

Dear 3<sup>rd</sup> Grade Teacher,

*Short, Short, BIG*, the 10-week writing program for students reading in the 350–790 Lexile Range, is a targeted, supplemental instructional tool and a powerful intervention strategy. It works toward one specific goal: **teaching students to respond to writing prompts using evidence from the text to support their response**. This skill will be measured in the redesigned STAAR.

Along the way, *SSB* provides students with practice in developing skills in six of the Texas Essential Knowledge and Skills (TEKS) ELA strands: Developing and Sustaining Foundational Language Skills, Comprehension Skills, Response Skills, Multiple Genres, Author’s Purpose and Craft, and Composition.

Take a look at the TEKS standards you will be addressing with each *Short, Short, BIG* lesson:

CLAIM IT	The student is expected to:
What it Means to Lay Claim to a Text	ELA.3.1.A - listen actively, ask relevant questions to clarify information, and make pertinent comments ELA.3.7.A - describe personal connections to a variety of sources
READING STRATEGY - Visualization: The Mind’s Eye	ELA.3.6.A - establish purpose for reading assigned and self-selected texts ELA.3.6.D - create mental images to deepen understanding ELA.3.7.E - interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating
What’s Your Point?	ELA.3.1.A - listen actively, ask relevant questions to clarify information, and make pertinent comments ELA.3.1.D - work collaboratively with others by following agreed-upon rules, norms, and protocols ELA.3.6.G - evaluate details read to determine key ideas
How Well Do Students Make Claims?	ELA.3.6.E - make connections to personal experiences, ideas in other texts, and society ELA.3.7.A - describe personal connections to a variety of sources
Introducing Claims	ELA.3.6.E - make connections to personal experiences, ideas in other texts, and society ELA.3.7.A - describe personal connections to a variety of sources ELA.3.11.A - plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping
Identifying Claims (and differentiating them from Statements)	ELA.3.6.E - make connections to personal experiences, ideas in other texts, and society ELA.3.7.A - describe personal connections to a variety of sources ELA.3.9.E - recognize characteristics and structures of argumentative text ELA.3.11.A - plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping
Statement or Claim?	ELA.3.6.G - evaluate details read to determine key ideas ELA.3.9.E - recognize characteristics and structures of argumentative text
P-Q-A Putting the Question in the Answer	ELA.3.12.C - compose argumentative texts, including opinion essays, using genre characteristics and craft
Re-Write 5 Claims Using P-Q-A	ELA.3.11.C - revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity ELA.3.11.D - edit drafts using standard English conventions
The Best Way to P-Q-A	ELA.3.11.C - revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity
Silly Questions	ELA.3.12.C - compose argumentative texts, including opinion essays, using genre characteristics and craft
READING STRATEGY - Survey the Text	ELA.3.6.A - establish purpose for reading assigned and self-selected texts ELA.3.6.B - generate questions about text before, during, and after reading to deepen understanding and gain information ELA.3.6.E - make connections to personal experiences, ideas in other texts, and society ELA.3.10.C - explain the author’s use of print and graphic features to achieve specific purposes ELA.3.12.C - compose argumentative texts, including opinion essays, using genre characteristics and craft
READING STRATEGY - Question the Text	ELA.3.6.A - establish purpose for reading assigned and self-selected texts ELA.3.6.B - generate questions about text before, during, and after reading to deepen understanding and gain information ELA.3.6.E - make connections to personal experiences, ideas in other texts, and society ELA.3.12.C - compose argumentative texts, including opinion essays, using genre characteristics and craft
P-Q-A Practice with an Infographic	ELA.3.10.C - explain the author’s use of print and graphic features to achieve specific purposes ELA.3.12.C - compose argumentative texts, including opinion essays, using genre characteristics and craft
Honing in on Highly Reasonable Claims	ELA.3.3.B - use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words ELA.3.6.A - establish purpose for reading assigned and self-selected texts ELA.3.6.B - generate questions about text before, during, and after reading to deepen understanding and gain information
READING STRATEGY - Read and Respond to the Text	ELA.3.6.A - establish purpose for reading assigned and self-selected texts ELA.3.6.B - generate questions about text before, during, and after reading to deepen understanding and gain information ELA.3.6.E - make connections to personal experiences, ideas in other texts, and society

Honing in on Richly Expressed Claims	ELA.3.11.C - revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity ELA.3.12.C - compose argumentative texts, including opinion essays, using genre characteristics and craft
Honing in on Well-Written Claims	ELA.3.7.E - interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating ELA.4.11.C - revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity ELA.3.11.D - edit drafts using standard English conventions ELA.3.12.C - compose argumentative texts, including opinion essays, using genre characteristics and craft
Convert into Well-Written Claims Activity	ELA.3.11.D - edit drafts using standard English conventions ELA.3.12.C - compose argumentative texts, including opinion essays, using genre characteristics and craft
GOLD STANDARD: CLAIM IT!	ELA.3.12.C - compose argumentative texts, including opinion essays, using genre characteristics and craft
READING STRATEGY - Reflect on Reading	ELA.3.6.I - monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down
<b>CITE IT</b>	The student is expected to:
How Well Do Students Cite Evidence to Support Their Claims?	ELA.3.7.B - write a response to a literary or informational text that demonstrates an understanding of a text ELA.3.7.C - use text evidence to support an appropriate response
What it Means to Cite Evidence	ELA.3.7.B - write a response to a literary or informational text that demonstrates an understanding of a text ELA.3.7.C - use text evidence to support an appropriate response ELA.3.9.E - recognize characteristics and structures of argumentative text ELA.3.12.C - compose argumentative texts, including opinion essays, using genre characteristics and craft
Color-Coding Short Writes	ELA.3.6.F - make inferences and use evidence to support understanding ELA.3.7.C - use text evidence to support an appropriate response
Evaluating Evidence	ELA.3.6.F - make inferences and use evidence to support understanding ELA.3.7.C - use text evidence to support an appropriate response
Make a Claim, Provide Evidence	ELA.3.6.E - make connections to personal experiences, ideas in other texts, and society ELA.3.7.B - write a response to a literary or informational text that demonstrates an understanding of a text ELA.3.7.C - use text evidence to support an appropriate response
READING STRATEGY - Check Your Reading Tool Kit!	ELA.3.6.I - monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down
Citing Evidence	ELA.3.6.A - establish purpose for reading assigned and self-selected texts ELA.3.6.B - generate questions about text before, during, and after reading to deepen understanding and gain information ELA.3.7.B - write a response to a literary or informational text that demonstrates an understanding of a text ELA.3.7.C - use text evidence to support an appropriate response
Citing Evidence with Gradual Release of Responsibility	ELA.3.6.F - make inferences and use evidence to support understanding ELA.3.7.C - use text evidence to support an appropriate response
Citing Evidence with Writing Convention	ELA.3.6.A - establish purpose for reading assigned and self-selected texts ELA.3.6.B - generate questions about text before, during, and after reading to deepen understanding and gain information ELA.3.7.B - write a response to a literary or informational text that demonstrates an understanding of a text ELA.3.7.C - use text evidence to support an appropriate response ELA.3.11.D - edit drafts using standard English conventions ELA.3.12.C - compose argumentative texts, including opinion essays, using genre characteristics and craft
How to Quote It	ELA.3.7.B - write a response to a literary or informational text that demonstrates an understanding of a text ELA.3.7.C - use text evidence to support an appropriate response ELA.3.7.D - retell and paraphrase texts in ways that maintain meaning and logical order ELA.3.11.D - edit drafts using standard English conventions ELA.3.12.C - compose argumentative texts, including opinion essays, using genre characteristics and craft
Citing Evidence Using Direct Quotations with Punctuation Convention	ELA.3.7.B - write a response to a literary or informational text that demonstrates an understanding of a text ELA.3.7.C - use text evidence to support an appropriate response ELA.3.7.D - retell and paraphrase texts in ways that maintain meaning and logical order ELA.3.11.D - edit drafts using standard English conventions ELA.3.12.C - compose argumentative texts, including opinion essays, using genre characteristics and craft
How to Paraphrase It	ELA.3.7.B - write a response to a literary or informational text that demonstrates an understanding of a text ELA.3.7.C - use text evidence to support an appropriate response ELA.3.7.D - retell and paraphrase texts in ways that maintain meaning and logical order ELA.3.11.D - edit drafts using standard English conventions ELA.3.12.C - compose argumentative texts, including opinion essays, using genre characteristics and craft ELA.3.13.F - recognize the difference between paraphrasing and plagiarism when using source materials
Model starters you can use to help Cite It!	ELA.3.7.B - write a response to a literary or informational text that demonstrates an understanding of a text ELA.3.7.C - use text evidence to support an appropriate response ELA.3.7.D - retell and paraphrase texts in ways that maintain meaning and logical order ELA.3.11.D - edit drafts using standard English conventions
Citing Evidence Using Model Starters	ELA.3.7.B - write a response to a literary or informational text that demonstrates an understanding of a text ELA.3.7.C - use text evidence to support an appropriate response ELA.3.7.D - retell and paraphrase texts in ways that maintain meaning and logical order ELA.3.10.C - explain the author's use of print and graphic features to achieve specific purposes

Claim It! (with P-Q-A) and Cite It! (with a Model Starter)	<p>ELA.3.6.A - establish purpose for reading assigned and self-selected texts</p> <p>ELA.3.6.B - generate questions about text before, during, and after reading to deepen understanding and gain information</p> <p>ELA.3.7.B - write a response to a literary or informational text that demonstrates an understanding of a text</p> <p>ELA.3.7.C - use text evidence to support an appropriate response</p> <p>ELA.3.7.D - retell and paraphrase texts in ways that maintain meaning and logical order</p> <p>ELA.3.10.C - explain the author's use of print and graphic features to achieve specific purposes</p>
Honing in on Citing Relevant Evidence	<p>ELA.3.6.I - monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down</p> <p>ELA.3.7.B - write a response to a literary or informational text that demonstrates an understanding of a text</p> <p>ELA.3.7.C - use text evidence to support an appropriate response</p>
Honing in on Citing Strong Evidence	<p>ELA.3.6.A - establish purpose for reading assigned and self-selected texts</p> <p>ELA.3.7.B - write a response to a literary or informational text that demonstrates an understanding of a text</p> <p>ELA.3.7.C - use text evidence to support an appropriate response</p>
Honing in on Citing Accurate Evidence	<p>ELA.3.6.A - establish purpose for reading assigned and self-selected texts</p> <p>ELA.3.6.E - make connections to personal experiences, ideas in other texts, and society</p> <p>ELA.3.6.F - make inferences and use evidence to support understanding</p> <p>ELA.3.7.B - write a response to a literary or informational text that demonstrates an understanding of a text</p> <p>ELA.3.7.C - use text evidence to support an appropriate response</p>
MINI-GOLD STANDARD: CITE IT!	<p>ELA.4.12.C - compose argumentative texts, including opinion essays, using genre characteristics and craft</p>
Citing a Second Piece of Textual Evidence	<p>ELA.3.7.B - write a response to a literary or informational text that demonstrates an understanding of a text</p> <p>ELA.3.7.C - use text evidence to support an appropriate response</p> <p>ELA.3.7.D - retell and paraphrase texts in ways that maintain meaning and logical order</p>
Citing Two Pieces of Textual Evidence	<p>ELA.3.7.B - write a response to a literary or informational text that demonstrates an understanding of a text</p> <p>ELA.3.7.C - use text evidence to support an appropriate response</p> <p>ELA.3.7.D - retell and paraphrase texts in ways that maintain meaning and logical order</p>
GOLD STANDARD: CITE IT!	<p>ELA.3.12.C - compose argumentative texts, including opinion essays, using genre characteristics and craft</p>
<b>CEMENT IT</b>	<b>The student is expected to:</b>
How Well Do Students Cement Their Short Responses?	<p>ELA.3.7.B - write a response to a literary or informational text that demonstrates an understanding of a text</p> <p>ELA.3.7.C - use text evidence to support an appropriate response</p> <p>ELA.3.11.B - develop drafts into a focused, structured, and coherent piece of writing</p> <p>ELA.3.12.C - compose argumentative texts, including opinion essays, using genre characteristics and craft</p>
What it Means to Cement a Short Write	<p>ELA.3.7.B - write a response to a literary or informational text that demonstrates an understanding of a text</p> <p>ELA.3.9.E - recognize characteristics and structures of argumentative text</p> <p>ELA.3.11.B - develop drafts into a focused, structured, and coherent piece of writing</p>
Evaluating Cement It! Conclusions	<p>ELA.3.6.F - make inferences and use evidence to support understanding</p> <p>ELA.3.7.C - use text evidence to support an appropriate response</p>
Well-Reasoned Conclusions	<p>ELA.3.7.B - write a response to a literary or informational text that demonstrates an understanding of a text</p> <p>ELA.3.11.B - develop drafts into a focused, structured, and coherent piece of writing</p>
READING STRATEGY - Don't Forget Your Reading Tool Kit!	<p>ELA.3.6.I - monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down</p>
Well-Reasoned Conclusions Practice	<p>ELA.3.6.A - establish purpose for reading assigned and self-selected texts</p> <p>ELA.3.6.B - generate questions about text before, during, and after reading to deepen understanding and gain information</p> <p>ELA.3.7.B - write a response to a literary or informational text that demonstrates an understanding of a text</p> <p>ELA.3.11.B - develop drafts into a focused, structured, and coherent piece of writing</p>
Well-Reasoned Conclusions (Infographic)	<p>ELA.3.6.B - generate questions about text before, during, and after reading to deepen understanding and gain information</p> <p>ELA.3.7.B - write a response to a literary or informational text that demonstrates an understanding of a text</p> <p>ELA.3.10.C - explain the author's use of print and graphic features to achieve specific purposes</p> <p>ELA.3.11.B - develop drafts into a focused, structured, and coherent piece of writing</p>
Model starters you can use to help Cement It!	<p>ELA.3.7.B - write a response to a literary or informational text that demonstrates an understanding of a text</p> <p>ELA.3.7.C - use text evidence to support an appropriate response</p> <p>ELA.3.7.D - retell and paraphrase texts in ways that maintain meaning and logical order</p>
Writing Conclusions Using Model Starters	<p>ELA.3.7.B - write a response to a literary or informational text that demonstrates an understanding of a text</p> <p>ELA.3.7.C - use text evidence to support an appropriate response</p> <p>ELA.3.7.D - retell and paraphrase texts in ways that maintain meaning and logical order</p> <p>ELA.3.11.D - edit drafts using standard English conventions</p>
Well-Reasoned Conclusions with Model Starters	<p>ELA.3.6.A - establish purpose for reading assigned and self-selected texts</p> <p>ELA.3.6.D - create mental images to deepen understanding</p> <p>ELA.3.6.E - make connections to personal experiences, ideas in other texts, and society</p> <p>ELA.3.7.B - write a response to a literary or informational text that demonstrates an understanding of a text</p> <p>ELA.3.7.C - use text evidence to support an appropriate response</p> <p>ELA.3.7.D - retell and paraphrase texts in ways that maintain meaning and logical order</p>
Well-Reasoned Conclusions with Model Starters (Infographic)	<p>ELA.3.7.B - write a response to a literary or informational text that demonstrates an understanding of a text</p> <p>ELA.3.7.C - use text evidence to support an appropriate response</p> <p>ELA.3.7.D - retell and paraphrase texts in ways that maintain meaning and logical order</p> <p>ELA.3.10.C - explain the author's use of print and graphic features to achieve specific purposes</p>
Honing in on Cementing a Well-Reasoned Conclusion	<p>ELA.3.7.B - write a response to a literary or informational text that demonstrates an understanding of a text</p> <p>ELA.3.7.C - use text evidence to support an appropriate response</p> <p>ELA.3.11.B - develop drafts into a focused, structured, and coherent piece of writing</p>

Honing in on Cementing a Conclusive Conclusion	<p>ELA.3.7.B - write a response to a literary or informational text that demonstrates an understanding of a text</p> <p>ELA.3.7.C - use text evidence to support an appropriate response</p> <p>ELA.3.11.B - develop drafts into a focused, structured, and coherent piece of writing</p> <p>ELA.3.12.C - compose argumentative texts, including opinion essays, using genre characteristics and craft</p>
Honing in on Crafting a Presentable Short Write (Proofreading)	<p>ELA.3.7.B - write a response to a literary or informational text that demonstrates an understanding of a text</p> <p>ELA.3.7.C - use text evidence to support an appropriate response</p> <p>ELA.3.11.B - develop drafts into a focused, structured, and coherent piece of writing</p> <p>ELA.3.11.D - edit drafts using standard English conventions</p> <p>ELA.3.12.C - compose argumentative texts, including opinion essays, using genre characteristics and craft</p>
MINI-GOLD STANDARD: CEMENT IT!	<p>ELA.3.12.C - compose argumentative texts, including opinion essays, using genre characteristics and craft</p>
Cite a Second Piece of Textual Evidence then Cement It!	<p>ELA.3.6.A - establish purpose for reading assigned and self-selected texts</p> <p>ELA.3.6.B - generate questions about text before, during, and after reading to deepen understanding and gain information</p> <p>ELA.3.7.B - write a response to a literary or informational text that demonstrates an understanding of a text</p> <p>ELA.3.7.C - use text evidence to support an appropriate response</p> <p>ELA.3.11.B - develop drafts into a focused, structured, and coherent piece of writing</p> <p>ELA.3.12.C - compose argumentative texts, including opinion essays, using genre characteristics and craft</p>
Cite a Second Piece of Textual Evidence then Cement It! Practice	<p>ELA.3.6.A - establish purpose for reading assigned and self-selected texts</p> <p>ELA.3.6.B - generate questions about text before, during, and after reading to deepen understanding and gain information</p> <p>ELA.3.6.E - make connections to personal experiences, ideas in other texts, and society</p> <p>ELA.3.7.B - write a response to a literary or informational text that demonstrates an understanding of a text</p> <p>ELA.3.7.C - use text evidence to support an appropriate response</p> <p>ELA.3.11.B - develop drafts into a focused, structured, and coherent piece of writing</p> <p>ELA.3.12.C - compose argumentative texts, including opinion essays, using genre characteristics and craft</p>
GOLD STANDARD: CEMENT IT!	<p>ELA.3.12.C - compose argumentative texts, including opinion essays, using genre characteristics and craft</p>

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Citing Evidence Using Direct Quotations with Punctuation Convention	ELA.4.7.B - write responses that demonstrate understanding of texts ELA.4.7.C - use text evidence to support an appropriate response ELA.4.7.D - retell, paraphrase, or summarize texts in ways that maintain meaning and logical order ELA.4.11.D - edit drafts using standard English conventions ELA.4.12.C - compose argumentative texts, including opinion essays, using genre characteristics and craft
How to Paraphrase It	ELA.4.7.B - write responses that demonstrate understanding of texts ELA.4.7.C - use text evidence to support an appropriate response ELA.4.7.D - retell, paraphrase, or summarize texts in ways that maintain meaning and logical order ELA.4.11.D - edit drafts using standard English conventions ELA.4.12.C - compose argumentative texts, including opinion essays, using genre characteristics and craft ELA.4.13.F - recognize the difference between paraphrasing and plagiarism when using source materials
Model starters you can use to help Cite It!	ELA.4.7.B - write responses that demonstrate understanding of texts ELA.4.7.C - use text evidence to support an appropriate response ELA.4.7.D - retell, paraphrase, or summarize texts in ways that maintain meaning and logical order ELA.4.11.D - edit drafts using standard English conventions
Citing Evidence Using Model Starters	ELA.4.7.B - write responses that demonstrate understanding of texts ELA.4.7.C - use text evidence to support an appropriate response ELA.4.7.D - retell, paraphrase, or summarize texts in ways that maintain meaning and logical order ELA.4.10.C - analyze the author's use of print and graphic features to achieve specific purposes



Claim It! (with P-Q-A) and Cite It! (with a Model Starter)	<p>ELA.4.6.A - establish purpose for reading assigned and self-selected texts</p> <p>ELA.4.6.B - generate questions about text before, during, and after reading to deepen understanding and gain information</p> <p>ELA.4.7.B - write responses that demonstrate understanding of texts</p> <p>ELA.4.7.C - use text evidence to support an appropriate response</p> <p>ELA.4.7.D - retell, paraphrase, or summarize texts in ways that maintain meaning and logical order</p> <p>ELA.4.10.C - analyze the author's use of print and graphic features to achieve specific purposes</p>
Honing in on Citing Relevant Evidence	<p>ELA.4.6.I - monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down</p> <p>ELA.4.7.B - write responses that demonstrate understanding of texts</p> <p>ELA.4.7.C - use text evidence to support an appropriate response</p>
Honing in on Citing Strong Evidence	<p>ELA.4.6.A - establish purpose for reading assigned and self-selected texts</p> <p>ELA.4.7.B - write responses that demonstrate understanding of texts</p> <p>ELA.4.7.C - use text evidence to support an appropriate response</p>
Honing in on Citing Accurate Evidence	<p>ELA.4.6.A - establish purpose for reading assigned and self-selected texts</p> <p>ELA.4.6.E - make connections to personal experiences, ideas in other texts, and society</p> <p>ELA.4.6.F - make inferences and use evidence to support understanding</p> <p>ELA.4.7.B - write responses that demonstrate understanding of texts</p> <p>ELA.4.7.C - use text evidence to support an appropriate response</p>
MINI-GOLD STANDARD: CITE IT!	<p>ELA.4.12.C - compose argumentative texts, including opinion essays, using genre characteristics and craft</p>
Citing a Second Piece of Textual Evidence	<p>ELA.4.7.B - write responses that demonstrate understanding of texts</p> <p>ELA.4.7.C - use text evidence to support an appropriate response</p> <p>ELA.4.7.D - retell, paraphrase, or summarize texts in ways that maintain meaning and logical order</p>
Citing Two Pieces of Textual Evidence	<p>ELA.4.7.B - write responses that demonstrate understanding of texts</p> <p>ELA.4.7.C - use text evidence to support an appropriate response</p> <p>ELA.4.7.D - retell, paraphrase, or summarize texts in ways that maintain meaning and logical order</p>
GOLD STANDARD: CITE IT!	<p>ELA.4.12.C - compose argumentative texts, including opinion essays, using genre characteristics and craft</p>
<b>CEMENT IT</b>	<p>The student is expected to:</p>
How Well Do Students Cement Their Short Responses?	<p>ELA.4.7.B - write responses that demonstrate understanding of texts</p> <p>ELA.4.7.C - use text evidence to support an appropriate response</p> <p>ELA.4.11.B - develop drafts into a focused, structured, and coherent piece of writing</p> <p>ELA.4.12.C - compose argumentative texts, including opinion essays, using genre characteristics and craft</p>
What it Means to Cement a Short Write	<p>ELA.4.7.B - write responses that demonstrate understanding of texts</p> <p>ELA.4.9.E - recognize characteristics and structures of argumentative text</p> <p>ELA.4.11.B - develop drafts into a focused, structured, and coherent piece of writing</p>
Evaluating Cement It! Conclusions	<p>ELA.4.6.F - make inferences and use evidence to support understanding</p> <p>ELA.4.7.C - use text evidence to support an appropriate response</p>
Well-Reasoned Conclusions	<p>ELA.4.7.B - write responses that demonstrate understanding of texts</p> <p>ELA.4.11.B - develop drafts into a focused, structured, and coherent piece of writing</p>
READING STRATEGY - Don't Forget Your Reading Tool Kit!	<p>ELA.4.6.I - monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down</p>
Well-Reasoned Conclusions Practice	<p>ELA.4.6.A - establish purpose for reading assigned and self-selected texts</p> <p>ELA.4.6.B - generate questions about text before, during, and after reading to deepen understanding and gain information</p> <p>ELA.4.7.B - write responses that demonstrate understanding of texts</p> <p>ELA.4.11.B - develop drafts into a focused, structured, and coherent piece of writing</p>
Well-Reasoned Conclusions (Infographic)	<p>ELA.4.6.B - generate questions about text before, during, and after reading to deepen understanding and gain information</p> <p>ELA.4.7.B - write responses that demonstrate understanding of texts</p> <p>ELA.4.10.C - analyze the author's use of print and graphic features to achieve specific purposes</p> <p>ELA.4.11.B - develop drafts into a focused, structured, and coherent piece of writing</p>
Model starters you can use to help Cement It!	<p>ELA.4.7.B - write responses that demonstrate understanding of texts</p> <p>ELA.4.7.C - use text evidence to support an appropriate response</p> <p>ELA.4.7.D - retell, paraphrase, or summarize texts in ways that maintain meaning and logical order</p>
Writing Conclusions Using Model Starters	<p>ELA.4.7.B - write responses that demonstrate understanding of texts</p> <p>ELA.4.7.C - use text evidence to support an appropriate response</p> <p>ELA.4.7.D - retell, paraphrase, or summarize texts in ways that maintain meaning and logical order</p> <p>ELA.4.11.D - edit drafts using standard English conventions</p>
Well-Reasoned Conclusions with Model Starters	<p>ELA.4.6.A - establish purpose for reading assigned and self-selected texts</p> <p>ELA.4.6.D - create mental images to deepen understanding</p> <p>ELA.4.6.E - make connections to personal experiences, ideas in other texts, and society</p> <p>ELA.4.7.B - write responses that demonstrate understanding of texts</p> <p>ELA.4.7.C - use text evidence to support an appropriate response</p> <p>ELA.4.7.D - retell, paraphrase, or summarize texts in ways that maintain meaning and logical order</p>
Well-Reasoned Conclusions with Model Starters (Infographic)	<p>ELA.4.7.B - write responses that demonstrate understanding of texts</p> <p>ELA.4.7.C - use text evidence to support an appropriate response</p> <p>ELA.4.7.D - retell, paraphrase, or summarize texts in ways that maintain meaning and logical order</p> <p>ELA.4.10.C - analyze the author's use of print and graphic features to achieve specific purposes</p>
Honing in on Cementing a Well-Reasoned Conclusion	<p>ELA.4.7.B - write responses that demonstrate understanding of texts</p> <p>ELA.4.7.C - use text evidence to support an appropriate response</p> <p>ELA.4.11.B - develop drafts into a focused, structured, and coherent piece of writing</p>

Honing in on Cementing a Conclusive Conclusion	<p>ELA.4.7.B - write responses that demonstrate understanding of texts</p> <p>ELA.4.7.C - use text evidence to support an appropriate response</p> <p>ELA.4.11.B - develop drafts into a focused, structured, and coherent piece of writing</p> <p>ELA.4.12.C - compose argumentative texts, including opinion essays, using genre characteristics and craft</p>
Honing in on Crafting a Presentable Short Write (Proofreading)	<p>ELA.4.7.B - write responses that demonstrate understanding of texts</p> <p>ELA.4.7.C - use text evidence to support an appropriate response</p> <p>ELA.4.11.B - develop drafts into a focused, structured, and coherent piece of writing</p> <p>ELA.4.11.D - edit drafts using standard English conventions</p> <p>ELA.4.12.C - compose argumentative texts, including opinion essays, using genre characteristics and craft</p>
MINI-GOLD STANDARD: CEMENT IT!	<p>ELA.4.12.C - compose argumentative texts, including opinion essays, using genre characteristics and craft</p>
Cite a Second Piece of Textual Evidence then Cement It!	<p>ELA.4.6.A - establish purpose for reading assigned and self-selected texts</p> <p>ELA.4.6.B - generate questions about text before, during, and after reading to deepen understanding and gain information</p> <p>ELA.4.7.B - write responses that demonstrate understanding of texts</p> <p>ELA.4.7.C - use text evidence to support an appropriate response</p> <p>ELA.4.11.B - develop drafts into a focused, structured, and coherent piece of writing</p> <p>ELA.4.12.C - compose argumentative texts, including opinion essays, using genre characteristics and craft</p>
Cite a Second Piece of Textual Evidence then Cement It! Practice	<p>ELA.4.6.A - establish purpose for reading assigned and self-selected texts</p> <p>ELA.4.6.B - generate questions about text before, during, and after reading to deepen understanding and gain information</p> <p>ELA.4.6.E - make connections to personal experiences, ideas in other texts, and society</p> <p>ELA.4.7.B - write responses that demonstrate understanding of texts</p> <p>ELA.4.7.C - use text evidence to support an appropriate response</p> <p>ELA.4.11.B - develop drafts into a focused, structured, and coherent piece of writing</p> <p>ELA.4.12.C - compose argumentative texts, including opinion essays, using genre characteristics and craft</p>
GOLD STANDARD: CEMENT IT!	<p>ELA.4.12.C - compose argumentative texts, including opinion essays, using genre characteristics and craft</p>



Dear 5<sup>th</sup> Grade Teacher,

*Short, Short, BIG*, the 10-week writing program for students reading in the 350–790 Lexile Range, is a targeted, supplemental instructional tool and a powerful intervention strategy. It works toward one specific goal: **teaching students to respond to writing prompts using evidence from the text to support their response**. This skill will be measured in the redesigned STAAR.

Along the way, *SSB* provides students with practice in developing skills in six of the Texas Essential Knowledge and Skills (TEKS) ELA strands: Developing and Sustaining Foundational Language Skills, Comprehension Skills, Response Skills, Multiple Genres, Author’s Purpose and Craft, and Composition.

Take a look at the TEKS standards you will be addressing with each *Short, Short, BIG* lesson:

CLAIM IT	The student is expected to:
What it Means to Lay Claim to a Text	ELA.5.1.A - listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments ELA.5.7.A - describe personal connections to a variety of sources, including self-selected texts
READING STRATEGY - Visualization: The Mind’s Eye	ELA.5.6.A - establish purpose for reading assigned and self-selected texts ELA.5.6.D - create mental images to deepen understanding ELA.5.7.E - interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating
What’s Your Point?	ELA.5.1.A - listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments ELA.5.1.D - work collaboratively with others to develop a plan of shared responsibilities ELA.5.6.G - evaluate details read to determine key ideas
How Well Do Students Make Claims?	ELA.5.6.E - make connections to personal experiences, ideas in other texts, and society ELA.5.7.A - describe personal connections to a variety of sources, including self-selected texts
Introducing Claims	ELA.5.6.E - make connections to personal experiences, ideas in other texts, and society ELA.5.7.A - describe personal connections to a variety of sources, including self-selected texts ELA.5.11.A - plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping
Identifying Claims (and differentiating them from Statements)	ELA.5.6.E - make connections to personal experiences, ideas in other texts, and society ELA.5.7.A - describe personal connections to a variety of sources, including self-selected texts ELA.5.9.E - recognize characteristics and structures of argumentative text ELA.5.11.A - plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping
Statement or Claim?	ELA.5.6.G - evaluate details read to determine key ideas ELA.5.9.E - recognize characteristics and structures of argumentative text
P-Q-A Putting the Question in the Answer	ELA.5.12.C - compose argumentative texts, including opinion essays, using genre characteristics and craft
Re-Write 5 Claims Using P-Q-A	ELA.5.11.C - revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity ELA.5.11.D - edit drafts using standard English conventions
The Best Way to P-Q-A	ELA.5.11.C - revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity
Silly Questions	ELA.5.12.C - compose argumentative texts, including opinion essays, using genre characteristics and craft
READING STRATEGY - Survey the Text	ELA.5.6.A - establish purpose for reading assigned and self-selected texts ELA.5.6.B - generate questions about text before, during, and after reading to deepen understanding and gain information ELA.5.6.E - make connections to personal experiences, ideas in other texts, and society ELA.5.10.C - analyze the author's use of print and graphic features to achieve specific purposes ELA.5.12.C - compose argumentative texts, including opinion essays, using genre characteristics and craft
READING STRATEGY - Question the Text	ELA.5.6.A - establish purpose for reading assigned and self-selected texts ELA.5.6.B - generate questions about text before, during, and after reading to deepen understanding and gain information ELA.5.6.E - make connections to personal experiences, ideas in other texts, and society ELA.5.12.C - compose argumentative texts, including opinion essays, using genre characteristics and craft
P-Q-A Practice with an Infographic	ELA.5.10.C - analyze the author's use of print and graphic features to achieve specific purposes ELA.5.12.C - compose argumentative texts, including opinion essays, using genre characteristics and craft
Honing in on Highly Reasonable Claims	ELA.5.3.B - use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words ELA.5.6.A - establish purpose for reading assigned and self-selected texts ELA.5.6.B - generate questions about text before, during, and after reading to deepen understanding and gain information

READING STRATEGY - Read and Respond to the Text	ELA.5.6.A - establish purpose for reading assigned and self-selected texts ELA.5.6.B - generate questions about text before, during, and after reading to deepen understanding and gain information ELA.5.6.E - make connections to personal experiences, ideas in other texts, and society
Honing in on Richly Expressed Claims	ELA.5.11.C - revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity ELA.5.12.C - compose argumentative texts, including opinion essays, using genre characteristics and craft
Honing in on Well-Written Claims	ELA.5.7.E - interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating ELA.5.11.C - revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity ELA.5.11.D - edit drafts using standard English conventions ELA.5.12.C - compose argumentative texts, including opinion essays, using genre characteristics and craft
Convert into Well-Written Claims Activity	ELA.5.11.D - edit drafts using standard English conventions ELA.5.12.C - compose argumentative texts, including opinion essays, using genre characteristics and craft
GOLD STANDARD: CLAIM IT!	ELA.5.12.C - compose argumentative texts, including opinion essays, using genre characteristics and craft
READING STRATEGY - Reflect on Reading	ELA.5.6.I - monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down
<b>CITE IT</b>	The student is expected to:
How Well Do Students Cite Evidence to Support Their Claims?	ELA.5.7.B - write responses that demonstrate understanding of texts ELA.5.7.C - use text evidence to support an appropriate response
What it Means to Cite Evidence	ELA.5.7.B - write responses that demonstrate understanding of texts ELA.5.7.C - use text evidence to support an appropriate response ELA.5.9.E - recognize characteristics and structures of argumentative text ELA.5.12.C - compose argumentative texts, including opinion essays, using genre characteristics and craft
Color-Coding Short Writes	ELA.5.6.F - make inferences and use evidence to support understanding ELA.5.7.C - use text evidence to support an appropriate response
Evaluating Evidence	ELA.5.6.F - make inferences and use evidence to support understanding ELA.5.7.C - use text evidence to support an appropriate response
Make a Claim, Provide Evidence	ELA.5.6.E - make connections to personal experiences, ideas in other texts, and society ELA.5.7.B - write responses that demonstrate understanding of texts ELA.5.7.C - use text evidence to support an appropriate response
READING STRATEGY - Check Your Reading Tool Kit!	ELA.5.6.I - monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down
Citing Evidence	ELA.5.6.A - establish purpose for reading assigned and self-selected texts ELA.5.6.B - generate questions about text before, during, and after reading to deepen understanding and gain information ELA.5.7.B - write responses that demonstrate understanding of texts ELA.5.7.C - use text evidence to support an appropriate response
Citing Evidence with Gradual Release of Responsibility	ELA.5.6.F - make inferences and use evidence to support understanding ELA.5.7.C - use text evidence to support an appropriate response
Citing Evidence with Writing Convention	ELA.5.6.A - establish purpose for reading assigned and self-selected texts ELA.5.6.B - generate questions about text before, during, and after reading to deepen understanding and gain information ELA.5.7.B - write responses that demonstrate understanding of texts ELA.5.7.C - use text evidence to support an appropriate response ELA.5.11.D - edit drafts using standard English conventions ELA.5.12.C - compose argumentative texts, including opinion essays, using genre characteristics and craft
How to Quote It	ELA.5.7.B - write responses that demonstrate understanding of texts ELA.5.7.C - use text evidence to support an appropriate response ELA.5.7.D - retell, paraphrase, or summarize texts in ways that maintain meaning and logical order ELA.5.11.D - edit drafts using standard English conventions ELA.5.12.C - compose argumentative texts, including opinion essays, using genre characteristics and craft
Citing Evidence Using Direct Quotations with Punctuation Convention	ELA.5.7.B - write responses that demonstrate understanding of texts ELA.5.7.C - use text evidence to support an appropriate response ELA.5.7.D - retell, paraphrase, or summarize texts in ways that maintain meaning and logical order ELA.5.11.D - edit drafts using standard English conventions ELA.5.12.C - compose argumentative texts, including opinion essays, using genre characteristics and craft
How to Paraphrase It	ELA.5.7.B - write responses that demonstrate understanding of texts ELA.5.7.C - use text evidence to support an appropriate response ELA.5.7.D - retell, paraphrase, or summarize texts in ways that maintain meaning and logical order ELA.5.11.D - edit drafts using standard English conventions ELA.5.12.C - compose argumentative texts, including opinion essays, using genre characteristics and craft ELA.5.13.F - recognize the difference between paraphrasing and plagiarism when using source materials
Model starters you can use to help Cite It!	ELA.5.7.B - write responses that demonstrate understanding of texts ELA.5.7.C - use text evidence to support an appropriate response ELA.5.7.D - retell, paraphrase, or summarize texts in ways that maintain meaning and logical order ELA.5.11.D - edit drafts using standard English conventions
Citing Evidence Using Model Starters	ELA.5.7.B - write responses that demonstrate understanding of texts ELA.5.7.C - use text evidence to support an appropriate response ELA.5.7.D - retell, paraphrase, or summarize texts in ways that maintain meaning and logical order ELA.5.10.C - analyze the author's use of print and graphic features to achieve specific purposes

Claim It! (with P-Q-A) and Cite It! (with a Model Starter)	ELA.5.6.A - establish purpose for reading assigned and self-selected texts ELA.5.6.B - generate questions about text before, during, and after reading to deepen understanding and gain information ELA.5.7.B - write responses that demonstrate understanding of texts ELA.5.7.C - use text evidence to support an appropriate response ELA.5.7.D - retell, paraphrase, or summarize texts in ways that maintain meaning and logical order ELA.5.10.C - analyze the author's use of print and graphic features to achieve specific purposes
Honing in on Citing Relevant Evidence	ELA.5.6.I - monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down ELA.5.7.B - write responses that demonstrate understanding of texts ELA.5.7.C - use text evidence to support an appropriate response
Honing in on Citing Strong Evidence	ELA.5.6.A - establish purpose for reading assigned and self-selected texts ELA.5.7.B - write responses that demonstrate understanding of texts ELA.5.7.C - use text evidence to support an appropriate response
Honing in on Citing Accurate Evidence	ELA.5.6.A - establish purpose for reading assigned and self-selected texts ELA.5.6.E - make connections to personal experiences, ideas in other texts, and society ELA.5.6.F - make inferences and use evidence to support understanding ELA.5.7.B - write responses that demonstrate understanding of texts ELA.5.7.C - use text evidence to support an appropriate response
MINI-GOLD STANDARD: CITE IT!	ELA.5.12.C - compose argumentative texts, including opinion essays, using genre characteristics and craft
Citing a Second Piece of Textual Evidence	ELA.5.7.B - write responses that demonstrate understanding of texts ELA.5.7.C - use text evidence to support an appropriate response ELA.5.7.D - retell, paraphrase, or summarize texts in ways that maintain meaning and logical order
Citing Two Pieces of Textual Evidence	ELA.5.7.B - write responses that demonstrate understanding of texts ELA.5.7.C - use text evidence to support an appropriate response ELA.5.7.D - retell, paraphrase, or summarize texts in ways that maintain meaning and logical order
GOLD STANDARD: CITE IT!	ELA.5.12.C - compose argumentative texts, including opinion essays, using genre characteristics and craft
<b>CEMENT IT</b>	<b>The student is expected to:</b>
How Well Do Students Cement Their Short Responses?	ELA.5.7.B - write responses that demonstrate understanding of texts ELA.5.7.C - use text evidence to support an appropriate response ELA.5.11.B - develop drafts into a focused, structured, and coherent piece of writing ELA.5.12.C - compose argumentative texts, including opinion essays, using genre characteristics and craft
What it Means to Cement a Short Write	ELA.5.7.B - write responses that demonstrate understanding of texts ELA.5.9.E - recognize characteristics and structures of argumentative text ELA.5.11.B - develop drafts into a focused, structured, and coherent piece of writing
Evaluating Cement It! Conclusions	ELA.5.6.F - make inferences and use evidence to support understanding ELA.5.7.C - use text evidence to support an appropriate response
Well-Reasoned Conclusions	ELA.5.7.B - write responses that demonstrate understanding of texts ELA.5.11.B - develop drafts into a focused, structured, and coherent piece of writing
READING STRATEGY - Don't Forget Your Reading Tool Kit!	ELA.5.6.I - monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down
Well-Reasoned Conclusions Practice	ELA.5.6.A - establish purpose for reading assigned and self-selected texts ELA.5.6.B - generate questions about text before, during, and after reading to deepen understanding and gain information ELA.5.7.B - write responses that demonstrate understanding of texts ELA.5.11.B - develop drafts into a focused, structured, and coherent piece of writing
Well-Reasoned Conclusions (Infographic)	ELA.5.6.B - generate questions about text before, during, and after reading to deepen understanding and gain information ELA.5.7.B - write responses that demonstrate understanding of texts ELA.5.10.C - analyze the author's use of print and graphic features to achieve specific purposes ELA.5.11.B - develop drafts into a focused, structured, and coherent piece of writing
Model starters you can use to help Cement It!	ELA.5.7.B - write responses that demonstrate understanding of texts ELA.5.7.C - use text evidence to support an appropriate response ELA.5.7.D - retell, paraphrase, or summarize texts in ways that maintain meaning and logical order
Writing Conclusions Using Model Starters	ELA.5.7.B - write responses that demonstrate understanding of texts ELA.5.7.C - use text evidence to support an appropriate response ELA.5.7.D - retell, paraphrase, or summarize texts in ways that maintain meaning and logical order ELA.5.11.D - edit drafts using standard English conventions
Well-Reasoned Conclusions with Model Starters	ELA.5.6.A - establish purpose for reading assigned and self-selected texts ELA.5.6.D - create mental images to deepen understanding ELA.5.6.E - make connections to personal experiences, ideas in other texts, and society ELA.5.7.B - write responses that demonstrate understanding of texts ELA.5.7.C - use text evidence to support an appropriate response ELA.5.7.D - retell, paraphrase, or summarize texts in ways that maintain meaning and logical order
Well-Reasoned Conclusions with Model Starters (Infographic)	ELA.5.7.B - write responses that demonstrate understanding of texts ELA.5.7.C - use text evidence to support an appropriate response ELA.5.7.D - retell, paraphrase, or summarize texts in ways that maintain meaning and logical order ELA.5.10.C - analyze the author's use of print and graphic features to achieve specific purposes
Honing in on Cementing a Well-Reasoned Conclusion	ELA.5.7.B - write responses that demonstrate understanding of texts ELA.5.7.C - use text evidence to support an appropriate response ELA.5.11.B - develop drafts into a focused, structured, and coherent piece of writing

Honing in on Cementing a Conclusive Conclusion	<p>ELA.5.7.B - write responses that demonstrate understanding of texts</p> <p>ELA.5.7.C - use text evidence to support an appropriate response</p> <p>ELA.5.11.B - develop drafts into a focused, structured, and coherent piece of writing</p> <p>ELA.5.12.C - compose argumentative texts, including opinion essays, using genre characteristics and craft</p>
Honing in on Crafting a Presentable Short Write (Proofreading)	<p>ELA.5.7.B - write responses that demonstrate understanding of texts</p> <p>ELA.5.7.C - use text evidence to support an appropriate response</p> <p>ELA.5.11.B - develop drafts into a focused, structured, and coherent piece of writing</p> <p>ELA.5.11.D - edit drafts using standard English conventions</p> <p>ELA.5.12.C - compose argumentative texts, including opinion essays, using genre characteristics and craft</p>
MINI-GOLD STANDARD: CEMENT IT!	<p>ELA.5.12.C - compose argumentative texts, including opinion essays, using genre characteristics and craft</p>
Cite a Second Piece of Textual Evidence then Cement It!	<p>ELA.5.6.A - establish purpose for reading assigned and self-selected texts</p> <p>ELA.5.6.B - generate questions about text before, during, and after reading to deepen understanding and gain information</p> <p>ELA.5.7.B - write responses that demonstrate understanding of texts</p> <p>ELA.5.7.C - use text evidence to support an appropriate response</p> <p>ELA.5.11.B - develop drafts into a focused, structured, and coherent piece of writing</p> <p>ELA.5.12.C - compose argumentative texts, including opinion essays, using genre characteristics and craft</p>
Cite a Second Piece of Textual Evidence then Cement It! Practice	<p>ELA.5.6.A - establish purpose for reading assigned and self-selected texts</p> <p>ELA.5.6.B - generate questions about text before, during, and after reading to deepen understanding and gain information</p> <p>ELA.5.6.E - make connections to personal experiences, ideas in other texts, and society</p> <p>ELA.5.7.B - write responses that demonstrate understanding of texts</p> <p>ELA.5.7.C - use text evidence to support an appropriate response</p> <p>ELA.5.11.B - develop drafts into a focused, structured, and coherent piece of writing</p> <p>ELA.5.12.C - compose argumentative texts, including opinion essays, using genre characteristics and craft</p>
GOLD STANDARD: CEMENT IT!	<p>ELA.5.12.C - compose argumentative texts, including opinion essays, using genre characteristics and craft</p>