, and leads to the idea that mission life reshaped how Native Americans lived.

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: 'At the same time, missionaries helped transfer Spanish customs and skills such as farming, cooking, and building.' 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 on topic, it names skills the missions taught, but it shows only one part of the effect, so it needs the fuller picture to prove the claim."

"And this second: 'Many Native Americans lived at the missions and were expected to follow Spanish customs and rules.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects, supports the thesis, and leads to the idea that mission life reshaped how Native Americans lived."

▸ *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: "Many Native Americans lived at the missions and were expected to follow Spanish customs and rules." (passes all three CSI checks) over "At the same time, missionaries helped transfer Spanish customs and skills such as farming, cooking, and building."

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 from the passage best supports the idea that missions changed how Native Americans lived?

A **"Presidios were forts built by Spanish soldiers."**

B **"Many Native Americans lived at the missions and were expected to follow Spanish customs and rules."**

C **"Their main goal was to convert Native Americans to Catholicism."**

D **"Soldiers guarded the area and helped keep control of the land."**

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 missions changed how Native Americans lived?"

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

"A: 'Presidios were forts built by Spanish soldiers.' B: 'Many Native Americans lived at the missions and were expected to follow Spanish customs and rules.' C: 'Their main goal was to convert Native Americans to Catholicism.' D: 'Soldiers guarded the area and helped keep control of the land.'"

▸ *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 missions changed how Native Americans lived?

A **"Presidios were forts built by Spanish soldiers."**
OFF TOPIC
True, but it describes presidios, not the effect on Native Americans.

B **"Many Native Americans lived at the missions and were expected to follow Spanish customs and rules."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, mission life changed how Native Americans lived.

C **"Their main goal was to convert Native Americans to Catholicism."**
TRUE BUT WRONG
True, but it names a goal of the missionaries, not how daily life changed.

D **"Soldiers guarded the area and helped keep control of the land."**
DETAIL, NOT THE CLAIM
True, but it describes soldiers, not the effect on Native Americans.

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, 'Many Native Americans lived at the missions and were expected to follow Spanish customs and rules.' This proves the exact claim, mission life changed how Native Americans lived."

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

"A: 'Presidios were forts built by Spanish soldiers.', Off Topic. True, but it describes presidios, not the effect on Native Americans."

"C: 'Their main goal was to convert Native Americans to Catholicism.', True But Wrong. True, but it names a goal of the missionaries, not how daily life changed."

"D: 'Soldiers guarded the area and helped keep control of the land.', Detail, Not The Claim. True, but it describes soldiers, not the effect on Native Americans."

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

ANSWER KEY: B, "Many Native Americans lived at the missions and were expected to follow Spanish customs and rules.", This proves the exact claim, mission life changed how Native Americans lived.

TEKS 7(C) · Evidence · Sheet 10 of 36 · Cluster 2 · 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)
What lasting effects did Spanish rule have on Texas?

THESIS
Spanish rule left lasting effects on Texas, including the Spanish language, the Catholic religion, and ranching, while it also caused Native Americans to lose land and freedom.

LOCATE THE PASSAGE
"Spanish Rule in Early Texas" (Nonfiction)

THIS WEEK'S PROMPT (WHY)
What lasting effects did Spanish rule have on Texas?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
Spanish rule left lasting effects on Texas, including the Spanish language, the Catholic religion, and ranching, while it also caused Native Americans to lose land and freedom.

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, "Spanish Rule in Early Texas" (Nonfiction), and one job: answer the question, what lasting effects did Spanish rule have on Texas?"

▸ *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: Spanish rule left lasting effects on Texas, including the Spanish language, the Catholic religion, and ranching, while it also caused Native Americans to lose land and freedom."

▸ *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 "Spanish Rule in Early Texas" (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)
What lasting effects did Spanish rule have on Texas?

THESIS
Spanish rule left lasting effects on Texas, including the Spanish language, the Catholic religion, and ranching, while it also caused Native Americans to lose land and freedom.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""Spanish Rule in Early Texas" (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"The Spanish language and Catholic religion became part of daily life in the region."

Names lasting cultural effects of Spanish rule.

"Many cities, rivers, and landmarks have Spanish names."

Gives an example of a lasting effect still seen 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: "The Spanish language and Catholic religion became part of daily life in the region." and "Many cities, rivers, and landmarks have Spanish names.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "The Spanish language and Catholic religion became part of daily life in the region.", Names lasting cultural effects of Spanish rule., "Many cities, rivers, and landmarks have Spanish names.", Gives an example of a lasting effect still seen 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 11 of 36
RPLD Evidence Deck · Slide 3 of 10

PROMPT (WHY)
What lasting effects did Spanish rule have on Texas?

THESIS
Spanish rule left lasting effects on Texas, including the Spanish language, the Catholic religion, and ranching, while it also caused Native Americans to lose land and freedom.

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

Grading Monday's two K, Key Knowledge pieces

"The Spanish language and Catholic religion became part of daily life in the region." BEST EVIDENCE

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

Connects to the prompt, supports the thesis by naming cultural effects, and leads to the idea that settlers can reshape a region's culture for a long time.

"Many cities, rivers, and landmarks have Spanish names."

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

Connects and supports with an example, but it shows one detail rather than the full range of effects, so it works best paired with the culture sentence.

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 cities, rivers, and landmarks have Spanish names.' 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 and supports with an example, but it shows one detail rather than the full range of effects, so it works best paired with the culture sentence."

"Now the second piece: 'The Spanish language and Catholic religion became part of daily life in the region.' 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 to the prompt, supports the thesis by naming cultural effects, and leads to the idea that settlers can reshape a region's culture for a long 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 Spanish language and Catholic religion became part of daily life in the region." (all three CSI checks pass) over "Many cities, rivers, and landmarks have Spanish names." (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 lasting effects did Spanish rule have on Texas?

THESIS
Spanish rule left lasting effects on Texas, including the Spanish language, the Catholic religion, and ranching, while it also caused Native Americans to lose land and freedom.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""Spanish Rule in Early Texas" (Nonfiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"Farming and ranching became more common in some areas."

Shows a lasting effect on the Texas economy.

"Native Americans lost land and freedom, which caused tension between groups."

Names a lasting negative effect of Spanish rule.

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: "Farming and ranching became more common in some areas." and "Native Americans lost land and freedom, which caused tension between groups.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "Farming and ranching became more common in some areas.", Shows a lasting effect on the Texas economy., "Native Americans lost land and freedom, which caused tension between groups.", Names a lasting negative effect of Spanish rule.

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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PROMPT (WHY)
What lasting effects did Spanish rule have on Texas?

THESIS
Spanish rule left lasting effects on Texas, including the Spanish language, the Catholic religion, and ranching, while it also caused Native Americans to lose land and freedom.

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

Grading Wednesday's two R, Reactions pieces

"Farming and ranching became more common in some areas."

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

Connects to the prompt, supports the thesis with an economic effect, and leads to the idea that ranching shaped Texas for years to come.

"Native Americans lost land and freedom, which caused tension between groups." BEST EVIDENCE

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

Connects to the prompt, supports the thesis that Spanish rule also had harmful effects, and leads to the idea that change can help some while hurting others.

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: 'Farming and ranching became more common in some areas.' 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, supports the thesis with an economic effect, and leads to the idea that ranching shaped Texas for years to come."

"Now the second piece: 'Native Americans lost land and freedom, which caused tension between groups.' 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 to the prompt, supports the thesis that Spanish rule also had harmful effects, and leads to the idea that change can help some while hurting others."

"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: "Native Americans lost land and freedom, which caused tension between groups." (all three CSI checks pass) over "Farming and ranching became more common in some areas." (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)
What lasting effects did Spanish rule have on Texas?

THESIS
Spanish rule left lasting effects on Texas, including the Spanish language, the Catholic religion, and ranching, while it also caused Native Americans to lose land and freedom.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"The Spanish language and Catholic religion became part of daily life in the region."

"Native Americans lost land and freedom, which caused tension between groups."

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

SENTENCE STEMS

- This matters because…
- The strongest evidence is…
- This connects to the thesis because…
- To me, this shows…
- This is important because…
- In the end, 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 Spanish language and Catholic religion became part of daily life in the region.' and 'Native Americans lost land and freedom, which caused tension between groups.' 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…; The strongest evidence is…; This connects to the thesis because…; To me, this shows…; This is important because…; In the end, 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 Spanish language and Catholic religion became part of daily life in the region." and "Native Americans lost land and freedom, which caused tension between groups." 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)
What lasting effects did Spanish rule have on Texas?

THESIS
Spanish rule left lasting effects on Texas, including the Spanish language, the Catholic religion, and ranching, while it also caused Native Americans to lose land and freedom.

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 ""Spanish Rule in Early Texas" (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)
What lasting effects did Spanish rule have on Texas?

THESIS
Spanish rule left lasting effects on Texas, including the Spanish language, the Catholic religion, and ranching, while it also caused Native Americans to lose land and freedom.

Answer Key, One Strong Model

Model TRACKS category: K, Key Knowledge

"Explorers saw rivers, forests, plains, and dry areas."
- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

True, but it describes what explorers saw, not a lasting effect of Spanish rule, so on its own it does not prove the claim.

"The Spanish language and Catholic religion became part of daily life in the region." BEST EVIDENCE
- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects, supports the thesis, and leads to the idea that culture brought by settlers can last for centuries.

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: 'Explorers saw rivers, forests, plains, and dry areas.' 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, but it describes what explorers saw, not a lasting effect of Spanish rule, so on its own it does not prove the claim."

"And this second: 'The Spanish language and Catholic religion became part of daily life in the region.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects, supports the thesis, and leads to the idea that culture brought by settlers can last for centuries."

▸ *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 Spanish language and Catholic religion became part of daily life in the region." (passes all three CSI checks) over "Explorers saw rivers, forests, plains, and dry areas."

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 from the passage best supports the idea that Spanish rule still affects Texas today?

A **"Explorers saw rivers, forests, plains, and dry areas."**

B **"Many cities, rivers, and landmarks have Spanish names."**

C **"Presidios were forts built by Spanish soldiers."**

D **"The soldiers had difficult jobs."**

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 Spanish rule still affects Texas today?"

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

"A: 'Explorers saw rivers, forests, plains, and dry areas.' B: 'Many cities, rivers, and landmarks have Spanish names.' C: 'Presidios were forts built by Spanish soldiers.' D: 'The soldiers had difficult jobs.'"

▸ *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 Spanish rule still affects Texas today?

A **"Explorers saw rivers, forests, plains, and dry areas."**
OFF TOPIC
True, but it describes what explorers saw, not a lasting effect.

B **"Many cities, rivers, and landmarks have Spanish names."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, Spanish names are a lasting effect seen today.

C **"Presidios were forts built by Spanish soldiers."**
DETAIL, NOT THE CLAIM
True, but it describes presidios in the past, not a lasting effect today.

D **"The soldiers had difficult jobs."**
TRUE BUT WRONG
True, but it describes the soldiers' work, not a lasting effect on Texas.

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, 'Many cities, rivers, and landmarks have Spanish names.' This proves the exact claim, Spanish names are a lasting effect seen today."

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

"A: 'Explorers saw rivers, forests, plains, and dry areas.', Off Topic. True, but it describes what explorers saw, not a lasting effect."

"C: 'Presidios were forts built by Spanish soldiers.', Detail, Not The Claim. True, but it describes presidios in the past, not a lasting effect today."

"D: 'The soldiers had difficult jobs.', True But Wrong. True, but it describes the soldiers' work, not a lasting effect on Texas."

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

ANSWER KEY: B, "Many cities, rivers, and landmarks have Spanish names.", This proves the exact claim, Spanish names are a lasting effect seen today.

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 missions and presidios help Spain keep control of Texas?

THESIS
Missions and presidios helped Spain keep control of Texas by spreading Spanish culture and religion and by using soldiers to protect the settlements and guard against other countries.

LOCATE THE PASSAGE
"Spanish Rule in Early Texas" (Nonfiction)

THIS WEEK'S PROMPT (WHY)
How did missions and presidios help Spain keep control of Texas?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
Missions and presidios helped Spain keep control of Texas by spreading Spanish culture and religion and by using soldiers to protect the settlements and guard against other countries.

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, "Spanish Rule in Early Texas" (Nonfiction), and one job: answer the question, how did missions and presidios help Spain keep control of Texas?"

▸ *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: Missions and presidios helped Spain keep control of Texas by spreading Spanish culture and religion and by using soldiers to protect the settlements and guard against other countries."

▸ *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 "Spanish Rule in Early Texas" (Nonfiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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NOTICE

PROMPT (WHY)
How did missions and presidios help Spain keep control of Texas?

THESIS
Missions and presidios helped Spain keep control of Texas by spreading Spanish culture and religion and by using soldiers to protect the settlements and guard against other countries.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""Spanish Rule in Early Texas" (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"To reach these goals, they built missions and presidios across the region."

Shows the plan Spain used to claim and hold Texas.

"Presidios were important because Spain needed soldiers to protect its claims."

Explains why the presidios helped Spain keep control.

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: "To reach these goals, they built missions and presidios across the region." and "Presidios were important because Spain needed soldiers to protect its claims.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "To reach these goals, they built missions and presidios across the region.", Shows the plan Spain used to claim and hold Texas., "Presidios were important because Spain needed soldiers to protect its claims.", Explains why the presidios helped Spain keep control.

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 missions and presidios help Spain keep control of Texas?

THESIS
Missions and presidios helped Spain keep control of Texas by spreading Spanish culture and religion and by using soldiers to protect the settlements and guard against other countries.

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

Grading Monday's two K, Key Knowledge pieces

"To reach these goals, they built missions and presidios across the region."

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

Connects and supports, but it names the action rather than how it kept control, so it works best paired with the presidio sentence.

"Presidios were important because Spain needed soldiers to protect its claims." BEST EVIDENCE

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

Connects to the prompt, supports the thesis that protection kept control, and leads to the idea that holding land requires defending it.

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: 'To reach these goals, they built missions and presidios across the region.' 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 and supports, but it names the action rather than how it kept control, so it works best paired with the presidio sentence."

"Now the second piece: 'Presidios were important because Spain needed soldiers to protect its claims.' 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 to the prompt, supports the thesis that protection kept control, and leads to the idea that holding land requires defending it."

"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: "Presidios were important because Spain needed soldiers to protect its claims." (all three CSI checks pass) over "To reach these goals, they built missions and presidios across the region." (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 missions and presidios help Spain keep control of Texas?

THESIS
Missions and presidios helped Spain keep control of Texas by spreading Spanish culture and religion and by using soldiers to protect the settlements and guard against other countries.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""Spanish Rule in Early Texas" (Nonfiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"Soldiers at presidios guarded missionaries, settlers, supplies, roads, and nearby communities."

Shows how soldiers protected the settlements that held the land.

"They also watched for other countries that might try to enter Spanish territory."

Shows how presidios helped keep other countries out.

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: "Soldiers at presidios guarded missionaries, settlers, supplies, roads, and nearby communities." and "They also watched for other countries that might try to enter Spanish territory.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "Soldiers at presidios guarded missionaries, settlers, supplies, roads, and nearby communities.", Shows how soldiers protected the settlements that held the land., "They also watched for other countries that might try to enter Spanish territory.", Shows how presidios helped keep other countries out.

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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PROMPT (WHY)
How did missions and presidios help Spain keep control of Texas?

THESIS
Missions and presidios helped Spain keep control of Texas by spreading Spanish culture and religion and by using soldiers to protect the settlements and guard against other countries.

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

Grading Wednesday's two R, Reactions pieces

"Soldiers at presidios guarded missionaries, settlers, supplies, roads, and nearby communities." BEST EVIDENCE

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

Connects to the prompt, supports the thesis by showing how soldiers protected Spanish settlements, and leads to the idea that protection keeps a claim strong.

"They also watched for other countries that might try to enter Spanish territory."

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

Connects and supports the idea of guarding, but it names one duty rather than the full way control was kept, so it works best paired with the guarding sentence.

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: 'They also watched for other countries that might try to enter Spanish territory.' 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 and supports the idea of guarding, but it names one duty rather than the full way control was kept, so it works best paired with the guarding sentence."

"Now the second piece: 'Soldiers at presidios guarded missionaries, settlers, supplies, roads, and nearby communities.' 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 to the prompt, supports the thesis by showing how soldiers protected Spanish settlements, and leads to the idea that protection keeps a claim strong."

"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: "Soldiers at presidios guarded missionaries, settlers, supplies, roads, and nearby communities." (all three CSI checks pass) over "They also watched for other countries that might try to enter Spanish territory." (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 12 of 36
RPLD Evidence Deck · Slide 6 of 10

PROMPT (WHY)
How did missions and presidios help Spain keep control of Texas?

THESIS
Missions and presidios helped Spain keep control of Texas by spreading Spanish culture and religion and by using soldiers to protect the settlements and guard against other countries.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

- "Presidios were important because Spain needed soldiers to protect its claims."
- "Soldiers at presidios guarded missionaries, settlers, supplies, roads, and nearby communities."

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

SENTENCE STEMS

- This matters because…
- The strongest evidence is…
- This connects to the thesis because…
- To me, this shows…
- This is important because…
- In the end, 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: 'Presidios were important because Spain needed soldiers to protect its claims.' and 'Soldiers at presidios guarded missionaries, settlers, supplies, roads, and nearby communities.' 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…; The strongest evidence is…; This connects to the thesis because…; To me, this shows…; This is important because…; In the end, 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 "Presidios were important because Spain needed soldiers to protect its claims." and "Soldiers at presidios guarded missionaries, settlers, supplies, roads, and nearby communities." 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 missions and presidios help Spain keep control of Texas?

THESIS
Missions and presidios helped Spain keep control of Texas by spreading Spanish culture and religion and by using soldiers to protect the settlements and guard against other countries.

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 ""Spanish Rule in Early Texas" (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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ANSWER KEY

PROMPT (WHY)
How did missions and presidios help Spain keep control of Texas?

THESIS
Missions and presidios helped Spain keep control of Texas by spreading Spanish culture and religion and by using soldiers to protect the settlements and guard against other countries.

Answer Key, One Strong Model

Model TRACKS category: R, Reactions

"A presidio usually had walls or fences, places for soldiers to sleep, storage areas, and weapons."

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

True, but it describes what a presidio contained, not how it helped Spain keep control, so on its own it does not prove the claim.

"Soldiers at presidios guarded missionaries, settlers, supplies, roads, and nearby communities." BEST EVIDENCE

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

Connects, supports the thesis, and leads to the idea that guarding people and supplies is how a country holds its land.

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

"The model found this first: 'A presidio usually had walls or fences, places for soldiers to sleep, storage areas, and weapons.' 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, but it describes what a presidio contained, not how it helped Spain keep control, so on its own it does not prove the claim."

"And this second: 'Soldiers at presidios guarded missionaries, settlers, supplies, roads, and nearby communities.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects, supports the thesis, and leads to the idea that guarding people and supplies is how a country holds its land."

▸ *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: "Soldiers at presidios guarded missionaries, settlers, supplies, roads, and nearby communities." (passes all three CSI checks) over "A presidio usually had walls or fences, places for soldiers to sleep, storage areas, and weapons."

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 from the passage best supports the idea that presidios helped Spain protect its land?

A **"A presidio usually had walls or fences, places for soldiers to sleep, storage areas, and weapons."**

B **"Soldiers at presidios guarded missionaries, settlers, supplies, roads, and nearby communities."**

C **"Their main goal was to convert Native Americans to Catholicism."**

D **"Explorers also met many Native American groups who already lived in Texas."**

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 presidios helped Spain protect its land?"

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

"A: 'A presidio usually had walls or fences, places for soldiers to sleep, storage areas, and weapons.' B: 'Soldiers at presidios guarded missionaries, settlers, supplies, roads, and nearby communities.' C: 'Their main goal was to convert Native Americans to Catholicism.' D: 'Explorers also met many Native American groups who already lived in Texas.'"

▸ *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 presidios helped Spain protect its land?

A **"A presidio usually had walls or fences, places for soldiers to sleep, storage areas, and weapons."**
DETAIL, NOT THE CLAIM
True, but it describes what a presidio contained, not how it protected the land.

B **"Soldiers at presidios guarded missionaries, settlers, supplies, roads, and nearby communities."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, soldiers guarded the settlements that held the land.

C **"Their main goal was to convert Native Americans to Catholicism."**
TRUE BUT WRONG
True, but it describes the missions' religious goal, not how the land was protected.

D **"Explorers also met many Native American groups who already lived in Texas."**
OFF TOPIC
True, but it describes exploration, not how presidios protected the land.

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, 'Soldiers at presidios guarded missionaries, settlers, supplies, roads, and nearby communities.' This proves the exact claim, soldiers guarded the settlements that held the land."

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

"A: 'A presidio usually had walls or fences, places for soldiers to sleep, storage areas, and weapons.', Detail, Not The Claim. True, but it describes what a presidio contained, not how it protected the land."

"C: 'Their main goal was to convert Native Americans to Catholicism.', True But Wrong. True, but it describes the missions' religious goal, not how the land was protected."

"D: 'Explorers also met many Native American groups who already lived in Texas.', Off Topic. True, but it describes exploration, not how presidios protected the land."

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

ANSWER KEY: B, "Soldiers at presidios guarded missionaries, settlers, supplies, roads, and nearby communities.", This proves the exact claim, soldiers guarded the settlements that held the land.

TEKS 7(C) · Evidence · Sheet 12 of 36 · Cluster 2 · 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)
According to the poem, why did the leaders write down people's rights?

THESIS
The leaders wrote down people's rights to make things fair and to protect people's freedoms, so that rights would guide the country's laws every day.

LOCATE THE PASSAGE
"Our Rights, Our Voices" (Poetry)

THIS WEEK'S PROMPT (WHY)
According to the poem, why did the leaders write down people's rights?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
The leaders wrote down people's rights to make things fair and to protect people's freedoms, so that rights would guide the country's laws every day.

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, "Our Rights, Our Voices" (Poetry), and one job: answer the question, according to the poem, why did the leaders write down people's rights?"

▸ *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 leaders wrote down people's rights to make things fair and to protect people's freedoms, so that rights would guide the country's laws every day."

▸ *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 "Our Rights, Our Voices" (Poetry) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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NOTICE

PROMPT (WHY)
According to the poem, why did the leaders write down people's rights?

THESIS
The leaders wrote down people's rights to make things fair and to protect people's freedoms, so that rights would guide the country's laws every day.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""Our Rights, Our Voices" (Poetry)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"They wrote down rights to make things fair,"
States the reason the leaders wrote down rights, to make things fair.

"So people's freedoms would be there."
Adds another reason, to protect people's freedoms.

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: "They wrote down rights to make things fair," and "So people's freedoms would be there.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "They wrote down rights to make things fair,", States the reason the leaders wrote down rights, to make things fair., "So people's freedoms would be there.", Adds another reason, to protect people's freedoms.

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)
According to the poem, why did the leaders write down people's rights?

THESIS
The leaders wrote down people's rights to make things fair and to protect people's freedoms, so that rights would guide the country's laws every day.

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

Grading Monday's two K, Key Knowledge pieces

"They wrote down rights to make things fair," BEST EVIDENCE

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

Connects to the prompt, supports the thesis by naming the reason (fairness), and leads to the idea that written rules keep a country fair.

"So people's freedoms would be there."

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

Connects and supports, but it names one goal, so it works best paired with the fairness line.

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: 'So people's freedoms would be there.' 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 and supports, but it names one goal, so it works best paired with the fairness line."

"Now the second piece: 'They wrote down rights to make things 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 to the prompt, supports the thesis by naming the reason (fairness), and leads to the idea that written rules keep a country 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: "They wrote down rights to make things fair," (all three CSI checks pass) over "So people's freedoms would be there." (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)
According to the poem, why did the leaders write down people's rights?

THESIS
The leaders wrote down people's rights to make things fair and to protect people's freedoms, so that rights would guide the country's laws every day.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""Our Rights, Our Voices" (Poetry)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"These rights protect us every day,"

Shows the lasting effect of writing down the rights.

"And help guide laws in every way."

Shows how the rights shape the country's laws, but by itself it does not state why they were written.

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: "These rights protect us every day," and "And help guide laws in every way.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "These rights protect us every day,", Shows the lasting effect of writing down the rights., "And help guide laws in every way.", Shows how the rights shape the country's laws, but by itself it does not state why they were written.

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 13 of 36
RPLD Evidence Deck · Slide 5 of 10

PROMPT (WHY)
According to the poem, why did the leaders write down people's rights?

THESIS
The leaders wrote down people's rights to make things fair and to protect people's freedoms, so that rights would guide the country's laws every day.

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

Grading Wednesday's two R, Reactions pieces

"These rights protect us 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 to the prompt, supports the thesis that rights guide daily life, and leads to the idea that written rights have lasting power.

"And help guide laws in every way."

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

Connects and supports the idea of guiding laws, but it names an effect rather than the reason they were written, so it works best paired with the line before it.

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: 'And help guide laws in every 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 and supports the idea of guiding laws, but it names an effect rather than the reason they were written, so it works best paired with the line before it."

"Now the second piece: 'These rights protect us every day,' 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 to the prompt, supports the thesis that rights guide daily life, and leads to the idea that written rights have lasting power."

"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 rights protect us every day," (all three CSI checks pass) over "And help guide laws in every 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)
According to the poem, why did the leaders write down people's rights?

THESIS
The leaders wrote down people's rights to make things fair and to protect people's freedoms, so that rights would guide the country's laws every day.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

- "They wrote down rights to make things fair,"
- "These rights protect us every day,"

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

SENTENCE STEMS

- This matters because…
- The strongest evidence is…
- This connects to the thesis because…
- To me, this shows…
- This is important because…
- In the end, 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 wrote down rights to make things fair,' and 'These rights protect us every day,' 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…; The strongest evidence is…; This connects to the thesis because…; To me, this shows…; This is important because…; In the end, 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 wrote down rights to make things fair," and "These rights protect us every day," 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)
According to the poem, why did the leaders write down people's rights?

THESIS
The leaders wrote down people's rights to make things fair and to protect people's freedoms, so that rights would guide the country's laws every day.

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 ""Our Rights, Our Voices" (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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ANSWER KEY

PROMPT (WHY)
According to the poem, why did the leaders write down people's rights?

THESIS
The leaders wrote down people's rights to make things fair and to protect people's freedoms, so that rights would guide the country's laws every day.

Answer Key, One Strong Model

Model TRACKS category: K, Key Knowledge

"Long ago, when a nation was new,"
- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

True, but it sets the time and place rather than telling why the rights were written, so on its own it does not prove the claim.

"They wrote down rights to make things fair," BEST EVIDENCE
- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects, supports the thesis, and leads to the idea that fairness is a main reason to write down rights.

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: 'Long ago, when a nation was new,' 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, but it sets the time and place rather than telling why the rights were written, so on its own it does not prove the claim."

"And this second: 'They wrote down rights to make things fair,' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects, supports the thesis, and leads to the idea that fairness is a main reason to write down rights."

▸ *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 wrote down rights to make things fair," (passes all three CSI checks) over "Long ago, when a nation was new,"

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 line from the poem best explains why the leaders wrote down people's rights?

A **"Long ago, when a nation was new,"**

B **"They wrote down rights to make things fair,"**

C **"The First says you can speak your mind,"**

D **"The Third says soldiers cannot stay,"**

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 from the poem best explains why the leaders wrote down people's rights?"

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

"A: 'Long ago, when a nation was new,' B: 'They wrote down rights to make things fair,' C: 'The First says you can speak your mind,' D: 'The Third says soldiers cannot stay,'"

▸ *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.

TEKS 7(C) · Evidence · Sheet 13 of 36 · Cluster 3 · Module 1 · slide 9 of 10

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 from the poem best explains why the leaders wrote down people's rights?

A **"Long ago, when a nation was new,"**
DETAIL, NOT THE CLAIM
True, but it tells when this happened, not why the rights were written.

B **"They wrote down rights to make things fair,"**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, the rights were written to make things fair.

C **"The First says you can speak your mind,"**
TRUE BUT WRONG
True, but it names one right, not why the rights were written.

D **"The Third says soldiers cannot stay,"**
OFF TOPIC
True, but it names one right, not the reason the rights were written.

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 wrote down rights to make things fair,' This proves the exact claim, the rights were written to make things fair."

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

"A: 'Long ago, when a nation was new,', Detail, Not The Claim. True, but it tells when this happened, not why the rights were written."

"C: 'The First says you can speak your mind,', True But Wrong. True, but it names one right, not why the rights were written."

"D: 'The Third says soldiers cannot stay,', Off Topic. True, but it names one right, not the reason the rights were written."

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

ANSWER KEY: B, "They wrote down rights to make things fair,", This proves the exact claim, the rights were written to make things fair.

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)
What does the poem say the First Amendment lets people do?

THESIS
The poem says the First Amendment lets people speak their minds, practice any religion, share their thoughts, and gather together, showing that it protects many freedoms at once.

LOCATE THE PASSAGE
"Our Rights, Our Voices" (Poetry)

THIS WEEK'S PROMPT (WHY)
What does the poem say the First Amendment lets people do?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
The poem says the First Amendment lets people speak their minds, practice any religion, share their thoughts, and gather together, showing that it protects many freedoms at once.

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, "Our Rights, Our Voices" (Poetry), and one job: answer the question, what does the poem say the First Amendment lets people do?"

▸ *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 says the First Amendment lets people speak their minds, practice any religion, share their thoughts, and gather together, showing that it protects many freedoms at once."

▸ *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 "Our Rights, Our Voices" (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 14 of 36
RPLD Evidence Deck · Slide 2 of 10

PROMPT (WHY)
What does the poem say the First Amendment lets people do?

THESIS
The poem says the First Amendment lets people speak their minds, practice any religion, share their thoughts, and gather together, showing that it protects many freedoms at once.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""Our Rights, Our Voices" (Poetry)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"The First says you can speak your mind,"

Names one freedom the First Amendment protects, speech.

"Practice religion of any kind,"

Names another First Amendment freedom, religion.

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 First says you can speak your mind," and "Practice religion of any kind,", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "The First says you can speak your mind,", Names one freedom the First Amendment protects, speech., "Practice religion of any kind,", Names another First Amendment freedom, religion.

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 14 of 36
RPLD Evidence Deck · Slide 3 of 10

PROMPT (WHY)
What does the poem say the First Amendment lets people do?

THESIS
The poem says the First Amendment lets people speak their minds, practice any religion, share their thoughts, and gather together, showing that it protects many freedoms at once.

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

Grading Monday's two K, Key Knowledge pieces

"The First says you can speak your mind," BEST EVIDENCE

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

Connects to the prompt, supports the thesis by naming a First Amendment freedom, and leads to the idea that free speech is a key right.

"Practice religion of any kind,"

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

Connects and supports, but it names one freedom, so it works best paired with the other freedoms.

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: 'Practice religion of any kind,' 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 and supports, but it names one freedom, so it works best paired with the other freedoms."

"Now the second piece: 'The First says you can speak your mind,' 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 to the prompt, supports the thesis by naming a First Amendment freedom, and leads to the idea that free speech is a key 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: "The First says you can speak your mind," (all three CSI checks pass) over "Practice religion of any kind," (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 say the First Amendment lets people do?

THESIS
The poem says the First Amendment lets people speak their minds, practice any religion, share their thoughts, and gather together, showing that it protects many freedoms at once.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""Our Rights, Our Voices" (Poetry)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"Write your thoughts and gather too,"

Names two more freedoms, writing and gathering.

"And transmit ideas as others do."

Shows another freedom, sharing ideas, tied to the First Amendment.

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: "Write your thoughts and gather too," and "And transmit ideas as others do.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "Write your thoughts and gather too,", Names two more freedoms, writing and gathering., "And transmit ideas as others do.", Shows another freedom, sharing ideas, tied to the First Amendment.

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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CHOOSE

PROMPT (WHY)
What does the poem say the First Amendment lets people do?

THESIS
The poem says the First Amendment lets people speak their minds, practice any religion, share their thoughts, and gather together, showing that it protects many freedoms at once.

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

Grading Wednesday's two R, Reactions pieces

"Write your thoughts and gather too," BEST EVIDENCE

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

Connects to the prompt, supports the thesis by naming more freedoms, and leads to the idea that the First Amendment protects several rights together.

"And transmit ideas as others do."

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

Connects and supports, but it names one more freedom, so it works best paired with the line before it.

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: 'And transmit ideas as others 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 and supports, but it names one more freedom, so it works best paired with the line before it."

"Now the second piece: 'Write your thoughts and gather too,' 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 to the prompt, supports the thesis by naming more freedoms, and leads to the idea that the First Amendment protects several rights 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: "Write your thoughts and gather too," (all three CSI checks pass) over "And transmit ideas as others 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 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 14 of 36
RPLD Evidence Deck · Slide 6 of 10

PROMPT (WHY)
What does the poem say the First Amendment lets people do?

THESIS
The poem says the First Amendment lets people speak their minds, practice any religion, share their thoughts, and gather together, showing that it protects many freedoms at once.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

- "The First says you can speak your mind,"
- "Write your thoughts and gather too,"

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

SENTENCE STEMS

- This matters because…
- The strongest evidence is…
- This connects to the thesis because…
- To me, this shows…
- This is important because…
- In the end, 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 First says you can speak your mind,' and 'Write your thoughts and gather too,' 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…; The strongest evidence is…; This connects to the thesis because…; To me, this shows…; This is important because…; In the end, 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 First says you can speak your mind," and "Write your thoughts and gather too," 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)
What does the poem say the First Amendment lets people do?

THESIS
The poem says the First Amendment lets people speak their minds, practice any religion, share their thoughts, and gather together, showing that it protects many freedoms at once.

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 ""Our Rights, Our Voices" (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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ANSWER KEY

PROMPT (WHY)
What does the poem say the First Amendment lets people do?

THESIS
The poem says the First Amendment lets people speak their minds, practice any religion, share their thoughts, and gather together, showing that it protects many freedoms at once.

Answer Key, One Strong Model

Model TRACKS category: K, Key Knowledge

"The Second says you have a right"

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

True, but it begins the Second Amendment, not the First, so on its own it does not prove the claim about the First Amendment.

"The First says you can speak your mind," BEST EVIDENCE

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

Connects, supports the thesis, and leads to the idea that the First Amendment protects the freedom to speak.

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 Second says you have a right' 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, but it begins the Second Amendment, not the First, so on its own it does not prove the claim about the First Amendment."

"And this second: 'The First says you can speak your mind,' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects, supports the thesis, and leads to the idea that the First Amendment protects the freedom to speak."

▸ *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 First says you can speak your mind," (passes all three CSI checks) over "The Second says you have a right"

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 line from the poem best supports the idea that the First Amendment protects free speech?

A **"The Second says you have a right"**

B **"The First says you can speak your mind,"**

C **"The Third says soldiers cannot stay,"**

D **"These rights protect us every day,"**

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 from the poem best supports the idea that the First Amendment protects free speech?"

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

"A: 'The Second says you have a right' B: 'The First says you can speak your mind,' C: 'The Third says soldiers cannot stay,' D: 'These rights protect us every day,'"

▸ *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 line from the poem best supports the idea that the First Amendment protects free speech?

A **"The Second says you have a right"**
OFF TOPIC
True, but it names the Second Amendment, not the First.

B **"The First says you can speak your mind,"**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, the First Amendment lets people speak their minds.

C **"The Third says soldiers cannot stay,"**
TRUE BUT WRONG
True, but it names the Third Amendment, not free speech.

D **"These rights protect us every day,"**
DETAIL, NOT THE CLAIM
True, but it describes all the rights, not free speech in particular.

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 First says you can speak your mind,' This proves the exact claim, the First Amendment lets people speak their minds."

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

"A: 'The Second says you have a right', Off Topic. True, but it names the Second Amendment, not the First."

"C: 'The Third says soldiers cannot stay,', True But Wrong. True, but it names the Third Amendment, not free speech."

"D: 'These rights protect us every day,', Detail, Not The Claim. True, but it describes all the rights, not free speech in particular."

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

ANSWER KEY: B, "The First says you can speak your mind,", This proves the exact claim, the First Amendment lets people speak their minds.

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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EVIDENCE

PROMPT (WHY)
How does the poem show that the Bill of Rights protects fairness?

THESIS
The poem shows that the Bill of Rights protects fairness because its writers believed fairness should always be achieved and wanted justice and equal laws to guide the land.

LOCATE THE PASSAGE
"Our Rights, Our Voices" (Poetry)

THIS WEEK'S PROMPT (WHY)
How does the poem show that the Bill of Rights protects fairness?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
The poem shows that the Bill of Rights protects fairness because its writers believed fairness should always be achieved and wanted justice and equal laws to guide the land.

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, "Our Rights, Our Voices" (Poetry), and one job: answer the question, how does the poem show that the Bill of Rights protects fairness?"

▸ *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 the Bill of Rights protects fairness because its writers believed fairness should always be achieved and wanted justice and equal laws to guide the land."

▸ *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 "Our Rights, Our Voices" (Poetry) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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NOTICE

PROMPT (WHY)
How does the poem show that the Bill of Rights protects fairness?

THESIS
The poem shows that the Bill of Rights protects fairness because its writers believed fairness should always be achieved and wanted justice and equal laws to guide the land.

Collect the Evidence (7Ci), TRACKS

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

DIRECTIONS
- Reread ""Our Rights, Our Voices" (Poetry)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"The people who wrote these rights believed"
Introduces what the writers of the rights believed.

"Fairness should always be achieved."
States the belief directly, that fairness should always be achieved.

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 people who wrote these rights believed" and "Fairness should always be achieved.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "The people who wrote these rights believed", Introduces what the writers of the rights believed., "Fairness should always be achieved.", States the belief directly, that fairness should always be achieved.

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 poem show that the Bill of Rights protects fairness?

THESIS
The poem shows that the Bill of Rights protects fairness because its writers believed fairness should always be achieved and wanted justice and equal laws to guide the land.

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

Grading Monday's two K, Key Knowledge pieces

"The people who wrote these rights believed"

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

Connects and sets up the belief, but by itself it does not state what they believed, so it needs the next line to prove the claim.

"Fairness should always be achieved." BEST EVIDENCE

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

Connects to the prompt, supports the thesis by stating the belief in fairness, and leads to the idea that fairness is the purpose of the rights.

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 people who wrote these rights believed' 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 and sets up the belief, but by itself it does not state what they believed, so it needs the next line to prove the claim."

"Now the second piece: 'Fairness should always be achieved.' 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 to the prompt, supports the thesis by stating the belief in fairness, and leads to the idea that fairness is the purpose of the rights."

"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: "Fairness should always be achieved." (all three CSI checks pass) over "The people who wrote these rights believed" (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 does the poem show that the Bill of Rights protects fairness?

THESIS
The poem shows that the Bill of Rights protects fairness because its writers believed fairness should always be achieved and wanted justice and equal laws to guide the land.

Collect the Evidence (7Ci), TRACKS

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

DIRECTIONS
- Reread ""Our Rights, Our Voices" (Poetry)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"They wanted justice to guide the land,"
Shows the writers wanted justice to lead the country.

"The Fifth says courts must treat you fair,"
Gives an example of a right that protects fairness in court.

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: "They wanted justice to guide the land," and "The Fifth says courts must treat you fair,", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "They wanted justice to guide the land,", Shows the writers wanted justice to lead the country., "The Fifth says courts must treat you fair,", Gives an example of a right that protects fairness in court.

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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PROMPT (WHY)
How does the poem show that the Bill of Rights protects fairness?

THESIS
The poem shows that the Bill of Rights protects fairness because its writers believed fairness should always be achieved and wanted justice and equal laws to guide the land.

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

Grading Wednesday's two R, Reactions pieces

"They wanted justice to guide the land," BEST EVIDENCE

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

Connects to the prompt, supports the thesis that the writers valued fairness, and leads to the idea that justice shapes good laws.

"The Fifth says courts must treat you fair,"

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

Connects and supports with an example, but it names one right, so it works best paired with the goal of justice.

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: 'The Fifth says courts must treat you fair,' 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 and supports with an example, but it names one right, so it works best paired with the goal of justice."

"Now the second piece: 'They wanted justice to guide the land,' 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 to the prompt, supports the thesis that the writers valued fairness, and leads to the idea that justice shapes good laws."

"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 wanted justice to guide the land," (all three CSI checks pass) over "The Fifth says courts must treat you fair," (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 15 of 36
RPLD Evidence Deck · Slide 6 of 10

PROMPT (WHY)
How does the poem show that the Bill of Rights protects fairness?

THESIS
The poem shows that the Bill of Rights protects fairness because its writers believed fairness should always be achieved and wanted justice and equal laws to guide the land.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

- "Fairness should always be achieved."
- "They wanted justice to guide the land,"

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

SENTENCE STEMS

- This matters because…
- The strongest evidence is…
- This connects to the thesis because…
- To me, this shows…
- This is important because…
- In the end, 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: 'Fairness should always be achieved.' and 'They wanted justice to guide the land,' 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…; The strongest evidence is…; This connects to the thesis because…; To me, this shows…; This is important because…; In the end, 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 "Fairness should always be achieved." and "They wanted justice to guide the land," 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 the Bill of Rights protects fairness?

THESIS
The poem shows that the Bill of Rights protects fairness because its writers believed fairness should always be achieved and wanted justice and equal laws to guide the land.

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 ""Our Rights, Our Voices" (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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ANSWER KEY

PROMPT (WHY)
How does the poem show that the Bill of Rights protects fairness?

THESIS
The poem shows that the Bill of Rights protects fairness because its writers believed fairness should always be achieved and wanted justice and equal laws to guide the land.

Answer Key, One Strong Model

Model TRACKS category: K, Key Knowledge

"The Sixth gives you a trial that's fair,"
- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

True and on topic, it names one fair right, but it shows a single example, so it needs the writers' broader belief to prove the whole claim.

"Fairness should always be achieved." BEST EVIDENCE
- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects, supports the thesis, and leads to the idea that fairness is the goal behind the rights.

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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 Sixth gives you a trial that's 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) True and on topic, it names one fair right, but it shows a single example, so it needs the writers' broader belief to prove the whole claim."

"And this second: 'Fairness should always be achieved.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects, supports the thesis, and leads to the idea that fairness is the goal behind the rights."

▸ *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: "Fairness should always be achieved." (passes all three CSI checks) over "The Sixth gives you a trial that's 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 from the poem best supports the idea that the Bill of Rights was meant to protect fairness?

A **"The Sixth gives you a trial that's fair,"**

B **"Fairness should always be achieved."**

C **"The Third says soldiers cannot stay,"**

D **"Long ago, when a nation was 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 line from the poem best supports the idea that the Bill of Rights was meant to protect fairness?"

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

"A: 'The Sixth gives you a trial that's fair,' B: 'Fairness should always be achieved.' C: 'The Third says soldiers cannot stay,' D: 'Long ago, when a nation was 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.

TEKS 7(C) · Evidence · Sheet 15 of 36 · Cluster 3 · Module 3 · slide 9 of 10

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 line from the poem best supports the idea that the Bill of Rights was meant to protect fairness?

A **"The Sixth gives you a trial that's fair,"**
DETAIL, NOT THE CLAIM
True, but it names one right, not the larger goal of fairness.

B **"Fairness should always be achieved."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, the writers wanted fairness to always be achieved.

C **"The Third says soldiers cannot stay,"**
TRUE BUT WRONG
True, but it names one right, not the goal of fairness.

D **"Long ago, when a nation was new,"**
OFF TOPIC
True, but it tells when this happened, not that fairness was the goal.

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, 'Fairness should always be achieved.' This proves the exact claim, the writers wanted fairness to always be achieved."

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

"A: 'The Sixth gives you a trial that's fair,', Detail, Not The Claim. True, but it names one right, not the larger goal of fairness."

"C: 'The Third says soldiers cannot stay,', True But Wrong. True, but it names one right, not the goal of fairness."

"D: 'Long ago, when a nation was new,', Off Topic. True, but it tells when this happened, not that fairness was the goal."

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

ANSWER KEY: B, "Fairness should always be achieved.", This proves the exact claim, the writers wanted fairness to always be achieved.

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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PROMPT (WHY)
According to the poem, why are written rights important for a growing country?

THESIS
Written rights are important for a growing country because they let everyone see and protect their liberty, and they help future generations know that everyone should have a voice.

LOCATE THE PASSAGE
"Our Rights, Our Voices" (Poetry)

THIS WEEK'S PROMPT (WHY)
According to the poem, why are written rights important for a growing country?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
Written rights are important for a growing country because they let everyone see and protect their liberty, and they help future generations know that everyone should have a voice.

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, "Our Rights, Our Voices" (Poetry), and one job: answer the question, according to the poem, why are written rights important for a growing country?"

▸ *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: Written rights are important for a growing country because they let everyone see and protect their liberty, and they help future generations know that everyone should have a voice."

▸ *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 "Our Rights, Our Voices" (Poetry) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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NOTICE

PROMPT (WHY)
According to the poem, why are written rights important for a growing country?

THESIS
Written rights are important for a growing country because they let everyone see and protect their liberty, and they help future generations know that everyone should have a voice.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""Our Rights, Our Voices" (Poetry)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"They wanted written rights everyone could see,"
Shows the wish for clear, written rights everyone could know.

"To help protect each person's liberty."
States why written rights matter, to protect each person's liberty.

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: "They wanted written rights everyone could see," and "To help protect each person's liberty.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "They wanted written rights everyone could see,", Shows the wish for clear, written rights everyone could know., "To help protect each person's liberty.", States why written rights matter, to protect each person's liberty.

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)
According to the poem, why are written rights important for a growing country?

THESIS
Written rights are important for a growing country because they let everyone see and protect their liberty, and they help future generations know that everyone should have a voice.

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

Grading Monday's two K, Key Knowledge pieces

"They wanted written rights everyone could see,"

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

Connects and supports, but it names the wish for written rights without saying why they matter, so it works best paired with the liberty line.

"To help protect each person's liberty." BEST EVIDENCE

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

Connects to the prompt, supports the thesis by giving the reason (protecting liberty), and leads to the idea that clear rights protect freedom.

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: 'They wanted written rights everyone could see,' 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 and supports, but it names the wish for written rights without saying why they matter, so it works best paired with the liberty line."

"Now the second piece: 'To help protect each person's liberty.' 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 to the prompt, supports the thesis by giving the reason (protecting liberty), and leads to the idea that clear rights protect freedom."

"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 help protect each person's liberty." (all three CSI checks pass) over "They wanted written rights everyone could see." (fails at least one

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)
According to the poem, why are written rights important for a growing country?

THESIS
Written rights are important for a growing country because they let everyone see and protect their liberty, and they help future generations know that everyone should have a voice.

Collect the Evidence (7Ci), TRACKS

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

DIRECTIONS
- Reread ""Our Rights, Our Voices" (Poetry)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"And future generations needed to know"
Shows written rights matter for the people who come later.

"That everyone should have a voice,"
States a key idea the rights protect, that everyone should have a voice.

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: "And future generations needed to know" and "That everyone should have a voice,", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "And future generations needed to know", Shows written rights matter for the people who come later., "That everyone should have a voice,", States a key idea the rights protect, that everyone should have a voice.

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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CHOOSE

PROMPT (WHY)
According to the poem, why are written rights important for a growing country?

THESIS
Written rights are important for a growing country because they let everyone see and protect their liberty, and they help future generations know that everyone should have a voice.

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

Grading Wednesday's two R, Reactions pieces

"And future generations needed to know"

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

Connects and sets up the idea, but by itself it does not say what they needed to know, so it needs the next line to prove the claim.

"That everyone should have a voice," BEST EVIDENCE

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

Connects to the prompt, supports the thesis that rights protect everyone's voice, and leads to the idea that a growing country needs written rights for all.

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: 'And future generations needed to know' 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 and sets up the idea, but by itself it does not say what they needed to know, so it needs the next line to prove the claim."

"Now the second piece: 'That everyone should have a voice,' 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 to the prompt, supports the thesis that rights protect everyone's voice, and leads to the idea that a growing country needs written rights for all."

"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: "That everyone should have a voice," (all three CSI checks pass) over "And future generations needed to know" (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)
According to the poem, why are written rights important for a growing country?

THESIS
Written rights are important for a growing country because they let everyone see and protect their liberty, and they help future generations know that everyone should have a voice.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

- "To help protect each person's liberty."
- "That everyone should have a voice,"

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

SENTENCE STEMS

- This matters because…
- The strongest evidence is…
- This connects to the thesis because…
- To me, this shows…
- This is important because…
- In the end, 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: 'To help protect each person's liberty.' and 'That everyone should have a voice,' 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…; The strongest evidence is…; This connects to the thesis because…; To me, this shows…; This is important because…; In the end, 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 "To help protect each person's liberty." and "That everyone should have a voice," 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)
According to the poem, why are written rights important for a growing country?

THESIS
Written rights are important for a growing country because they let everyone see and protect their liberty, and they help future generations know that everyone should have a voice.

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 ""Our Rights, Our Voices" (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)
According to the poem, why are written rights important for a growing country?

THESIS
Written rights are important for a growing country because they let everyone see and protect their liberty, and they help future generations know that everyone should have a voice.

Answer Key, One Strong Model

Model TRACKS category: K, Key Knowledge

"They knew the country still would grow,"

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

True and on topic, it shows the country would grow, but it does not say why written rights matter, so it needs the liberty line to prove the claim.

"To help protect each person's liberty." BEST EVIDENCE

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

Connects, supports the thesis, and leads to the idea that written rights guard each person's freedom as a country grows.

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Grade 5 • Cluster 3 • 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: 'They knew the country still would 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) True and on topic, it shows the country would grow, but it does not say why written rights matter, so it needs the liberty line to prove the claim."

"And this second: 'To help protect each person's liberty.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects, supports the thesis, and leads to the idea that written rights guard each person's freedom as a country grows."

▸ *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: "To help protect each person's liberty." (passes all three CSI checks) over "They knew the country still would 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 16 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which line from the poem best explains why written rights are important?

A **"They knew the country still would grow,"**

B **"To help protect each person's liberty."**

C **"Practice religion of any kind,"**

D **"Long ago, when a nation was 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 line from the poem best explains why written rights are important?"

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

"A: 'They knew the country still would grow,' B: 'To help protect each person's liberty.' C: 'Practice religion of any kind,' D: 'Long ago, when a nation was 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.

TEKS 7(C) · Evidence · Sheet 16 of 36 · Cluster 3 · Module 4 · slide 9 of 10

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 from the poem best explains why written rights are important?

A **"They knew the country still would grow,"**
DETAIL, NOT THE CLAIM
True, but it tells that the country would grow, not why written rights matter.

B **"To help protect each person's liberty."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, written rights protect each person's liberty.

C **"Practice religion of any kind,"**
TRUE BUT WRONG
True, but it names one freedom, not why written rights matter overall.

D **"Long ago, when a nation was new,"**
OFF TOPIC
True, but it tells when this happened, not why written rights matter.

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, 'To help protect each person's liberty.' This proves the exact claim, written rights protect each person's liberty."

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

"A: 'They knew the country still would grow,', Detail, Not The Claim. True, but it tells that the country would grow, not why written rights matter."

"C: 'Practice religion of any kind,', True But Wrong. True, but it names one freedom, not why written rights matter overall."

"D: 'Long ago, when a nation was new,', Off Topic. True, but it tells when this happened, not why written rights matter."

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

ANSWER KEY: B, "To help protect each person's liberty.", This proves the exact claim, written rights protect each person's liberty.

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)
According to the passage, why did the colonial leaders decide to declare independence?

THESIS
The colonial leaders declared independence because they had grown frustrated with British rule and believed it was time to build their own nation on ideas like natural rights.

LOCATE THE PASSAGE
"Words That Changed a Nation" (Nonfiction)

THIS WEEK'S PROMPT (WHY)
According to the passage, why did the colonial leaders decide to declare independence?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
The colonial leaders declared independence because they had grown frustrated with British rule and believed it was time to build their own nation on ideas like natural rights.

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, "Words That Changed a Nation" (Nonfiction), and one job: answer the question, according to the passage, why did the colonial leaders decide to declare 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: The colonial leaders declared independence because they had grown frustrated with British rule and believed it was time to build their own nation on ideas like natural 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 "Words That Changed a Nation" (Nonfiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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NOTICE

PROMPT (WHY)
According to the passage, why did the colonial leaders decide to declare independence?

THESIS
The colonial leaders declared independence because they had grown frustrated with British rule and believed it was time to build their own nation on ideas like natural rights.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""Words That Changed a Nation" (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"They had grown frustrated with British rule and believed it was time to form their own nation."

States the main reason the leaders wanted independence.

"After many discussions, they approved the Declaration of Independence on July 4, 1776."

Tells the event, but it names when they acted rather than why.

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: "They had grown frustrated with British rule and believed it was time to form their own nation." and "After many discussions, they approved the Declaration of Independence on July 4, 1776.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "They had grown frustrated with British rule and believed it was time to form their own nation.", States the main reason the leaders wanted independence., "After many discussions, they approved the Declaration of Independence on July 4, 1776.", Tells the event, but it names when they acted rather than why.

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 17 of 36
RPLD Evidence Deck · Slide 3 of 10

PROMPT (WHY)
According to the passage, why did the colonial leaders decide to declare independence?

THESIS
The colonial leaders declared independence because they had grown frustrated with British rule and believed it was time to build their own nation on ideas like natural rights.

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

Grading Monday's two K, Key Knowledge pieces

"They had grown frustrated with British rule and believed it was time to form their own nation." BEST EVIDENCE

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

Connects to the prompt, supports the thesis by naming the reason, and leads to the idea that people seek independence when they feel unheard.

"After many discussions, they approved the Declaration of Independence on July 4, 1776."

- ✓ 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 naming the date does not explain why they declared independence, so on its own it does not prove the claim.

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: 'After many discussions, they approved the Declaration of Independence on July 4, 1776.' 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 naming the date does not explain why they declared independence, so on its own it does not prove the claim."

"Now the second piece: 'They had grown frustrated with British rule and believed it was time to form their own nation.' 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 to the prompt, supports the thesis by naming the reason, and leads to the idea that people seek independence when they feel unheard."

"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 had grown frustrated with British rule and believed it was time to form their own nation." (all three CSI checks pass) over "After many discussions, they approved the Declaration of Independence on July 4, 1776." (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)
According to the passage, why did the colonial leaders decide to declare independence?

THESIS
The colonial leaders declared independence because they had grown frustrated with British rule and believed it was time to build their own nation on ideas like natural rights.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""Words That Changed a Nation" (Nonfiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"It explained the ideas the new nation would be built on."

Shows the Declaration set out the nation's ideas.

"These rights were considered natural, meaning they could not be taken away by a government."

Shows the belief in natural rights that drove the decision.

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: "It explained the ideas the new nation would be built on." and "These rights were considered natural, meaning they could not be taken away by a government.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "It explained the ideas the new nation would be built on.", Shows the Declaration set out the nation's ideas., "These rights were considered natural, meaning they could not be taken away by a government.", Shows the belief in natural rights that drove the decision.

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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PROMPT (WHY)
According to the passage, why did the colonial leaders decide to declare independence?

THESIS
The colonial leaders declared independence because they had grown frustrated with British rule and believed it was time to build their own nation on ideas like natural rights.

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

Grading Wednesday's two R, Reactions pieces

"These rights were considered natural, meaning they could not be taken away by a government." BEST EVIDENCE

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

Connects to the prompt, supports the thesis that belief in natural rights drove the decision, and leads to the idea that ideas can start a nation.

"It explained the ideas the new nation would be built on."

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

Connects and supports, but it names what the document did rather than the reason for independence, so it works best paired with the natural rights line.

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: 'It explained the ideas the new nation would be built on.' 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 and supports, but it names what the document did rather than the reason for independence, so it works best paired with the natural rights line."

"Now the second piece: 'These rights were considered natural, meaning they could not be taken away by a government.' 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 to the prompt, supports the thesis that belief in natural rights drove the decision, and leads to the idea that ideas can start a nation."

"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 rights were considered natural, meaning they could not be taken away by a government." (all three CSI checks pass) over "It explained the ideas the new nation would be built on." (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 17 of 36
RPLD Evidence Deck · Slide 6 of 10

PROMPT (WHY)
According to the passage, why did the colonial leaders decide to declare independence?

THESIS
The colonial leaders declared independence because they had grown frustrated with British rule and believed it was time to build their own nation on ideas like natural rights.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"They had grown frustrated with British rule and believed it was time to form their own nation."

"These rights were considered natural, meaning they could not be taken away by a government."

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

SENTENCE STEMS

- This matters because…
- The strongest evidence is…
- This connects to the thesis because…
- To me, this shows…
- This is important because…
- In the end, 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 had grown frustrated with British rule and believed it was time to form their own nation.' and 'These rights were considered natural, meaning they could not be taken away by a government.' 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…; The strongest evidence is…; This connects to the thesis because…; To me, this shows…; This is important because…; In the end, 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 had grown frustrated with British rule and believed it was time to form their own nation." and "These rights were considered natural, meaning they could not be taken away by a government." 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)
According to the passage, why did the colonial leaders decide to declare independence?

THESIS
The colonial leaders declared independence because they had grown frustrated with British rule and believed it was time to build their own nation on ideas like natural 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 ""Words That Changed a Nation" (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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ANSWER KEY

PROMPT (WHY)
According to the passage, why did the colonial leaders decide to declare independence?

THESIS
The colonial leaders declared independence because they had grown frustrated with British rule and believed it was time to build their own nation on ideas like natural rights.

Answer Key, One Strong Model

Model TRACKS category: K, Key Knowledge

"In the summer of 1776, leaders from the thirteen colonies met to make an important decision."

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

True, but it sets the time and place rather than the reason, so on its own it does not prove the claim.

"They had grown frustrated with British rule and believed it was time to form their own nation." BEST EVIDENCE

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

Connects, supports the thesis, and leads to the idea that frustration with unfair rule pushes people toward independence.

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: 'In the summer of 1776, leaders from the thirteen colonies met to make an important decision.' 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, but it sets the time and place rather than the reason, so on its own it does not prove the claim."

"And this second: 'They had grown frustrated with British rule and believed it was time to form their own nation.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects, supports the thesis, and leads to the idea that frustration with unfair rule pushes people toward independence."

▸ *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 had grown frustrated with British rule and believed it was time to form their own nation." (passes all three CSI checks) over "In the summer of 1776, leaders from the thirteen colonies met to make an important decision."

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 from the passage best explains why the leaders decided to declare independence?

A **"In the summer of 1776, leaders from the thirteen colonies met to make an important decision."**

B **"They had grown frustrated with British rule and believed it was time to form their own nation."**

C **"It explained the ideas the new nation would be built on."**

D **"She argued that women should also have greater rights and protections."**

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 explains why the leaders decided to declare independence?"

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

"A: 'In the summer of 1776, leaders from the thirteen colonies met to make an important decision.' B: 'They had grown frustrated with British rule and believed it was time to form their own nation.' C: 'It explained the ideas the new nation would be built on.' D: 'She argued that women should also have greater rights and protections.'"

▸ *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 explains why the leaders decided to declare independence?

A **"In the summer of 1776, leaders from the thirteen colonies met to make an important decision."**
DETAIL, NOT THE CLAIM
True, but it tells when they met, not why they declared independence.

B **"They had grown frustrated with British rule and believed it was time to form their own nation."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, frustration with British rule led them to seek independence.

C **"It explained the ideas the new nation would be built on."**
TRUE BUT WRONG
True, but it tells what the document did, not why they declared independence.

D **"She argued that women should also have greater rights and protections."**
OFF TOPIC
True, but it describes Abigail Adams's argument, not why the leaders declared independence.

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 had grown frustrated with British rule and believed it was time to form their own nation.' This proves the exact claim, frustration with British rule led them to seek independence."

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

"A: 'In the summer of 1776, leaders from the thirteen colonies met to make an important decision.', Detail, Not The Claim. True, but it tells when they met, not why they declared independence."

"C: 'It explained the ideas the new nation would be built on.', True But Wrong. True, but it tells what the document did, not why they declared independence."

"D: 'She argued that women should also have greater rights and protections.', Off Topic. True, but it describes Abigail Adams's argument, not why the leaders declared independence."

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

ANSWER KEY: B, "They had grown frustrated with British rule and believed it was time to form their own nation.", This proves the exact claim, frustration with British rule led them to seek independence.

TEKS 7(C) · Evidence · Sheet 17 of 36 · Cluster 4 · 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 did the Declaration of Independence say about the purpose of government?

THESIS
The Declaration said that governments get their power from the consent of the people and exist to protect people's rights, so the people can change a government that fails to do so.

LOCATE THE PASSAGE
"Words That Changed a Nation" (Nonfiction)

THIS WEEK'S PROMPT (WHY)
What did the Declaration of Independence say about the purpose of government?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
The Declaration said that governments get their power from the consent of the people and exist to protect people's rights, so the people can change a government that fails to do so.

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, "Words That Changed a Nation" (Nonfiction), and one job: answer the question, what did the Declaration of Independence say about the purpose of 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: The Declaration said that governments get their power from the consent of the people and exist to protect people's rights, so the people can change a government that fails to do so."

▸ *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 "Words That Changed a Nation" (Nonfiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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NOTICE

PROMPT (WHY)
What did the Declaration of Independence say about the purpose of government?

THESIS
The Declaration said that governments get their power from the consent of the people and exist to protect people's rights, so the people can change a government that fails to do so.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""Words That Changed a Nation" (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"According to the document, governments receive their power from the consent of the people they govern."

States where government power comes from, the consent of the people.

"This means that people agree to let governments make laws and protect their rights."

Explains what consent of the people means.

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: "According to the document, governments receive their power from the consent of the people they govern." and "This means that people agree to let governments make laws and protect 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: "According to the document, governments receive their power from the consent of the people they govern.", States where government power comes from, the consent of the people., "This means that people agree to let governments make laws and protect their rights.", Explains what consent of the people means.

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 did the Declaration of Independence say about the purpose of government?

THESIS
The Declaration said that governments get their power from the consent of the people and exist to protect people's rights, so the people can change a government that fails to do so.

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

Grading Monday's two K, Key Knowledge pieces

"According to the document, governments receive their power from the consent of the people they govern." BEST EVIDENCE

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

Connects to the prompt, supports the thesis by naming the source of government power, and leads to the idea that governments serve the people.

"This means that people agree to let governments make laws and protect their rights."

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

Connects and explains the idea, but it restates consent rather than adding a new reason, so it works best paired with the line before it.

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 means that people agree to let governments make laws and protect their rights.' 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 and explains the idea, but it restates consent rather than adding a new reason, so it works best paired with the line before it."

"Now the second piece: 'According to the document, governments receive their power from the consent of the people they govern.' 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 to the prompt, supports the thesis by naming the source of government power, and leads to the idea that governments serve 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: "According to the document, governments receive their power from the consent of the people they govern." (all three CSI checks pass) over "This means that people agree to let governments make laws and protect their rights." (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 did the Declaration of Independence say about the purpose of government?

THESIS
The Declaration said that governments get their power from the consent of the people and exist to protect people's rights, so the people can change a government that fails to do so.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""Words That Changed a Nation" (Nonfiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"The document argued that if a government failed to protect those rights, the people had the authority to change or replace it."

States the argument about what people may do if government fails.

"Colonists objected to taxes placed on them without representation in Parliament."

Gives background on a complaint, but it does not state the purpose of government.

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: "The document argued that if a government failed to protect those rights, the people had the authority to change or replace it." and "Colonists objected to taxes placed on them without representation in Parliament.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "The document argued that if a government failed to protect those rights, the people had the authority to change or replace it.", States the argument about what people may do if government fails., "Colonists objected to taxes placed on them without representation in Parliament.", Gives background on a complaint, but it does not state the purpose of government.

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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PROMPT (WHY)
What did the Declaration of Independence say about the purpose of government?

THESIS
The Declaration said that governments get their power from the consent of the people and exist to protect people's rights, so the people can change a government that fails to do so.

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

Grading Wednesday's two R, Reactions pieces

"The document argued that if a government failed to protect those rights, the people had the authority to change or replace it." BEST EVIDENCE

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

Connects to the prompt, supports the thesis about the purpose of government, and leads to the idea that a government must serve its people or be changed.

"Colonists objected to taxes placed on them without representation in Parliament."

- ✓ 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 describes a complaint rather than the purpose of government, so on its own it does not prove the claim.

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: 'Colonists objected to taxes placed on them without representation in Parliament.' 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 describes a complaint rather than the purpose of government, so on its own it does not prove the claim."

"Now the second piece: 'The document argued that if a government failed to protect those rights, the people had the authority to change or replace it.' 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 to the prompt, supports the thesis about the purpose of government, and leads to the idea that a government must serve its people or be changed."

"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 document argued that if a government failed to protect those rights, the people had the authority to change or replace it." (all three CSI checks pass) over "Colonists objected to taxes placed on them without representation in Parliament." (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 18 of 36
RPLD Evidence Deck · Slide 6 of 10

PROMPT (WHY)
What did the Declaration of Independence say about the purpose of government?

THESIS
The Declaration said that governments get their power from the consent of the people and exist to protect people's rights, so the people can change a government that fails to do so.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"According to the document, governments receive their power from the consent of the people they govern."

"The document argued that if a government failed to protect those rights, the people had the authority to change or replace it."

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

SENTENCE STEMS

- This matters because…
- The strongest evidence is…
- This connects to the thesis because…
- To me, this shows…
- This is important because…
- In the end, 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: 'According to the document, governments receive their power from the consent of the people they govern.' and 'The document argued that if a government failed to protect those rights, the people had the authority to change or replace it.' 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…; The strongest evidence is…; This connects to the thesis because…; To me, this shows…; This is important because…; In the end, 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 "According to the document, governments receive their power from the consent of the people they govern." and "The document argued that if a government failed to protect those rights, the people had the authority to change or replace it." 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 18 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
What did the Declaration of Independence say about the purpose of government?

THESIS
The Declaration said that governments get their power from the consent of the people and exist to protect people's rights, so the people can change a government that fails to do so.

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 ""Words That Changed a Nation" (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 18 of 36
RPLD Evidence Deck · Slide 8 of 10

PROMPT (WHY)
What did the Declaration of Independence say about the purpose of government?

THESIS
The Declaration said that governments get their power from the consent of the people and exist to protect people's rights, so the people can change a government that fails to do so.

Answer Key, One Strong Model

Model TRACKS category: K, Key Knowledge

"The Declaration listed many complaints against King George III."

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

True, but it describes the complaints, not the purpose of government, so on its own it does not prove the claim.

"According to the document, governments receive their power from the consent of the people they govern." BEST EVIDENCE

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

Connects, supports the thesis, and leads to the idea that a government's power comes from the people.

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 Declaration listed many complaints against King George III.' 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, but it describes the complaints, not the purpose of government, so on its own it does not prove the claim."

"And this second: 'According to the document, governments receive their power from the consent of the people they govern.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects, supports the thesis, and leads to the idea that a government's power comes from the 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: "According to the document, governments receive their power from the consent of the people they govern." (passes all three CSI checks) over "The Declaration listed many complaints against King George III."

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 from the passage best explains what the Declaration said about the purpose of government?

A **"The Declaration listed many complaints against King George III."**

B **"According to the document, governments receive their power from the consent of the people they govern."**

C **"Colonists objected to taxes placed on them without representation in Parliament."**

D **"She argued that women should also have greater rights and protections."**

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 explains what the Declaration said about the purpose of government?"

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

"A: 'The Declaration listed many complaints against King George III.' B: 'According to the document, governments receive their power from the consent of the people they govern.' C: 'Colonists objected to taxes placed on them without representation in Parliament.' D: 'She argued that women should also have greater rights and protections.'"

▸ *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 explains what the Declaration said about the purpose of government?

A **"The Declaration listed many complaints against King George III."**
DETAIL, NOT THE CLAIM
True, but it describes the complaints, not the purpose of government.

B **"According to the document, governments receive their power from the consent of the people they govern."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, government power comes from the consent of the people.

C **"Colonists objected to taxes placed on them without representation in Parliament."**
TRUE BUT WRONG
True, but it describes a complaint, not the purpose of government.

D **"She argued that women should also have greater rights and protections."**
OFF TOPIC
True, but it describes Abigail Adams's argument, not the purpose of government.

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, 'According to the document, governments receive their power from the consent of the people they govern.' This proves the exact claim, government power comes from the consent of the people."

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

"A: 'The Declaration listed many complaints against King George III.', Detail, Not The Claim. True, but it describes the complaints, not the purpose of government."

"C: 'Colonists objected to taxes placed on them without representation in Parliament.', True But Wrong. True, but it describes a complaint, not the purpose of government."

"D: 'She argued that women should also have greater rights and protections.', Off Topic. True, but it describes Abigail Adams's argument, not the purpose of government."

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

ANSWER KEY: B, "According to the document, governments receive their power from the consent of the people they govern.", This proves the exact claim, government power comes from the consent of the people.

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 does the passage show that the writers believed rights come from being human, not from government?

THESIS
The passage shows the writers believed rights come from being human because they argued that governments did not create these rights but existed to protect them.

LOCATE THE PASSAGE
"Words That Changed a Nation" (Nonfiction)

THIS WEEK'S PROMPT (WHY)
How does the passage show that the writers believed rights come from being human, not from government?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
The passage shows the writers believed rights come from being human because they argued that governments did not create these rights but existed to protect them.

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, "Words That Changed a Nation" (Nonfiction), and one job: answer the question, how does the passage show that the writers believed rights come from being human, not from"

▸ *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 passage shows the writers believed rights come from being human because they argued that governments did not create these rights but existed to protect them."

▸ *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 "Words That Changed a Nation" (Nonfiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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NOTICE

PROMPT (WHY)
How does the passage show that the writers believed rights come from being human, not from government?

THESIS
The passage shows the writers believed rights come from being human because they argued that governments did not create these rights but existed to protect them.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""Words That Changed a Nation" (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"The writers believed these rights belonged to every person simply because they were human."

States the belief that rights come from being human.

"They argued that governments did not create these rights."

States the argument that government does not make 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: "The writers believed these rights belonged to every person simply because they were human." and "They argued that governments did not create these rights.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "The writers believed these rights belonged to every person simply because they were human.", States the belief that rights come from being human., "They argued that governments did not create these rights.", States the argument that government does not make 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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CHOOSE

PROMPT (WHY)
How does the passage show that the writers believed rights come from being human, not from government?

THESIS
The passage shows the writers believed rights come from being human because they argued that governments did not create these rights but existed to protect them.

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

Grading Monday's two K, Key Knowledge pieces

"The writers believed these rights belonged to every person simply because they were human."

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

Connects to the prompt, supports the thesis that rights come from being human, and leads to the idea that rights are natural, not granted.

"They argued that governments did not create these rights." BEST EVIDENCE

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

Connects to the prompt, supports the thesis, and leads to the idea that a government protects rights rather than inventing them.

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 writers believed these rights belonged to every person simply because they were human.' 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, supports the thesis that rights come from being human, and leads to the idea that rights are natural, not granted."

"Now the second piece: 'They argued that governments did not create these 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 to the prompt, supports the thesis, and leads to the idea that a government protects rights rather than inventing 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: "They argued that governments did not create these rights." (all three CSI checks pass) over "The writers believed these rights belonged to every person simply because they were human." (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 does the passage show that the writers believed rights come from being human, not from government?

THESIS
The passage shows the writers believed rights come from being human because they argued that governments did not create these rights but existed to protect them.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""Words That Changed a Nation" (Nonfiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"Instead, governments existed to protect them."
Shows the writers believed government's job is to protect rights.

"If a government failed to protect the rights of its people, it was not carrying out its proper purpose."
Shows what happens when a government fails its purpose.

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: "Instead, governments existed to protect them." and "If a government failed to protect the rights of its people, it was not carrying out its proper purpose.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "Instead, governments existed to protect them.", Shows the writers believed government's job is to protect rights., "If a government failed to protect the rights of its people, it was not carrying out its proper purpose.", Shows what happens when a government fails its purpose.

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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PROMPT (WHY)
How does the passage show that the writers believed rights come from being human, not from government?

THESIS
The passage shows the writers believed rights come from being human because they argued that governments did not create these rights but existed to protect them.

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

Grading Wednesday's two R, Reactions pieces

"Instead, governments existed to protect them." BEST EVIDENCE

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

Connects to the prompt, supports the thesis by naming the true role of government, and leads to the idea that protecting rights is a government's duty.

"If a government failed to protect the rights of its people, it was not carrying out its proper purpose."

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

Connects and supports, but it names the result of failing rather than where rights come from, so it works best paired with the line before it.

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: 'If a government failed to protect the rights of its people, it was not carrying out its proper purpose.' 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 and supports, but it names the result of failing rather than where rights come from, so it works best paired with the line before it."

"Now the second piece: 'Instead, governments existed to protect 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 to the prompt, supports the thesis by naming the true role of government, and leads to the idea that protecting rights is a government's duty."

"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: "Instead, governments existed to protect them." (all three CSI checks pass) over "If a government failed to protect the rights of its people, it was not carrying out its proper purpose." (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 passage show that the writers believed rights come from being human, not from government?

THESIS
The passage shows the writers believed rights come from being human because they argued that governments did not create these rights but existed to protect them.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

- "They argued that governments did not create these rights."
- "Instead, governments existed to protect them."

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

SENTENCE STEMS

- This matters because…
- The strongest evidence is…
- This connects to the thesis because…
- To me, this shows…
- This is important because…
- In the end, 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 argued that governments did not create these rights.' and 'Instead, governments existed to protect 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…; The strongest evidence is…; This connects to the thesis because…; To me, this shows…; This is important because…; In the end, 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 argued that governments did not create these rights." and "Instead, governments existed to protect 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 19 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
How does the passage show that the writers believed rights come from being human, not from government?

THESIS
The passage shows the writers believed rights come from being human because they argued that governments did not create these rights but existed to protect them.

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 ""Words That Changed a Nation" (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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ANSWER KEY

PROMPT (WHY)
How does the passage show that the writers believed rights come from being human, not from government?

THESIS
The passage shows the writers believed rights come from being human because they argued that governments did not create these rights but existed to protect them.

Answer Key, One Strong Model

Model TRACKS category: K, Key Knowledge

"Before this happened, many colonists still considered themselves loyal to Great Britain."

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

True, but it describes earlier loyalty, not where rights come from, so on its own it does not prove the claim.

"They argued that governments did not create these rights." BEST EVIDENCE

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

Connects, supports the thesis, and leads to the idea that rights belong to people, not to governments.

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: 'Before this happened, many colonists still considered themselves loyal to Great Britain.' 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, but it describes earlier loyalty, not where rights come from, so on its own it does not prove the claim."

"And this second: 'They argued that governments did not create these rights.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects, supports the thesis, and leads to the idea that rights belong to people, not to governments."

▸ *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 argued that governments did not create these rights." (passes all three CSI checks) over "Before this happened, many colonists still considered themselves loyal to Great Britain."

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 from the passage best supports the idea that rights come from being human, not from government?

A **"Before this happened, many colonists still considered themselves loyal to Great Britain."**

B **"They argued that governments did not create these rights."**

C **"The Declaration also included a long list of complaints against King George III."**

D **"Instead, governments existed to protect them."**

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 rights come from being human, not from government?"

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

"A: 'Before this happened, many colonists still considered themselves loyal to Great Britain.' B: 'They argued that governments did not create these rights.' C: 'The Declaration also included a long list of complaints against King George III.' D: 'Instead, governments existed to protect them.'"

▸ *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.

TEKS 7(C) · Evidence · Sheet 19 of 36 · Cluster 4 · Module 3 · slide 9 of 10

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 rights come from being human, not from government?

A **"Before this happened, many colonists still considered themselves loyal to Great Britain."**
OFF TOPIC
True, but it describes loyalty, not where rights come from.

B **"They argued that governments did not create these rights."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, governments did not create the rights.

C **"The Declaration also included a long list of complaints against King George III."**
DETAIL, NOT THE CLAIM
True, but it describes the complaints, not where rights come from.

D **"Instead, governments existed to protect them."**
TRUE BUT WRONG
True, and close, but it tells the role of government rather than that rights come from being human.

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 argued that governments did not create these rights.' This proves the exact claim, governments did not create the rights."

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

"A: 'Before this happened, many colonists still considered themselves loyal to Great Britain.', Off Topic. True, but it describes loyalty, not where rights come from."

"C: 'The Declaration also included a long list of complaints against King George III.', Detail, Not The Claim. True, but it describes the complaints, not where rights come from."

"D: 'Instead, governments existed to protect them.', True But Wrong. True, and close, but it tells the role of government rather than that rights come from being human."

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

ANSWER KEY: B, "They argued that governments did not create these rights.", This proves the exact claim, governments did not create the rights.

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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EVIDENCE

PROMPT (WHY)
According to the passage, how did Enlightenment ideas shape the Declaration of Independence?

THESIS
Enlightenment ideas shaped the Declaration because thinkers like John Locke argued that people have natural rights and that governments should protect them, and colonial leaders used those ideas to support independence.

LOCATE THE PASSAGE
"Words That Changed a Nation" (Nonfiction)

THIS WEEK'S PROMPT (WHY)
According to the passage, how did Enlightenment ideas shape the Declaration of Independence?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
Enlightenment ideas shaped the Declaration because thinkers like John Locke argued that people have natural rights and that governments should protect them, and colonial leaders used those ideas to support independence.

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, "Words That Changed a Nation" (Nonfiction), and one job: answer the question, according to the passage, how did Enlightenment ideas shape 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: Enlightenment ideas shaped the Declaration because thinkers like John Locke argued that people have natural rights and that governments should protect them, and colonial leaders used those ideas to support independence."

▸ *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 "Words That Changed a Nation" (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)
According to the passage, how did Enlightenment ideas shape the Declaration of Independence?

THESIS
Enlightenment ideas shaped the Declaration because thinkers like John Locke argued that people have natural rights and that governments should protect them, and colonial leaders used those ideas to support independence.

Collect the Evidence (7Ci), TRACKS

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

DIRECTIONS
- Reread ""Words That Changed a Nation" (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"These ideas were influenced by Enlightenment thinkers, especially John Locke."
Names the source of the ideas, Enlightenment thinkers like Locke.

"Locke believed that people possess natural rights simply because they are human."
States Locke's key idea about natural 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: "These ideas were influenced by Enlightenment thinkers, especially John Locke." and "Locke believed that people possess natural rights simply because they are human.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "These ideas were influenced by Enlightenment thinkers, especially John Locke.", Names the source of the ideas, Enlightenment thinkers like Locke., "Locke believed that people possess natural rights simply because they are human.", States Locke's key idea about natural 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)
According to the passage, how did Enlightenment ideas shape the Declaration of Independence?

THESIS
Enlightenment ideas shaped the Declaration because thinkers like John Locke argued that people have natural rights and that governments should protect them, and colonial leaders used those ideas to support independence.

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

Grading Monday's two K, Key Knowledge pieces

"These ideas were influenced by Enlightenment thinkers, especially John Locke."

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

Connects and names the source, but by itself it does not say what those ideas were, so it needs Locke's idea to prove the claim.

"Locke believed that people possess natural rights simply because they are human." BEST EVIDENCE

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

Connects to the prompt, supports the thesis by naming Locke's idea, and leads to the idea that natural rights shaped the new nation.

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: 'These ideas were influenced by Enlightenment thinkers, especially John Locke.' 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 and names the source, but by itself it does not say what those ideas were, so it needs Locke's idea to prove the claim."

"Now the second piece: 'Locke believed that people possess natural rights simply because they are human.' 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 to the prompt, supports the thesis by naming Locke's idea, and leads to the idea that natural rights shaped the new nation."

"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: "Locke believed that people possess natural rights simply because they are human." (all three CSI checks pass) over "These ideas were influenced by Enlightenment thinkers, especially John Locke." (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)
According to the passage, how did Enlightenment ideas shape the Declaration of Independence?

THESIS
Enlightenment ideas shaped the Declaration because thinkers like John Locke argued that people have natural rights and that governments should protect them, and colonial leaders used those ideas to support independence.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""Words That Changed a Nation" (Nonfiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"He argued that governments should protect life, liberty, and property."
Shows Locke's argument about the role of government.

"Colonial leaders believed these ideas supported their decision to seek independence."
Shows how the leaders used Locke's ideas.

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: "He argued that governments should protect life, liberty, and property." and "Colonial leaders believed these ideas supported their decision to seek independence.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "He argued that governments should protect life, liberty, and property.", Shows Locke's argument about the role of government., "Colonial leaders believed these ideas supported their decision to seek independence.", Shows how the leaders used Locke's ideas.

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 20 of 36
RPLD Evidence Deck · Slide 5 of 10

PROMPT (WHY)
According to the passage, how did Enlightenment ideas shape the Declaration of Independence?

THESIS
Enlightenment ideas shaped the Declaration because thinkers like John Locke argued that people have natural rights and that governments should protect them, and colonial leaders used those ideas to support independence.

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

Grading Wednesday's two R, Reactions pieces

"Colonial leaders believed these ideas supported their decision to seek independence." BEST EVIDENCE

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

Connects to the prompt, supports the thesis that Enlightenment ideas shaped the choice, and leads to the idea that ideas can guide big decisions.

"He argued that governments should protect life, liberty, and property."

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

Connects and supports, but it names Locke's argument rather than how it shaped the Declaration, so it works best paired with the leaders' line.

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: 'He argued that governments should protect life, liberty, and property.' 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 and supports, but it names Locke's argument rather than how it shaped the Declaration, so it works best paired with the leaders' line."

"Now the second piece: 'Colonial leaders believed these ideas supported their decision to seek 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 to the prompt, supports the thesis that Enlightenment ideas shaped the choice, and leads to the idea that ideas can guide big decisions."

"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: "Colonial leaders believed these ideas supported their decision to seek independence." (all three CSI checks pass) over "He argued that governments should protect life, liberty, and property." (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)
According to the passage, how did Enlightenment ideas shape the Declaration of Independence?

THESIS
Enlightenment ideas shaped the Declaration because thinkers like John Locke argued that people have natural rights and that governments should protect them, and colonial leaders used those ideas to support independence.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"Locke believed that people possess natural rights simply because they are human."

"Colonial leaders believed these ideas supported their decision to seek independence."

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

SENTENCE STEMS

- This matters because…
- The strongest evidence is…
- This connects to the thesis because…
- To me, this shows…
- This is important because…
- In the end, 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: 'Locke believed that people possess natural rights simply because they are human.' and 'Colonial leaders believed these ideas supported their decision to seek 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…; The strongest evidence is…; This connects to the thesis because…; To me, this shows…; This is important because…; In the end, 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 "Locke believed that people possess natural rights simply because they are human." and "Colonial leaders believed these ideas supported their decision to seek 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.

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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)
According to the passage, how did Enlightenment ideas shape the Declaration of Independence?

THESIS
Enlightenment ideas shaped the Declaration because thinkers like John Locke argued that people have natural rights and that governments should protect them, and colonial leaders used those ideas to support independence.

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 ""Words That Changed a Nation" (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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ANSWER KEY

PROMPT (WHY)
According to the passage, how did Enlightenment ideas shape the Declaration of Independence?

THESIS
Enlightenment ideas shaped the Declaration because thinkers like John Locke argued that people have natural rights and that governments should protect them, and colonial leaders used those ideas to support independence.

Answer Key, One Strong Model

Model TRACKS category: K, Key Knowledge

"In the summer of 1776, leaders from the thirteen colonies met to make an important decision."

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

True, but it tells the time and place rather than how Enlightenment ideas shaped the document, so on its own it does not prove the claim.

"Locke believed that people possess natural rights simply because they are human." BEST EVIDENCE

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

Connects, supports the thesis, and leads to the idea that Locke's natural rights idea shaped the Declaration.

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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: 'In the summer of 1776, leaders from the thirteen colonies met to make an important decision.' 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, but it tells the time and place rather than how Enlightenment ideas shaped the document, so on its own it does not prove the claim."

"And this second: 'Locke believed that people possess natural rights simply because they are human.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects, supports the thesis, and leads to the idea that Locke's natural rights idea shaped the Declaration."

▸ *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: "Locke believed that people possess natural rights simply because they are human." (passes all three CSI checks) over "In the summer of 1776, leaders from the thirteen colonies met to make an important decision."

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 from the passage best supports the idea that Enlightenment thinkers shaped the Declaration?

A **"In the summer of 1776, leaders from the thirteen colonies met to make an important decision."**

B **"Locke believed that people possess natural rights simply because they are human."**

C **"Parliament passed several new taxes, including the Sugar Act and the Stamp Act."**

D **"Fighting began in 1775 at Lexington and Concord, making compromise much more difficult."**

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 Enlightenment thinkers shaped the Declaration?"

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

"A: 'In the summer of 1776, leaders from the thirteen colonies met to make an important decision.' B: 'Locke believed that people possess natural rights simply because they are human.' C: 'Parliament passed several new taxes, including the Sugar Act and the Stamp Act.' D: 'Fighting began in 1775 at Lexington and Concord, making compromise much more difficult.'"

▸ *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.

TEKS 7(C) · Evidence · Sheet 20 of 36 · Cluster 4 · Module 4 · slide 9 of 10

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 from the passage best supports the idea that Enlightenment thinkers shaped the Declaration?

A **"In the summer of 1776, leaders from the thirteen colonies met to make an important decision."**
DETAIL, NOT THE CLAIM
True, but it tells when they met, not how Enlightenment ideas shaped the document.

B **"Locke believed that people possess natural rights simply because they are human."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, Locke's idea of natural rights shaped the Declaration.

C **"Parliament passed several new taxes, including the Sugar Act and the Stamp Act."**
TRUE BUT WRONG
True, but it describes taxes, not how Enlightenment ideas shaped the document.

D **"Fighting began in 1775 at Lexington and Concord, making compromise much more difficult."**
OFF TOPIC
True, but it describes fighting, not how Enlightenment ideas shaped the document.

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, 'Locke believed that people possess natural rights simply because they are human.' This proves the exact claim, Locke's idea of natural rights shaped the Declaration."

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

"A: 'In the summer of 1776, leaders from the thirteen colonies met to make an important decision.', Detail, Not The Claim. True, but it tells when they met, not how Enlightenment ideas shaped the document."

"C: 'Parliament passed several new taxes, including the Sugar Act and the Stamp Act.', True But Wrong. True, but it describes taxes, not how Enlightenment ideas shaped the document."

"D: 'Fighting began in 1775 at Lexington and Concord, making compromise much more difficult.', Off Topic. True, but it describes fighting, not how Enlightenment ideas shaped the document."

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

ANSWER KEY: B, "Locke believed that people possess natural rights simply because they are human.", This proves the exact claim, Locke's idea of natural rights shaped 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)
According to the passage, what caused serious disagreement at the Constitutional Convention?

THESIS
The delegates seriously disagreed over how to count enslaved people for representation, because Southern states wanted them counted for more power while Northern states argued it was unfair.

LOCATE THE PASSAGE
"A Difficult Compromise" (Nonfiction)

THIS WEEK'S PROMPT (WHY)
According to the passage, what caused serious disagreement at the Constitutional Convention?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
The delegates seriously disagreed over how to count enslaved people for representation, because Southern states wanted them counted for more power while Northern states argued it was unfair.

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 Difficult Compromise" (Nonfiction), and one job: answer the question, according to the passage, what caused serious disagreement at the Constitutional Convention?"

▸ *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 delegates seriously disagreed over how to count enslaved people for representation, because Southern states wanted them counted for more power while Northern states argued it was unfair."

▸ *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 Difficult Compromise" (Nonfiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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NOTICE

PROMPT (WHY)
According to the passage, what caused serious disagreement at the Constitutional Convention?

THESIS
The delegates seriously disagreed over how to count enslaved people for representation, because Southern states wanted them counted for more power while Northern states argued it was unfair.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""A Difficult Compromise" (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"Southern states wanted enslaved people counted as part of their population."

States one side of the disagreement, the Southern position.

"They argued that it wasn't fair to count people who were not free and could not vote."

States the other side, the Northern argument.

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: "Southern states wanted enslaved people counted as part of their population." and "They argued that it wasn't fair to count people who were not free and could not vote.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "Southern states wanted enslaved people counted as part of their population.", States one side of the disagreement, the Southern position., "They argued that it wasn't fair to count people who were not free and could not vote.", States the other side, the Northern argument.

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)
According to the passage, what caused serious disagreement at the Constitutional Convention?

THESIS
The delegates seriously disagreed over how to count enslaved people for representation, because Southern states wanted them counted for more power while Northern states argued it was unfair.

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

Grading Monday's two K, Key Knowledge pieces

"Southern states wanted enslaved people counted as part of their population." BEST EVIDENCE

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

Connects to the prompt, supports the thesis by naming the heart of the disagreement, and leads to the idea that counting people affects who holds power.

"They argued that it wasn't fair to count people who were not free and could not vote."

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

Connects to the prompt, supports the thesis by naming the opposing view, and leads to the idea that fairness and power were in conflict.

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: 'They argued that it wasn't fair to count people who were not free and could not vote.' 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, supports the thesis by naming the opposing view, and leads to the idea that fairness and power were in conflict."

"Now the second piece: 'Southern states wanted enslaved people counted as part of their population.' 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 to the prompt, supports the thesis by naming the heart of the disagreement, and leads to the idea that counting people affects who holds power."

"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: "Southern states wanted enslaved people counted as part of their population." (all three CSI checks pass) over "They argued that it wasn't fair to count people who were not free and could not vote." (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)
According to the passage, what caused serious disagreement at the Constitutional Convention?

THESIS
The delegates seriously disagreed over how to count enslaved people for representation, because Southern states wanted them counted for more power while Northern states argued it was unfair.

Collect the Evidence (7Ci), TRACKS

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

DIRECTIONS
- Reread ""A Difficult Compromise" (Nonfiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"If they were counted, those states would have more representatives and more power."
Shows why the counting question mattered so much.

"The debate went on for days."
Shows how serious the disagreement was, but by itself it does not name the cause.

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: "If they were counted, those states would have more representatives and more power." and "The debate went on for days.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "If they were counted, those states would have more representatives and more power.", Shows why the counting question mattered so much., "The debate went on for days.", Shows how serious the disagreement was, but by itself it does not name the cause.

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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PROMPT (WHY)
According to the passage, what caused serious disagreement at the Constitutional Convention?

THESIS
The delegates seriously disagreed over how to count enslaved people for representation, because Southern states wanted them counted for more power while Northern states argued it was unfair.

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

Grading Wednesday's two R, Reactions pieces

"If they were counted, those states would have more representatives and more power." BEST EVIDENCE

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

Connects to the prompt, supports the thesis that power was at stake, and leads to the idea that representation decides influence.

"The debate went on for days."

- ✓ 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 shows the length of the debate rather than its cause, so on its own it does not prove the claim.

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: 'The debate went on for days.' 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 shows the length of the debate rather than its cause, so on its own it does not prove the claim."

"Now the second piece: 'If they were counted, those states would have more representatives and more power.' 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 to the prompt, supports the thesis that power was at stake, and leads to the idea that representation decides influence."

"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: "If they were counted, those states would have more representatives and more power." (all three CSI checks pass) over "The debate went on for days." (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 21 of 36
RPLD Evidence Deck · Slide 6 of 10

PROMPT (WHY)
According to the passage, what caused serious disagreement at the Constitutional Convention?

THESIS
The delegates seriously disagreed over how to count enslaved people for representation, because Southern states wanted them counted for more power while Northern states argued it was unfair.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"Southern states wanted enslaved people counted as part of their population."

"If they were counted, those states would have more representatives and more power."

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

SENTENCE STEMS

- This matters because…
- The strongest evidence is…
- This connects to the thesis because…
- To me, this shows…
- This is important because…
- In the end, 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: 'Southern states wanted enslaved people counted as part of their population.' and 'If they were counted, those states would have more representatives and more power.' 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…; The strongest evidence is…; This connects to the thesis because…; To me, this shows…; This is important because…; In the end, 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 "Southern states wanted enslaved people counted as part of their population." and "If they were counted, those states would have more representatives and more power." 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)
According to the passage, what caused serious disagreement at the Constitutional Convention?

THESIS
The delegates seriously disagreed over how to count enslaved people for representation, because Southern states wanted them counted for more power while Northern states argued it was unfair.

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 Difficult Compromise" (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 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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Grade 5 • Cluster 5 • Evidence • INDEPENDENT PRACTICE

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)
According to the passage, what caused serious disagreement at the Constitutional Convention?

THESIS
The delegates seriously disagreed over how to count enslaved people for representation, because Southern states wanted them counted for more power while Northern states argued it was unfair.

Answer Key, One Strong Model

Model TRACKS category: K, Key Knowledge

"In the summer of 1787, leaders met in Philadelphia to fix the country's government."

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

True, but it sets the time and place rather than naming the disagreement, so on its own it does not prove the claim.

"Southern states wanted enslaved people counted as part of their population." BEST EVIDENCE

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

Connects, supports the thesis, and leads to the idea that the counting question caused the deepest concept conflict.

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: 'In the summer of 1787, leaders met in Philadelphia to fix the country's government.' 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, but it sets the time and place rather than naming the disagreement, so on its own it does not prove the claim."

"And this second: 'Southern states wanted enslaved people counted as part of their population.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects, supports the thesis, and leads to the idea that the counting question caused the deepest conflict."

▸ *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: "Southern states wanted enslaved people counted as part of their population." (passes all three CSI checks) over "In the summer of 1787, leaders met in Philadelphia to fix the country's government."

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 21 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which sentence from the passage best explains what caused the serious disagreement at the Convention?

A **"In the summer of 1787, leaders met in Philadelphia to fix the country's government."**

B **"Southern states wanted enslaved people counted as part of their population."**

C **"The debate went on for days."**

D **"This became known as the Three-Fifths Compromise."**

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 explains what caused the serious disagreement at the Convention?"

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

"A: 'In the summer of 1787, leaders met in Philadelphia to fix the country's government.' B: 'Southern states wanted enslaved people counted as part of their population.' C: 'The debate went on for days.' D: 'This became known as the Three-Fifths Compromise.'"

▸ *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.

TEKS 7(C) · Evidence · Sheet 21 of 36 · Cluster 5 · Module 1 · slide 9 of 10

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 explains what caused the serious disagreement at the Convention?

A **"In the summer of 1787, leaders met in Philadelphia to fix the country's government."**
DETAIL, NOT THE CLAIM
True, but it tells when and where they met, not the cause of the disagreement.

B **"Southern states wanted enslaved people counted as part of their population."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, the disagreement was over counting enslaved people.

C **"The debate went on for days."**
TRUE BUT WRONG
True, but it tells how long the debate lasted, not its cause.

D **"This became known as the Three-Fifths Compromise."**
OFF TOPIC
True, but it names the solution, not the cause of the disagreement.

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, 'Southern states wanted enslaved people counted as part of their population.' This proves the exact claim, the disagreement was over counting enslaved people."

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

"A: 'In the summer of 1787, leaders met in Philadelphia to fix the country's government.', Detail, Not The Claim. True, but it tells when and where they met, not the cause of the disagreement."

"C: 'The debate went on for days.', True But Wrong. True, but it tells how long the debate lasted, not its cause."

"D: 'This became known as the Three-Fifths Compromise.', Off Topic. True, but it names the solution, not the cause of the disagreement."

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

ANSWER KEY: B, "Southern states wanted enslaved people counted as part of their population.", This proves the exact claim, the disagreement was over counting enslaved people.

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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PROMPT (WHY)
Why did the way people were counted matter for representation in the new government?

THESIS
The way people were counted mattered because representation decided how much influence each state had, so counting more people could give a state more seats and more power in Congress.

LOCATE THE PASSAGE
"A Difficult Compromise" (Nonfiction)

THIS WEEK'S PROMPT (WHY)
Why did the way people were counted matter for representation in the new government?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
The way people were counted mattered because representation decided how much influence each state had, so counting more people could give a state more seats and more power in Congress.

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 Difficult Compromise" (Nonfiction), and one job: answer the question, why did the way people were counted matter for representation in the 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: The way people were counted mattered because representation decided how much influence each state had, so counting more people could give a state more seats and more power in Congress."

▸ *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 Difficult Compromise" (Nonfiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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NOTICE

PROMPT (WHY)
Why did the way people were counted matter for representation in the new government?

THESIS
The way people were counted mattered because representation decided how much influence each state had, so counting more people could give a state more seats and more power in Congress.

Collect the Evidence (7Ci), TRACKS

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

DIRECTIONS
- Reread ""A Difficult Compromise" (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"The delegates knew that representation would affect how much influence each state had in the new government."
States why representation mattered, it decided each state's influence.

"States with larger populations would likely receive more seats in the House of Representatives."
Shows how population was tied to seats.

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 delegates knew that representation would affect how much influence each state had in the new government." and "States with larger populations would likely receive more seats in the House of Representatives.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "The delegates knew that representation would affect how much influence each state had in the new government.", States why representation mattered, it decided each state's influence., "States with larger populations would likely receive more seats in the House of Representatives.", Shows how population was tied to seats.

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 way people were counted matter for representation in the new government?

THESIS
The way people were counted mattered because representation decided how much influence each state had, so counting more people could give a state more seats and more power in Congress.

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

Grading Monday's two K, Key Knowledge **pieces**

"The delegates knew that representation would affect how much influence each state had in the new government." BEST EVIDENCE

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

Connects to the prompt, supports the thesis by explaining why representation mattered, and leads to the idea that counting shapes power.

"States with larger populations would likely receive more seats in the House of Representatives."

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

Connects and supports, but it explains seats rather than why counting mattered overall, so it works best paired with the influence line.

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: 'States with larger populations would likely receive more seats in the House of Representatives.' 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 and supports, but it explains seats rather than why counting mattered overall, so it works best paired with the influence line."

"Now the second piece: 'The delegates knew that representation would affect how much influence each state had in the new government.' 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 to the prompt, supports the thesis by explaining why representation mattered, and leads to the idea that counting shapes power."

"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 delegates knew that representation would affect how much influence each state had in the new government." (all three CSI checks pass) over "States with larger populations would likely receive more seats in the House of Representatives." (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 the way people were counted matter for representation in the new government?

THESIS
The way people were counted mattered because representation decided how much influence each state had, so counting more people could give a state more seats and more power in Congress.

Collect the Evidence (7Ci), TRACKS

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

DIRECTIONS
- Reread ""A Difficult Compromise" (Nonfiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"That meant the way people were counted could change which states had the most power when laws were made."
Directly ties counting to power over laws.

"Some delegates pointed out that counting them for representation would increase the power of the very people who held them in slavery."
Shows a specific effect of the counting decision.

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: "That meant the way people were counted could change which states had the most power when laws were made." and "Some delegates pointed out that counting them for representation would increase the power of the very people who held them in slavery.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "That meant the way people were counted could change which states had the most power when laws were made.", Directly ties counting to power over laws., "Some delegates pointed out that counting them for representation would increase the power of the very people who held them in slavery.", Shows a specific effect of the counting decision.

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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PROMPT (WHY)
Why did the way people were counted matter for representation in the new government?

THESIS
The way people were counted mattered because representation decided how much influence each state had, so counting more people could give a state more seats and more power in Congress.

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

Grading Wednesday's two R, Reactions pieces

"That meant the way people were counted could change which states had the most power when laws were made." BEST EVIDENCE

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

Connects to the prompt, supports the thesis that counting decided power, and leads to the idea that how we count people can shape a government.

"Some delegates pointed out that counting them for representation would increase the power of the very people who held them in slavery."

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

Connects and supports, but it names one effect rather than the general reason counting mattered, so it works best paired with the line before it.

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: 'Some delegates pointed out that counting them for representation would increase the power of the very people who held them in slavery.' 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 and supports, but it names one effect rather than the general reason counting mattered, so it works best paired with the line before it."

"Now the second piece: 'That meant the way people were counted could change which states had the most power when laws were made.' 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 to the prompt, supports the thesis that counting decided power, and leads to the idea that how we count people can shape a government."

"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: "That meant the way people were counted could change which states had the most power when laws were made." (all three CSI checks pass) over "Some delegates pointed out that counting them for representation would increase the power of the very people who held them in slavery." (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 way people were counted matter for representation in the new government?

THESIS
The way people were counted mattered because representation decided how much influence each state had, so counting more people could give a state more seats and more power in Congress.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

- "The delegates knew that representation would affect how much influence each state had in the new government."
- "That meant the way people were counted could change which states had the most power when laws were made."

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

SENTENCE STEMS

- This matters because…
- The strongest evidence is…
- This connects to the thesis because…
- To me, this shows…
- This is important because…
- In the end, 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 delegates knew that representation would affect how much influence each state had in the new government.' and 'That meant the way people were counted could change which states had the most power when laws were made.' 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…; The strongest evidence is…; This connects to the thesis because…; To me, this shows…; This is important because…; In the end, 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 delegates knew that representation would affect how much influence each state had in the new government." and "That meant the way people were counted could change which states had the most power when laws were made." 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)
Why did the way people were counted matter for representation in the new government?

THESIS
The way people were counted mattered because representation decided how much influence each state had, so counting more people could give a state more seats and more power in Congress.

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 Difficult Compromise" (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 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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ANSWER KEY

PROMPT (WHY)
Why did the way people were counted matter for representation in the new government?

THESIS
The way people were counted mattered because representation decided how much influence each state had, so counting more people could give a state more seats and more power in Congress.

Answer Key, One Strong Model

Model TRACKS category: K, Key Knowledge

"In the summer of 1787, leaders met in Philadelphia to fix the country's government."

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

True, but it sets the time and place rather than explaining why counting mattered, so on its own it does not prove the claim.

"That meant the way people were counted could change which states had the most power when laws were made." BEST EVIDENCE

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

Connects, supports the thesis, and leads to the idea that counting decides who holds power.

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: 'In the summer of 1787, leaders met in Philadelphia to fix the country's government.' 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, but it sets the time and place rather than explaining why counting mattered, so on its own it does not prove the claim."

"And this second: 'That meant the way people were counted could change which states had the most power when laws were made.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects, supports the thesis, and leads to the idea that counting decides who holds power."

▸ *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: "That meant the way people were counted could change which states had the most power when laws were made." (passes all three CSI checks) over "In the summer of 1787, leaders met in Philadelphia to fix the country's government."

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 from the passage best explains why counting people mattered for representation?

A **"In the summer of 1787, leaders met in Philadelphia to fix the country's government."**

B **"That meant the way people were counted could change which states had the most power when laws were made."**

C **"States with larger populations would likely receive more seats in the House of Representatives."**

D **"This became known as the Three-Fifths Compromise."**

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 explains why counting people mattered for representation?"

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

"A: 'In the summer of 1787, leaders met in Philadelphia to fix the country's government.' B: 'That meant the way people were counted could change which states had the most power when laws were made.' C: 'States with larger populations would likely receive more seats in the House of Representatives.' D: 'This became known as the Three-Fifths Compromise.'"

▸ *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 explains why counting people mattered for representation?

A **"In the summer of 1787, leaders met in Philadelphia to fix the country's government."**
DETAIL, NOT THE CLAIM
True, but it tells when and where they met, not why counting mattered.

B **"That meant the way people were counted could change which states had the most power when laws were made."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, counting decided which states held power.

C **"States with larger populations would likely receive more seats in the House of Representatives."**
TRUE BUT WRONG
True, and close, but it explains seats rather than saying counting decided power.

D **"This became known as the Three-Fifths Compromise."**
DETAIL, NOT THE CLAIM
True, but it names the solution, not why counting mattered.

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, 'That meant the way people were counted could change which states had the most power when laws were made.' This proves the exact claim, counting decided which states held power."

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

"A: 'In the summer of 1787, leaders met in Philadelphia to fix the country's government.', Detail, Not The Claim. True, but it tells when and where they met, not why counting mattered."

"C: 'States with larger populations would likely receive more seats in the House of Representatives.', True But Wrong. True, and close, but it explains seats rather than saying counting decided power."

"D: 'This became known as the Three-Fifths Compromise.', Detail, Not The Claim. True, but it names the solution, not why counting mattered."

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

ANSWER KEY: B, "That meant the way people were counted could change which states had the most power when laws were made.", This proves the exact claim, counting decided which states held power.

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 was the Three-Fifths Compromise, and why did the delegates create it?

THESIS
The Three-Fifths Compromise counted each enslaved person as three-fifths of a person for representation, and the delegates created it to settle the argument so the convention could move forward.

LOCATE THE PASSAGE
"A Difficult Compromise" (Nonfiction)

THIS WEEK'S PROMPT (WHY)
What was the Three-Fifths Compromise, and why did the delegates create it?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
The Three-Fifths Compromise counted each enslaved person as three-fifths of a person for representation, and the delegates created it to settle the argument so the convention could move forward.

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 Difficult Compromise" (Nonfiction), and one job: answer the question, what was the Three-Fifths Compromise, and why did the delegates create it?"

▸ *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 Three-Fifths Compromise counted each enslaved person as three-fifths of a person for representation, and the delegates created it to settle the argument so the convention could move forward."

▸ *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 Difficult Compromise" (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 23 of 36
RPLD Evidence Deck · Slide 2 of 10

PROMPT (WHY)
What was the Three-Fifths Compromise, and why did the delegates create it?

THESIS
The Three-Fifths Compromise counted each enslaved person as three-fifths of a person for representation, and the delegates created it to settle the argument so the convention could move forward.

Collect the Evidence (7Ci), TRACKS

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

DIRECTIONS
- Reread ""A Difficult Compromise" (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"Finally, a compromise was suggested."
Shows the delegates reached for a compromise to end the argument.

"Instead of fully counting enslaved people or not counting them at all, each enslaved person would count as three-fifths of a person."
Explains exactly what the compromise was.

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: "Finally, a compromise was suggested." and "Instead of fully counting enslaved people or not counting them at all, each enslaved person would count as three-fifths of a person.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "Finally, a compromise was suggested.", Shows the delegates reached for a compromise to end the argument., "Instead of fully counting enslaved people or not counting them at all, each enslaved person would count as three-fifths of a person.", Explains exactly what the compromise was.

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 was the Three-Fifths Compromise, and why did the delegates create it?

THESIS
The Three-Fifths Compromise counted each enslaved person as three-fifths of a person for representation, and the delegates created it to settle the argument so the convention could move forward.

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

Grading Monday's two K, Key Knowledge pieces

"Finally, a compromise was suggested."

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

Connects and sets up the compromise, but by itself it does not say what the compromise was, so it needs the next line to prove the claim.

"Instead of fully counting enslaved people or not counting them at all, each enslaved person would count as three-fifths of a person."

BEST EVIDENCE

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

Connects to the prompt, supports the thesis by explaining the compromise, and leads to the idea that leaders sometimes split the difference to move forward.

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: 'Finally, a compromise was suggested.' 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 and sets up the compromise, but by itself it does not say what the compromise was, so it needs the next line to prove the claim."

"Now the second piece: 'Instead of fully counting enslaved people or not counting them at all, each enslaved person would count as three-fifths of a person.' 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 to the prompt, supports the thesis by explaining the compromise, and leads to the idea that leaders sometimes split the difference to move forward."

"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: "Instead of fully counting enslaved people or not counting them at all, each enslaved person would count as three-fifths of a person." (all three CSI checks pass) over "Finally, a compromise was suggested." (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)
What was the Three-Fifths Compromise, and why did the delegates create it?

THESIS
The Three-Fifths Compromise counted each enslaved person as three-fifths of a person for representation, and the delegates created it to settle the argument so the convention could move forward.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""A Difficult Compromise" (Nonfiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"The rule was a mathematical formula, not a statement that a person could truly be divided into pieces."

Clarifies that the compromise was a counting formula.

"Some delegates agreed because they wanted the convention to succeed."

Gives a reason the delegates accepted the compromise.

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: "The rule was a mathematical formula, not a statement that a person could truly be divided into pieces." and "Some delegates agreed because they wanted the convention to succeed.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "The rule was a mathematical formula, not a statement that a person could truly be divided into pieces.", Clarifies that the compromise was a counting formula., "Some delegates agreed because they wanted the convention to succeed.", Gives a reason the delegates accepted the compromise.

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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PROMPT (WHY)
What was the Three-Fifths Compromise, and why did the delegates create it?

THESIS
The Three-Fifths Compromise counted each enslaved person as three-fifths of a person for representation, and the delegates created it to settle the argument so the convention could move forward.

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

Grading Wednesday's two R, Reactions pieces

"Some delegates agreed because they wanted the convention to succeed." BEST EVIDENCE

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

Connects to the prompt, supports the thesis about why they created it, and leads to the idea that keeping a plan alive can drive a compromise.

"The rule was a mathematical formula, not a statement that a person could truly be divided into pieces."

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

Connects and supports by explaining the rule, but it clarifies the formula rather than why they made it, so it works best paired with the delegates' reason.

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: 'The rule was a mathematical formula, not a statement that a person could truly be divided into pieces.' 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 and supports by explaining the rule, but it clarifies the formula rather than why they made it, so it works best paired with the delegates' reason."

"Now the second piece: 'Some delegates agreed because they wanted the convention to succeed.' 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 to the prompt, supports the thesis about why they created it, and leads to the idea that keeping a plan alive can drive a compromise."

"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 delegates agreed because they wanted the convention to succeed." (all three CSI checks pass) over "The rule was a mathematical formula, not a statement that a person could truly be divided into pieces." (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)
What was the Three-Fifths Compromise, and why did the delegates create it?

THESIS
The Three-Fifths Compromise counted each enslaved person as three-fifths of a person for representation, and the delegates created it to settle the argument so the convention could move forward.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"Instead of fully counting enslaved people or not counting them at all, each enslaved person would count as three-fifths of a person."

"Some delegates agreed because they wanted the convention to succeed."

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

SENTENCE STEMS

- This matters because…
- The strongest evidence is…
- This connects to the thesis because…
- To me, this shows…
- This is important because…
- In the end, 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: 'Instead of fully counting enslaved people or not counting them at all, each enslaved person would count as three-fifths of a person.' and 'Some delegates agreed because they wanted the convention to succeed.' 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…; The strongest evidence is…; This connects to the thesis because…; To me, this shows…; This is important because…; In the end, 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 "Instead of fully counting enslaved people or not counting them at all, each enslaved person would count as three-fifths of a person." and "Some delegates agreed because they wanted the convention to succeed." 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)
What was the Three-Fifths Compromise, and why did the delegates create it?

THESIS
The Three-Fifths Compromise counted each enslaved person as three-fifths of a person for representation, and the delegates created it to settle the argument so the convention could move forward.

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 Difficult Compromise" (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 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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ANSWER KEY

PROMPT (WHY)
What was the Three-Fifths Compromise, and why did the delegates create it?

THESIS
The Three-Fifths Compromise counted each enslaved person as three-fifths of a person for representation, and the delegates created it to settle the argument so the convention could move forward.

Answer Key, One Strong Model

Model TRACKS category: K, Key Knowledge

"The debate went on for days."

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

True, but it tells how long the debate lasted, not what the compromise was or why it was made, so on its own it does not prove the claim.

"Instead of fully counting enslaved people or not counting them at all, each enslaved person would count as three-fifths of a person."

BEST EVIDENCE

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

Connects, supports the thesis, and leads to the idea that the compromise settled the count so the work could continue.

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 debate went on for days.' 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, but it tells how long the debate lasted, not what the compromise was or why it was made, so on its own it does not prove the claim."

"And this second: 'Instead of fully counting enslaved people or not counting them at all, each enslaved person would count as three-fifths of a person.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects, supports the thesis, and leads to the idea that the compromise settled the count so the work could continue."

▸ *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: "Instead of fully counting enslaved people or not counting them at all, each enslaved person would count as three-fifths of a person." (passes all three CSI checks) over "The debate went on for days."

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 from the passage best explains what the Three-Fifths Compromise was?

A **"The debate went on for days."**

B **"Instead of fully counting enslaved people or not counting them at all, each enslaved person would count as three-fifths of a person."**

C **"Some delegates agreed because they wanted the convention to succeed."**

D **"Voices were raised, and some delegates worried the meeting might fall apart."**

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 explains what the Three-Fifths Compromise was?"

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

"A: 'The debate went on for days.' B: 'Instead of fully counting enslaved people or not counting them at all, each enslaved person would count as three-fifths of a person.' C: 'Some delegates agreed because they wanted the convention to succeed.' D: 'Voices were raised, and some delegates worried the meeting might fall apart.'"

▸ *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 from the passage best explains what the Three-Fifths Compromise was?

A **"The debate went on for days."**
OFF TOPIC
True, but it tells how long the debate lasted, not what the compromise was.

B **"Instead of fully counting enslaved people or not counting them at all, each enslaved person would count as three-fifths of a person."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, it states what the compromise was.

C **"Some delegates agreed because they wanted the convention to succeed."**
TRUE BUT WRONG
True, but it tells why some agreed, not what the compromise was.

D **"Voices were raised, and some delegates worried the meeting might fall apart."**
DETAIL, NOT THE CLAIM
True, but it describes the tension, not what the compromise was.

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 fully counting enslaved people or not counting them at all, each enslaved person would count as three-fifths of a person.' This proves the exact claim, it states what the compromise was."

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

"A: 'The debate went on for days.', Off Topic. True, but it tells how long the debate lasted, not what the compromise was."

"C: 'Some delegates agreed because they wanted the convention to succeed.', True But Wrong. True, but it tells why some agreed, not what the compromise was."

"D: 'Voices were raised, and some delegates worried the meeting might fall apart.', Detail, Not The Claim. True, but it describes the tension, not what the compromise was."

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

ANSWER KEY: B, "Instead of fully counting enslaved people or not counting them at all, each enslaved person would count as three-fifths of a person.", This proves the exact claim, it states what the compromise was.

TEKS 7(C) · Evidence · Sheet 23 of 36 · Cluster 5 · 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 does the passage show that the compromise did not solve the deeper problem of slavery?

THESIS
The passage shows the compromise did not solve the deeper problem because slavery remained, the Constitution did not free enslaved people, and their numbers were used to give slaveholding states more power.

LOCATE THE PASSAGE
"A Difficult Compromise" (Nonfiction)

THIS WEEK'S PROMPT (WHY)
How does the passage show that the compromise did not solve the deeper problem of slavery?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
The passage shows the compromise did not solve the deeper problem because slavery remained, the Constitution did not free enslaved people, and their numbers were used to give slaveholding states more power.

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 Difficult Compromise" (Nonfiction), and one job: answer the question, how does the passage show that the compromise did not solve the deeper problem of slavery?"

▸ *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 passage shows the compromise did not solve the deeper problem because slavery remained, the Constitution did not free enslaved people, and their numbers were used to give slaveholding states more power."

▸ *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 Difficult Compromise" (Nonfiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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NOTICE

PROMPT (WHY)
How does the passage show that the compromise did not solve the deeper problem of slavery?

THESIS
The passage shows the compromise did not solve the deeper problem because slavery remained, the Constitution did not free enslaved people, and their numbers were used to give slaveholding states more power.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""A Difficult Compromise" (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"The compromise helped the group move forward, but it didn't solve the deeper problem."

States directly that the compromise left a deeper problem.

"That deeper problem was slavery."

Names the deeper problem, slavery.

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 compromise helped the group move forward, but it didn't solve the deeper problem." and "That deeper problem was slavery.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "The compromise helped the group move forward, but it didn't solve the deeper problem.", States directly that the compromise left a deeper problem., "That deeper problem was slavery.", Names the deeper problem, slavery.

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 does the passage show that the compromise did not solve the deeper problem of slavery?

THESIS
The passage shows the compromise did not solve the deeper problem because slavery remained, the Constitution did not free enslaved people, and their numbers were used to give slaveholding states more power.

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

Grading Monday's two K, Key Knowledge pieces

"The compromise helped the group move forward, but it didn't solve the deeper problem." BEST EVIDENCE

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

Connects to the prompt, supports the thesis that a deeper problem remained, and leads to the idea that a compromise can settle one issue while leaving another.

"That deeper problem was slavery."

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

Connects to the prompt, supports the thesis by naming the problem, and leads to the idea that the hardest problems are not fixed by a single agreement.

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: 'That deeper problem was slavery.' 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, supports the thesis by naming the problem, and leads to the idea that the hardest problems are not fixed by a single agreement."

"Now the second piece: 'The compromise helped the group move forward, but it didn't solve the deeper problem.' 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 to the prompt, supports the thesis that a deeper problem remained, and leads to the idea that a compromise can settle one issue while leaving another."

"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 compromise helped the group move forward, but it didn't solve the deeper problem." (all three CSI checks pass) over "That deeper problem was slavery." (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)
How does the passage show that the compromise did not solve the deeper problem of slavery?

THESIS
The passage shows the compromise did not solve the deeper problem because slavery remained, the Constitution did not free enslaved people, and their numbers were used to give slaveholding states more power.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""A Difficult Compromise" (Nonfiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"The Constitution created a stronger government, but it did not free them."

Shows the compromise did not end slavery.

"Their numbers increased the influence of the people who enslaved them, while their own rights continued to be denied."

Shows the unfair effect that remained.

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: "The Constitution created a stronger government, but it did not free them." and "Their numbers increased the influence of the people who enslaved them, while their own rights continued to be denied.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "The Constitution created a stronger government, but it did not free them.", Shows the compromise did not end slavery., "Their numbers increased the influence of the people who enslaved them, while their own rights continued to be denied.", Shows the unfair effect that remained.

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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PROMPT (WHY)
How does the passage show that the compromise did not solve the deeper problem of slavery?

THESIS
The passage shows the compromise did not solve the deeper problem because slavery remained, the Constitution did not free enslaved people, and their numbers were used to give slaveholding states more power.

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

Grading Wednesday's two R, Reactions pieces

"The Constitution created a stronger government, but it did not free them." BEST EVIDENCE

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

Connects to the prompt, supports the thesis that slavery remained, and leads to the idea that a stronger government did not end injustice.

"Their numbers increased the influence of the people who enslaved them, while their own rights continued to be denied."

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

Connects and supports the unfairness, but it names one effect rather than the main claim that the problem was unsolved, so it works best paired with the earlier line.

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: 'Their numbers increased the influence of the people who enslaved them, while their own rights continued to be denied.' 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 and supports the unfairness, but it names one effect rather than the main claim that the problem was unsolved, so it works best paired with the earlier line."

"Now the second piece: 'The Constitution created a stronger government, but it did not free 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 to the prompt, supports the thesis that slavery remained, and leads to the idea that a stronger government did not end injustice."

"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 Constitution created a stronger government, but it did not free them." (all three CSI checks pass) over "Their numbers increased the influence of the people who enslaved them, while their own rights continued to be denied." (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)
How does the passage show that the compromise did not solve the deeper problem of slavery?

THESIS
The passage shows the compromise did not solve the deeper problem because slavery remained, the Constitution did not free enslaved people, and their numbers were used to give slaveholding states more power.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"The compromise helped the group move forward, but it didn't solve the deeper problem."

"The Constitution created a stronger government, but it did not free them."

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

SENTENCE STEMS

- This matters because…
- The strongest evidence is…
- This connects to the thesis because…
- To me, this shows…
- This is important because…
- In the end, 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 compromise helped the group move forward, but it didn't solve the deeper problem.' and 'The Constitution created a stronger government, but it did not free 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…; The strongest evidence is…; This connects to the thesis because…; To me, this shows…; This is important because…; In the end, 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 compromise helped the group move forward, but it didn't solve the deeper problem." and "The Constitution created a stronger government, but it did not free 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 24 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
How does the passage show that the compromise did not solve the deeper problem of slavery?

THESIS
The passage shows the compromise did not solve the deeper problem because slavery remained, the Constitution did not free enslaved people, and their numbers were used to give slaveholding states more power.

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 Difficult Compromise" (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 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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ANSWER KEY

PROMPT (WHY)
How does the passage show that the compromise did not solve the deeper problem of slavery?

THESIS
The passage shows the compromise did not solve the deeper problem because slavery remained, the Constitution did not free enslaved people, and their numbers were used to give slaveholding states more power.

Answer Key, One Strong Model

Model TRACKS category: K, Key Knowledge

"The formula affected the number of seats a state received in the House of Representatives."

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

True, but it explains the formula's effect on seats, not that slavery remained unsolved, so on its own it does not prove the claim.

"That deeper problem was slavery." BEST EVIDENCE

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

Connects, supports the thesis, and leads to the idea that the compromise avoided the real problem instead of solving it.

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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 formula affected the number of seats a state received in the House of Representatives.' 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, but it explains the formula's effect on seats, not that slavery remained unsolved, so on its own it does not prove the claim."

"And this second: 'That deeper problem was slavery.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects, supports the thesis, and leads to the idea that the compromise avoided the real problem instead of solving it."

▸ *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: "That deeper problem was slavery." (passes all three CSI checks) over "The formula affected the number of seats a state received in the House of Representatives."

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 from the passage best supports the idea that the compromise left a deeper problem unsolved?

A **"The formula affected the number of seats a state received in the House of Representatives."**

B **"The compromise helped the group move forward, but it didn't solve the deeper problem."**

C **"Southern states gained more political power than they would have had if enslaved people had not been counted at all."**

D **"In 1860 and 1861, several Southern states left the Union after Abraham Lincoln was elected president."**

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 compromise left a deeper problem unsolved?"

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

"A: 'The formula affected the number of seats a state received in the House of Representatives.' B: 'The compromise helped the group move forward, but it didn't solve the deeper problem.' C: 'Southern states gained more political power than they would have had if enslaved people had not been counted at all.' D: 'In 1860 and 1861, several Southern states left the Union after Abraham Lincoln was elected president.'"

▸ *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.

TEKS 7(C) · Evidence · Sheet 24 of 36 · Cluster 5 · Module 4 · slide 9 of 10

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 from the passage best supports the idea that the compromise left a deeper problem unsolved?

A **"The formula affected the number of seats a state received in the House of Representatives."**
DETAIL, NOT THE CLAIM
True, but it explains the formula's effect on seats, not the unsolved problem.

B **"The compromise helped the group move forward, but it didn't solve the deeper problem."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, the compromise left a deeper problem unsolved.

C **"Southern states gained more political power than they would have had if enslaved people had not been counted at all."**
TRUE BUT WRONG
True, but it describes added power, not that a deeper problem remained.

D **"In 1861, several Southern states left the Union after Abraham Lincoln was elected president."**
OFF TOPIC
True, but it describes a later event, not that the compromise left a deeper problem unsolved.

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 compromise helped the group move forward, but it didn't solve the deeper problem.' This proves the exact claim, the compromise left a deeper problem unsolved."

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

"A: 'The formula affected the number of seats a state received in the House of Representatives.', Detail, Not The Claim. True, but it explains the formula's effect on seats, not the unsolved problem."

"C: 'Southern states gained more political power than they would have had if enslaved people had not been counted at all.', True But Wrong. True, but it describes added power, not that a deeper problem remained."

"D: 'In 1860 and 1861, several Southern states left the Union after Abraham Lincoln was elected president.', Off Topic. True, but it describes a later event, not that the compromise left a deeper problem unsolved."

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

ANSWER KEY: B, "The compromise helped the group move forward, but it didn't solve the deeper problem.", This proves the exact claim, the compromise left a deeper problem unsolved.

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)
According to the passage, how can people take part in civic life?

THESIS
People can take part in civic life by voting, attending meetings, volunteering, and sharing opinions, and by doing so they can have a say in decisions that affect their community.

LOCATE THE PASSAGE
"A Voice in the Community" (Nonfiction)

THIS WEEK'S PROMPT (WHY)
According to the passage, how can people take part in civic life?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
People can take part in civic life by voting, attending meetings, volunteering, and sharing opinions, and by doing so they can have a say in decisions that affect their 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 Voice in the Community" (Nonfiction), and one job: answer the question, according to the passage, how can people take part in civic life?"

▸ *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 can take part in civic life by voting, attending meetings, volunteering, and sharing opinions, and by doing so they can have a say in decisions that affect their 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 Voice in the Community" (Nonfiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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NOTICE

PROMPT (WHY)
According to the passage, how can people take part in civic life?

THESIS
People can take part in civic life by voting, attending meetings, volunteering, and sharing opinions, and by doing so they can have a say in decisions that affect their 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 Voice in the Community" (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"This can include voting, attending meetings, volunteering, or sharing opinions about rules and laws."
Lists ways people can take part in civic life.

"By voting or speaking up, people can have a say in those decisions."
Shows how taking part gives people a voice in decisions.

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 can include voting, attending meetings, volunteering, or sharing opinions about rules and laws." and "By voting or speaking up, people can have a say in those decisions.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "This can include voting, attending meetings, volunteering, or sharing opinions about rules and laws.", Lists ways people can take part in civic life., "By voting or speaking up, people can have a say in those decisions.", Shows how taking part gives people a voice in decisions.

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)
According to the passage, how can people take part in civic life?

THESIS
People can take part in civic life by voting, attending meetings, volunteering, and sharing opinions, and by doing so they can have a say in decisions that affect their community.

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

Grading Monday's two K, Key Knowledge pieces

"This can include voting, attending meetings, volunteering, or sharing opinions about rules and laws." BEST EVIDENCE

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

Connects to the prompt, supports the thesis by listing ways to take part, and leads to the idea that there are many paths into civic life.

"By voting or speaking up, people can have a say in those decisions."

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

Connects and supports, but it names the result rather than the full list of ways to take part, so it works best paired with the list.

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: 'By voting or speaking up, people can have a say in those decisions.' 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 and supports, but it names the result rather than the full list of ways to take part, so it works best paired with the list."

"Now the second piece: 'This can include voting, attending meetings, volunteering, or sharing opinions about rules and laws.' 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 to the prompt, supports the thesis by listing ways to take part, and leads to the idea that there are many paths into civic 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: "This can include voting, attending meetings, volunteering, or sharing opinions about rules and laws." (all three CSI checks pass) over "By voting or speaking up, people can have a say in those decisions." (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)
According to the passage, how can people take part in civic life?

THESIS
People can take part in civic life by voting, attending meetings, volunteering, and sharing opinions, and by doing so they can have a say in decisions that affect their community.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""A Voice in the Community" (Nonfiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life."

Shows why taking part matters, decisions affect daily life.

"Some voices are heard more often, but every action can still have an effect over time."

Shows the effect of participation, but by itself it does not list the ways to take part.

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: "They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life." and "Some voices are heard more often, but every action can still have an effect over time.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life.", Shows why taking part matters, decisions affect daily life., "Some voices are heard more often, but every action can still have an effect over time.", Shows the effect of participation, but by itself it does not list the ways to take part.

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 25 of 36
RPLD Evidence Deck · Slide 5 of 10

PROMPT (WHY)
According to the passage, how can people take part in civic life?

THESIS
People can take part in civic life by voting, attending meetings, volunteering, and sharing opinions, and by doing so they can have a say in decisions that affect their community.

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

Grading Wednesday's two R, Reactions pieces

"They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life." BEST EVIDENCE

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

Connects to the prompt, supports the thesis by showing why participation matters, and leads to the idea that civic choices touch daily life.

"Some voices are heard more often, but every action can still have an effect over time."

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

Connects and supports the value of participation, but it names an effect rather than a way to take part, so it works best paired with another piece.

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: 'Some voices are heard more often, but every action can still have an effect over 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 and supports the value of participation, but it names an effect rather than a way to take part, so it works best paired with another piece."

"Now the second piece: 'They think decisions made by leaders can impact schools, roads, safety, and other parts of daily 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 to the prompt, supports the thesis by showing why participation matters, and leads to the idea that civic choices touch 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: "They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life." (all three CSI checks pass) over "Some voices are heard more often, but every action can still have an effect over 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 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)
According to the passage, how can people take part in civic life?

THESIS
People can take part in civic life by voting, attending meetings, volunteering, and sharing opinions, and by doing so they can have a say in decisions that affect their community.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"This can include voting, attending meetings, volunteering, or sharing opinions about rules and laws."

"They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life."

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

SENTENCE STEMS

- This matters because…
- The strongest evidence is…
- This connects to the thesis because…
- To me, this shows…
- This is important because…
- In the end, 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 can include voting, attending meetings, volunteering, or sharing opinions about rules and laws.' and 'They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life.' 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…; The strongest evidence is…; This connects to the thesis because…; To me, this shows…; This is important because…; In the end, 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 can include voting, attending meetings, volunteering, or sharing opinions about rules and laws." and "They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life." 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)
According to the passage, how can people take part in civic life?

THESIS
People can take part in civic life by voting, attending meetings, volunteering, and sharing opinions, and by doing so they can have a say in decisions that affect their 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 Voice in the Community" (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 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 25 of 36
RPLD Evidence Deck · Slide 8 of 10

PROMPT (WHY)
According to the passage, how can people take part in civic life?

THESIS
People can take part in civic life by voting, attending meetings, volunteering, and sharing opinions, and by doing so they can have a say in decisions that affect their community.

Answer Key, One Strong Model

Model TRACKS category: K, Key Knowledge

"In many communities across the United States, people have chances to take part in civic life."

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

True, but it introduces the topic rather than naming the ways to take part, so on its own it does not prove the claim.

"This can include voting, attending meetings, volunteering, or sharing opinions about rules and laws." BEST EVIDENCE

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

Connects, supports the thesis, and leads to the idea that civic life offers many ways to participate.

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Grade 5 • Cluster 6 • 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: 'In many communities across the United States, people have chances to take part in civic life.' 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, but it introduces the topic rather than naming the ways to take part, so on its own it does not prove the claim."

"And this second: 'This can include voting, attending meetings, volunteering, or sharing opinions about rules and laws.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects, supports the thesis, and leads to the idea that civic life offers many ways to participate."

▸ *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: "This can include voting, attending meetings, volunteering, or sharing opinions about rules and laws." (passes all three CSI checks) over "In many communities across the United States, people have chances to take part in civic life."

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 from the passage best shows the ways people can take part in civic life?

A **"In many communities across the United States, people have chances to take part in civic life."**

B **"This can include voting, attending meetings, volunteering, or sharing opinions about rules and laws."**

C **"Some people are busy with work or family and choose not to get involved."**

D **"They may think one person's vote will not make much of a difference, especially in large elections."**

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 shows the ways people can take part in civic life?"

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

"A: 'In many communities across the United States, people have chances to take part in civic life.' B: 'This can include voting, attending meetings, volunteering, or sharing opinions about rules and laws.' C: 'Some people are busy with work or family and choose not to get involved.' D: 'They may think one person's vote will not make much of a difference, especially in large elections.'"

▸ *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 shows the ways people can take part in civic life?

A **"In many communities across the United States, people have chances to take part in civic life."**
DETAIL, NOT THE CLAIM
True, but it introduces the topic, it does not list the ways to take part.

B **"This can include voting, attending meetings, volunteering, or sharing opinions about rules and laws."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, it lists ways people can take part.

C **"Some people are busy with work or family and choose not to get involved."**
TRUE BUT WRONG
True, but it explains why some do not take part, not the ways people can.

D **"They may think one person's vote will not make much of a difference, especially in large elections."**
OFF TOPIC
True, but it gives a reason some doubt voting, not the ways to take part.

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 can include voting, attending meetings, volunteering, or sharing opinions about rules and laws.' This proves the exact claim, it lists ways people can take part."

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

"A: 'In many communities across the United States, people have chances to take part in civic life.', Detail, Not The Claim. True, but it introduces the topic, it does not list the ways to take part."

"C: 'Some people are busy with work or family and choose not to get involved.', True But Wrong. True, but it explains why some do not take part, not the ways people can."

"D: 'They may think one person's vote will not make much of a difference, especially in large elections.', Off Topic. True, but it gives a reason some doubt voting, not the ways to take part."

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

ANSWER KEY: B, "This can include voting, attending meetings, volunteering, or sharing opinions about rules and laws.", This proves the exact claim, it lists ways people can take part.

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 do some people believe it is important to take part in civic affairs?

THESIS
Some people believe it is important to take part in civic affairs because decisions made by leaders can affect daily life, so voting and speaking up let people have a say in those decisions.

LOCATE THE PASSAGE
"A Voice in the Community" (Nonfiction)

THIS WEEK'S PROMPT (WHY)
Why do some people believe it is important to take part in civic affairs?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
Some people believe it is important to take part in civic affairs because decisions made by leaders can affect daily life, so voting and speaking up let people have a say in those decisions.

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 Voice in the Community" (Nonfiction), and one job: answer the question, why do some people believe it is important to take part in civic affairs?"

▸ *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: Some people believe it is important to take part in civic affairs because decisions made by leaders can affect daily life, so voting and speaking up let people have a say in those decisions."

▸ *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 Voice in the Community" (Nonfiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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NOTICE

PROMPT (WHY)
Why do some people believe it is important to take part in civic affairs?

THESIS
Some people believe it is important to take part in civic affairs because decisions made by leaders can affect daily life, so voting and speaking up let people have a say in those decisions.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""A Voice in the Community" (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life."

States the belief that leaders' decisions affect daily life.

"By voting or speaking up, people can have a say in those decisions."

Shows how participation gives people a voice.

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: "They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life." and "By voting or speaking up, people can have a say in those decisions.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life.", States the belief that leaders' decisions affect daily life., "By voting or speaking up, people can have a say in those decisions.", Shows how participation gives people a voice.

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 26 of 36
RPLD Evidence Deck · Slide 3 of 10

PROMPT (WHY)
Why do some people believe it is important to take part in civic affairs?

THESIS
Some people believe it is important to take part in civic affairs because decisions made by leaders can affect daily life, so voting and speaking up let people have a say in those decisions.

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

Grading Monday's two K, Key Knowledge pieces

"They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life." BEST EVIDENCE

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

Connects to the prompt, supports the thesis by naming the reason, and leads to the idea that people take part to protect what matters to them.

"By voting or speaking up, people can have a say in those decisions."

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

Connects and supports, but it names the method rather than the reason, so it works best paired with the reason line.

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: 'By voting or speaking up, people can have a say in those decisions.' 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 and supports, but it names the method rather than the reason, so it works best paired with the reason line."

"Now the second piece: 'They think decisions made by leaders can impact schools, roads, safety, and other parts of daily 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 to the prompt, supports the thesis by naming the reason, and leads to the idea that people take part to protect what matters to 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: "They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life." (all three CSI checks pass) over "By voting or speaking up, people can have a say in those decisions." (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)
Why do some people believe it is important to take part in civic affairs?

THESIS
Some people believe it is important to take part in civic affairs because decisions made by leaders can affect daily life, so voting and speaking up let people have a say in those decisions.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""A Voice in the Community" (Nonfiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"These actions may seem small, but they can lead to changes."

Shows that participation can cause real change.

"For example, a local election might decide how money is used in schools, while a national election can shape laws for the whole country."

Gives an example of how decisions affect people.

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: "These actions may seem small, but they can lead to changes." and "For example, a local election might decide how money is used in schools, while a national election can shape laws for the whole country.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "These actions may seem small, but they can lead to changes.", Shows that participation can cause real change., "For example, a local election might decide how money is used in schools, while a national election can shape laws for the whole country.", Gives an example of how decisions affect people.

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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PROMPT (WHY)
Why do some people believe it is important to take part in civic affairs?

THESIS
Some people believe it is important to take part in civic affairs because decisions made by leaders can affect daily life, so voting and speaking up let people have a say in those decisions.

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

Grading Wednesday's two R, Reactions pieces

"These actions may seem small, but they can lead to changes." BEST EVIDENCE

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

Connects to the prompt, supports the thesis that participation is worth it, and leads to the idea that small actions add up.

"For example, a local election might decide how money is used in schools, while a national election can shape laws for the whole country."

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

Connects and supports with an example, but it illustrates the point rather than stating the reason, so it works best paired with the claim.

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: 'For example, a local election might decide how money is used in schools, while a national election can shape laws for the whole country.' 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 and supports with an example, but it illustrates the point rather than stating the reason, so it works best paired with the claim."

"Now the second piece: 'These actions may seem small, but they can lead to changes.' 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 to the prompt, supports the thesis that participation is worth it, and leads to the idea that small actions add up."

"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 actions may seem small, but they can lead to changes." (all three CSI checks pass) over "For example, a local election might decide how money is used in schools, while a national election can shape laws for the whole country." (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 26 of 36
RPLD Evidence Deck · Slide 6 of 10

PROMPT (WHY)
Why do some people believe it is important to take part in civic affairs?

THESIS
Some people believe it is important to take part in civic affairs because decisions made by leaders can affect daily life, so voting and speaking up let people have a say in those decisions.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life."

"These actions may seem small, but they can lead to changes."

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

SENTENCE STEMS

- This matters because…
- The strongest evidence is…
- This connects to the thesis because…
- To me, this shows…
- This is important because…
- In the end, 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 think decisions made by leaders can impact schools, roads, safety, and other parts of daily life.' and 'These actions may seem small, but they can lead to changes.' 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…; The strongest evidence is…; This connects to the thesis because…; To me, this shows…; This is important because…; In the end, 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 think decisions made by leaders can impact schools, roads, safety, and other parts of daily life." and "These actions may seem small, but they can lead to changes." 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 do some people believe it is important to take part in civic affairs?

THESIS
Some people believe it is important to take part in civic affairs because decisions made by leaders can affect daily life, so voting and speaking up let people have a say in those decisions.

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 Voice in the Community" (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 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 do some people believe it is important to take part in civic affairs?

THESIS
Some people believe it is important to take part in civic affairs because decisions made by leaders can affect daily life, so voting and speaking up let people have a say in those decisions.

Answer Key, One Strong Model

Model TRACKS category: K, Key Knowledge

"Others feel that taking part is not always necessary."

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

True, but it gives the opposite view rather than why some believe it is important, so on its own it does not prove the claim.

"They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life." BEST EVIDENCE

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

Connects, supports the thesis, and leads to the idea that people take part because the decisions affect their lives.

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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: 'Others feel that taking part is not always necessary.' 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, but it gives the opposite view rather than why some believe it is important, so on its own it does not prove the claim."

"And this second: 'They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects, supports the thesis, and leads to the idea that people take part because the decisions affect their lives."

▸ *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 think decisions made by leaders can impact schools, roads, safety, and other parts of daily life." (passes all three CSI checks) over "Others feel that taking part is not always necessary."

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 from the passage best explains why some people believe civic participation is important?

A **"Others feel that taking part is not always necessary."**

B **"They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life."**

C **"These actions may seem small, but they can lead to changes."**

D **"In many communities across the United States, people have chances to take part in civic 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 from the passage best explains why some people believe civic participation is important?"

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

"A: 'Others feel that taking part is not always necessary.' B: 'They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life.' C: 'These actions may seem small, but they can lead to changes.' D: 'In many communities across the United States, people have chances to take part in civic 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 from the passage best explains why some people believe civic participation is important?

A **"Others feel that taking part is not always necessary."**
OFF TOPIC
True, but it gives the opposite view, not why some think it is important.

B **"They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, decisions affect daily life, so people want a say.

C **"These actions may seem small, but they can lead to changes."**
TRUE BUT WRONG
True, and close, but it describes the effect rather than why people believe it is important.

D **"In many communities across the United States, people have chances to take part in civic life."**
DETAIL, NOT THE CLAIM
True, but it introduces the topic, not why participation is important.

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 think decisions made by leaders can impact schools, roads, safety, and other parts of daily life.' This proves the exact claim, decisions affect daily life, so people want a say."

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

"A: 'Others feel that taking part is not always necessary.', Off Topic. True, but it gives the opposite view, not why some think it is important."

"C: 'These actions may seem small, but they can lead to changes.', True But Wrong. True, and close, but it describes the effect rather than why people believe it is important."

"D: 'In many communities across the United States, people have chances to take part in civic life.', Detail, Not The Claim. True, but it introduces the topic, not why participation is important."

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

ANSWER KEY: B, "They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life.", This proves the exact claim, decisions affect daily life, so people want a say.

TEKS 7(C) · Evidence · Sheet 26 of 36 · Cluster 6 · 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 does the passage show that even young people can take part in civic life?

THESIS
The passage shows that even young people can take part in civic life because they can organize drives, write letters, and improve parks, and schools give students chances to practice civic participation.

LOCATE THE PASSAGE
"A Voice in the Community" (Nonfiction)

THIS WEEK'S PROMPT (WHY)
How does the passage show that even young people can take part in civic life?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
The passage shows that even young people can take part in civic life because they can organize drives, write letters, and improve parks, and schools give students chances to practice civic participation.

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 Voice in the Community" (Nonfiction), and one job: answer the question, how does the passage show that even young people can take part in civic life?"

▸ *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 passage shows that even young people can take part in civic life because they can organize drives, write letters, and improve parks, and schools give students chances to practice civic participation."

▸ *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 Voice in the Community" (Nonfiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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PROMPT (WHY)
How does the passage show that even young people can take part in civic life?

THESIS
The passage shows that even young people can take part in civic life because they can organize drives, write letters, and improve parks, and schools give students chances to practice civic participation.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""A Voice in the Community" (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"Young people can also take part in civic life, even before they are old enough to vote."

States the claim that young people can take part.

"Students may organize a food drive, write letters about an issue, or help improve a park."

Gives examples of how young people can take part.

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: "Young people can also take part in civic life, even before they are old enough to vote." and "Students may organize a food drive, write letters about an issue, or help improve a park.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "Young people can also take part in civic life, even before they are old enough to vote.", States the claim that young people can take part., "Students may organize a food drive, write letters about an issue, or help improve a park.", Gives examples of how young people can take part.

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 does the passage show that even young people can take part in civic life?

THESIS
The passage shows that even young people can take part in civic life because they can organize drives, write letters, and improve parks, and schools give students chances to practice civic participation.

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

Grading Monday's two K, Key Knowledge pieces

"Young people can also take part in civic life, even before they are old enough to vote."

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

Connects to the prompt, supports the thesis directly, and leads to the idea that participation is not limited to adults.

"Students may organize a food drive, write letters about an issue, or help improve a park." BEST EVIDENCE

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

Connects to the prompt, supports the thesis with real examples, and leads to the idea that young people can act on what they care about.

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: 'Young people can also take part in civic life, even before they are old enough to vote.' 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, supports the thesis directly, and leads to the idea that participation is not limited to adults."

"Now the second piece: 'Students may organize a food drive, write letters about an issue, or help improve a park.' 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 to the prompt, supports the thesis with real examples, and leads to the idea that young people can act on what they care 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: "Students may organize a food drive, write letters about an issue, or help improve a park." (all three CSI checks pass) over "Young people can also take part in civic life, even before they are old enough to vote." (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)
How does the passage show that even young people can take part in civic life?

THESIS
The passage shows that even young people can take part in civic life because they can organize drives, write letters, and improve parks, and schools give students chances to practice civic participation.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""A Voice in the Community" (Nonfiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"Schools often give students chances to practice civic participation."

Shows a place where young people practice civic life.

"These experiences can prepare them to make informed choices as adults."

Shows the lasting value of young people taking part.

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: "Schools often give students chances to practice civic participation." and "These experiences can prepare them to make informed choices as adults.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "Schools often give students chances to practice civic participation.", Shows a place where young people practice civic life., "These experiences can prepare them to make informed choices as adults.", Shows the lasting value of young people taking part.

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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PROMPT (WHY)
How does the passage show that even young people can take part in civic life?

THESIS
The passage shows that even young people can take part in civic life because they can organize drives, write letters, and improve parks, and schools give students chances to practice civic participation.

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

Grading Wednesday's two R, Reactions pieces

"Schools often give students chances to practice civic participation." BEST EVIDENCE

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

Connects to the prompt, supports the thesis that schools help young people take part, and leads to the idea that practice builds civic skills.

"These experiences can prepare them to make informed choices as adults."

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

Connects and supports, but it names a future benefit rather than showing young people taking part now, so it works best paired with the school line.

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: 'These experiences can prepare them to make informed choices as adults.' 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 and supports, but it names a future benefit rather than showing young people taking part now, so it works best paired with the school line."

"Now the second piece: 'Schools often give students chances to practice civic participation.' 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 to the prompt, supports the thesis that schools help young people take part, and leads to the idea that practice builds civic skills."

"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: "Schools often give students chances to practice civic participation." (all three CSI checks pass) over "These experiences can prepare them to make informed choices as adults." (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 passage show that even young people can take part in civic life?

THESIS
The passage shows that even young people can take part in civic life because they can organize drives, write letters, and improve parks, and schools give students chances to practice civic participation.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

- "Students may organize a food drive, write letters about an issue, or help improve a park."
- "Schools often give students chances to practice civic participation."

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

SENTENCE STEMS

- This matters because…
- The strongest evidence is…
- This connects to the thesis because…
- To me, this shows…
- This is important because…
- In the end, 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: 'Students may organize a food drive, write letters about an issue, or help improve a park.' and 'Schools often give students chances to practice civic participation.' 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…; The strongest evidence is…; This connects to the thesis because…; To me, this shows…; This is important because…; In the end, 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 "Students may organize a food drive, write letters about an issue, or help improve a park." and "Schools often give students chances to practice civic participation." 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 does the passage show that even young people can take part in civic life?

THESIS
The passage shows that even young people can take part in civic life because they can organize drives, write letters, and improve parks, and schools give students chances to practice civic participation.

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 Voice in the Community" (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 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

Sheet 27 of 36
RPLD Evidence Deck · Slide 8 of 10

PROMPT (WHY)
How does the passage show that even young people can take part in civic life?

THESIS
The passage shows that even young people can take part in civic life because they can organize drives, write letters, and improve parks, and schools give students chances to practice civic participation.

Answer Key, One Strong Model

Model TRACKS category: K, Key Knowledge

"Voting is one of the best-known forms of civic participation."

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

True, but voting is for adults old enough to vote, so it does not show that young people can take part, so on its own it does not prove the claim.

"Young people can also take part in civic life, even before they are old enough to vote." BEST EVIDENCE

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

Connects, supports the thesis, and leads to the idea that anyone can help shape a community.

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: 'Voting is one of the best-known forms of civic participation.' 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, but voting is for adults old enough to vote, so it does not show that young people can take part, so on its own it does not prove the claim."

"And this second: 'Young people can also take part in civic life, even before they are old enough to vote.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects, supports the thesis, and leads to the idea that anyone can help shape a community."

▸ *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: "Young people can also take part in civic life, even before they are old enough to vote." (passes all three CSI checks) over "Voting is one of the best-known forms of civic participation."

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 from the passage best supports the idea that young people can take part in civic life?

A **"Voting is one of the best-known forms of civic participation."**

B **"Young people can also take part in civic life, even before they are old enough to vote."**

C **"Listening is another important part of civic life."**

D **"Reliable information is also important."**

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 young people can take part in civic life?"

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

"A: 'Voting is one of the best-known forms of civic participation.' B: 'Young people can also take part in civic life, even before they are old enough to vote.' C: 'Listening is another important part of civic life.' D: 'Reliable information is also important.'"

▸ *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 young people can take part in civic life?

A **"Voting is one of the best-known forms of civic participation."**
TRUE BUT WRONG
True, but voting is for adults, it does not show that young people can take part.

B **"Young people can also take part in civic life, even before they are old enough to vote."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, young people can take part before they can vote.

C **"Listening is another important part of civic life."**
DETAIL, NOT THE CLAIM
True, but it describes listening in general, not young people taking part.

D **"Reliable information is also important."**
OFF TOPIC
True, but it is about using good information, not young people taking part.

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, 'Young people can also take part in civic life, even before they are old enough to vote.' This proves the exact claim, young people can take part before they can vote."

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

"A: 'Voting is one of the best-known forms of civic participation.', True But Wrong. True, but voting is for adults, it does not show that young people can take part."

"C: 'Listening is another important part of civic life.', Detail, Not The Claim. True, but it describes listening in general, not young people taking part."

"D: 'Reliable information is also important.', Off Topic. True, but it is about using good information, not young people taking part."

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

ANSWER KEY: B, "Young people can also take part in civic life, even before they are old enough to vote.", This proves the exact claim, young people can take part before they can vote.

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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PROMPT (WHY)
How does the passage show that participation matters even when it does not bring the result a person hoped for?

THESIS
The passage shows that participation still matters even without the hoped-for result because the effort can raise awareness, share new information, and influence later decisions.

LOCATE THE PASSAGE
"A Voice in the Community" (Nonfiction)

THIS WEEK'S PROMPT (WHY)
How does the passage show that participation matters even when it does not bring the result a person hoped for?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
The passage shows that participation still matters even without the hoped-for result because the effort can raise awareness, share new information, and influence later decisions.

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 Voice in the Community" (Nonfiction), and one job: answer the question, how does the passage show that participation matters even when it does not bring the result a person"

▸ *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 passage shows that participation still matters even without the hoped-for result because the effort can raise awareness, share new information, and influence later decisions."

▸ *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 Voice in the Community" (Nonfiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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NOTICE

PROMPT (WHY)
How does the passage show that participation matters even when it does not bring the result a person hoped for?

THESIS
The passage shows that participation still matters even without the hoped-for result because the effort can raise awareness, share new information, and influence later decisions.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""A Voice in the Community" (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"Not every form of participation brings the result a person hopes for."

Sets up the idea that participation does not always get the result wanted.

"This can be disappointing, but it does not mean the effort had no value."

States the claim that the effort still has value.

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: "Not every form of participation brings the result a person hopes for." and "This can be disappointing, but it does not mean the effort had no value.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "Not every form of participation brings the result a person hopes for.", Sets up the idea that participation does not always get the result wanted., "This can be disappointing, but it does not mean the effort had no value.", States the claim that the effort still has value.

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 passage show that participation matters even when it does not bring the result a person hoped for?

THESIS
The passage shows that participation still matters even without the hoped-for result because the effort can raise awareness, share new information, and influence later decisions.

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

Grading Monday's two K, Key Knowledge pieces

"Not every form of participation brings the result a person hopes for."

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

Connects and sets up the idea, but by itself it does not say why participation still matters, so it needs the next line to prove the claim.

"This can be disappointing, but it does not mean the effort had no value." BEST EVIDENCE

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

Connects to the prompt, supports the thesis that effort still matters, and leads to the idea that trying can be worthwhile even without a win.

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: 'Not every form of participation brings the result a person hopes for.' 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 and sets up the idea, but by itself it does not say why participation still matters, so it needs the next line to prove the claim."

"Now the second piece: 'This can be disappointing, but it does not mean the effort had no value.' 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 to the prompt, supports the thesis that effort still matters, and leads to the idea that trying can be worthwhile even without a win."

"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 can be disappointing, but it does not mean the effort had no value." (all three CSI checks pass) over "Not every form of participation brings the result a person hopes for." (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)
How does the passage show that participation matters even when it does not bring the result a person hoped for?

THESIS
The passage shows that participation still matters even without the hoped-for result because the effort can raise awareness, share new information, and influence later decisions.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""A Voice in the Community" (Nonfiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"People may have raised awareness, shared new information, or encouraged others to think about the issue."

Shows the ways participation still helps.

"Those effects can influence later decisions."

Shows the lasting value of participation.

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: "People may have raised awareness, shared new information, or encouraged others to think about the issue." and "Those effects can influence later decisions.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "People may have raised awareness, shared new information, or encouraged others to think about the issue.", Shows the ways participation still helps., "Those effects can influence later decisions.", Shows the lasting value of participation.

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 28 of 36
RPLD Evidence Deck · Slide 5 of 10

PROMPT (WHY)
How does the passage show that participation matters even when it does not bring the result a person hoped for?

THESIS
The passage shows that participation still matters even without the hoped-for result because the effort can raise awareness, share new information, and influence later decisions.

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

Grading Wednesday's two R, Reactions pieces

"People may have raised awareness, shared new information, or encouraged others to think about the issue." BEST EVIDENCE

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

Connects to the prompt, supports the thesis by naming the value of the effort, and leads to the idea that participation plants seeds for change.

"Those effects can influence later decisions."

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

Connects and supports the lasting value, but it names the future result rather than the effort's immediate worth, so it works best paired with the line before it.

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: 'Those effects can influence later decisions.' 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 and supports the lasting value, but it names the future result rather than the effort's immediate worth, so it works best paired with the line before it."

"Now the second piece: 'People may have raised awareness, shared new information, or encouraged others to think about the issue.' 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 to the prompt, supports the thesis by naming the value of the effort, and leads to the idea that participation plants seeds 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: "People may have raised awareness, shared new information, or encouraged others to think about the issue." (all three CSI checks pass) over "Those effects can influence later decisions." (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)
How does the passage show that participation matters even when it does not bring the result a person hoped for?

THESIS
The passage shows that participation still matters even without the hoped-for result because the effort can raise awareness, share new information, and influence later decisions.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"This can be disappointing, but it does not mean the effort had no value."

"People may have raised awareness, shared new information, or encouraged others to think about the issue."

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

SENTENCE STEMS

- This matters because…
- The strongest evidence is…
- This connects to the thesis because…
- To me, this shows…
- This is important because…
- In the end, 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 can be disappointing, but it does not mean the effort had no value.' and 'People may have raised awareness, shared new information, or encouraged others to think about the issue.' 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…; The strongest evidence is…; This connects to the thesis because…; To me, this shows…; This is important because…; In the end, 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 can be disappointing, but it does not mean the effort had no value." and "People may have raised awareness, shared new information, or encouraged others to think about the issue." 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)
How does the passage show that participation matters even when it does not bring the result a person hoped for?

THESIS
The passage shows that participation still matters even without the hoped-for result because the effort can raise awareness, share new information, and influence later decisions.

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 Voice in the Community" (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 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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ANSWER KEY

PROMPT (WHY)
How does the passage show that participation matters even when it does not bring the result a person hoped for?

THESIS
The passage shows that participation still matters even without the hoped-for result because the effort can raise awareness, share new information, and influence later decisions.

Answer Key, One Strong Model

Model TRACKS category: K, Key Knowledge

"Civic participation can also happen through service."

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

True, but it names a form of participation rather than showing why effort matters without the hoped-for result, so on its own it does not prove the claim.

"This can be disappointing, but it does not mean the effort had no value." BEST EVIDENCE

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

Connects, supports the thesis, and leads to the idea that participation is worth it even when the outcome disappoints.

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: 'Civic participation can also happen through service.' 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, but it names a form of participation rather than showing why effort matters without the hoped-for result, so on its own it does not prove the claim."

"And this second: 'This can be disappointing, but it does not mean the effort had no value.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects, supports the thesis, and leads to the idea that participation is worth it even when the outcome disappoints."

▸ *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: "This can be disappointing, but it does not mean the effort had no value." (passes all three CSI checks) over "Civic participation can also happen through service."

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 from the passage best supports the idea that participation matters even without the hoped-for result?

A **"Another part of civic life is understanding that change can take time."**

B **"This can be disappointing, but it does not mean the effort had no value."**

C **"Civic participation can also happen through service."**

D **"In the end, civic life depends on people who choose to learn, listen, speak, and help."**

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 participation matters even without the hoped-for result?"

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

"A: 'Another part of civic life is understanding that change can take time.' B: 'This can be disappointing, but it does not mean the effort had no value.' C: 'Civic participation can also happen through service.' D: 'In the end, civic life depends on people who choose to learn, listen, speak, and help.'"

▸ *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 participation matters even without the hoped-for result?

A **"Another part of civic life is understanding that change can take time."**
DETAIL, NOT THE CLAIM
True, but it is about time, not why effort matters without the hoped-for result.

B **"This can be disappointing, but it does not mean the effort had no value."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, the effort still has value even when disappointing.

C **"Civic participation can also happen through service."**
TRUE BUT WRONG
True, but it names a form of participation, not why effort still matters.

D **"In the end, civic life depends on people who choose to learn, listen, speak, and help."**
OFF TOPIC
True, but it sums up civic life, not why effort matters without a win.

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 can be disappointing, but it does not mean the effort had no value.' This proves the exact claim, the effort still has value even when disappointing."

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

"A: 'Another part of civic life is understanding that change can take time.', Detail, Not The Claim. True, but it is about time, not why effort matters without the hoped-for result."

"C: 'Civic participation can also happen through service.', True But Wrong. True, but it names a form of participation, not why effort still matters."

"D: 'In the end, civic life depends on people who choose to learn, listen, speak, and help.', Off Topic. True, but it sums up civic life, not why effort matters without a win."

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

ANSWER KEY: B, "This can be disappointing, but it does not mean the effort had no value.", This proves the exact claim, the effort still has value even when disappointing.

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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PROMPT (WHY)
According to the poem, how can one voice grow into a bigger movement?

THESIS
The poem shows that one voice can grow into a bigger movement because when one person speaks, other voices rise to meet it, until one brave question can start a mighty wave.

LOCATE THE PASSAGE
"One Voice Can Start a Wave" (Poetry)

THIS WEEK'S PROMPT (WHY)
According to the poem, how can one voice grow into a bigger movement?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
The poem shows that one voice can grow into a bigger movement because when one person speaks, other voices rise to meet it, until one brave question can start a mighty wave.

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, "One Voice Can Start a Wave" (Poetry), and one job: answer the question, according to the poem, how can one voice grow into a bigger movement?"

▸ *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 one voice can grow into a bigger movement because when one person speaks, other voices rise to meet it, until one brave question can start a mighty wave."

▸ *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 "One Voice Can Start a Wave" (Poetry) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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NOTICE

PROMPT (WHY)
According to the poem, how can one voice grow into a bigger movement?

THESIS
The poem shows that one voice can grow into a bigger movement because when one person speaks, other voices rise to meet it, until one brave question can start a mighty wave.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""One Voice Can Start a Wave" (Poetry)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"One voice speaks, another hears,"
Shows how a movement begins, one voice and one listener.

"Then other voices rise to meet."
Shows the voice growing as others join in.

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 voice speaks, another hears," and "Then other voices rise to meet.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "One voice speaks, another hears,", Shows how a movement begins, one voice and one listener., "Then other voices rise to meet.", Shows the voice growing as others join in.

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 29 of 36
RPLD Evidence Deck · Slide 3 of 10

PROMPT (WHY)
According to the poem, how can one voice grow into a bigger movement?

THESIS
The poem shows that one voice can grow into a bigger movement because when one person speaks, other voices rise to meet it, until one brave question can start a mighty wave.

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

Grading Monday's two K, Key Knowledge pieces

"One voice speaks, another hears,"

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

Connects and shows the start, but by itself it does not show the growth into a movement, so it needs the next line to prove the claim.

"Then other voices rise to meet." BEST EVIDENCE

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

Connects to the prompt, supports the thesis by showing more voices joining, and leads to the idea that one voice can spark many.

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 voice speaks, another hears,' 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 and shows the start, but by itself it does not show the growth into a movement, so it needs the next line to prove the claim."

"Now the second piece: 'Then other voices rise to meet.' 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 to the prompt, supports the thesis by showing more voices joining, and leads to the idea that one voice can spark many."

"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: "Then other voices rise to meet." (all three CSI checks pass) over "One voice speaks, another hears," (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)
According to the poem, how can one voice grow into a bigger movement?

THESIS
The poem shows that one voice can grow into a bigger movement because when one person speaks, other voices rise to meet it, until one brave question can start a mighty wave.

Collect the Evidence (7Ci), TRACKS

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

DIRECTIONS
- Reread ""One Voice Can Start a Wave" (Poetry)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"Yet one brave question can reach all."
Shows the reach of a single brave question.

"One voice can start a mighty wave."
States the poem's big idea, one voice can start a wave of 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: 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: "Yet one brave question can reach all." and "One voice can start a mighty wave.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "Yet one brave question can reach all.", Shows the reach of a single brave question., "One voice can start a mighty wave.", States the poem's big idea, one voice can start a wave of change.

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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PROMPT (WHY)
According to the poem, how can one voice grow into a bigger movement?

THESIS
The poem shows that one voice can grow into a bigger movement because when one person speaks, other voices rise to meet it, until one brave question can start a mighty wave.

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

Grading Wednesday's two R, Reactions pieces

"One voice can start a mighty wave." BEST EVIDENCE

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

Connects to the prompt, supports the thesis with the poem's main idea, and leads to the idea that small beginnings can grow large.

"Yet one brave question can reach all."

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

Connects and supports, but it names the reach rather than the growth into a movement, so it works best paired with the wave line.

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: 'Yet one brave question can reach all.' 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 and supports, but it names the reach rather than the growth into a movement, so it works best paired with the wave line."

"Now the second piece: 'One voice can start a mighty wave.' 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 to the prompt, supports the thesis with the poem's main idea, and leads to the idea that small beginnings can grow large."

"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: "One voice can start a mighty wave." (all three CSI checks pass) over "Yet one brave question can reach all." (fails at least one CSI check).

TEKS 7(C) · Evidence · Sheet 29 of 36 · Cluster 7 · Module 1 · slide 5 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 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)
According to the poem, how can one voice grow into a bigger movement?

THESIS
The poem shows that one voice can grow into a bigger movement because when one person speaks, other voices rise to meet it, until one brave question can start a mighty wave.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

- "Then other voices rise to meet."
- "One voice can start a mighty wave."

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

SENTENCE STEMS

- This matters because…
- The strongest evidence is…
- This connects to the thesis because…
- To me, this shows…
- This is important because…
- In the end, 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: 'Then other voices rise to meet.' and 'One voice can start a mighty wave.' 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…; The strongest evidence is…; This connects to the thesis because…; To me, this shows…; This is important because…; In the end, 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 "Then other voices rise to meet." and "One voice can start a mighty wave." 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)
According to the poem, how can one voice grow into a bigger movement?

THESIS
The poem shows that one voice can grow into a bigger movement because when one person speaks, other voices rise to meet it, until one brave question can start a mighty wave.

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 ""One Voice Can Start a Wave" (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.

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)
According to the poem, how can one voice grow into a bigger movement?

THESIS
The poem shows that one voice can grow into a bigger movement because when one person speaks, other voices rise to meet it, until one brave question can start a mighty wave.

Answer Key, One Strong Model

Model TRACKS category: K, Key Knowledge

"A voice may start out soft and small,"
- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

True and on topic, it shows the small start, but it does not show the growth, so it needs the rising-voices line to prove the claim.

"Then other voices rise to meet." BEST EVIDENCE
- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects, supports the thesis, and leads to the idea that one voice can grow into many.

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Grade 5 • Cluster 7 • 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: 'A voice may start out soft and small,' 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 on topic, it shows the small start, but it does not show the growth, so it needs the rising-voices line to prove the claim."

"And this second: 'Then other voices rise to meet.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects, supports the thesis, and leads to the idea that one voice can grow into many."

▸ *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: "Then other voices rise to meet." (passes all three CSI checks) over "A voice may start out soft and small,"

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 from the poem best shows one voice growing into a bigger movement?

A **"A voice may start out soft and small,"**

B **"Then other voices rise to meet."**

C **"A whisper travels down the street,"**

D **"People can gather, write, and speak,"**

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 from the poem best shows one voice growing into a bigger movement?"

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

"A: 'A voice may start out soft and small,' B: 'Then other voices rise to meet.' C: 'A whisper travels down the street,' D: 'People can gather, write, and speak,'"

▸ *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 from the poem best shows one voice growing into a bigger movement?

A **"A voice may start out soft and small,"**
DETAIL, NOT THE CLAIM
True, but it shows the small start, not the growth into a movement.

B **"Then other voices rise to meet."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, more voices join the first one.

C **"A whisper travels down the street,"**
TRUE BUT WRONG
True, but it describes the whisper moving, not many voices joining.

D **"People can gather, write, and speak,"**
OFF TOPIC
True, but it lists actions, not one voice growing into many.

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, 'Then other voices rise to meet.' This proves the exact claim, more voices join the first one."

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

"A: 'A voice may start out soft and small,', Detail, Not The Claim. True, but it shows the small start, not the growth into a movement."

"C: 'A whisper travels down the street,', True But Wrong. True, but it describes the whisper moving, not many voices joining."

"D: 'People can gather, write, and speak,', Off Topic. True, but it lists actions, not one voice growing into many."

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

ANSWER KEY: B, "Then other voices rise to meet.", This proves the exact claim, more voices join the first one.

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)
How does the poem connect one voice to the colonists' fight before the nation began?

THESIS
The poem connects one voice to the colonists' fight by showing that they had little say over new taxes, so their separate voices formed a call and joined together one by one.

LOCATE THE PASSAGE
"One Voice Can Start a Wave" (Poetry)

THIS WEEK'S PROMPT (WHY)
How does the poem connect one voice to the colonists' fight before the nation began?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
The poem connects one voice to the colonists' fight by showing that they had little say over new taxes, so their separate voices formed a call and joined together one by one.

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, "One Voice Can Start a Wave" (Poetry), and one job: answer the question, how does the poem connect one voice to the colonists' fight before the nation began?"

▸ *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 connects one voice to the colonists' fight by showing that they had little say over new taxes, so their separate voices formed a call and joined together one by one."

▸ *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 "One Voice Can Start a Wave" (Poetry) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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NOTICE

PROMPT (WHY)
How does the poem connect one voice to the colonists' fight before the nation began?

THESIS
The poem connects one voice to the colonists' fight by showing that they had little say over new taxes, so their separate voices formed a call and joined together one by one.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""One Voice Can Start a Wave" (Poetry)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"New taxes came from far away,"

Names the grievance that gave the colonists a reason to speak.

"Though colonists had little say."

Shows why the colonists raised their voices, they had little say.

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: "New taxes came from far away," and "Though colonists had little say.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "New taxes came from far away,", Names the grievance that gave the colonists a reason to speak., "Though colonists had little say.", Shows why the colonists raised their voices, they had little say.

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 poem connect one voice to the colonists' fight before the nation began?

THESIS
The poem connects one voice to the colonists' fight by showing that they had little say over new taxes, so their separate voices formed a call and joined together one by one.

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

Grading Monday's two K, Key Knowledge pieces

"New taxes came from far away,"

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

Connects and names the grievance, but by itself it does not connect one voice to the fight, so it needs the little-say line to prove the claim.

"Though colonists had little say." BEST EVIDENCE

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

Connects to the prompt, supports the thesis by showing why they spoke up, and leads to the idea that being unheard makes people raise their voices.

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: 'New taxes came from far away,' 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 and names the grievance, but by itself it does not connect one voice to the fight, so it needs the little-say line to prove the claim."

"Now the second piece: 'Though colonists had little say.' 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 to the prompt, supports the thesis by showing why they spoke up, and leads to the idea that being unheard makes people raise their voices."

"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: "Though colonists had little say." (all three CSI checks pass) over "New taxes came from far away," (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)
How does the poem connect one voice to the colonists' fight before the nation began?

THESIS
The poem connects one voice to the colonists' fight by showing that they had little say over new taxes, so their separate voices formed a call and joined together one by one.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""One Voice Can Start a Wave" (Poetry)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"Their separate voices formed a call,"
Shows the many voices joining into one call.

"And one by one they joined them all."
Shows the movement growing as more joined.

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: "Their separate voices formed a call," and "And one by one they joined them all.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "Their separate voices formed a call,", Shows the many voices joining into one call., "And one by one they joined them all.", Shows the movement growing as more joined.

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 30 of 36
RPLD Evidence Deck · Slide 5 of 10

PROMPT (WHY)
How does the poem connect one voice to the colonists' fight before the nation began?

THESIS
The poem connects one voice to the colonists' fight by showing that they had little say over new taxes, so their separate voices formed a call and joined together one by one.

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

Grading Wednesday's two R, Reactions pieces

"Their separate voices formed a call," BEST EVIDENCE

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

Connects to the prompt, supports the thesis by showing voices joining, and leads to the idea that many small voices can become one movement.

"And one by one they joined them all."

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

Connects and supports the growth, but it repeats the joining rather than adding a new idea, so it works best paired with the call line.

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: 'And one by one they joined them all.' 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 and supports the growth, but it repeats the joining rather than adding a new idea, so it works best paired with the call line."

"Now the second piece: 'Their separate voices formed a call,' 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 to the prompt, supports the thesis by showing voices joining, and leads to the idea that many small voices can become one movement."

"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: "Their separate voices formed a call," (all three CSI checks pass) over "And one by one they joined them all." (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)
How does the poem connect one voice to the colonists' fight before the nation began?

THESIS
The poem connects one voice to the colonists' fight by showing that they had little say over new taxes, so their separate voices formed a call and joined together one by one.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

- "Though colonists had little say."
- "Their separate voices formed a call,"

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

SENTENCE STEMS

- This matters because…
- The strongest evidence is…
- This connects to the thesis because…
- To me, this shows…
- This is important because…
- In the end, 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: 'Though colonists had little say.' and 'Their separate voices formed a call,' 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…; The strongest evidence is…; This connects to the thesis because…; To me, this shows…; This is important because…; In the end, 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 "Though colonists had little say." and "Their separate voices formed a call," 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)
How does the poem connect one voice to the colonists' fight before the nation began?

THESIS
The poem connects one voice to the colonists' fight by showing that they had little say over new taxes, so their separate voices formed a call and joined together one by one.

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 ""One Voice Can Start a Wave" (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.

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 does the poem connect one voice to the colonists' fight before the nation began?

THESIS
The poem connects one voice to the colonists' fight by showing that they had little say over new taxes, so their separate voices formed a call and joined together one by one.

Answer Key, One Strong Model

Model TRACKS category: K, Key Knowledge

"One voice speaks, another hears,"

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

True and on topic, it shows one voice and a listener, but it does not connect to the colonists' fight, so it needs the tax line to prove the claim.

"Their separate voices formed a call," BEST EVIDENCE

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

Connects, supports the thesis, and leads to the idea that the colonists' many voices became one movement.

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: 'One voice speaks, another hears,' 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 on topic, it shows one voice and a listener, but it does not connect to the colonists' fight, so it needs the tax line to prove the claim."

"And this second: 'Their separate voices formed a call,' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects, supports the thesis, and leads to the idea that the colonists' many voices became one movement."

▸ *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: "Their separate voices formed a call," (passes all three CSI checks) over "One voice speaks, another hears,"

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 from the poem best shows the colonists' many voices joining together?

A **"One voice speaks, another hears,"**

B **"Their separate voices formed a call,"**

C **"They printed words on papers and walls."**

D **"The Declaration made the claim"**

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 from the poem best shows the colonists' many voices joining together?"

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

"A: 'One voice speaks, another hears,' B: 'Their separate voices formed a call,' C: 'They printed words on papers and walls.' D: 'The Declaration made the claim'"

▸ *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 from the poem best shows the colonists' many voices joining together?

A **"One voice speaks, another hears,"**
DETAIL, NOT THE CLAIM
True, but it describes one voice and a listener, not the colonists joining together.

B **"Their separate voices formed a call,"**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, the colonists' separate voices formed one call.

C **"They printed words on papers and walls."**
TRUE BUT WRONG
True, but it names one action, not the voices joining together.

D **"The Declaration made the claim"**
OFF TOPIC
True, but it names the Declaration, not the voices joining together.

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, 'Their separate voices formed a call,' This proves the exact claim, the colonists' separate voices formed one call."

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

"A: 'One voice speaks, another hears,', Detail, Not The Claim. True, but it describes one voice and a listener, not the colonists joining together."

"C: 'They printed words on papers and walls.', True But Wrong. True, but it names one action, not the voices joining together."

"D: 'The Declaration made the claim', Off Topic. True, but it names the Declaration, not the voices joining together."

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

ANSWER KEY: B, "Their separate voices formed a call,", This proves the exact claim, the colonists' separate voices formed one call.

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)
According to the poem, how did the colonists' questions spread and grow?

THESIS
The poem shows the colonists' questions spread through printed pages and meeting rooms until a problem felt by one alone became a cause that all had known.

LOCATE THE PASSAGE
"One Voice Can Start a Wave" (Poetry)

THIS WEEK'S PROMPT (WHY)
According to the poem, how did the colonists' questions spread and grow?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
The poem shows the colonists' questions spread through printed pages and meeting rooms until a problem felt by one alone became a cause that all had known.

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, "One Voice Can Start a Wave" (Poetry), and one job: answer the question, according to the poem, how did the colonists' questions spread and 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: The poem shows the colonists' questions spread through printed pages and meeting rooms until a problem felt by one alone became a cause that all had known."

▸ *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 "One Voice Can Start a Wave" (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)
According to the poem, how did the colonists' questions spread and grow?

THESIS
The poem shows the colonists' questions spread through printed pages and meeting rooms until a problem felt by one alone became a cause that all had known.

Collect the Evidence (7Ci), TRACKS

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

DIRECTIONS
- Reread ""One Voice Can Start a Wave" (Poetry)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"A printer's page, a meeting room,"
Names the places where ideas could spread.

"Could help an idea start to bloom."
Shows those places helping an idea 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: "A printer's page, a meeting room," and "Could help an idea start to bloom.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "A printer's page, a meeting room,", Names the places where ideas could spread., "Could help an idea start to bloom.", Shows those places helping an idea 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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TEKS 7(C)
TUESDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

PROMPT (WHY)
According to the poem, how did the colonists' questions spread and grow?

THESIS
The poem shows the colonists' questions spread through printed pages and meeting rooms until a problem felt by one alone became a cause that all had known.

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

Grading Monday's two K, Key Knowledge pieces

"A printer's page, a meeting room,"
- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects and names the places, but by itself it does not show the growth, so it needs the bloom line to prove the claim.

"Could help an idea start to bloom." BEST EVIDENCE
- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects to the prompt, supports the thesis by showing ideas growing, and leads to the idea that shared spaces help ideas spread.

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 printer's page, a meeting room,' 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 and names the places, but by itself it does not show the growth, so it needs the bloom line to prove the claim."

"Now the second piece: 'Could help an idea start to bloom.' 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 to the prompt, supports the thesis by showing ideas growing, and leads to the idea that shared spaces help ideas spread."

"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: "Could help an idea start to bloom." (all three CSI checks pass) over "A printer's page, a meeting room," (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)
According to the poem, how did the colonists' questions spread and grow?

THESIS
The poem shows the colonists' questions spread through printed pages and meeting rooms until a problem felt by one alone became a cause that all had known.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""One Voice Can Start a Wave" (Poetry)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"A problem felt by one alone"

Shows an idea that began with a single person.

"Became a cause that all had known."

Shows the idea spreading until everyone knew it.

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: "A problem felt by one alone" and "Became a cause that all had known.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "A problem felt by one alone", Shows an idea that began with a single person., "Became a cause that all had known.", Shows the idea spreading until everyone knew it.

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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PROMPT (WHY)
According to the poem, how did the colonists' questions spread and grow?

THESIS
The poem shows the colonists' questions spread through printed pages and meeting rooms until a problem felt by one alone became a cause that all had known.

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

Grading Wednesday's two R, Reactions pieces

"Became a cause that all had known." BEST EVIDENCE

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

Connects to the prompt, supports the thesis that one idea spread to all, and leads to the idea that a single question can become a shared cause.

"A problem felt by one alone"

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

Connects and shows the small start, but by itself it does not show the spread, so it works best paired with the cause line.

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: 'A problem felt by one alone' 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 and shows the small start, but by itself it does not show the spread, so it works best paired with the cause line."

"Now the second piece: 'Became a cause that all had known.' 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 to the prompt, supports the thesis that one idea spread to all, and leads to the idea that a single question can become a shared cause."

"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: "Became a cause that all had known." (all three CSI checks pass) over "A problem felt by one alone" (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)
According to the poem, how did the colonists' questions spread and grow?

THESIS
The poem shows the colonists' questions spread through printed pages and meeting rooms until a problem felt by one alone became a cause that all had known.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

- "Could help an idea start to bloom."
- "Became a cause that all had known."

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

SENTENCE STEMS

- This matters because…
- The strongest evidence is…
- This connects to the thesis because…
- To me, this shows…
- This is important because…
- In the end, 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: 'Could help an idea start to bloom.' and 'Became a cause that all had known.' 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…; The strongest evidence is…; This connects to the thesis because…; To me, this shows…; This is important because…; In the end, 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 "Could help an idea start to bloom." and "Became a cause that all had known." 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)
According to the poem, how did the colonists' questions spread and grow?

THESIS
The poem shows the colonists' questions spread through printed pages and meeting rooms until a problem felt by one alone became a cause that all had known.

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 ""One Voice Can Start a Wave" (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.

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)
According to the poem, how did the colonists' questions spread and grow?

THESIS
The poem shows the colonists' questions spread through printed pages and meeting rooms until a problem felt by one alone became a cause that all had known.

Answer Key, One Strong Model

Model TRACKS category: K, Key Knowledge

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

True, but it shows disagreement rather than how questions spread, so on its own it does not prove the claim.

"Became a cause that all had known." BEST EVIDENCE
- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects, supports the thesis, and leads to the idea that one question can grow into a shared cause.

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: 'Not everyone agreed on how,' 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, but it shows disagreement rather than how questions spread, so on its own it does not prove the claim."

"And this second: 'Became a cause that all had known.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects, supports the thesis, and leads to the idea that one question can grow into a shared cause."

▸ *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: "Became a cause that all had known." (passes all three CSI checks) over "Not everyone agreed on how,"

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 from the poem best shows a single idea spreading to many people?

A **"Not everyone agreed on how,"**

B **"Became a cause that all had known."**

C **"Some chose boycotts, some would write,"**

D **"One voice speaks, another hears,"**

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 from the poem best shows a single idea spreading to many people?"

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

"A: 'Not everyone agreed on how,' B: 'Became a cause that all had known.' C: 'Some chose boycotts, some would write,' D: 'One voice speaks, another hears,'"

▸ *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 from the poem best shows a single idea spreading to many people?

A **"Not everyone agreed on how,"**
OFF TOPIC
True, but it shows disagreement, not an idea spreading.

B **"Became a cause that all had known."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, one idea spread until all knew it.

C **"Some chose boycotts, some would write,"**
TRUE BUT WRONG
True, but it names actions, not an idea spreading to all.

D **"One voice speaks, another hears,"**
DETAIL, NOT THE CLAIM
True, but it describes one voice and a listener, not the idea spreading to all.

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, 'Became a cause that all had known.' This proves the exact claim, one idea spread until all knew it."

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

"A: 'Not everyone agreed on how,', Off Topic. True, but it shows disagreement, not an idea spreading."

"C: 'Some chose boycotts, some would write,', True But Wrong. True, but it names actions, not an idea spreading to all."

"D: 'One voice speaks, another hears,', Detail, Not The Claim. True, but it describes one voice and a listener, not the idea spreading to all."

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

ANSWER KEY: B, "Became a cause that all had known.", This proves the exact claim, one idea spread until all knew it.

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)
How does the poem show that big change starts small but grows as others join?

THESIS
The poem shows that big change starts small but grows because a change may start with one small sound but grows as others gather round, spreading from home to shop and not stopping.

LOCATE THE PASSAGE
"One Voice Can Start a Wave" (Poetry)

THIS WEEK'S PROMPT (WHY)
How does the poem show that big change starts small but grows as others join?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
The poem shows that big change starts small but grows because a change may start with one small sound but grows as others gather round, spreading from home to shop and not stopping.

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, "One Voice Can Start a Wave" (Poetry), and one job: answer the question, how does the poem show that big change starts small but grows as others join?"

▸ *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 big change starts small but grows because a change may start with one small sound but grows as others gather round, spreading from home to shop and not stopping."

▸ *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 "One Voice Can Start a Wave" (Poetry) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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NOTICE

PROMPT (WHY)
How does the poem show that big change starts small but grows as others join?

THESIS
The poem shows that big change starts small but grows because a change may start with one small sound but grows as others gather round, spreading from home to shop and not stopping.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""One Voice Can Start a Wave" (Poetry)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"A change may start with one small sound,"

Shows change beginning small.

"But grows as others gather round."

Shows the change growing as more people join.

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 change may start with one small sound," and "But grows as others gather round.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "A change may start with one small sound,", Shows change beginning small., "But grows as others gather round.", Shows the change growing as more people join.

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 does the poem show that big change starts small but grows as others join?

THESIS
The poem shows that big change starts small but grows because a change may start with one small sound but grows as others gather round, spreading from home to shop and not stopping.

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

Grading Monday's two K, Key Knowledge pieces

"A change may start with one small sound,"

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

Connects and shows the small start, but by itself it does not show the growth, so it needs the gather-round line to prove the claim.

"But grows as others gather round." BEST EVIDENCE

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

Connects to the prompt, supports the thesis by showing change growing, and leads to the idea that small beginnings can build into big movements.

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 change may start with one small sound,' 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 and shows the small start, but by itself it does not show the growth, so it needs the gather-round line to prove the claim."

"Now the second piece: 'But grows as others gather round.' 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 to the prompt, supports the thesis by showing change growing, and leads to the idea that small beginnings can build into big movements."

"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 grows as others gather round." (all three CSI checks pass) over "A change may start with one small sound," (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)
How does the poem show that big change starts small but grows as others join?

THESIS
The poem shows that big change starts small but grows because a change may start with one small sound but grows as others gather round, spreading from home to shop and not stopping.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""One Voice Can Start a Wave" (Poetry)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"The questions moved from home to shop,"

Shows the questions spreading from place to place.

"And once they started, did not stop."

Shows the momentum of the growing 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: 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: "The questions moved from home to shop," and "And once they started, did not stop.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "The questions moved from home to shop,", Shows the questions spreading from place to place., "And once they started, did not stop.", Shows the momentum of the growing change.

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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CHOOSE

PROMPT (WHY)
How does the poem show that big change starts small but grows as others join?

THESIS
The poem shows that big change starts small but grows because a change may start with one small sound but grows as others gather round, spreading from home to shop and not stopping.

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

Grading Wednesday's two R, Reactions pieces

"The questions moved from home to shop," BEST EVIDENCE

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

Connects to the prompt, supports the thesis by showing the questions spreading, and leads to the idea that ideas travel and grow.

"And once they started, did not stop."

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

Connects and supports the momentum, but it names the result rather than the spread itself, so it works best paired with the home-to-shop line.

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: 'And once they started, did not stop.' 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 and supports the momentum, but it names the result rather than the spread itself, so it works best paired with the home-to-shop line."

"Now the second piece: 'The questions moved from home to shop,' 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 to the prompt, supports the thesis by showing the questions spreading, and leads to the idea that ideas travel and grow."

"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 questions moved from home to shop," (all three CSI checks pass) over "And once they started, did not stop." (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 big change starts small but grows as others join?

THESIS
The poem shows that big change starts small but grows because a change may start with one small sound but grows as others gather round, spreading from home to shop and not stopping.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

- "But grows as others gather round."
- "The questions moved from home to shop,"

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

SENTENCE STEMS

- This matters because…
- The strongest evidence is…
- This connects to the thesis because…
- To me, this shows…
- This is important because…
- In the end, 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: 'But grows as others gather round.' and 'The questions moved from home to shop,' 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…; The strongest evidence is…; This connects to the thesis because…; To me, this shows…; This is important because…; In the end, 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 "But grows as others gather round." and "The questions moved from home to shop," 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)
How does the poem show that big change starts small but grows as others join?

THESIS
The poem shows that big change starts small but grows because a change may start with one small sound but grows as others gather round, spreading from home to shop and not stopping.

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 ""One Voice Can Start a Wave" (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.

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)
How does the poem show that big change starts small but grows as others join?

THESIS
The poem shows that big change starts small but grows because a change may start with one small sound but grows as others gather round, spreading from home to shop and not stopping.

Answer Key, One Strong Model

Model TRACKS category: K, Key Knowledge

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

True, but it begins a general idea rather than showing change growing, so on its own it does not prove the claim.

"But grows as others gather round." BEST EVIDENCE
- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects, supports the thesis, and leads to the idea that change grows when people join together.

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Grade 5 • Cluster 7 • 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: 'History rarely turns because' 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, but it begins a general idea rather than showing change growing, so on its own it does not prove the claim."

"And this second: 'But grows as others gather round.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects, supports the thesis, and leads to the idea that change grows when people join together."

▸ *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: "But grows as others gather round." (passes all three CSI checks) over "History rarely turns because"

TEKS 7(C) · Evidence · Sheet 32 of 36 · Cluster 7 · 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 32 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which line from the poem best shows that change grows as more people join?

A **"History rarely turns because"**

B **"But grows as others gather round."**

C **"New taxes caused the people pain,"**

D **"One voice speaks, another hears,"**

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 from the poem best shows that change grows as more people join?"

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

"A: 'History rarely turns because' B: 'But grows as others gather round.' C: 'New taxes caused the people pain,' D: 'One voice speaks, another hears,'"

▸ *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 from the poem best shows that change grows as more people join?

A **"History rarely turns because"**
DETAIL, NOT THE CLAIM
True, but it begins a general idea, it does not show change growing.

B **"But grows as others gather round."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, the change grows as others join.

C **"New taxes caused the people pain,"**
TRUE BUT WRONG
True, but it names a grievance, not change growing as people join.

D **"One voice speaks, another hears,"**
OFF TOPIC
True, but it describes one voice and a listener, not change growing.

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, 'But grows as others gather round.' This proves the exact claim, the change grows as others join."

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

"A: 'History rarely turns because', Detail, Not The Claim. True, but it begins a general idea, it does not show change growing."

"C: 'New taxes caused the people pain,', True But Wrong. True, but it names a grievance, not change growing as people join."

"D: 'One voice speaks, another hears,', Off Topic. True, but it describes one voice and a listener, not change growing."

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

ANSWER KEY: B, "But grows as others gather round.", This proves the exact claim, the change grows as others join.

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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EVIDENCE

PROMPT (WHY)
According to the passage, how do important changes in a nation often begin?

THESIS
The passage explains that important changes in a nation often begin with a question, because a movement for major change may start with a much smaller request before it grows.

LOCATE THE PASSAGE
"From Protest to Participation" (Nonfiction)

THIS WEEK'S PROMPT (WHY)
According to the passage, how do important changes in a nation often begin?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
The passage explains that important changes in a nation often begin with a question, because a movement for major change may start with a much smaller request before it grows.

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, "From Protest to Participation" (Nonfiction), and one job: answer the question, according to the passage, how do important changes in a nation often begin?"

▸ *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 passage explains that important changes in a nation often begin with a question, because a movement for major change may start with a much smaller request before it grows."

▸ *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 "From Protest to Participation" (Nonfiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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PROMPT (WHY)
According to the passage, how do important changes in a nation often begin?

THESIS
The passage explains that important changes in a nation often begin with a question, because a movement for major change may start with a much smaller request before it grows.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""From Protest to Participation" (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"They begin with a question."

States directly how important changes often begin.

"A movement for major change may begin with a much smaller request."

Shows that big change can start from a small ask.

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: "They begin with a question." and "A movement for major change may begin with a much smaller request.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "They begin with a question.", States directly how important changes often begin., "A movement for major change may begin with a much smaller request.", Shows that big change can start from a small ask.

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)
According to the passage, how do important changes in a nation often begin?

THESIS
The passage explains that important changes in a nation often begin with a question, because a movement for major change may start with a much smaller request before it grows.

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

Grading Monday's two K, Key Knowledge pieces

"They begin with a question." BEST EVIDENCE

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

Connects to the prompt, supports the thesis by naming how change begins, and leads to the idea that asking questions can start a movement.

"A movement for major change may begin with a much smaller request."

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

Connects and supports, but it describes the size of the start rather than that it begins with a question, so it works best paired with the question line.

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 movement for major change may begin with a much smaller request.' 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 and supports, but it describes the size of the start rather than that it begins with a question, so it works best paired with the question line."

"Now the second piece: 'They begin with a question.' 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 to the prompt, supports the thesis by naming how change begins, and leads to the idea that asking questions can start a movement."

"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 begin with a question." (all three CSI checks pass) over "A movement for major change may begin with a much smaller request." (C, S, but not I).

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)
According to the passage, how do important changes in a nation often begin?

THESIS
The passage explains that important changes in a nation often begin with a question, because a movement for major change may start with a much smaller request before it grows.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""From Protest to Participation" (Nonfiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"Colonists began asking why Parliament could tax them when the colonies did not elect representatives to Parliament."

Gives an example of a question that started a movement.

"It is a continuing process of ideas, decisions, actions, and consequences."

Shows that change is an ongoing process, but by itself it does not say how change begins.

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: "Colonists began asking why Parliament could tax them when the colonies did not elect representatives to Parliament." and "It is a continuing process of ideas, decisions, actions, and consequences.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "Colonists began asking why Parliament could tax them when the colonies did not elect representatives to Parliament.", Gives an example of a question that started a movement., "It is a continuing process of ideas, decisions, actions, and consequences.", Shows that change is an ongoing process, but by itself it does not say how change begins.

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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CHOOSE

PROMPT (WHY)
According to the passage, how do important changes in a nation often begin?

THESIS
The passage explains that important changes in a nation often begin with a question, because a movement for major change may start with a much smaller request before it grows.

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

Grading Wednesday's two R, Reactions pieces

"Colonists began asking why Parliament could tax them when the colonies did not elect representatives to Parliament." BEST EVIDENCE

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

Connects to the prompt, supports the thesis with a real example of a starting question, and leads to the idea that fair questions can spark change.

"It is a continuing process of ideas, decisions, actions, and consequences."

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

Connects and supports the idea of process, but it describes change over time rather than how it begins, so it works best paired with the example.

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: 'It is a continuing process of ideas, decisions, actions, and consequences.' 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 and supports the idea of process, but it describes change over time rather than how it begins, so it works best paired with the example."

"Now the second piece: 'Colonists began asking why Parliament could tax them when the colonies did not elect representatives to Parliament.' 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 to the prompt, supports the thesis with a real example of a starting question, and leads to the idea that fair questions can spark 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: "Colonists began asking why Parliament could tax them when the colonies did not elect representatives to Parliament." (all three CSI checks pass) over "It is a continuing process of ideas, decisions, actions, and consequences." (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)
According to the passage, how do important changes in a nation often begin?

THESIS
The passage explains that important changes in a nation often begin with a question, because a movement for major change may start with a much smaller request before it grows.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

- "They begin with a question."
- "Colonists began asking why Parliament could tax them when the colonies did not elect representatives to Parliament."

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

SENTENCE STEMS

- This matters because…
- The strongest evidence is…
- This connects to the thesis because…
- To me, this shows…
- This is important because…
- In the end, 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 begin with a question.' and 'Colonists began asking why Parliament could tax them when the colonies did not elect representatives to Parliament.' 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…; The strongest evidence is…; This connects to the thesis because…; To me, this shows…; This is important because…; In the end, 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 begin with a question." and "Colonists began asking why Parliament could tax them when the colonies did not elect representatives to Parliament." 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)
According to the passage, how do important changes in a nation often begin?

THESIS
The passage explains that important changes in a nation often begin with a question, because a movement for major change may start with a much smaller request before it grows.

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 ""From Protest to Participation" (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 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)
According to the passage, how do important changes in a nation often begin?

THESIS
The passage explains that important changes in a nation often begin with a question, because a movement for major change may start with a much smaller request before it grows.

Answer Key, One Strong Model

Model TRACKS category: K, Key Knowledge

"The Stamp Act placed taxes on printed materials."
- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

True, but it names a specific tax rather than how changes begin, so on its own it does not prove the claim.

"They begin with a question." BEST EVIDENCE
- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects, supports the thesis, and leads to the idea that a question can be the seed of major change.

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 Stamp Act placed taxes on printed materials.' 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, but it names a specific tax rather than how changes begin, so on its own it does not prove the claim."

"And this second: 'They begin with a question.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects, supports the thesis, and leads to the idea that a question can be the seed of major 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: "They begin with a question." (passes all three CSI checks) over "The Stamp Act placed taxes on printed materials."

TEKS 7(C) · Evidence · Sheet 33 of 36 · Cluster 8 · Module 1 · 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 33 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which sentence from the passage best explains how important changes often begin?

A **"The Stamp Act placed taxes on printed materials."**

B **"A movement for major change may begin with a much smaller request."**

C **"Colonists responded in different ways."**

D **"By 1776, more colonial leaders believed independence was necessary."**

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 explains how important changes often begin?"

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

"A: 'The Stamp Act placed taxes on printed materials.' B: 'A movement for major change may begin with a much smaller request.' C: 'Colonists responded in different ways.' D: 'By 1776, more colonial leaders believed independence was necessary.'"

▸ *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 explains how important changes often begin?

A **"The Stamp Act placed taxes on printed materials."**
DETAIL, NOT THE CLAIM
True, but it names a tax, not how changes begin.

B **"A movement for major change may begin with a much smaller request."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, big change often begins with a small request.

C **"Colonists responded in different ways."**
TRUE BUT WRONG
True, but it describes responses, not how change begins.

D **"By 1776, more colonial leaders believed independence was necessary."**
OFF TOPIC
True, but it describes a later belief, not how change begins.

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 movement for major change may begin with a much smaller request.' This proves the exact claim, big change often begins with a small request."

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

"A: 'The Stamp Act placed taxes on printed materials.', Detail, Not The Claim. True, but it names a tax, not how changes begin."

"C: 'Colonists responded in different ways.', True But Wrong. True, but it describes responses, not how change begins."

"D: 'By 1776, more colonial leaders believed independence was necessary.', Off Topic. True, but it describes a later belief, not how change begins."

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

ANSWER KEY: B, "A movement for major change may begin with a much smaller request.", This proves the exact claim, big change often begins with a small request.

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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PROMPT (WHY)
What different actions did colonists take to respond to unfair British policies?

THESIS
Colonists responded to unfair British policies in different ways, including joining organizations and holding boycotts, which gave ordinary people ways to participate.

LOCATE THE PASSAGE
"From Protest to Participation" (Nonfiction)

THIS WEEK'S PROMPT (WHY)
What different actions did colonists take to respond to unfair British policies?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
Colonists responded to unfair British policies in different ways, including joining organizations and holding boycotts, which gave ordinary people ways to participate.

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, "From Protest to Participation" (Nonfiction), and one job: answer the question, what different actions did colonists take to respond to unfair British policies?"

▸ *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: Colonists responded to unfair British policies in different ways, including joining organizations and holding boycotts, which gave ordinary people ways to participate."

▸ *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 "From Protest to Participation" (Nonfiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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NOTICE

PROMPT (WHY)
What different actions did colonists take to respond to unfair British policies?

THESIS
Colonists responded to unfair British policies in different ways, including joining organizations and holding boycotts, which gave ordinary people ways to participate.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""From Protest to Participation" (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"Colonists responded in different ways."

Introduces that colonists had many kinds of responses.

"Some joined organizations such as the Sons of Liberty."

Names one action, joining organizations.

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: "Colonists responded in different ways." and "Some joined organizations such as the Sons of Liberty.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "Colonists responded in different ways.", Introduces that colonists had many kinds of responses., "Some joined organizations such as the Sons of Liberty.", Names one action, joining organizations.

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 different actions did colonists take to respond to unfair British policies?

THESIS
Colonists responded to unfair British policies in different ways, including joining organizations and holding boycotts, which gave ordinary people ways to participate.

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

Grading Monday's two K, Key Knowledge pieces

"Colonists responded in different ways."
- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects and sets up the idea, but by itself it does not name the actions, so it needs an example to prove the claim.

"Some joined organizations such as the Sons of Liberty." BEST EVIDENCE
- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects to the prompt, supports the thesis with a specific action, and leads to the idea that people organize to make 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: 'Colonists responded in different ways.' 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 and sets up the idea, but by itself it does not name the actions, so it needs an example to prove the claim."

"Now the second piece: 'Some joined organizations such as the Sons of Liberty.' 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 to the prompt, supports the thesis with a specific action, and leads to the idea that people organize to make 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: "Some joined organizations such as the Sons of Liberty." (all three CSI checks pass) over "Colonists responded in different ways." (fails at least one CSI check).

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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)
What different actions did colonists take to respond to unfair British policies?

THESIS
Colonists responded to unfair British policies in different ways, including joining organizations and holding boycotts, which gave ordinary people ways to participate.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""From Protest to Participation" (Nonfiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"Merchants participated in boycotts by refusing to purchase certain British goods."

Names another action, boycotting British goods.

"These actions gave ordinary people ways to participate."

Shows the effect, ordinary people could take part.

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: "Merchants participated in boycotts by refusing to purchase certain British goods." and "These actions gave ordinary people ways to participate.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "Merchants participated in boycotts by refusing to purchase certain British goods.", Names another action, boycotting British goods., "These actions gave ordinary people ways to participate.", Shows the effect, ordinary people could take part.

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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PROMPT (WHY)
What different actions did colonists take to respond to unfair British policies?

THESIS
Colonists responded to unfair British policies in different ways, including joining organizations and holding boycotts, which gave ordinary people ways to participate.

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

Grading Wednesday's two R, Reactions pieces

"Merchants participated in boycotts by refusing to purchase certain British goods." BEST EVIDENCE

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

Connects to the prompt, supports the thesis with another action, and leads to the idea that refusing to buy goods is a form of protest.

"These actions gave ordinary people ways to participate."

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

Connects and supports, but it names the effect rather than an action, so it works best paired with a specific example.

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: 'These actions gave ordinary people ways to participate.' 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 and supports, but it names the effect rather than an action, so it works best paired with a specific example."

"Now the second piece: 'Merchants participated in boycotts by refusing to purchase certain British 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 to the prompt, supports the thesis with another action, and leads to the idea that refusing to buy goods is a form of protest."

"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: "Merchants participated in boycotts by refusing to purchase certain British goods." (all three CSI checks pass) over "These actions gave ordinary people ways to participate." (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)
What different actions did colonists take to respond to unfair British policies?

THESIS
Colonists responded to unfair British policies in different ways, including joining organizations and holding boycotts, which gave ordinary people ways to participate.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

- "Some joined organizations such as the Sons of Liberty."
- "Merchants participated in boycotts by refusing to purchase certain British goods."

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

SENTENCE STEMS

- This matters because…
- The strongest evidence is…
- This connects to the thesis because…
- To me, this shows…
- This is important because…
- In the end, 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 joined organizations such as the Sons of Liberty.' and 'Merchants participated in boycotts by refusing to purchase certain British 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…; The strongest evidence is…; This connects to the thesis because…; To me, this shows…; This is important because…; In the end, 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 joined organizations such as the Sons of Liberty." and "Merchants participated in boycotts by refusing to purchase certain British 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 34 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
What different actions did colonists take to respond to unfair British policies?

THESIS
Colonists responded to unfair British policies in different ways, including joining organizations and holding boycotts, which gave ordinary people ways to participate.

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 ""From Protest to Participation" (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 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

PROMPT (WHY)
What different actions did colonists take to respond to unfair British policies?

THESIS
Colonists responded to unfair British policies in different ways, including joining organizations and holding boycotts, which gave ordinary people ways to participate.

Answer Key, One Strong Model

Model TRACKS category: K, Key Knowledge

"British leaders hoped stronger control would stop resistance."

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

True, but it describes what British leaders hoped, not the actions colonists took, so on its own it does not prove the claim.

"Merchants participated in boycotts by refusing to purchase certain British goods." BEST EVIDENCE

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

Connects, supports the thesis, and leads to the idea that boycotts let people resist unfair policies.

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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: 'British leaders hoped stronger control would stop resistance.' 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, but it describes what British leaders hoped, not the actions colonists took, so on its own it does not prove the claim."

"And this second: 'Merchants participated in boycotts by refusing to purchase certain British goods.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects, supports the thesis, and leads to the idea that boycotts let people resist unfair policies."

▸ *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: "Merchants participated in boycotts by refusing to purchase certain British goods." (passes all three CSI checks) over "British leaders hoped stronger control would stop resistance."

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 from the passage best shows an action colonists took to protest?

A **"British leaders hoped stronger control would stop resistance."**

B **"Merchants participated in boycotts by refusing to purchase certain British goods."**

C **"These actions gave ordinary people ways to participate."**

D **"By 1776, more colonial leaders believed independence was necessary."**

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 shows an action colonists took to protest?"

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

"A: 'British leaders hoped stronger control would stop resistance.' B: 'Merchants participated in boycotts by refusing to purchase certain British goods.' C: 'These actions gave ordinary people ways to participate.' D: 'By 1776, more colonial leaders believed independence was necessary.'"

▸ *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 shows an action colonists took to protest?

A **"British leaders hoped stronger control would stop resistance."**
OFF TOPIC
True, but it describes British leaders' hopes, not a colonist action.

B **"Merchants participated in boycotts by refusing to purchase certain British goods."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, boycotting was a colonist action of protest.

C **"These actions gave ordinary people ways to participate."**
DETAIL, NOT THE CLAIM
True, but it names the effect, not a specific action.

D **"By 1776, more colonial leaders believed independence was necessary."**
TRUE BUT WRONG
True, but it describes a later belief, not a protest 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, 'Merchants participated in boycotts by refusing to purchase certain British goods.' This proves the exact claim, boycotting was a colonist action of protest."

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

"A: 'British leaders hoped stronger control would stop resistance.', Off Topic. True, but it describes British leaders' hopes, not a colonist action."

"C: 'These actions gave ordinary people ways to participate.', Detail, Not The Claim. True, but it names the effect, not a specific action."

"D: 'By 1776, more colonial leaders believed independence was necessary.', True But Wrong. True, but it describes a later belief, not a protest action."

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

ANSWER KEY: B, "Merchants participated in boycotts by refusing to purchase certain British goods.", This proves the exact claim, boycotting was a colonist action of protest.

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 does the passage show that a local problem can grow into a shared cause?

THESIS
The passage shows a local problem can grow into a shared cause because punishing Massachusetts brought several colonies closer together, so a problem that once seemed local began to feel shared.

LOCATE THE PASSAGE
"From Protest to Participation" (Nonfiction)

THIS WEEK'S PROMPT (WHY)
How does the passage show that a local problem can grow into a shared cause?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
The passage shows a local problem can grow into a shared cause because punishing Massachusetts brought several colonies closer together, so a problem that once seemed local began to feel shared.

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, "From Protest to Participation" (Nonfiction), and one job: answer the question, how does the passage show that a local problem can grow into a shared cause?"

▸ *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 passage shows a local problem can grow into a shared cause because punishing Massachusetts brought several colonies closer together, so a problem that once seemed local began to feel shared."

▸ *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 "From Protest to Participation" (Nonfiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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NOTICE

PROMPT (WHY)
How does the passage show that a local problem can grow into a shared cause?

THESIS
The passage shows a local problem can grow into a shared cause because punishing Massachusetts brought several colonies closer together, so a problem that once seemed local began to feel shared.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""From Protest to Participation" (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"Instead, the punishment of Massachusetts helped bring several colonies closer together."

Shows a local punishment uniting the colonies.

"A problem that once seemed local began to feel shared."

States directly that a local problem became shared.

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: "Instead, the punishment of Massachusetts helped bring several colonies closer together." and "A problem that once seemed local began to feel shared.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "Instead, the punishment of Massachusetts helped bring several colonies closer together.", Shows a local punishment uniting the colonies., "A problem that once seemed local began to feel shared.", States directly that a local problem became shared.

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 passage show that a local problem can grow into a shared cause?

THESIS
The passage shows a local problem can grow into a shared cause because punishing Massachusetts brought several colonies closer together, so a problem that once seemed local began to feel shared.

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

Grading Monday's two K, Key Knowledge pieces

"Instead, the punishment of Massachusetts helped bring several colonies closer together."

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

Connects to the prompt, supports the thesis by showing colonies uniting, and leads to the idea that shared hardship builds a common cause.

"A problem that once seemed local began to feel shared." BEST EVIDENCE

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

Connects to the prompt, supports the thesis directly, and leads to the idea that local problems can become national ones.

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: 'Instead, the punishment of Massachusetts helped bring several colonies closer together.' 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, supports the thesis by showing colonies uniting, and leads to the idea that shared hardship builds a common cause."

"Now the second piece: 'A problem that once seemed local began to feel shared.' 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 to the prompt, supports the thesis directly, and leads to the idea that local problems can become national ones."

"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 problem that once seemed local began to feel shared." (all three CSI checks pass) over "Instead, the punishment of Massachusetts helped bring several colonies closer together." (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 does the passage show that a local problem can grow into a shared cause?

THESIS
The passage shows a local problem can grow into a shared cause because punishing Massachusetts brought several colonies closer together, so a problem that once seemed local began to feel shared.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""From Protest to Participation" (Nonfiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"That is one way movements grow: people discover that a concern affecting someone else could eventually affect them too."

Explains how movements grow when problems feel shared.

"Colonists responded in different ways."

Shows the colonists acting, but by itself it does not show a local problem becoming shared.

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: "That is one way movements grow: people discover that a concern affecting someone else could eventually affect them too." and "Colonists responded in different ways.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "That is one way movements grow: people discover that a concern affecting someone else could eventually affect them too.", Explains how movements grow when problems feel shared., "Colonists responded in different ways.", Shows the colonists acting, but by itself it does not show a local problem becoming shared.

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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PROMPT (WHY)
How does the passage show that a local problem can grow into a shared cause?

THESIS
The passage shows a local problem can grow into a shared cause because punishing Massachusetts brought several colonies closer together, so a problem that once seemed local began to feel shared.

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

Grading Wednesday's two R, Reactions pieces

"That is one way movements grow: people discover that a concern affecting someone else could eventually affect them too." BEST EVIDENCE

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

Connects to the prompt, supports the thesis by explaining how shared concern grows a movement, and leads to the idea that empathy fuels change.

"Colonists responded in different ways."

- ✓ 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 describes responses rather than a local problem becoming shared, so on its own it does not prove the claim.

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: 'Colonists responded in different ways.' 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 describes responses rather than a local problem becoming shared, so on its own it does not prove the claim."

"Now the second piece: 'That is one way movements grow: people discover that a concern affecting someone else could eventually affect them too.' 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 to the prompt, supports the thesis by explaining how shared concern grows a movement, and leads to the idea that empathy fuels 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: "That is one way movements grow: people discover that a concern affecting someone else could eventually affect them too." (all three CSI checks pass) over "Colonists responded in different ways." (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 does the passage show that a local problem can grow into a shared cause?

THESIS
The passage shows a local problem can grow into a shared cause because punishing Massachusetts brought several colonies closer together, so a problem that once seemed local began to feel shared.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"A problem that once seemed local began to feel shared."

"That is one way movements grow: people discover that a concern affecting someone else could eventually affect them too."

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

SENTENCE STEMS

- This matters because…
- The strongest evidence is…
- This connects to the thesis because…
- To me, this shows…
- This is important because…
- In the end, 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 problem that once seemed local began to feel shared.' and 'That is one way movements grow: people discover that a concern affecting someone else could eventually affect them too.' 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…; The strongest evidence is…; This connects to the thesis because…; To me, this shows…; This is important because…; In the end, 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 problem that once seemed local began to feel shared." and "That is one way movements grow: people discover that a concern affecting someone else could eventually affect them too." 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 does the passage show that a local problem can grow into a shared cause?

THESIS
The passage shows a local problem can grow into a shared cause because punishing Massachusetts brought several colonies closer together, so a problem that once seemed local began to feel shared.

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 ""From Protest to Participation" (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 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 does the passage show that a local problem can grow into a shared cause?

THESIS
The passage shows a local problem can grow into a shared cause because punishing Massachusetts brought several colonies closer together, so a problem that once seemed local began to feel shared.

Answer Key, One Strong Model

Model TRACKS category: K, Key Knowledge

"The Stamp Act placed taxes on printed materials."
- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

True, but it names a tax rather than a local problem becoming shared, so on its own it does not prove the claim.

"A problem that once seemed local began to feel shared." BEST EVIDENCE
- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects, supports the thesis, and leads to the idea that shared problems unite people.

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 Stamp Act placed taxes on printed materials.' 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, but it names a tax rather than a local problem becoming shared, so on its own it does not prove the claim."

"And this second: 'A problem that once seemed local began to feel shared.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects, supports the thesis, and leads to the idea that shared problems unite 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: "A problem that once seemed local began to feel shared." (passes all three CSI checks) over "The Stamp Act placed taxes on printed materials."

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 from the passage best shows a local problem becoming a shared cause?

A **"The Stamp Act placed taxes on printed materials."**

B **"A problem that once seemed local began to feel shared."**

C **"Colonists responded in different ways."**

D **"Some signed petitions."**

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 shows a local problem becoming a shared cause?"

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

"A: 'The Stamp Act placed taxes on printed materials.' B: 'A problem that once seemed local began to feel shared.' C: 'Colonists responded in different ways.' D: 'Some signed petitions.'"

▸ *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.

TEKS 7(C) · Evidence · Sheet 35 of 36 · Cluster 8 · Module 3 · slide 9 of 10

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 shows a local problem becoming a shared cause?

A **"The Stamp Act placed taxes on printed materials."**
OFF TOPIC
True, but it names a tax, not a local problem becoming shared.

B **"A problem that once seemed local began to feel shared."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, a local problem became a shared one.

C **"Colonists responded in different ways."**
TRUE BUT WRONG
True, but it describes responses, not a local problem becoming shared.

D **"Some signed petitions."**
DETAIL, NOT THE CLAIM
True, but it names one action, not a local problem becoming 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 problem that once seemed local began to feel shared.' This proves the exact claim, a local problem became a shared one."

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

"A: 'The Stamp Act placed taxes on printed materials.', Off Topic. True, but it names a tax, not a local problem becoming shared."

"C: 'Colonists responded in different ways.', True But Wrong. True, but it describes responses, not a local problem becoming shared."

"D: 'Some signed petitions.', Detail, Not The Claim. True, but it names one action, not a local problem becoming shared."

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

ANSWER KEY: B, "A problem that once seemed local began to feel shared.", This proves the exact claim, a local problem became a shared one.

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)
According to the passage, how did the colonists' ideas turn into real action?

THESIS
The colonists' ideas turned into real action because their questions about fairness grew into a belief that independence was necessary, and the Declaration of Independence announced their decision to separate from Great Britain.

LOCATE THE PASSAGE
"From Protest to Participation" (Nonfiction)

THIS WEEK'S PROMPT (WHY)
According to the passage, how did the colonists' ideas turn into real action?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
The colonists' ideas turned into real action because their questions about fairness grew into a belief that independence was necessary, and the Declaration of Independence announced their decision to separate from Great Britain.

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, "From Protest to Participation" (Nonfiction), and one job: answer the question, according to the passage, how did the colonists' ideas turn into real action?"

▸ *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 colonists' ideas turned into real action because their questions about fairness grew into a belief that independence was necessary, and the Declaration of Independence announced their decision to separate from Great Britain."

▸ *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 "From Protest to Participation" (Nonfiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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NOTICE

PROMPT (WHY)
According to the passage, how did the colonists' ideas turn into real action?

THESIS
The colonists' ideas turned into real action because their questions about fairness grew into a belief that independence was necessary, and the Declaration of Independence announced their decision to separate from Great Britain.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""From Protest to Participation" (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"Colonists began asking why Parliament could tax them when the colonies did not elect representatives to Parliament."

Shows the question that started the colonists' thinking.

"By 1776, more colonial leaders believed independence was necessary."

Shows the idea growing into a shared belief.

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: "Colonists began asking why Parliament could tax them when the colonies did not elect representatives to Parliament." and "By 1776, more colonial leaders believed independence was necessary.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "Colonists began asking why Parliament could tax them when the colonies did not elect representatives to Parliament.", Shows the question that started the colonists' thinking., "By 1776, more colonial leaders believed independence was necessary.", Shows the idea growing into a shared belief.

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 36 of 36
RPLD Evidence Deck · Slide 3 of 10

PROMPT (WHY)
According to the passage, how did the colonists' ideas turn into real action?

THESIS
The colonists' ideas turned into real action because their questions about fairness grew into a belief that independence was necessary, and the Declaration of Independence announced their decision to separate from Great Britain.

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

Grading Monday's two K, Key Knowledge pieces

"Colonists began asking why Parliament could tax them when the colonies did not elect representatives to Parliament."

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

Connects and shows the starting question, but by itself it does not show the action that followed, so it needs the independence belief to prove the claim.

"By 1776, more colonial leaders believed independence was necessary." BEST EVIDENCE

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

Connects to the prompt, supports the thesis by showing the idea becoming a shared belief, and leads to the idea that ideas can grow into decisions.

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: 'Colonists began asking why Parliament could tax them when the colonies did not elect representatives to Parliament.' 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 and shows the starting question, but by itself it does not show the action that followed, so it needs the independence belief to prove the claim."

"Now the second piece: 'By 1776, more colonial leaders believed independence was necessary.' 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 to the prompt, supports the thesis by showing the idea becoming a shared belief, and leads to the idea that ideas can grow into decisions."

"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: "By 1776, more colonial leaders believed independence was necessary." (all three CSI checks pass) over "Colonists began asking why Parliament could tax them when the colonies did not elect representatives to Parliament." (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)
According to the passage, how did the colonists' ideas turn into real action?

THESIS
The colonists' ideas turned into real action because their questions about fairness grew into a belief that independence was necessary, and the Declaration of Independence announced their decision to separate from Great Britain.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""From Protest to Participation" (Nonfiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"The Declaration of Independence announced that the colonies intended to separate from Great Britain."

Shows the idea turning into a real action, a formal declaration.

"But the document did more than declare independence."

Shows the document carried ideas, but by itself it does not show how ideas became 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: 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: "The Declaration of Independence announced that the colonies intended to separate from Great Britain." and "But the document did more than declare independence.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "The Declaration of Independence announced that the colonies intended to separate from Great Britain.", Shows the idea turning into a real action, a formal declaration., "But the document did more than declare independence.", Shows the document carried ideas, but by itself it does not show how ideas became action.

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 36 of 36
RPLD Evidence Deck · Slide 5 of 10

PROMPT (WHY)
According to the passage, how did the colonists' ideas turn into real action?

THESIS
The colonists' ideas turned into real action because their questions about fairness grew into a belief that independence was necessary, and the Declaration of Independence announced their decision to separate from Great Britain.

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

Grading Wednesday's two R, Reactions pieces

"The Declaration of Independence announced that the colonies intended to separate from Great Britain." BEST EVIDENCE

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

Connects to the prompt, supports the thesis by showing the idea turning into action, and leads to the idea that words can become real decisions.

"But the document did more than declare independence."

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

Connects and supports, but it points to the document's ideas rather than the action itself, so it works best paired with the announcement line.

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: 'But the document did more than declare 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 and supports, but it points to the document's ideas rather than the action itself, so it works best paired with the announcement line."

"Now the second piece: 'The Declaration of Independence announced that the colonies intended to separate from Great Britain.' 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 to the prompt, supports the thesis by showing the idea turning into action, and leads to the idea that words can become real decisions."

"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 Declaration of Independence announced that the colonies intended to separate from Great Britain." (all three CSI checks pass) over "But the document did more than declare 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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TEKS 7(C)
FRIDAY · OWN + DEFEND
EVIDENCE · TRACKS + CSI

OWN + DEFEND

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

PROMPT (WHY)
According to the passage, how did the colonists' ideas turn into real action?

THESIS
The colonists' ideas turned into real action because their questions about fairness grew into a belief that independence was necessary, and the Declaration of Independence announced their decision to separate from Great Britain.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"By 1776, more colonial leaders believed independence was necessary."

"The Declaration of Independence announced that the colonies intended to separate from Great Britain."

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

SENTENCE STEMS

- This matters because…
- The strongest evidence is…
- This connects to the thesis because…
- To me, this shows…
- This is important because…
- In the end, 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: 'By 1776, more colonial leaders believed independence was necessary.' and 'The Declaration of Independence announced that the colonies intended to separate from Great Britain.' 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…; The strongest evidence is…; This connects to the thesis because…; To me, this shows…; This is important because…; In the end, 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 "By 1776, more colonial leaders believed independence was necessary." and "The Declaration of Independence announced that the colonies intended to separate from Great Britain." 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)
According to the passage, how did the colonists' ideas turn into real action?

THESIS
The colonists' ideas turned into real action because their questions about fairness grew into a belief that independence was necessary, and the Declaration of Independence announced their decision to separate from Great Britain.

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 ""From Protest to Participation" (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 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)
According to the passage, how did the colonists' ideas turn into real action?

THESIS
The colonists' ideas turned into real action because their questions about fairness grew into a belief that independence was necessary, and the Declaration of Independence announced their decision to separate from Great Britain.

Answer Key, One Strong Model

Model TRACKS category: K, Key Knowledge

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

True, but it names one early action rather than how ideas grew into independence, so on its own it does not prove the claim.

"The Declaration of Independence announced that the colonies intended to separate from Great Britain." BEST EVIDENCE
- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects, supports the thesis, and leads to the idea that a shared idea can become a nation-changing action.

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Grade 5 • 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: 'Some signed petitions.' 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, but it names one early action rather than how ideas grew into independence, so on its own it does not prove the claim."

"And this second: 'The Declaration of Independence announced that the colonies intended to separate from Great Britain.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects, supports the thesis, and leads to the idea that a shared idea can become a nation-changing action."

▸ *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 Declaration of Independence announced that the colonies intended to separate from Great Britain." (passes all three CSI checks) over "Some signed petitions."

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 from the passage best shows the colonists' ideas turning into real action?

A **"Some signed petitions."**

B **"The Declaration of Independence announced that the colonies intended to separate from Great Britain."**

C **"Colonists responded in different ways."**

D **"The Stamp Act placed taxes on printed materials."**

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 shows the colonists' ideas turning into real action?"

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

"A: 'Some signed petitions.' B: 'The Declaration of Independence announced that the colonies intended to separate from Great Britain.' C: 'Colonists responded in different ways.' D: 'The Stamp Act placed taxes on printed materials.'"

▸ *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 shows the colonists' ideas turning into real action?

A **"Some signed petitions."**
DETAIL, NOT THE CLAIM
True, but it names one early action, not ideas turning into independence.

B **"The Declaration of Independence announced that the colonies intended to separate from Great Britain."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, the idea became a real, formal action.

C **"Colonists responded in different ways."**
TRUE BUT WRONG
True, but it describes responses, not ideas turning into a major action.

D **"The Stamp Act placed taxes on printed materials."**
OFF TOPIC
True, but it names a tax, not ideas turning into 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, 'The Declaration of Independence announced that the colonies intended to separate from Great Britain.' This proves the exact claim, the idea became a real, formal action."

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

"A: 'Some signed petitions.', Detail, Not The Claim. True, but it names one early action, not ideas turning into independence."

"C: 'Colonists responded in different ways.', True But Wrong. True, but it describes responses, not ideas turning into a major action."

"D: 'The Stamp Act placed taxes on printed materials.', Off Topic. True, but it names a tax, not ideas turning into action."

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

ANSWER KEY: B, "The Declaration of Independence announced that the colonies intended to separate from Great Britain.", This proves the exact claim, the idea became a real, formal action.

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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