



THE WRITING ACADEMY®, LLC



Module 3

Action, Consequence, and Revision

Grade 5 · Cluster 8

High Stamina

Tackling TEKS · Reading & Writing

5.11(A) · 5.11(B)(i) · 5.11(B)(iv) · 5.11(C)(iii) · 5.11(C)(iv) · 5.11(C)(ix) · 5.11(D)(i) · 5.11(D)(xxii)
· 5.12(B)(i) · 5.12(B)(ii) · 5.13(A) · 5.13(C)



★ Meet Our Week!

Week 3 · High Stamina · Cluster 8 (monthlong cumulative research paper unit)

★ Daily Deck

I Will...

- Use the Research HABIT to study what happens next.
- Build an R-E1-E2 explanation with source credit.
- Revise my thinking when evidence asks me to reconsider.

I Can...

- Check consequences before deciding whether a change was an improvement.
- Identify a precise source detail that supports my thinking.
- Explain what evidence proves rather than only repeat it.

Explain what makes change happen. Use evidence from the Grade 5 research passages and earlier passages to prove how challenges, questions, evidence, choices, actions, consequences, and revision work together to create change. Then explain how researchers can decide whether the change was an improvement.

★ Two Passage Titles

Day 1 · Gather

★ Daily Deck

From Protest to Participation: How a Nation Changes

Informational passage · civic evidence bank

It traces questions about rights, participation, and citizenship through protest, documents, government, compromise, written rights, immigration, and continuing civic work.

How Change Happens: Observe, Adapt, Test, and Improve

Informational passage · scientific evidence bank

It connects living things, adaptation, historical contact, Kendrix's garden, Edison's workshop, cooperation, government revision, fairness, and checking results.

Students read both passage titles and name their evidence-bank purposes.

Passage 2: “How Change Happens: Observe, Adapt, Test, and Improve”

informational · evidence bank for observation, testing, evaluation, and revision

How can researchers decide whether a change actually improved the situation?

Explain why researchers must check consequences before deciding whether a change was an improvement.

NOTICE then QUESTION then GATHER then COMPARE then DECIDE then ACT then CHECK.



Dot the Tricky Words

Day 1 · Gather

★ Daily Deck

Words to DOT: action · impact · fairness · revision

Dot the word. Discover the meaning. Drop the dot.

A

Action

what people tried

C

Consequence

what happened afterward

?

Improvement

check fairness, consequences,
and the need for revision

Not every change is an improvement for everyone.

A researcher asks who benefited, who was harmed, and whose voice was missing.

★ Was It an Improvement?

Day 1 · Reveal (cont.)

★ Daily Deck

Two Consequences

[74] The compromise helped delegates continue their work and complete the Constitution.

Kendrix changed the watering plan after new evidence

Ask: *Who benefited? Who was harmed?*

Watch Me!

Idea: Did it work?

Check: The Three-Fifths Compromise helped resolve one disagreement about representation. But it strengthened political power tied to slavery while enslaved people themselves remained without freedom or political voice.

A successful outcome for one group can be a harmful outcome for another.

★ Impact Investigator

Day 2 · Attempt · Partner Game

★ Daily Deck

Day 2 Attempt

How to Play

- 1 Your job is not to match words that sound alike. Your job is to decide which evidence or question will help a researcher investigate.
- 2 If your group disagrees, point to the wording of the card and explain your evidence.
- 3 Explain: "This belongs because ____."
- 4 A correct match names the relevant action, consequence, or question, not just a shared word.

Success Check: Ask *who benefited, who was harmed, and whose voice was missing.*

Match the Consequence...

Source Detail

The Three-Fifths Compromise helped delegates continue.

then match it

Question

Who benefited, who was harmed, and whose voice was missing?



Impact Investigator Match! (continued)

★ Daily Deck

Day 2 · Attempt · Partner Game

1. Colonists had no elected representatives in Parliament. Match with: “Why did taxation without representation lead to organized protest?” The question investigates fairness and political voice.

2. Kendrix’s soil became muddy and leaves turned yellow. Match with: “What evidence showed that more water was not the best solution?” The observations test the first explanation.

3. Edison’s early tests failed or did not last long. Match with: “How can failed tests help an invention improve?” Results can guide the next attempt.



Impact Investigator Match! (continued)

★ Daily Deck

Day 2 · Attempt · Partner Game

4. The Three-Fifths Compromise helped delegates continue. Match with: “Who benefited, who was harmed, and whose voice was missing?” A consequence question checks improvement.

5. Immigrants saw the Statue of Liberty as hope and faced hardship. Match with: “How can a symbol represent both hope and difficulty?” The question compares viewpoints.

Answer Key: Accept a match only when the speaker states, “This belongs because ___” and identifies the source detail that makes the connection.

How do the two passages help us understand the module question in different ways?

Which card gave the strongest evidence, and why?

Where might a writer confuse an assumption with evidence?

Student Directions: “Strong researchers study both the source information and what that information proves.”



What Must a Researcher Ask?

Day 3 · Discuss (cont.)

★ Daily Deck

**What question checks
whether change helped?**

who benefited

**who was
harmed**

**whose voice
was missing**

Check fairness, consequences, and the need for revision.



Try It On Your Own!

Day 3 · Use

REASON

State the reason. *Researchers must check consequences because ____.*

EVIDENCE

Use source evidence and credit the source. *“Source title” explains ____.*

EXPLANATION

Explain what the evidence proves. *This evidence matters because ____.*

★ Award and Target

Day 4 · Award and Target

★ Daily Deck

Student Award

Complete one with a source detail: “I found strong evidence when ____.” “I explained my evidence well when ____.” “I connected two sources when ____.”

The award is successful when the student names the exact research move and points to the paragraph or sentence that proves it.

Student Target

I can check consequences, ask who was affected, compare viewpoints, and revise my thinking when evidence shows that a change was not an improvement.



Explain and Educate

Day 5 · Explain + Educate

★ Daily Deck

Research Stems

- The challenge or action was _____. My research question or claim was _____. One source showed _____. This evidence matters because _____. A second source helped me understand _____. The larger lesson is _____.
- The source detail I will use is _____. It proves my reason because _____.
- Build one clear reason, one exact detail, and one explanation. Then add the next piece.

Listen For

- Source credit
- What the evidence proves
- Consequences and revision



Exit Ticket

★ Daily Deck

Day 5 · Educate & Explain to Others

Explain why researchers must check consequences before deciding whether a change was an improvement. Use one detail from each passage. Credit each source. Explain what each detail proves.

Check: I named both sources. I used one quotation or quoted phrase and one paraphrase. I explained what the evidence proves. I considered who was affected.

Score prompt focus, accurate evidence, explanation, organization, and revision or editing.



Build the R-E1-E2-Check Chain

★ Daily Deck

Small-Group Support

Check consequences, ask who was affected, compare viewpoints, and decide whether a plan needs revision.

“researchers should check consequences because”

“this evidence matters because”

“improvement for ___ would mean ___”

Support Frame: “Researchers should check consequences because _____. This evidence matters because _____.”

Build one clear reason, one exact detail, and one explanation. Then add the next piece.



Two Outcomes, Two Viewpoints

Enrichment: Connect Across Texts

Compare the Three-Fifths Compromise with Kendrix's revised watering plan. Explains why one agreement harmed fairness while one plan improved after checking.

Compare colonists seeking a voice with Native American communities affected by settlement. Names different outcomes and asks whose voice was missing.

Write a question from [271] to [273] that would help evaluate improvement. Question is evidence-based and names fairness, consequence, or revision.

★ My Progress Tracker

I Can...	I tried it	I can explain it	My next step
Day 1 Gather and Reveal: I can check consequences before deciding whether a change was an improvement.	I tried it	I can explain it	My next step
Day 2 Attempt: I can defend a match in Impact Investigator.	I tried it	I can explain it	My next step
Day 3 Discuss and Use: I can write an R-E1-E2 explanation.	I tried it	I can explain it	My next step
Day 4 Award and Target: I can name a strength and a precise next step.	I tried it	I can explain it	My next step
Day 5 Explain and Educate: I can teach how evidence supports my thinking.	I tried it	I can explain it	My next step

★ Citizenship Connection

★ How can informed participation and checking consequences help a community decide what should happen next?

The compromise helped delegates continue, but it increased political power while enslaved people remained without freedom or representation. A governing system can be both stable and changeable. A citizen's voice is strongest when it is informed. You can ask who was affected, listen to viewpoints, check evidence, and help decide whether a plan should continue or change.

Reflect & Discuss

How can informed participation and checking consequences help a community decide what should happen next?

How can researchers decide whether a change actually improved the situation?

Check consequences, ask who was affected, compare viewpoints, and revise my thinking when evidence shows that a change was not an improvement.

Let's Look at an Answer!

Prompt: Explain why researchers must check consequences before deciding whether a change was an improvement.

LOW Level 1

“Not every change is good. The compromise was bad. Kendrix changed her watering. People need to check.”

What needs improvement: The response names examples but does not use precise source credit or explain how the details prove the reason.

Let's Look at Another Answer!

MEDIUM Level 2-3

“Researchers must study consequences because not every change is an improvement. The Three-Fifths Compromise helped delegates continue their work, but enslaved people still had no voice. Kendrix’s garden shows a better kind of checking because she changed her plan when the evidence showed more water was hurting the plants. These examples show that people need to check what happened next.”

What needs improvement: The response has a clear claim and examples, but it needs more explanation of why the evidence matters and how the sources connect.

Our Strongest Answer!

HIGH Level 4

“Researchers must study consequences because not every change is an improvement for everyone. “How Change Happens: Observe, Adapt, Test, and Improve” explains that the Three-Fifths Compromise helped delegates move forward at the Constitutional Convention, but it strengthened political power connected to slavery while enslaved people remained without freedom or political voice. This evidence shows why researchers cannot judge a decision only by asking whether it solved an immediate problem. They must also ask who was harmed and whose voice was missing. “How Change Happens: Observe, Adapt, Test, and Improve” also shows Kendrix checking new evidence after her first garden plan made the plants worse. Unlike the compromise, this example shows revision when evidence revealed the first decision was not working. Together, the sources prove that checking consequences is necessary before calling a change an improvement.”

Why the high exemplar works: It states a focused claim, credits sources, selects precise evidence, explains what the evidence means, and connects details into one answer.

★ **This is our target!**