

THE WRITING ACADEMY®

A SUBSIDIARY OF TEACH BIG®

GRADE



Cluster 7

Narrative and Poetry

TEACHER LESSON PLAN GUIDE

Grade 5 • Cluster 7

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Statement of Purpose

Cluster 7 is a Narrative and Poetry writing unit built around civic voice - how people notice what needs to change, ask questions, and speak up responsibly. Students write their own narrative and poetry across the four modules.

Using poems and narrative texts as models, students craft narrative and poetic writing while they learn to notice and question, weigh different voices and responses, and see how evidence can change a story. Stamina grows from Low to Very High.

Abstract

Module 1, Notice, Question, Speak, introduces noticing what needs to change and finding a voice.

Module 2, Voices and Responses, weighs different points of view.

Module 3, Evidence Can Change the Story, shows how new evidence reshapes what we understand, and

Module 4, Informed Voices Create Responsible Change, brings students to speak from evidence. Every day follows the Teach BIG GRADUATE routine, moving students from gathering and revealing the skill, through attempting, discussing, and using it, to awarding growth, targeting the next step, and explaining their thinking to others.

Standards at a Glance

The TEKS below are taught and practiced across Cluster 7. The **exact, verbatim Student Expectation wording** for each — quoted from the Texas Essential Knowledge and Skills — appears on the **TEKS Correlations** page inside each module, along with where in the week it is taught.

TEKS	STRAND	MODULES
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TEKS 4.7(C) — “use text evidence to support an appropriate response” — applies wherever students use text evidence in this cluster.

ELPS (English Language Proficiency Standards) are correlated on each module’s daily “TEKS and ELPS for Today” pages.

GRADE 5 • CLUSTER 7 • NARRATIVE & POETRY

M O D U L E

1

NOTICE, QUESTION, SPEAK

Week 1 • Low Stamina

Module 1: NOTICE, QUESTION, SPEAK

Week 1 - Low Stamina - Cluster 7 (Narrative Writing + Poetry)

Voices, Evidence, and Change

Strong voices begin with thoughtful questions, and strong decisions begin with careful observation.

Module Overarching Question

What can happen when someone notices something and asks a thoughtful question?

Framework Focus

- TRAILS: T - Topic/Experience and S - Setting
- LEAVES: L - Lines & Layout and E - Emotion & Experience

Today We Will Look For

- what happens after one person notices and asks a question
- how evidence can guide a thinker to change an answer
- how a clear experience and developed setting begin a narrative
- how lines, stanzas, emotion, and experience shape a poem

Module Passage Set - Low Stamina

Passage	Reading Genre	Scope and Sequence Reference	Student-Facing Word Count
One Voice Can Start a Wave	Poetry	Passage 13, Level 1	103
Try, Learn, Change	Poetry	Passage 14, Level 1	78

Teacher Passage Use Note: Each poem appears first as a clean reading copy and again as a TRACKS-highlighted copy with an Annotation Guide. Use the exact Level 1 poems throughout the module.

Teacher Inspiration

Teacher Script

“Strong voices begin with thoughtful questions, and strong decisions begin with careful observation.”

Module 1 - Family Communication

Students will read two Low Stamina poems, distinguish observation from assumption, and write a 10-12 sentence narrative plus a four-line rhyming stanza. Ask: “What should we notice before we decide?” Encourage your child to name evidence before reaching a conclusion.

Family Letter

Dear Families,

This week your fifth grader begins “Notice, Question, Speak.” We will read the Level 1 versions of “One Voice Can Start a Wave” and “Try, Learn, Change.” The poems show that a question can invite listening, gathering, writing, and speaking, and that a first answer can change when evidence does not fit. Students will work with TRAILS Topic/Experience and Setting and with LEAVES Lines & Layout and Emotion & Experience.

At school, your child will separate observation from assumption, then write a 10–12 sentence narrative about a fifth grader who notices a problem or unexpected result. The narrative will include a clear experience, a developed setting, and a thoughtful question. Your child will also create one rhyming four-line stanza that carries the same central idea without merely cutting the paragraph into short lines.

At home, choose an ordinary situation—such as a changed plant, a missing item, or a surprising result—and ask your child to name what they notice, pose a question, and explain what evidence would be useful before deciding. Then ask which place and time would make that experience meaningful in a narrative. A brief conversation gives your child practice with the Cluster 7 HABIT: notice, question, gather evidence, and make an informed decision.

Sincerely, Your Child’s Teacher

Carta para las Familias

Estimadas familias:

Esta semana, su estudiante de quinto grado comienza “Notice, Question, Speak”. Leeremos las versiones de Nivel 1 de “One Voice Can Start a Wave” y “Try, Learn, Change”. Los poemas muestran que una pregunta puede invitar a escuchar, reunir información, escribir y hablar, y que una primera respuesta puede cambiar cuando la evidencia no corresponde. Los estudiantes trabajarán con Tema/Experiencia y Ambiente de TRAILS, y con Líneas y Diseño y Emoción/Experiencia de LEAVES.

En la escuela, su hijo o hija distinguirá una observación de una suposición y escribirá una narración de 10 a 12 oraciones sobre un estudiante de quinto grado que nota un problema o un resultado inesperado. La narración incluirá una experiencia clara, un ambiente desarrollado y una pregunta reflexiva. También creará una estrofa rimada de cuatro versos que comunique la misma idea central sin simplemente cortar el párrafo en líneas cortas.

En casa, elijan una situación cotidiana—por ejemplo, una planta diferente, un objeto perdido o un resultado sorprendente—y pidan a su hijo o hija que diga qué nota, haga una pregunta y explique qué evidencia sería útil antes de decidir. Después, pregunten qué lugar y momento harían significativa esa experiencia en una narración. Una conversación breve practica el HABIT del Grupo 7: observar, preguntar, reunir evidencia y tomar una decisión informada.

Atentamente, El maestro o la maestra de su hijo o hija

Family Conversation Starters

English

- What did the speaker in "One Voice Can Start a Wave" notice before other people began to listen, gather, write, or speak?
- How is an observation different from an assumption when a classroom problem or an unexpected result first appears?
- In "Try, Learn, Change," what evidence could help a person decide that a first answer needs to change?
- How could a specific place and time make a character's experience of noticing a problem feel real in a narrative?

Simple Family Activities

Notice, Question, Explain

Choose one ordinary situation at home, such as a plant that looks different or a missing item. Have your child name one observation, ask one thoughtful question, and explain what evidence they would gather before deciding what happened.

Turn a Thought into a Stanza

Together, say one sentence about noticing carefully. Help your child turn the idea into four short lines, with one pair of rhyming end words. Ask how the line breaks or rhyme help the idea sound memorable.

Español

- ¿Qué notó la voz de "One Voice Can Start a Wave" antes de que otras personas comenzaran a escuchar, reunirse, escribir o hablar?
- ¿En qué se diferencia una observación de una suposición cuando aparece un problema en el salón o un resultado inesperado?
- En "Try, Learn, Change", ¿qué evidencia podría ayudar a una persona a decidir que debe cambiar su primera respuesta?
- ¿Cómo podría un lugar y un momento específicos hacer real la experiencia de un personaje que nota un problema?

Actividades familiares sencillas

Eliján una situación cotidiana en casa. Pida a su hijo o hija que diga una observación, haga una pregunta reflexiva y explique qué evidencia reuniría antes de decidir. Después, conviertan una idea sobre observar con cuidado en cuatro versos cortos y hablen sobre cómo la rima o los cortes de línea hacen memorable el mensaje.

Module 1 - Standards Alignment

Module Focus

What can happen when someone notices something and asks a thoughtful question?

Writing Process TEKS

Scope code	Compact instructional use
5.11A; 5.11B(i-iv)	Plan and develop a focused, coherent draft with purposeful organization and details.

Writing Genre TEKS

Scope code	Compact instructional use
5.12A(i-ii)	Compose narrative and poetry using their genre characteristics and craft.

Revising TEKS

Scope code	Compact instructional use
5.11C(i-viii)	Revise sentence structure, word choice, coherence, and clarity.

Editing TEKS

Scope code	Compact instructional use
5.11D(i, ii, iv, xiv, xv, xxviii, xxix)	Edit sentences, verbs, adjectives, conjunctions, and grade-appropriate spelling.

Module 1 - TEKS and ELPS Alignment

Writing Process TEKS

Scope code	Compact instructional use
5.11A; 5.11B(i-iv)	Plan and develop a focused, coherent draft with purposeful organization and details.

Writing Genre TEKS

Scope code	Compact instructional use
5.12A(i-ii)	Compose narrative and poetry using their genre characteristics and craft.

Revising TEKS

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Editing TEKS

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5.11D(i, ii, iv, xiv, xv, xxviii, xxix)	Edit sentences, verbs, adjectives, conjunctions, and grade-appropriate spelling.

ELPS

ELPS focus	Application
1E	Students listen, restate, and ask for clarification during poem work.
2B and 2E	Students use content vocabulary to discuss, justify, and explain.
4C, 4D, and 4F	Students write and revise the module narrative and poetry product.

Module 1 - Language Domains

Language domain	Active student work	Evidence of learning
Listening	Hear both Low Stamina poems and teacher prompts.	Restate a source detail before responding.
Speaking	Discuss the essential question and teach a framework element.	Use an evidence-based oral explanation.
Reading	Read both passages clean and again with TRACKS highlights.	Locate a detail that supports a claim or revision.
Writing	Create a 10-12 sentence narrative and one rhyming four-line stanza.	Apply TRAILS T—Topic/Experience and S—Setting; LEAVES L—Lines & Layout and E—Emotion & Experience.

Module 1 - Learning Destination

I Can Statements

- I can explain why noticing should happen before deciding.
- I can distinguish observation from assumption.
- I can establish a clear Topic/Experience and developed Setting.
- I can use Lines & Layout and Emotion & Experience in poetry.

I Will Statements

- I will listen for what happens after one person asks a question.
- I will use evidence before I reach a conclusion.
- I will explain one connection between the two poems.

Success Criteria

- My narrative is 10-12 sentences with a clear experience, setting, and question.
- My four-line stanza rhymes and communicates the same central idea.

Module 1 - Rigor and Misconceptions

Cognitive Demand

Grade 5 demand	Student work	Teacher safeguard
Read for evidence	Use exact passage details before drawing a conclusion.	Ask, "Which detail supports that thinking?"
Compose with craft	Apply TRAILS T—Topic/Experience and S—Setting; LEAVES L—Lines & Layout and E—Emotion & Experience in the assigned product.	Require a deliberate framework choice, not a label alone.
Revise responsibly	Change a claim, plan, or draft when evidence warrants it.	Distinguish new evidence from unsupported disagreement.

Misconceptions to Watch For

Misconception	Responsive teacher move
A first answer must be defended no matter what.	Ask what new evidence does to the first claim.
A poem is prose cut into short lines.	Ask how line choice, sound, and meaning work together.
A strong voice only means speaking loudly.	Return to the poems' evidence, listening, and reasoning.

Levels of Thinking

Level	Student Thinking	Evidence
Remember	Name T, S, L, and E.	Correct framework labels.
Understand	Explain notice versus assume.	Oral defense.
Apply	Build a narrative and stanza.	Independent product.
Analyze	Connect the two poems.	Written comparison.
Evaluate/Create	Revise using exact self-evidence.	Award/Target reflection.

Module 1 - Vocabulary

Vocabulary - Teacher Script

Teacher Script

"Before we begin, we will preview everyday words, academic words, and words from our poems and writing work."

Tier 1 Vocabulary - Everyday Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
notice	to become aware of something by seeing, hearing, or sensing it	I can notice when I ____.
ask	to say or write a question	I can ask when I ____.
listen	to pay careful attention to sounds or another person	I can listen when I ____.
share	to tell an idea or give something to others	I can share when I ____.
change	to become or make something different	I can change when I ____.
help	to make it easier for someone or something to succeed	I can help when I ____.
place	the spot where something happens	I can place when I ____.
time	when something happens	I can time when I ____.
feel	to experience an emotion or sensation	I can feel when I ____.
try	to make an effort to do something	I can try when I ____.

Tier 2 Vocabulary - Academic Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
observe	to look or listen carefully for information	My observe is ____.
evidence	facts or details that support an idea	My evidence is ____.
question	something asked to gain information	My question is ____.
voice	the ideas and perspective communicated by a speaker or writer	My voice is ____.
fairness	treatment that is just and reasonable	My fairness is ____.
influence	the power to affect what happens	My influence is ____.
respond	to answer or react	My respond is ____.
experience	an event a person lives through	My experience is ____.
perspective	a particular way of seeing or understanding	My perspective is ____.
assumption	a belief accepted before there is enough evidence	My assumption is ____.

Tier 3 Vocabulary - Passage-Specific Words

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
stanza	STAN-zuh	a grouped set of lines in a poem	In the poem, stanza helps show ____.
rhyme	RYME	matching or similar ending sounds	In the poem, rhyme helps show ____.
layout	LAY-out	the intentional arrangement of text	In the poem, layout helps show ____.
narrative	NAIR-uh-tiv	writing that tells an experience or story	In the poem, narrative helps show ____.
setting	SET-ing	where and when an experience occurs	In the poem, setting helps show ____.
assumption	uh-SUMP-shuhn	a belief accepted without enough evidence	In the poem, assumption helps show ____.
observation	ob-zur-VAY-shuhn	information gathered by noticing carefully	In the poem, observation helps show ____.
central idea	SEN-truhl eye-DEE-uh	the main message developed in a text	In the poem, central idea helps show ____.
dialogue	DYE-uh-log	words spoken by characters	In the poem, dialogue helps show ____.
inference	IN-fur-uhns	a conclusion based on evidence and reasoning	In the poem, inference helps show ____.



Teacher Resource

For more practice with academic words, see the Teach BIG Academic Vocabulary Companion App.

Background Knowledge and Teacher Context

The first poem shows one question spreading as people listen, gather, write, and speak. The second poem frames observation, testing, evidence, and revision as strengths. Together they establish the cluster's central thinking path: NOTICE -> QUESTION -> VOICE and NOTICE -> QUESTION -> EVIDENCE -> DECISION.

Materials and Teacher Preparation

Material	Purpose / Preparation
Clean and TRACKS-highlighted copies of both Level 1 poems	Read each poem first clean, then again with the annotation guide.
TRAILS and LEAVES anchor charts	Display Topic/Experience, Setting, Lines/Layout, and Emotion/Experience.
Notice/Gather and Assume/Decide Too Soon headers	Label the Day 2 sorting space.
Situation and response cards; scissors; envelopes	Prepare one card set for each pair.
Highlighters, notebooks, and pencils	Support evidence marking and independent writing.
Daily Deck slides M1-01 through M1-20	Cue the week's reveals, attempts, reflection, and teach-around.
Award/Target reflection and progress tracker	Prepare for Day 4 feedback and Day 5 explanation.

TRAILS and LEAVES Anchor Charts

TRAILS Focus

Letter	Meaning	Question
T	Topic/Experience	What meaningful experience is the narrative about?
S	Setting	Where and when does the experience occur, and why does it matter?

LEAVES Focus

Letter	Meaning	Question
L	Lines & Layout	How are lines and stanzas intentionally arranged?
E	Emotion & Experience	What experience or emotion is communicated?

Mentor Model - From Notice to Narrative and Poetry

Element	Model
Topic/Experience	A student discovers the class recycling plan is not working.
Setting	The classroom after lunch on Friday, beside an overflowing trash bin.
Question	“Why are recyclable bottles still in the trash?”
Four-line stanza	I noticed bottles in the bin / And asked where change should first begin. / We checked the facts and made a way / To help our plan work better each day.

TRACKS - Reading Both Poems for Evidence

Read each poem first as a clean copy. Read it again with exact TRACKS highlights, then complete the Annotation Guide.

Letter	Evidence Type	Highlight Color
T	Time	Pastel Green
R	Reactions	Pastel Purple
A	Actions	Pastel Yellow
C	Character, Concept, or Creature	Pastel Yellow
K	Key Knowledge	Pastel Orange
S	Scenery or Setting	Pastel Green

Annotation Guide

- Circle what causes the wave in the first poem.
- Box a line that shows listening or responding.
- Star evidence that a wrong first answer can lead to learning.
- Label one example of purposeful Lines & Layout in each poem.
- Write one sentence connecting the poems' messages.

Yellow-Star Daily Deck - Slides M1-01 through M1-20

M1-01 - Module Question

What can happen when someone notices something and asks a thoughtful question?

M1-02 - Thinking Path

NOTICE -> QUESTION -> THINK

M1-03 - TRAILS

Highlight T + S

M1-04 - LEAVES

Highlight L + E

M1-05 - Key Idea

A voice begins with a thought. Good thinking begins with noticing.

M1-06 - Question Echo

Why is noticing important before deciding?

M1-07 - Poem 1 Reveal

What happens after one person asks a question?

M1-08 - Poem 2 Reveal

What happens when the first answer does not fit the evidence?

M1-09 - TRAILS Reveal

Topic/Experience + Setting

M1-10 - LEAVES Reveal

Lines & Layout + Emotion & Experience

M1-11 - Game Directions

NOTICE / GATHER or ASSUME / DECIDE TOO SOON

M1-12 - Model Sort

Defend every placement with evidence.

M1-13 - Challenge Round

Build Topic/Experience + Setting.

M1-14 - Discuss

What is the difference between noticing and assuming?

M1-15 - Independent Use

From Notice to Narrative

M1-16 - Narrative Criteria

10-12 sentences; experience; setting; question

M1-17 - Poetry Criteria

One rhyming four-line stanza

M1-18 - Award

Point to exact evidence of success.

M1-19 - Target

Choose the highest-impact revision.

M1-20 - Educate/Explain

Teach one connection between the poems.

Reproducible Activity Cards and Key

Situation Cards

Card	Cut-Apart Situation
1	Two students disagree about what happened during recess.
2	A class plant begins wilting.
3	A school club has fewer members attending.
4	A character believes a friend ignored them.
5	A class vote produces an unexpected result.
6	A science experiment gives a different result than expected.

Response Cards

Card	Cut-Apart Response
A	Ask two people what they observed.
B	I already know whose fault it is.
C	Check the plant's soil, light, and water record.
D	Nobody cares about the club anymore.
E	Count the votes again and compare the record.
F	The experiment failed because my partner did it wrong.
G	Ask the friend what happened before deciding.
H	Record the unexpected result and test again.

Teacher Key

Response Card	Correct Header	Why
A	NOTICE / GATHER	The response collects information before deciding.
B	ASSUME / DECIDE TOO SOON	The response reaches a conclusion without sufficient evidence.
C	NOTICE / GATHER	The response collects information before deciding.
D	ASSUME / DECIDE TOO SOON	The response reaches a conclusion without sufficient evidence.
E	NOTICE / GATHER	The response collects information before deciding.
F	ASSUME / DECIDE TOO SOON	The response reaches a conclusion without sufficient evidence.
G	NOTICE / GATHER	The response collects information before deciding.
H	NOTICE / GATHER	The response collects information before deciding.

Reproducible Student Pages

Student Page 1 - NOTICE OR ASSUME? Recording Sheet

Situation Card	Response Card	My Placement	Evidence for My Placement
_____	_____	Notice / Assume	
_____	_____	Notice / Assume	
_____	_____	Notice / Assume	
_____	_____	Notice / Assume	
_____	_____	Notice / Assume	
_____	_____	Notice / Assume	

The card that created the most disagreement was _____ because _____.

Student Page 2 - Topic/Experience + Setting Builder

Situation selected: _____

What meaningful experience could happen?

Where does it happen? _____

When does it happen? _____

Which sensory detail makes the setting specific?

What thoughtful question will the character ask?

Student Page 3 - Four-Line Stanza Planner

Central idea shared with my narrative: _____

Line 1: _____

Line 2 (rhymes with Line 1): _____

Line 3: _____

Line 4 (rhymes with Line 3): _____

The emotion or experience communicated is _____.

Reproducible Student Pages - Teacher Key

Recording Sheet Key

Students must classify a response by the thinking it demonstrates, not by whether they agree with the conclusion. Notice/Gather responses seek observations, records, tests, or another perspective before deciding. Assume/Decide Too Soon responses assign blame or announce a cause without sufficient evidence.

Topic/Experience + Setting Key

Accept varied experiences when the character notices a problem or unexpected result. A secure response names a specific place and time, includes at least one concrete sensory or environmental detail, and makes the setting relevant to what can be observed. The thoughtful question must open inquiry rather than announce blame.

Four-Line Stanza Key

The stanza must contain exactly four intentional lines, communicate the narrative's central idea, and use an audible rhyme pattern. Accept AABB, ABAB, or another clear pattern. Do not accept a prose summary divided arbitrarily into lines.

Conference Prompts

- What evidence changed or strengthened the character's thinking?
- How does the setting make that evidence possible to notice?
- Which line break is most purposeful, and why?
- Which exact words communicate emotion or experience?

Before Students Read

Preview the two passages with students before reading. Each passage appears twice: first a plain copy to read, then a color-coded copy. As you read, students TAP the TRACKS — they hunt for the six kinds of evidence and highlight each with the TRACKS color below. TRACKS marks the evidence in the passage; the shapes are used only to analyze the prompt.

The Six Types of Measurable Evidence: TRACKS

Students look for six kinds of measurable evidence in every passage. Use the same six categories, the same wording, and the same colors in every module.

T Time — Age, era, dates, cultural details, or historical details. Often associated with adjectives. (Highlight color: Pastel Green.)

R Reactions — Reactions, solutions, resolutions, or effects. Often associated with verbs and adverbs. (Highlight color: Pastel Purple.)

A Actions — Actions, problems, conflicts, or causes. Often associated with verbs and adverbs. (Highlight color: Pastel Yellow.)

C Character, Concept, Creature — Characters' or people's names, animals or animals' names, or major concepts used as the central idea. Often nouns or proper nouns. (Highlight color: Pastel Yellow.)

K Key Knowledge — All other important information necessary to the meaning of the passage that is not accounted for by another TRACKS category (background knowledge). (Highlight color: Pastel Orange.)

S Scenery / Setting — Setting characteristics that are acknowledged or measured through the five senses. (Highlight color: Pastel Green.)

PASSAGE 13 — One Voice Can Start a Wave

[1] One voice speaks, another hears, A question grows and conquers fears. One person asks, “Is this thing fair?” Another stops to listen there.

[2] A whisper travels down the street, Then other voices rise to meet. A thought once spoken all alone Can quickly find a stronger tone.

[3] People can gather, write, and speak, To help protect the change they seek. They share their thoughts and make them known, So leaders hear more than their own.

[4] A voice may start out soft and small, Yet one brave question can reach all. When people listen, learn, and say, One voice can start a mighty wave.

Student Annotation Guide — One Voice Can Start a Wave**T — Time**

Then other voices rise to meet

R — Reactions

another hears

A — Actions

People can gather, write, and speak

C — Character/Concept/Creature

One voice

K — Key Knowledge

one brave question can reach all

S — Scenery/Setting

down the street

TRACKS EVIDENCE HIGHLIGHTING — One Voice Can Start a Wave

[1] One voice speaks, another hears, A question grows and conquers fears. One person asks, “Is this thing fair?” Another stops to listen there.

[2] A whisper travels down the street, Then other voices rise to meet. A thought once spoken all alone Can quickly find a stronger tone.

[3] People can gather, write, and speak, To help protect the change they seek. They share their thoughts and make them known, So leaders hear more than their own.

[4] A voice may start out soft and small, Yet one brave question can reach all. When people listen, learn, and say, One voice can start a mighty wave.

PASSAGE 14 — Try, Learn, Change

[1] Look at the leaves, observe the ground; Important clues are all around. Before you choose what you should do, First stop and see what facts tell you.

[2] You make a guess, you test your way, Then watch what happens day by day. If something fails, don't turn away; The evidence can guide your way.

[3] A wrong first answer isn't strange; New information helps us change. Observe, then question, test, arrange— We try, we learn, and then we change.

Student Annotation Guide — Try, Learn, Change**T — Time**

day by day

R — Reactions

don't turn away

A — Actions

Observe, then question, test, arrange

C — Character/Concept/Creature

evidence

K — Key Knowledge

New information helps us change

S — Scenery/Setting

leaves, observe the ground

TRACKS EVIDENCE HIGHLIGHTING — Try, Learn, Change

[1] Look at the leaves, observe the ground; Important clues are all around. Before you choose what you should do, First stop and see what facts tell you.

[2] You make a guess, you test your way, Then watch what happens day by day. If something fails, don't turn away; The evidence can guide your way.

[3] A wrong first answer isn't strange; New information helps us change. Observe, then question, test, arrange— We try, we learn, and then we change.

Day 1 - Gather + Reveal

★ Daily Deck M1-01 - Module Question

What can happen when someone notices something and asks a thoughtful question?

Teacher Script

"This month we are going to study two ideas that may seem different at first. One is about using your voice. The other is about using evidence."

Teacher Script

"Before we read anything, I want you to think about this: What usually happens before someone speaks up about something?"

★ Daily Deck M1-01 - Module Question (cont.)

Allow responses. Teacher script: "Usually that person first notices something." Display NOTICE -> QUESTION -> VOICE. Then ask what should happen before a plan changes and display NOTICE -> QUESTION -> EVIDENCE -> DECISION.

Auditory Engagement - Question Echo

Teacher says: "The classroom library has fewer books being returned." Students echo: "What should we notice?" Repeat with yellow plant leaves and disagreement about a school rule. Ask why noticing matters before deciding.

Reveal Both Poems

Read each clean Level 1 poem. For the first, listen for what happens after one person asks a question. For the second, identify what happens when the first answer does not fit the evidence. Reveal TRAILS T+S and LEAVES L+E.

Teacher Script

"This month we are going to study two ideas that may seem different at first. One is about using your voice. The other is about using evidence."

Teacher Script

"Usually that person first notices something."

**Teacher Script**

“Those two pathways are going to meet throughout this cluster.”

Day 1 TEKS + ELPS Box

TEKS	ELPS	Visible student evidence
5.11A; 5.12A(i-ii)	1E, 2B, 4C	Sort observation and assumption with evidence.

Day 2 - Attempt: NOTICE OR ASSUME?

★ Daily Deck M1-11 - Partner Game

Pairs receive situation and response cards and sort responses beneath NOTICE / GATHER or ASSUME / DECIDE TOO SOON.

Teacher Script

"Yesterday I showed you the thinking. Today you attempt it. Your job is not simply to sort. You must defend every placement." Model: "'Ask two people what they observed' belongs under Notice and Gather because it collects information." Model the opposite with "I already know whose fault it is."

Challenge Round

Partners select one situation and create a Topic/Experience plus a Setting. Model: a student discovers the class recycling plan is not working; classroom after lunch on Friday.

Teacher Script

"Yesterday I showed you the thinking. Today you attempt it."

Teacher Script

"Each card gives you a situation. Some responses gather information. Others jump to a conclusion."

Teacher Script

"Your job is not simply to sort. You must defend every placement."

Day 2 TEKS + ELPS Box

TEKS	ELPS	Visible student evidence
5.11B(i-iv); 5.12A(i-ii)	2B, 2E, 3D	Draft Topic/Experience, Setting, and a stanza.

Day 3 - Discuss + Use

Discussion

- Which cards created disagreement?
- What was the difference between noticing and assuming?
- Can someone have a strong opinion and still need evidence? Why?

Independent Student Page - FROM NOTICE TO NARRATIVE

Part A - Understanding

1. What causes the wave in the first poem?
2. Why is listening important?
3. What does the second poem teach about a wrong first answer?
4. What role does evidence play?
5. How are the messages connected?

Part B - TRAILS Writing

Write a 10-12 sentence narrative about a fifth grader who notices a problem or unexpected result. Include a clear experience, developed setting, and at least one question the character asks.

Part C - LEAVES

Turn the central idea into one rhyming four-line stanza. Do not simply break the narrative into shorter lines.

Writing Space



Teacher Script

"Today there is no partner deciding for you."

 Teacher Script

"Your narrative should begin with something the character notices."

 Teacher Script

"Your poem should communicate the same idea, but it should not simply be your paragraph broken into shorter lines."

Day 3 TEKS + ELPS Box

TEKS	ELPS	Visible student evidence
5.11B(i-iv); 5.12A(i-ii)	2E, 4D, 4F	Write independently from a notice and question.

Day 4 - Award + Target

AWARD

- I successfully established my experience by...
- My strongest setting detail is...
- My strongest poetic line is...

TARGET

- One thing that remains unclear in my narrative is...
- One thing I want to improve in my poem is...
- One question I still have is...

Teacher Script

"Award yourself with evidence, not compliments. Do not write, 'My story is good.' Point to the exact sentence or line that proves something worked. Then Target the place where your writing needs the greatest improvement."

Teacher Script

"Award yourself with evidence, not compliments."

Teacher Script

"Do not write, 'My story is good.' Point to the exact sentence or line that proves something worked."

Teacher Script

"Then Target. Find the place where your writing needs the greatest improvement."

Day 4 TEKS + ELPS Box

TEKS	ELPS	Visible student evidence
5.11C(i-viii); 5.11D	2E, 3D, 4F	Award and target exact writing evidence.

Day 5 - Educate / Explain

NOTICE-QUESTION TEACH-AROUND

Students explain why noticing matters, the difference between observation and assumption, TRAILS T or S, and LEAVES L or E.



Teacher Script

"E means Explain or Educate Others. Your listener should understand something better after you speak."

Required stem: "One connection between the two poems is _____ because _____."

Module Closure



Teacher Script

"Strong voices begin with thoughtful questions, and strong decisions begin with careful observation."



Teacher Script

"E means Explain or Educate Others."



Teacher Script

"Your listener should understand something better after you speak."



Teacher Script

"Strong voices begin with thoughtful questions, and strong decisions begin with careful observation."

Day 5 TEKS + ELPS Box

TEKS	ELPS	Visible student evidence
5.11B; 5.12A(i-ii)	1E, 2F, 4F	Explain one connection between both poems.

Module 1 - Low, Medium, and High Exemplars

Use these source-grounded response samples to model the difference between a retell and evidence-based thinking.

Low Exemplar (Pink)

The poem is about a voice.

What Needs Improvement: Name an exact detail from the poem and explain how it supports the response.

Medium Exemplar (Yellow)

The poem says, “One person asks, ‘Is this thing fair?’” This shows that a question begins the voice in the poem.

What Needs Improvement: Explain the larger meaning of the quoted detail rather than stopping at a retell.

High Exemplar (Green)

“One Voice Can Start a Wave” shows that a thoughtful question can grow into shared action. The speaker explains that people “gather, write, and speak,” so the question becomes stronger when others listen and add their voices.

Assessment

Criterion	Beginning	Developing	Secure
Understanding	retells without connection	explains one poem	connects both poems with evidence
TRAILS T	unclear event	identifiable event	meaningful, focused experience
TRAILS S	vague place/time	place or time present	developed setting that matters
LEAVES L	prose broken into lines	four lines present	intentional four-line stanza and rhyme
LEAVES E	emotion/experience unclear	central idea present	experience and emotion reinforce the idea
Conventions	errors obscure meaning	partial control	American English supports clarity

Check for Learning

- Can the student explain notice versus assume?
- Can the student cite what causes the wave?
- Can the student explain evidence's role in changing an answer?
- Does the narrative include 10-12 sentences, experience, setting, and a question?
- Does the stanza use four lines and rhyme while communicating the same central idea?

Detailed Intervention

- Rehearse one situation orally with Notice, Question, Evidence, Decision cards.
- Offer two possible settings and require the student to explain which better supports the experience.
- Use a 12-box sentence planner, then remove the boxes for the final draft.
- Clap the end sounds of four candidate lines before writing.
- Highlight the student's own evidence of T, S, L, and E; do not prewrite the response.

Embedded Supports for Multilingual Learners

- Use: “I noticed ___, so I asked ___.”
- Rehearse: “This is observation because the evidence is ___.”
- Permit bilingual discussion before the English written product.
- Pair gestures with notice, question, gather, assume, and decide.
- Read each poem aloud while students track exact print.
- Preserve the same Grade 5 narrative and poetry product.

Enrichment

- Rewrite the narrative in a second setting and explain how the change affects the experience.
- Add a second rhyming stanza without repeating the first stanza's message.
- Compare a confident question with an uncertain question and analyze the change in voice.
- Create a new Notice or Assume card pair and provide a defensible key.

Additional Writing Opportunity

Write a new 10-12 sentence narrative about a fifth grader who notices an unfair situation, an unexpected result, or a plan that is not working. Establish the experience and setting before the character acts. Include one thoughtful question and evidence the character gathers. Then write one four-line rhyming stanza that communicates the same central idea through intentional lines and emotion.

Planning Space

Drafting Space

Auditory Engagement

Question Echo

With pencils down, listen to each situation. Echo “What should we notice?” Then explain why noticing should happen before deciding.

Sound and Rhyme Rehearsal

Echo-read one stanza from each poem. Tap once at each line ending, identify matching sounds, and explain how the pattern affects the listening experience.

Teach-Around Rehearsal

Partner A teaches TRAILS T or S from memory. Partner B teaches LEAVES L or E. Switch, then state one connection between the poems.

Teacher Pause Points

|| Pause Point - Before Speaking

What did the person notice first?

|| Pause Point - Before Deciding

What evidence is available, and what remains an assumption?

|| Pause Point - Before Narrative Drafting

Can the student name the experience, where it happens, and when it happens?

|| Pause Point - Before Poetry Drafting

Can the student explain why the poem is not merely prose broken into lines?

Student Progress Tracking Chart

I Can...	Not Yet	Almost	Yes	My Evidence
distinguish noticing from assuming				_____
explain a connection between both poems				_____
establish a clear Topic/Experience				_____
develop a meaningful Setting				_____
arrange four intentional lines				_____

revise using exact self-evidence				_____
teach one framework element				_____

Module Closure

✓ Answer to the Module Overarching Question

What can happen when someone notices something and asks a thoughtful question? When someone notices carefully and asks a thoughtful question, another person may listen, ideas may spread, evidence may be gathered, and a weak first plan may improve. A voice can begin movement, while evidence helps that movement become informed.

Teacher script: “Strong voices begin with thoughtful questions, and strong decisions begin with careful observation.”

Module 1 - Virtual Classroom Adjustment



Virtual Classroom

Screen-share both clean Low Stamina passages and both TRACKS-highlighted copies. Reveal one prompt at a time, use breakout pairs for discussion, and require a visible thinking trace in chat, a shared document, an annotation layer, or a notebook photo. Students still complete a 10–12 sentence narrative and one rhyming four-line stanza; only the interaction format changes. Preserve the same TEKS, ELPS, framework focus, evidence expectations, and independent writing demand.

GRADE 5 · CLUSTER 7 · NARRATIVE & POETRY

M O D U L E

2

Voices and Responses

Week 2 | Medium Stamina | Grade 5 | Cluster 7 | Narrative
Writing + Poetry

Module 2: Voices and Responses

Week 2 | Medium Stamina | Grade 5 | Cluster 7 | Narrative Writing + Poetry

Teacher Script



Teacher Script

"Last week we concentrated on noticing and questioning. This week something happens next: people respond."

Overarching Question

How do people respond when they believe something should change?



Daily Deck Slide (M2-01 - Module Launch)

Cluster 7 | Module 2 | Medium Stamina. VOICES AND RESPONSES. TRAILS R + A. LEAVES E + V.

Today We Will Look For

- relationships that influence character responses
- actions, thoughts, and dialogue that reveal those responses
- emotion and experience communicated through poetry
- an unmistakable voice shaped by attitude and perspective

Module Passage Set - Medium Stamina

Passage	Reading Genre	Scope and Sequence Reference	Student-Facing Word Count
One Voice Can Start a Wave	Poetry	Passage 13, Level 2	200
Try, Learn, Change	Poetry	Passage 14, Level 2	172

Teacher Passage Use Note: Each passage appears first as a clean reading copy and again as a TRACKS-highlighted copy with a Student Annotation Guide.



Daily Deck Slide (M2-02 - Passage Orientation)

One Voice Can Start a Wave - Medium Stamina. Try, Learn, Change - Medium Stamina. Read for questions, responses, evidence, emotion, and voice.

Teacher Inspiration

Teacher Script

“People respond according to what they know, believe, observe, and experience. Writers reveal those differences through relationships, actions, thoughts, dialogue, emotion, and voice.”

Module 2 - Family Communication

This Week at a Glance

- The big skill: show how relationships, actions, thoughts, dialogue, emotion, and voice shape a response.
- The reading habit: notice different responses to the same problem.
- The activity: How Would They Respond?.

One Question to Ask at Home



Teacher Script

"How does this character's response show what they think, feel, or value?"

Family Letter

Dear Families,

This week your fifth grader reads the Level 2 versions of “One Voice Can Start a Wave” and “Try, Learn, Change.” The civic poem follows meetings, printed words, petitions, protest, liberty, natural rights, and later civic participation. The problem-solving poem follows Kendrix’s garden evidence, turtle instinct, orca learned behavior, and Edison’s repeated testing. Together, the poems show that people and problem solvers can respond differently to a concern.

Students will use TRAILS Relationship and Actions, Thoughts & Dialogue to write a 2–3 paragraph narrative with two characters who initially respond differently to the same problem. They will also write two rhyming four-line stanzas from one character’s point of view. In LEAVES, we will study how emotion and voice make a speaker’s perspective recognizable; voice is not volume but the attitude and way of thinking that comes through words.

At home, name one small problem and invite your child to give an action, a thought, and a line of dialogue for two different people. Ask what relationship, belief, or evidence could make each response believable. You might also reread the Kendrix stanza and ask why muddy ground and yellow leaves lead her to change her plan. This kind of talk helps your child practice the Cluster 7 HABIT of responding with reasons rather than reacting without evidence.

Sincerely, Your Child’s Teacher

Carta para las Familias

Estimadas familias:

Esta semana, su estudiante de quinto grado lee las versiones de Nivel 2 de “One Voice Can Start a Wave” y “Try, Learn, Change”. El poema cívico presenta reuniones, palabras impresas, peticiones, protestas, libertad, derechos naturales y participación cívica. El poema de resolución de problemas presenta la evidencia del jardín de Kendrix, el instinto de la tortuga, el comportamiento aprendido de la orca y las pruebas repetidas de Edison. Juntos, los poemas muestran que las personas y quienes resuelven problemas pueden responder de maneras distintas ante una preocupación.

Los estudiantes usarán Relación y Acciones, Pensamientos y Diálogo de TRAILS para escribir una narración de 2 a 3 párrafos con dos personajes que al principio responden de manera diferente al mismo problema. También escribirán dos estrofas rimadas de cuatro versos desde el punto de vista de un personaje. En LEAVES estudiaremos cómo la emoción y la voz hacen reconocible la perspectiva de un hablante; la voz no es volumen, sino la actitud y la manera de pensar que se muestran en las palabras.

En casa, nombren un problema pequeño e inviten a su hijo o hija a dar una acción, un pensamiento y una línea de diálogo para dos personas diferentes. Pregunten qué relación, creencia o evidencia puede hacer creíble cada respuesta. También pueden releer la estrofa de Kendrix y preguntar por qué el suelo lodoso y las hojas amarillas la llevan a cambiar su plan. Esta conversación practica el HABIT del Grupo 7 de responder con razones y no reaccionar sin evidencia.

Atentamente, El maestro o la maestra de su hijo o hija

Module 2 - Family Conversation Starters

English

- How do two characters facing the same problem show different responses through their actions, thoughts, or dialogue?
- Which response in the poems seems connected to a relationship, belief, or piece of evidence? What makes you think so?
- How can a speaker's voice sound confident, uncertain, hopeful, or concerned without changing the situation itself?
- What is one community problem that could lead different people to respond in different ways?

Simple Family Activities

How Would We Respond?

Name a small shared problem, such as deciding how to organize a busy space. Each person chooses a role, such as student, parent, neighbor, or problem solver, and states an action, a thought, and one line of dialogue. Discuss why each response fits that person's perspective.

Voice Switch

Teacher Script

"the same sentence twice: once with a confident voice and once with an uncertain or questioning voice. Ask your child what changed and which word choices or tone made the speaker's perspective clear."

Español

- ¿Cómo muestran dos personajes que enfrentan el mismo problema respuestas diferentes mediante sus acciones, pensamientos o diálogo?
- ¿Qué respuesta de los poemas parece conectada con una relación, una creencia o una evidencia? ¿Qué te hace pensar eso?
- ¿Cómo puede la voz de un hablante sonar segura, insegura, esperanzada o preocupada sin cambiar la situación?
- ¿Qué problema de la comunidad podría hacer que diferentes personas respondan de maneras distintas?

Actividades familiares sencillas

Nombren un problema pequeño que compartan en casa. Cada persona elige un papel y dice una acción, un pensamiento y una línea de diálogo. Hablen sobre por qué cada respuesta corresponde a esa perspectiva. Luego digan la misma oración con una voz segura y con una voz que pregunta, y expliquen qué cambió.

Module 2 - Standards Alignment

Module Focus

How do people respond when they believe something should change?

Writing Process TEKS

Scope code	Compact instructional use
5.11A; 5.11B(i-iv)	Plan and develop a focused, coherent draft with purposeful organization and details.

Writing Genre TEKS

Scope code	Compact instructional use
5.12A(i-ii)	Compose narrative and poetry using their genre characteristics and craft.

Revising TEKS

Scope code	Compact instructional use
5.11C(i-viii)	Revise sentence structure, word choice, coherence, and clarity.

Editing TEKS

Scope code	Compact instructional use
5.11D(i, ii, iv, xiv, xv, xxviii, xxix)	Edit sentences, verbs, adjectives, conjunctions, and grade-appropriate spelling.

Module 2 - TEKS and ELPS Alignment

Writing Process TEKS

Scope code	Compact instructional use
5.11A; 5.11B(i-iv)	Plan and develop a focused, coherent draft with purposeful organization and details.

Writing Genre TEKS

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5.11D(i, ii, iv, xiv, xv, xxviii, xxix)	Edit sentences, verbs, adjectives, conjunctions, and grade-appropriate spelling.

ELPS

ELPS focus	Application
1E	Students listen, restate, and ask for clarification during poem work.
2B and 2E	Students use content vocabulary to discuss, justify, and explain.
4C, 4D, and 4F	Students write and revise the module narrative and poetry product.

Module 2 - Language Domains

Language domain	Active student work	Evidence of learning
Listening	Hear both Medium Stamina poems and teacher prompts.	Restate a source detail before responding.
Speaking	Discuss the essential question and teach a framework element.	Use an evidence-based oral explanation.
Reading	Read both passages clean and again with TRACKS highlights.	Locate a detail that supports a claim or revision.
Writing	Create a 2-3 paragraph narrative and two rhyming four-line stanzas.	Apply TRAILS R—Relationship and A—Actions, Thoughts & Dialogue; LEAVES E—Emotion & Experience and V—Voice.

Module 2 - Learning Destination

I Can Statements

- I can arrange reasons in a logical order.
- I can use transitions that show real relationships.
- I can explain how evidence proves a reason.
- I can combine or rearrange ideas for clarity.

I Will Statements

- I will listen, sketch, discuss, write, revise, and explain.
- I will use specific facts and details from the passages.
- I will update my tracking chart with evidence from my work.

★ Daily Deck Slide (M2-04 - Learning Targets)

I can build a path from claim to proof to meaning. I will explain how and why my evidence matters.

Module 2 - Rigor and Misconceptions

Cognitive Demand

Grade 5 demand	Student work	Teacher safeguard
Read for evidence	Use exact passage details before drawing a conclusion.	Ask, “Which detail supports that thinking?”
Compose with craft	Apply TRAILS R—Relationship and A—Actions, Thoughts & Dialogue; LEAVES E—Emotion & Experience and V—Voice in the assigned product.	Require a deliberate framework choice, not a label alone.
Revise responsibly	Change a claim, plan, or draft when evidence warrants it.	Distinguish new evidence from unsupported disagreement.

Misconceptions to Watch For

Misconception	Responsive teacher move
A first answer must be defended no matter what.	Ask what new evidence does to the first claim.
A poem is prose cut into short lines.	Ask how line choice, sound, and meaning work together.
A strong voice only means speaking loudly.	Return to the poems’ evidence, listening, and reasoning.

Module 2 - Thinking Levels

Level	Student Move	Evidence of Thinking
Recall	Name claim, reason, evidence, and thinking.	Correct labels
Explain	Tell what one detail means.	Evidence-to-thinking sentence
Connect	Select a transition that names a relationship.	Coherent link
Analyze	Compare two possible orders.	Defended sequence
Synthesize	Build and explain a complete argument path.	Independent response

Module 2 - Vocabulary

Vocabulary - Teacher Script

Teacher Script

"We will use everyday words, academic words, and passage words to explain how people respond and why a response makes sense."

Tier 1 Vocabulary - Everyday Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
act	to do something	A character may act by ____.
think	to use the mind to form an idea	I think ____ because ____.
say	to speak words	The character says ____.
feel	to have an emotion	The character feels ____.
friend	a person with whom someone has a relationship	A friend might respond by ____.
choose	to pick between options	I would choose ____ because ____.
help	to make something easier or better	This response could help ____.
worry	to feel concern about a possible problem	The character worries that ____.
hope	to want something good to happen	The character hopes ____.
voice	a person's way of sharing ideas and feelings	The speaker's voice sounds ____.

Tier 2 Vocabulary - Academic Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
response	what someone says, thinks, or does after an event	My response is ____.
relationship	the way people are connected to one another	Their relationship affects ____.
dialogue	words spoken by characters	The dialogue reveals ____.
perspective	a particular way of seeing or understanding	From this perspective, ____.
evidence	facts or details that support an idea	The evidence shows ____.
reason	an explanation for why something happens or is believed	One reason is ____.
revise	to change something to make it stronger or more accurate	I can revise by ____.
behavior	the way a person or animal acts	The behavior suggests ____.
experiment	a planned test used to learn something	The experiment helps us learn ____.
citizen	a member of a community or country	A citizen can ____.

Tier 3 Vocabulary - Passage-Specific Words

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
petition	puh-TISH-uhn	a written request signed by people	A petition asks ____.
protest	PROH-test	an action that publicly objects to something	A protest can show ____.
liberty	LIB-er-tee	freedom protected by rights and laws	Liberty matters because ____.
natural rights	NACH-er-uhl ryts	rights believed to belong to every person	Natural rights include ____.
taxation	tak-SAY-shun	the act of collecting money through taxes	Taxation led some colonists to ____.
representation	rep-rih-zen-TAY-shuhn	having someone speak for a group in government	Representation matters when ____.
instinct	IN-stingkt	a behavior an animal is born ready to do	Instinct helps an animal ____.
learned behavior	LERND bih-HAYV-yer	an action learned through experience or teaching	Learned behavior can change when ____.
Kendrix	KEN-driks	the problem solver in "Try, Learn, Change"	Kendrix responds by ____.
experimentation	ek-sper-uh-men-TAY-shuhn	trying planned tests to learn from results	Experimentation can help ____.



Teacher Resource

For more practice with academic words, see the Teach BIG Academic Vocabulary Companion App.

Module 2 - Background Knowledge and Educator Insight

Passage Context

Teacher Script

“One Voice Can Start a Wave” moves from colonial taxation and limited representation to petitions, protest, the Declaration, natural rights, the Bill of Rights, and civic participation today. “Try, Learn, Change” develops evidence-based response through Kendrix's garden, animal instinct and learned behavior, and Edison's experiments.”

Educator Insight

The same word - response - works across both texts. People respond from beliefs, relationships, and reasons; problem solvers revise a response when evidence challenges a first idea. Narrative voice makes those differences audible.

★ Daily Deck Slide (M2-06 - Passage Orientation)

QUESTION -> RESPONSE. Evidence can support a choice or lead us to revise it.

Module 2 - Materials and Preparation

Material	Purpose / Preparation
Both Medium Stamina passages	Provide clean and TRACKS-highlighted copies for each student or pair.
Notebooks, pencils, highlighters, scissors, and glue	Support annotation, drafting, and the response activity.
TRAILS and LEAVES anchor chart	Display Relationship, Actions/Thoughts/Dialogue, Emotion/Experience, and Voice.
Situation, character, response, and evidence cards	Prepare one complete set for each small group.
Student tracking chart	Use for evidence from writing and reflection.
Daily Deck slides M2-01 through M2-20	Cue the week's instruction and response relay.

Teacher Script



Teacher Script

"A character's response grows from relationships, actions, thoughts, dialogue, emotion, and voice."

Module 2 - Anchor Chart and Board Notes

TRAILS and LEAVES Spotlight

Framework Element	Meaning	Writer Question
TRAILS R - Relationship	A connection that influences a character or experience.	Who matters to this character, and why?
TRAILS A - Actions, Thoughts, and Dialogue	What the character does, thinks, and says.	How does the response become visible?
LEAVES E - Emotion and Experience	The feeling and lived moment communicated.	What should the reader feel or understand?
LEAVES V - Voice	The speaker's attitude and perspective.	How does this person sound, and what reveals it?

Response Path

Narrative Move	Purpose
Shared problem	Give both characters a meaningful situation.
Different response	Show how relationship, belief, or evidence shapes each choice.
Action, thought, and dialogue	Make the response visible to the reader.
Voice and emotion	Make one character's perspective unmistakable.

★ Daily Deck Slide (M2-07 - TRAILS and LEAVES A and T)

TRAILS: R = Relationship and A = Actions, Thoughts, and Dialogue. LEAVES: E = Emotion and Experience and V = Voice.

Module 2 - Teacher Modeling: Make the Thinking Visible

Formal Writing Prompt - Sentence Statement

Explain whether people should participate in change even when one person's action seems small.

Teacher Script



Teacher Script

"My claim answers the decision. My reason tells why. My evidence gives specific proof. My Thinking explains what the proof means."

Think-Aloud Model

Claim: People should participate when they are able. Reason: Small local actions can lead to visible change. Evidence: The passage explains that a town might repair a playground or add a stop sign after community members share ideas. Thinking: This matters because participation gives leaders information about needs they may not notice alone.



Daily Deck Slide (M2-08 - Model the Path)

CHARACTER -> RESPONSE -> EVIDENCE/REASON -> POSSIBLE EFFECT.

Module 2 - TRACKS Close Reading

TRACKS Key

T = Time | R = Reactions and relationships | A = Actions | C = Central people, ideas, or objects | K = Key facts | S = Setting

Student Annotation Guide

1. Read each clean passage without highlighting.
2. Reread the TRACKS-highlighted copy.
3. Label what each marked detail helps you understand.
4. Star evidence that can support a reason.
5. Write one Thinking note: "This matters because..."

★ Daily Deck Slide (M2-09 - Annotation Guide)

Read clean. Reread with TRACKS. Star supportable evidence. Explain why it matters.

Before Students Read

Preview the two passages with students before reading. Each passage appears twice: first a plain copy to read, then a color-coded copy. As you read, students TAP the TRACKS — they hunt for the six kinds of evidence and highlight each with the TRACKS color below. TRACKS marks the evidence in the passage; the shapes are used only to analyze the prompt.

The Six Types of Measurable Evidence: TRACKS

Students look for six kinds of measurable evidence in every passage. Use the same six categories, the same wording, and the same colors in every module.

T Time — Age, era, dates, cultural details, or historical details. Often associated with adjectives. (Highlight color: Pastel Green.)

R Reactions — Reactions, solutions, resolutions, or effects. Often associated with verbs and adverbs. (Highlight color: Pastel Purple.)

A Actions — Actions, problems, conflicts, or causes. Often associated with verbs and adverbs. (Highlight color: Pastel Yellow.)

C Character, Concept, Creature — Characters' or people's names, animals or animals' names, or major concepts used as the central idea. Often nouns or proper nouns. (Highlight color: Pastel Yellow.)

K Key Knowledge — All other important information necessary to the meaning of the passage that is not accounted for by another TRACKS category (background knowledge). (Highlight color: Pastel Orange.)

S Scenery / Setting — Setting characteristics that are acknowledged or measured through the five senses. (Highlight color: Pastel Green.)

PASSAGE 13 — One Voice Can Start a Wave

[1] One voice speaks, another hears, A question grows and conquers fears. One person asks, “Is this thing fair?” Another stops to listen there.

[2] Before our nation came to be, The colonies faced a distant decree. New taxes came from far away, Though colonists had little say.

[3] They spoke in homes and meeting halls, They printed words on papers and walls. A question traveled town to town: “Should distant rulers hold us down?”

[4] Some wrote petitions, some would meet, Some joined in protest in the street. Their separate voices formed a call, And one by one they joined them all.

[5] Then words were written, strong and clear, Of liberty the people held dear. The Declaration made the claim That natural rights should guide the frame.

[6] But words alone could not complete The promise written on the sheet. People continued asking why Some freedoms reached while others passed by.

[7] Later, rights were written too, To state what government could not do. The Bill of Rights became a guide To help keep liberty beside.

[8] Today we still can speak and learn, Attend a meeting, wait our turn. We vote, we serve, we read, we weigh— And one voice still can start a wave.

Student Annotation Guide — One Voice Can Start a Wave

T — Time

Before our nation came to be

R — Reactions

Another stops to listen there

A — Actions

Some wrote petitions, some would meet

C — Character/Concept/Creature

The Declaration made the claim

K — Key Knowledge

The Bill of Rights became a guide

S — Scenery/Setting

They spoke in homes and meeting halls

TRACKS EVIDENCE HIGHLIGHTING — One Voice Can Start a Wave

[1] One voice speaks, another hears, A question grows and conquers fears. One person asks, “Is this thing fair?” Another stops to listen there.

[2] Before our nation came to be, The colonies faced a distant decree. New taxes came from far away, Though colonists had little say.

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[8] Today we still can speak and learn, Attend a meeting, wait our turn. We vote, we serve, we read, we weigh— And one voice still can start a wave.

PASSAGE 14 — Try, Learn, Change

[1] Look at the leaves, observe the ground; Important clues are all around. Before you choose what you should do, First stop and see what facts tell you.

[2] Kendrix saw her garden fade; More water was the choice she made. But yellow leaves and muddy ground Showed different clues were all around.

[3] She checked the soil and changed her plan, And healthier growth at last began. She learned that guessing can't explain What careful evidence can make plain.

[4] A turtle hatches near the sea, Then crawls by instinct naturally. An orca learns from older guides, And practices while with its pod it glides.

[5] Different problems may require Different ways to reach desire. Some answers come from traits within; Some grow from learning where we begin.

[6] In Edison's workshop, bulbs would break, But every failure helped them make A better guess, a stronger test, Until a brighter light worked best.

[7] A wrong first answer isn't strange; New information helps us change. Observe, then question, test, arrange— We try, we learn, and then we change.

Student Annotation Guide — Try, Learn, Change

T — Time

More water was the choice she made

R — Reactions

A wrong first answer isn't strange

A — Actions

She checked the soil and changed her plan

C — Character/Concept/Creature

Kendrix

K — Key Knowledge

An orca learns from older guides

S — Scenery/Setting

In Edison's workshop

TRACKS EVIDENCE HIGHLIGHTING — Try, Learn, Change

[1] Look at the leaves, observe the ground; Important clues are all around. Before you choose what you should do, First stop and see what facts tell you.

[2] Kendrix saw her garden fade; More water was the choice she made. But yellow leaves and muddy ground Showed different clues were all around.

[3] She checked the soil and changed her plan, And healthier growth at last began. She learned that guessing can't explain What careful evidence can make plain.

[4] A turtle hatches near the sea, Then crawls by instinct naturally. An orca learns from older guides, And practices while with its pod it glides.

[5] Different problems may require Different ways to reach desire. Some answers come from traits within; Some grow from learning where we begin.

[6] In Edison's workshop, bulbs would break, But every failure helped them make A better guess, a stronger test, Until a brighter light worked best.

[7] A wrong first answer isn't strange; New information helps us change. Observe, then question, test, arrange— We try, we learn, and then we change.

Day 1 - Gather and Reveal

Objective

Students identify different responses in both Level 2 poems and connect them to TRAILS R+A and LEAVES E+V.

Auditory Engagement - Response Relay

The teacher states, “Problem: A class rule seems confusing.” Student 1 adds an action, Student 2 adds a thought, Student 3 adds dialogue, and Student 4 identifies a possible emotion. Repeat with a new problem and a different voice.

Teacher Script

Teacher Script

“Last week we concentrated on noticing and questioning. This week something happens next: NOTICE -> QUESTION -> RESPONSE.”

Teacher Script

Teacher Script

“Voice is not volume. Voice is the personality, attitude, perspective, and way of thinking that comes through the words.”

★ Daily Deck Slide (M2-10 - Gather)

QUESTION -> RESPONSE | Colonists: different ways to respond | Evidence: different ways to learn | TRAILS R+A | LEAVES E+V

Check for Understanding

Name one response in each poem and explain what belief, relationship, or evidence influenced it.

Teacher Script

“Last week we concentrated on noticing and questioning. This week something happens next.”

Teacher Script

“People do not always respond to a problem in the same way.”

**Teacher Script**

"Notice something important: having a concern does not automatically dictate one response."

Day 1 TEKS + ELPS Box

TEKS	ELPS	Visible student evidence
5.11A; 5.12A(i-ii)	1E, 2B, 4C	Identify response choices and reasons.

Day 2 - Attempt: How Would They Respond?

Small-Group Game: HOW WOULD THEY RESPOND?

Groups receive one Situation Card, one Character Card, one Response Card, and one Evidence Card. They build CHARACTER -> RESPONSE -> EVIDENCE/REASON -> POSSIBLE EFFECT. Every group must defend why the response fits the character.

Teacher Script

Teacher Script

"Your group must create a response that makes sense for the character. Every response needs a reason. Actions grow from thoughts, relationships, beliefs, and evidence."

Voice Challenge

Express the same situation in two voices: confident and uncertain/questioning. Decide what changed and what stayed the same.

★ Daily Deck Slide (M2-11 - Game Directions)

Draw four cards. Build the response chain. Defend every choice. Replay in a second voice.

Activity Cards and Activity Card Answer Key

- Town problem / student / ask a respectful question / three matching reports. Key: invites evidence and discussion.
- Confusing rule / parent / request clarification / conflicting directions. Key: may produce a clearer rule.
- Yellow leaves / problem solver / test soil / muddy ground. Key: evidence supports revising the watering plan.
- Club attendance / newspaper writer / interview members / three-week decline. Key: gathers viewpoints rather than assuming.
- Library hours / citizen / sign a petition / documented schedule effects. Key: a civic response tied to a specific consequence.
- Broken bulb / inventor / record and revise / repeated wire failure. Key: failure becomes evidence for the next test.

Teacher script: "Your group must create a response that makes sense for the character."

Teacher script: "But every response needs a reason."

Teacher script: "A character should not act merely because the plot needs action. Actions grow from thoughts, relationships, beliefs, and evidence."

Day 2 TEKS + ELPS Box

TEKS	ELPS	Visible student evidence
5.11B(i-iv); 5.12A(i-ii)	2B, 2E, 3D	Build a character-response-evidence chain.

Reproducible Response Game Cards and Teacher Key

Cut-Apart Situation Cards

- A class rule seems confusing.
- A town has a problem that affects many citizens.
- A school garden is failing.
- A club has fewer members attending.
- An experiment gives a different result than expected.
- Two students disagree about what happened.

Cut-Apart Character Cards

student | parent | leader | newspaper writer | citizen | scientist/problem solver

Cut-Apart Response Cards

ask a question | write a petition | organize a peaceful protest | gather observations | revise a plan | explain another viewpoint

Cut-Apart Evidence Cards

repeated observations | a written rule | interview notes | experiment results | two credible accounts | a visible change over time



Teacher Key and Look-Fors

Accept more than one combination when students defend it. Require a plausible relationship between character and response, evidence that actually supports the reason, and a possible effect stated without certainty. In the Voice Challenge, the facts remain stable while diction, sentence pattern, and attitude change.

★ Daily Deck Slide (M2-12 - Response Chain)

CHARACTER -> RESPONSE -> EVIDENCE/REASON -> POSSIBLE EFFECT

Student Response Planner

Same Problem - Different Response

Problem: _____

Character 1 and relationship: _____

Action: _____ Thought: _____

Dialogue: " _____ "

Character 2 and relationship: _____

Action: _____ Thought: _____

Dialogue: " _____ "

How the responses differ and why: _____

Poetry Voice Rehearsal

Write two four-line rhyming stanzas from one character's point of view. Make the emotion and voice unmistakable.

LEAVES Poetry Lab - Emotion and Voice

E - Emotion and Experience

Name the feeling. Then point to the exact word, image, or event that creates it.

V - Voice

Describe the speaker's attitude and perspective. Voice is not volume.

Compare the Source Poems

- Which words make the civic speaker sound hopeful, questioning, or determined?
- How does the problem-solving speaker respond to a wrong first answer?
- How do rhyme and repetition help each message stay memorable?

Fresh Recall

Close the poems. Reconstruct one stanza's central idea in prose, then explain what poetry adds.

TRAILS Narrative Lab - Relationships and Actions

R - Relationship

Show why the two characters matter to one another. The relationship should influence at least one choice.

A - Actions, Thoughts, and Dialogue

Use all three to reveal different responses to the same problem.

Revision Check

Underline an action, box an internal thought, and circle dialogue. Draw an arrow from each response to the belief, relationship, or evidence that caused it.

Teacher Key

A complete narrative makes the response believable through context. It does not announce a trait and then force an unrelated action.

Daily Deck Check - Yellow Star Slides

QUESTION -> RESPONSE

Colonists: different ways to respond

Evidence: different ways to learn

TRAILS R + A

LEAVES E + V

CHARACTER -> RESPONSE -> EVIDENCE/REASON -> POSSIBLE EFFECT

The same situation can feel different when a different character tells it.

Teacher display note: keep one yellow star beside each student action prompt and reveal one prompt at a time.

Day 3 - Discuss and Use

Independent Interactive Notebook Task

Formal Writing Prompt - Sentence Statement: Explain whether the characters's hope for opportunity was strong enough to justify the difficult process of adapting to a new country.

Write an introduction with a clear claim. Arrange at least two reasons in purposeful order. Use a transition between reasons. Use one passage detail as evidence for each reason. Write a Thinking sentence after each evidence detail. Underline one sentence you combined or rearranged for clarity.

★ Daily Deck Slide (M2-12 - Independent Use)

Claim. Two ordered reasons. Two evidence details. Two Thinking sentences. One clarity revision.

Materials

Passages, notebook, Daily Deck, pathway cards, and tracking chart.

Teacher Script

Teacher Script

"Your notebook must show your decisions, not a copied pathway."

Check for Understanding

Listen for a complete relationship, inspect the visible thinking trace, and ask one student to explain how the evidence proves the reason.

Teacher Script

"Your characters may face the same situation and still think differently."

Teacher Script

"That is where narrative becomes interesting."

Teacher Script

"Your poem must make one character's voice unmistakable."

Day 3 TEKS + ELPS Box

TEKS	ELPS	Visible student evidence
5.11B(i-iv); 5.12A(i-ii)	2E, 4D, 4F	Draft contrasting responses and poetic voice.

Day 4 - Award and Target

Standards Application Check

Highlight one sentence that best shows A or T. Place a star beside one strong evidence-to-thinking connection. Give a partner one specific compliment: "Your argument became stronger when you..." Update the tracking chart.

Revision Focus

Combine or rearrange ideas for clarity. Check quotation marks in dialogue and formatting of titles or emphasis.

★ Daily Deck Slide (M2-13 - Award and Target)

Award one controlled move. Target one measurable next step. Prove both with your own writing.

Materials

Passages, notebook, Daily Deck, pathway cards, and tracking chart.

Teacher Script



Teacher Script

"Strong writers notice specific evidence of growth."

Check for Understanding

Listen for a complete relationship, inspect the visible thinking trace, and ask one student to explain how the evidence proves the reason.



Teacher Script

"Award a place where you made a deliberate character decision."



Teacher Script

"Now Target a place where both characters sound too much alike."



Teacher Script

"Underline the relationship evidence, actions, thoughts, and dialogue before you decide on your target."

Day 4 TEKS + ELPS Box

TEKS	ELPS	Visible student evidence
5.11C(i-viii); 5.11D	2E, 3D, 4F	Revise relationship, action, thought, dialogue, and voice.

Day 5 - Explain and Fresh Recall

Teach It Back

Teach a partner the difference between evidence and Thinking, then explain why transitions matter to Argument. Round 1: use notes. Round 2: close notes and teach it again from memory. The listener asks one clarifying question and names one accurate idea heard.

★ Daily Deck Slide (M2-14 - Explain)

Teach: Evidence is _____. Thinking is _____. Transitions matter because _____.

Materials

Passages, notebook, Daily Deck, pathway cards, and tracking chart.

Teacher Script

Teacher Script

"If you can teach the pathway clearly, you understand how its parts work together."

Check for Understanding

Listen for a complete relationship, inspect the visible thinking trace, and ask one student to explain how the evidence proves the reason.

Teacher Script

"The same situation can feel different when different people respond to it."

Teacher Script

"Teach how relationship influences a character and how voice influences poetry."

Teacher Script

"People respond according to what they know, believe, observe, and experience."

Day 5 TEKS + ELPS Box

TEKS	ELPS	Visible student evidence
5.11B; 5.12A(i-ii)	1E, 2F, 4F	Teach how relationship and voice influence meaning.

Module 2 - Low, Medium, and High Exemplars

Use these source-grounded response samples to model the difference between a retell and evidence-based thinking.

Low Exemplar (Pink)

The colonists responded to taxes.

What Needs Improvement: Name an exact detail from the poem and explain how it supports the response.

Medium Exemplar (Yellow)

The poem says, “Some wrote petitions, some would meet, / Some joined in protest in the street.” This shows that colonists used different responses.

What Needs Improvement: Explain the larger meaning of the quoted detail rather than stopping at a retell.

High Exemplar (Green)

The Level 2 civic poem demonstrates that a shared concern can lead to different actions. Some colonists wrote petitions, met, or protested, while later citizens “vote, ... serve, ... read, [and] weigh.” These details show that a voice can respond through more than one form of civic participation.

Module 2 - Assessment

Independent Product

Respond to the formal sentence-statement prompt using the assigned passage. Include a clear claim, two ordered reasons, relevant evidence, purposeful transitions, Thinking after evidence, and a revision-and-editing pass.

Success Criteria

- claim answers the decision
- structure is purposeful and coherent
- facts and details are specific
- transitions show actual relationships
- Thinking explains how and why evidence matters
- clarity and conventions are controlled

Revision Practice Set

Practice 1 - Repair a Pile

Draft: People vote. Schools need money. There are meetings. People can volunteer. A stop sign can be added.

Task: Select one defensible claim, group only the relevant details, arrange them in a logical order, and add Thinking after the strongest evidence. Explain one detail you deleted and why it did not fit your line of argument.

Practice 2 - Choose the Relationship

Draft: National issues are complex. People should read different sources. People should listen to more than one viewpoint.

Task: Combine the ideas using a transition that accurately shows cause and effect. Then write a Thinking sentence explaining why information supports responsible participation.

Practice 3 - Protect a Different Viewpoint

Draft: Everyone should attend every community meeting because there is no good reason not to participate.

Task: Revise the absolute language. Acknowledge barriers such as transportation, work, family responsibilities, time, and access to information. Preserve the claim while making it fair, accurate, and supportable.

Practice 4 - Evidence or Thinking

Sort each sentence as Evidence or Thinking: The passage says community groups sometimes hold public events. These events can make participation more accessible by showing people how to begin. the characters waited through questioning and examination. Their willingness to continue shows how strongly they valued the possibility of a new future.

Task: Pair each evidence sentence with its matching Thinking sentence and underline the words that make the interpretation different from repetition.

Practice 5 - Rearrange for Clarity

Draft order: explanation, second reason, claim, first evidence, first reason, second evidence.

Task: Number the parts into a coherent order. Add one transition that introduces an example and another that adds a distinct reason. Read the result aloud and mark any point where a listener could lose the path.

Practice 6 - Edit After Revising

Draft: a character said its even bigger than I imagined the other passenger explained that the statue was a symbol however a character still worried about inspection.

Task: First revise the ideas so the relationship is clear. Then edit capitalization, apostrophes, quotation marks, sentence boundaries, and the comma with however. Explain why revision came before editing.

Revision Practice Answer Key

Practice 1 should center one claim and delete unrelated or redundant facts. Practice 2 should use because, therefore, or a similarly accurate cause-and-effect connection. Practice 3 should avoid everyone and no good reason while acknowledging real barriers. Practice 4 pairs public events with accessibility and inspection with commitment to opportunity. Practice 5 begins with the claim and places each reason before its evidence and explanation. Practice 6 requires complete sentences, "it's" for it is, dialogue punctuation, and a controlled contrast; wording may vary when the meaning remains accurate.

Module 2 - Check for Learning

Evidence	Beginning	Developing	Secure
Argument	Lists parts	Some links are clear	Every part advances the claim
Thinking	Repeats evidence	Gives a partial meaning	Explains how and why proof supports the reason
Transitions	Missing or random	Usually accurate	Precisely names relationships
Revision	Surface-only	Combines or rearranges one idea	Makes purposeful clarity changes

★ Daily Deck Slide (M2-15 - Self-Check)

Can a reader follow my path? Does every transition fit? Does Thinking interpret rather than repeat?

Module 2 - Detailed Intervention

Use four movable cards: Claim, Reason, Evidence, Thinking. Have the student arrange cards before drafting. Ask the student to say the Thinking sentence aloud. Offer transition choices only after the student states the relationship. Use the reader-confusion check: "Where did the path break?" Preserve the same prompt, passages, and reasoning demand.

★ Daily Deck Slide (M2-16 - Support)

Arrange first. Say the relationship. Choose a transition. Rehearse Thinking. Then write.

Module 2 - Embedded Supports

- Color-code Claim, Reason, Evidence, and Thinking without supplying content.
- Let students orally rehearse in pairs before writing.
- Provide enlarged passage text and a transition bank.
- Permit home-language planning notes and speech-to-text.
- Require every learner to produce an independent visible thinking trace.

Accessibility Check

Support access to the task while preserving the same passage, prompt, and cognitive target.

Module 2 - Enrichment

- Write the same argument with two different reason orders and defend the stronger sequence.
- Add a second Thinking sentence that explains significance without repetition.
- Create a transition map labeled cause/effect, contrast, addition, and example.
- Challenge a peer to find the exact point where a deliberately scrambled pathway breaks.

Module 2 - Additional Writing Opportunities

Quick Write

Explain which form of community participation could create the most visible local change.

Passage-to-Passage Connection

Argue whether civic participation and the characters journey share a meaningful idea about opportunity and responsibility. Use evidence from both passages while preserving their differences.

Correspondence Rehearsal

Write a brief note to a community leader that states a concern, supports it with one fact, and respectfully requests more information.

Module 2 - Auditory Engagement: Active Participation

Listening Target

Listen for the four-part path that turns a claim into a coherent argument.

Protocol

1. Pencils down while the teacher reads claim, reason, evidence, and thinking.
2. Listen again and sketch a road or staircase with four stops.
3. Add transitions between stops.
4. Compare sketches and explain one arrow.
5. Turn the page over and redraw from memory.

★ Daily Deck Slide (M2-17 - Listen and Sketch)

Pencils down first. Sketch second. Explain an arrow. Fresh Recall from memory.

Module 2 - Pause Points

|| Pause Point - Path or Pile

Does each sentence lead logically to the next?

|| Pause Point - Transition Integrity

Does the transition name the relationship I mean?

|| Pause Point - Evidence Match

Does this detail actually prove the reason?

|| Pause Point - Thinking

Did I explain how and why, or merely repeat the evidence?

★ Pause Point - Daily Deck Slide (M2-18 - Pause Points)

Path or pile? Real relationship? Matching evidence? New thinking?

Module 2 - Student Progress Tracking Chart

Checkpoint	I Can	Not Yet	With Help		My Proof
Day 1	Identify A and T in a model.	[]	[]	[]	
Day 2	Build and defend a pathway.	[]	[]	[]	
Day 3	Write evidence and Thinking.	[]	[]	[]	
Day 4	Award strength and target growth.	[]	[]	[]	
Day 5	Teach the pathway from memory.	[]	[]	[]	

★ Daily Deck Slide (M2-19 - Track Growth)

Use evidence from your work, not just a feeling. Growth, not first-attempt perfection.

Module 2 - Teacher Closure and Reflection

Teacher Closing Words of Encouragement

Teacher Script

"You turned separate pieces into a path a reader can follow. That is a major step in becoming an independent writer. Strong arguments are built through connection, order, and explanation."

Overarching Question - Answered

How do people respond when they believe something should change?
Strong reasons give the argument distinct support, transitions make relationships visible, and Thinking interprets evidence so the reader can follow the claim from proof to meaning.

Teacher Reflection

Which students can choose an order independently? Which students select transitions by relationship? Which students interpret evidence rather than repeat it?

Module 2 - Virtual Classroom Adjustment



Virtual Classroom

Screen-share both clean Medium Stamina passages and both TRACKS-highlighted copies. Reveal one prompt at a time, use breakout pairs for discussion, and require a visible thinking trace in chat, a shared document, an annotation layer, or a notebook photo. Students still complete a 2–3 paragraph narrative and two rhyming four-line stanzas; only the interaction format changes. Preserve the same TEKS, ELPS, framework focus, evidence expectations, and independent writing demand.

GRADE 5 · CLUSTER 7 · NARRATIVE & POETRY

M O D U L E

3

Evidence Can Change the Story

Week 3 | High Stamina | Grade 5 | Cluster 7 | Narrative Writing and Poetry

Module 3: Evidence Can Change the Story

Week 3 | High Stamina | Grade 5 | Cluster 7 | Narrative Writing and Poetry

Teacher Script



Teacher Script

"Changing your mind because better evidence gives you a stronger conclusion is evidence of learning."

Essential Question

What should happen when new evidence challenges what we first believed?



Daily Deck Slide (M3-01 - Module Launch)

FIRST THOUGHT != FINAL THOUGHT. EVIDENCE -> RECONSIDER -> REVISE.

Module Passage Set - High Stamina

Passage	Reading Genre	Scope and Sequence Reference	Student-Facing Word Count
One Voice Can Start a Wave	Poetry	Passage 13, Level 3	calculated from source
Try, Learn, Change	Poetry	Passage 14, Level 3	calculated from source

Teacher Passage Use Note: Each passage appears first as a clean reading copy and again as a TRACKS-highlighted copy with a Student Annotation Guide.

Teacher Inspiration

Teacher Script

“Strong thinkers do not protect their first answer. They protect the process of getting closer to a stronger answer.”

Module 3 - Family Communication

This Week at a Glance

- The big skill: show how relationships, actions, thoughts, dialogue, emotion, and voice shape a response.
- The reading habit: notice different responses to the same problem.
- The activity: KEEP IT OR REVISE IT?.

One Question to Ask at Home



Teacher Script

"How does this character's response show what they think, feel, or value?"

Family Letter

Dear Families,

This week your fifth grader reads the High Stamina versions of “One Voice Can Start a Wave” and “Try, Learn, Change.” The civic poem includes differing colonial viewpoints, consent of the governed, the contradiction between stated rights and lived reality, Abigail Adams, enslaved Americans, and the responsibility to weigh facts and viewpoints. The second poem develops adaptation, Plymouth, Wampanoag knowledge, Kendrix’s garden, Edison’s tests, and a community that learns from new evidence.

Students will write a 3–4 paragraph fictional narrative in which a belief, expectation, or plan meets evidence that challenges it. TRAILS work centers on the evidence-earned Important Moment and the Lasting Effect that follows. Their companion poem will have three rhyming four-line stanzas and use metaphor, purposeful repetition, rhyme, emotion, and a transformation from first thought to new understanding.

At home, make a harmless prediction together, then name two observations that could support or challenge it. Ask whether there is enough evidence to keep the idea, revise it, or wait for more information. You can also ask your child why Kendrix’s muddy soil and yellow leaves matter, or why the poem calls changing an answer a stronger conclusion. These questions rehearse the Cluster 7 HABIT of reconsidering a claim when reliable evidence changes the picture.

Sincerely, Your Child’s Teacher

Carta para las Familias

Estimadas familias:

Esta semana, su estudiante de quinto grado lee las versiones de Alta Resistencia de “One Voice Can Start a Wave” y “Try, Learn, Change”. El poema cívico incluye distintos puntos de vista coloniales, el consentimiento de los gobernados, la contradicción entre derechos declarados y realidad vivida, Abigail Adams, estadounidenses esclavizados y la responsabilidad de considerar hechos y puntos de vista. El segundo poema desarrolla la adaptación, Plymouth, el conocimiento Wampanoag, el jardín de Kendrix, las pruebas de Edison y una comunidad que aprende de evidencia nueva.

Los estudiantes escribirán una narración ficticia de 3 a 4 párrafos en la que una creencia, expectativa o plan encuentra evidencia que la cuestiona. El trabajo de TRAILS se centra en el Momento Importante ganado con evidencia y en el Efecto Duradero que sigue. Su poema complementario tendrá tres estrofas rimadas de cuatro versos e incluirá metáfora, repetición con propósito, rima, emoción y una transformación del primer pensamiento a una comprensión nueva.

En casa, hagan juntos una predicción inofensiva y nombren dos observaciones que podrían apoyarla o cuestionarla. Pregunten si hay suficiente evidencia para mantener la idea, revisarla o esperar más información. También pueden preguntar por qué importan el suelo lodoso y las hojas amarillas de Kendrix, o por qué el poema llama una conclusión más fuerte al cambio de respuesta. Estas preguntas practican el HABIT del Grupo 7 de reconsiderar una afirmación cuando la evidencia confiable cambia el panorama.

Atentamente, El maestro o la maestra de su hijo o hija

Module 3 - Family Conversation Starters

English

- What is the difference between someone disagreeing with an idea and evidence that truly challenges the idea?
- Why might the poems include more than one viewpoint instead of presenting every person as thinking alike?
- What could be an Important Moment when a character realizes a first plan does not fit the evidence?
- How can repetition, rhyme, or a metaphor make a change in thinking memorable in a poem?

Simple Family Activities

Keep, Revise, or Wait?

Make a harmless prediction together, such as what will help a plant or how to organize a task. Name two observations. Decide whether the prediction should be kept, revised, or set aside until more information is available, and explain why.

Evidence Arrives

Tell a short fictional story in which a character begins with one belief. Take turns adding an observation, a thought, or a line of dialogue until the character has an Important Moment and a Lasting Effect.

Español

- ¿Cuál es la diferencia entre estar en desacuerdo con una idea y tener evidencia que realmente la cuestiona?
- ¿Por qué los poemas podrían incluir más de un punto de vista en vez de mostrar que todas las personas piensan igual?
- ¿Cuál podría ser un Momento Importante cuando un personaje descubre que su primer plan no corresponde a la evidencia?
- ¿Cómo pueden la repetición, la rima o una metáfora hacer memorable un cambio de pensamiento?

Actividades familiares sencillas

Hagan una predicción inofensiva juntos y nombren dos observaciones. Decidan si deben mantenerla, revisarla o esperar más información, y expliquen por qué. Después inventen una historia corta en la que un personaje recibe evidencia nueva y tiene un Momento Importante seguido de un Efecto Duradero.

Module 3 - Standards Alignment

Module Focus

What should happen when new evidence challenges what we first believed?

Writing Process TEKS

Scope code	Compact instructional use
5.11A; 5.11B(i-iv)	Plan and develop a focused, coherent draft with purposeful organization and details.

Writing Genre TEKS

Scope code	Compact instructional use
5.12A(i-ii)	Compose narrative and poetry using their genre characteristics and craft.

Revising TEKS

Scope code	Compact instructional use
5.11C(i-viii)	Revise sentence structure, word choice, coherence, and clarity.

Editing TEKS

Scope code	Compact instructional use
5.11D(i, ii, iv, xiv, xv, xxviii, xxix)	Edit sentences, verbs, adjectives, conjunctions, and grade-appropriate spelling.

Module 3 - TEKS and ELPS Alignment

Writing Process TEKS

Scope code	Compact instructional use
5.11A; 5.11B(i-iv)	Plan and develop a focused, coherent draft with purposeful organization and details.

Writing Genre TEKS

Scope code	Compact instructional use
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5.11C(i-viii)	Revise sentence structure, word choice, coherence, and clarity.

Editing TEKS

Scope code	Compact instructional use
5.11D(i, ii, iv, xiv, xv, xxviii, xxix)	Edit sentences, verbs, adjectives, conjunctions, and grade-appropriate spelling.

ELPS

ELPS focus	Application
1E	Students listen, restate, and ask for clarification during poem work.
2B and 2E	Students use content vocabulary to discuss, justify, and explain.
4C, 4D, and 4F	Students write and revise the module narrative and poetry product.

Module 3 - Language Domains

Language domain	Active student work	Evidence of learning
Listening	Hear both High Stamina poems and teacher prompts.	Restate a source detail before responding.
Speaking	Discuss the essential question and teach a framework element.	Use an evidence-based oral explanation.
Reading	Read both passages clean and again with TRACKS highlights.	Locate a detail that supports a claim or revision.
Writing	Create a 3-4 paragraph turning-point narrative and three rhyming four-line stanzas.	Apply TRAILS I—Important Moment and L—Lasting Effect; LEAVES A—Artistic Language and E—Echo & Sound.

Module 3 - Learning Destination

I Can Statements

- I can distinguish disagreement from evidence that challenges a claim.
- I can reconsider and revise a claim when evidence supports a stronger conclusion.
- I can build an Important Moment and show its Lasting Effect.
- I can use metaphor, repetition, rhyme, rhythm, imagery, and symbolism purposefully.

I Will Statements

- I will gather, compare, and explain evidence before deciding to keep or revise a claim.
- I will let readers experience the evidence arriving through setting, relationships, actions, thoughts, and dialogue.
- I will teach a partner how evidence can change thinking.

Module 3 - Rigor and Misconceptions

Cognitive Demand

Grade 5 demand	Student work	Teacher safeguard
Read for evidence	Use exact passage details before drawing a conclusion.	Ask, “Which detail supports that thinking?”
Compose with craft	Apply TRAILS I—Important Moment and L—Lasting Effect; LEAVES A—Artistic Language and E—Echo & Sound in the assigned product.	Require a deliberate framework choice, not a label alone.
Revise responsibly	Change a claim, plan, or draft when evidence warrants it.	Distinguish new evidence from unsupported disagreement.

Misconceptions to Watch For

Misconception	Responsive teacher move
A first answer must be defended no matter what.	Ask what new evidence does to the first claim.
A poem is prose cut into short lines.	Ask how line choice, sound, and meaning work together.
A strong voice only means speaking loudly.	Return to the poems’ evidence, listening, and reasoning.

Module 3 - Thinking Levels

Level	Student Move	Evidence of Thinking
Recall	Name claim, reason, evidence, and thinking.	Correct labels
Explain	Tell what one detail means.	Evidence-to-thinking sentence
Connect	Select a transition that names a relationship.	Coherent link
Analyze	Compare two possible orders.	Defended sequence
Synthesize	Build and explain a complete argument path.	Independent response

Module 3 - Vocabulary

Vocabulary - Teacher Script



Teacher Script

"Use these words to explain why a thinker might keep a claim, revise it, or wait for better evidence."

Tier 1 Vocabulary - Everyday Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
think	to use the mind to form an idea	At first, I think ____.
check	to look carefully to find out if something is true	I can check ____.
change	to become or make something different	I changed my idea because ____.
keep	to continue using or believing something	I would keep the claim when ____.
learn	to gain knowledge or skill	I learned that ____.
show	to make something clear	The detail shows ____.
ask	to say or write a question	I would ask ____.
compare	to notice what is alike or different	I compare ____ and ____.
decide	to make a choice after thinking	I decide to ____ because ____.
explain	to tell why or how something works	I can explain ____.

Tier 2 Vocabulary - Academic Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
claim	an idea a person says is true	The claim is ____.
evidence	facts or details that support or challenge an idea	This evidence suggests ____.
revise	to change thinking or writing to make it stronger	I will revise ____.
informed	guided by reliable knowledge or evidence	An informed decision is ____.
viewpoint	a way of understanding an issue	From this viewpoint, ____.
conclusion	a judgment reached after considering evidence	My conclusion is ____.
implication	a result or meaning suggested by evidence	One implication is ____.
adaptation	a change that helps solve a problem or fit conditions	The adaptation helps ____.
principle	a guiding belief or rule	A principle in the poem is ____.
contradiction	two ideas or realities that do not fit together easily	The contradiction is ____.

Tier 3 Vocabulary - Passage-Specific Words

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
consent of the governed	kuhn-SENT uv thuh GUH-vernd	the idea that a government's power comes from the people	Consent of the governed means ____.
Abigail Adams	AB-ih-gayl AD-uhmz	a historical figure named in the civic poem	Abigail Adams helps readers consider ____.
enslaved Americans	en-SLAYVD uh-MAIR-ih-kuhns	people in America who were forced into slavery	The poem shows a contradiction because ____.
civic participation	SIV-ik par-tis-uh-PAY-shuhn	taking part in the life and decisions of a community	Civic participation can include ____.
Kendrix	KEN-driks	the problem solver in "Try, Learn, Change"	Kendrix reconsiders when ____.
metaphor	MET-uh-for	a comparison that says one thing is another to create meaning	The metaphor suggests ____.
imagery	IM-ij-ree	words that help a reader picture, hear, or feel something	The imagery helps me ____.
repetition	rep-ih-TISH-uhn	a word, phrase, or sound used again on purpose	The repetition emphasizes ____.
rhythm	RITH-uhm	a pattern of beats or flow in language	The rhythm makes the poem ____.
symbolism	SIM-buh-liz-uhm	using an object, action, or image to stand for a larger idea	The symbol may represent ____.

Module 3 - Background Knowledge and Educator Insight

Passage Context

Teacher Script

“One Voice Can Start a Wave” moves from colonial taxation and limited representation to petitions, protest, the Declaration, natural rights, the Bill of Rights, and civic participation today. “Try, Learn, Change” develops evidence-based response through Kendrix's garden, animal instinct and learned behavior, and Edison's experiments.”

Educator Insight

The same word - response - works across both texts. People respond from beliefs, relationships, and reasons; problem solvers revise a response when evidence challenges a first idea. Narrative voice makes those differences audible.

Daily Deck Slide (M3-06 - Passage Orientation)

QUESTION -> RESPONSE. Evidence can support a choice or lead us to revise it.

Source Passage Study — Level 3 Evidence Lenses

One Voice Can Start a Wave

Passage evidence	What it complicates	Discussion question
Many colonists still felt loyal before the Revolution grew.	The idea that all colonists immediately wanted a break from Britain.	How can people share a concern but disagree about the response?
Taxes came without the colonists' voice while Parliament made the choice.	A simple claim that the conflict was only about money.	Why does representation matter to the speaker?
Some people chose boycotts, writing, or arguments.	The idea that one action represents every viewpoint.	Which response is supported by which belief?
The poem describes consent of the governed.	The idea that government power needs no explanation.	What does consent ask citizens to consider?
Abigail Adams asks that rights reach women.	The claim that stated rights were already shared equally.	What contradiction does her voice reveal?
Enslaved Americans know that promised freedom is not true for every person.	The belief that liberty in the poem was fully lived.	Why is this contradiction important?
A citizen's voice can be a vote, letter, or service.	The belief that a voice must be loud to matter.	What forms of civic participation does the poem name?
A thoughtful citizen asks what facts support a statement and what viewpoints to weigh.	The belief that speaking ends the task.	What should happen after a person makes a claim?

Try, Learn, Change

Passage evidence	Important Moment or Lasting Effect	Discussion question
A turtle's instinct guides it to the sea.	The poem distinguishes born behavior from learning.	Why does the turtle not need to watch or train?
An orca learns through older guides, practice, signals, sound, and team.	Learning can be a response that fits a different challenge.	What evidence shows the orca's behavior is learned?
The Wampanoag know the ground, seasons, plants, and waters at Plymouth.	Newcomers can adapt by learning from knowledge they did not have.	What does adaptation mean in this part of the poem?
Kendrix's muddy soil and yellow leaves do not support her first belief.	Her Important Moment is evidence-earned, not sudden.	Which details make revision necessary?
Edison's workers measure, write, compare, and try again.	A failed attempt can become a clue for a stronger test.	How does the poem redefine failure?
A town gathers facts and views, then weighs paths to choose.	Community decisions can be revised when new evidence appears.	What is the difference between clinging to a first word and reconsidering?

Evidence-to-Writing Transfer

Source-study move	Narrative transfer	Poetry transfer
Start with a first belief, expectation, or plan.	Establish what the character believes before evidence arrives.	Open with the first thought or expectation.
Make evidence visible.	Use setting, action, thought, or dialogue so the reader sees the challenge.	Choose an image or concrete detail that carries the challenge.
Show the Important Moment.	Let the character recognize that the evidence does not support the first explanation.	Use a purposeful turn, line break, or repeated phrase.
Show the Lasting Effect.	Reveal what the character now does, believes, learns, revises, or changes.	End with a changed understanding that grows from the first thought.
Use artistic language and sound.	Keep the turning point believable through precise details.	Use metaphor, repetition, rhyme, rhythm, or symbolism to make transformation memorable.
Preserve evidence-based reasoning.	Do not announce a change without the detail that earned it.	Do not use rhyme alone; make sound support the poem's meaning.

Module 3 - Materials and Preparation

Material	Purpose / Preparation
Both High Stamina passages	Provide clean and TRACKS-highlighted copies for close reading.
Claim, evidence, and new-information cards	Prepare one Keep It or Revise It set for each pair.
Notebooks, pencils, and highlighters	Support annotations, narrative drafting, and poetry revision.
TRAILS and LEAVES anchor chart	Display Important Moment, Lasting Effect, Artistic Language, and Echo/Sound.
Student tracking chart	Capture evidence of revision and reflection.
Daily Deck slides M3-01 through M3-20	Cue Evidence Interrupt, decision checks, and teach-back.

Module 3 - Anchor Chart and Board Notes

TRAILS and LEAVES Spotlight

Framework Element	Meaning	Writer Question
TRAILS I - Important Moment	The evidence-earned moment that changes understanding or direction.	What makes the character reconsider?
TRAILS L - Lasting Effect	What remains after the Important Moment.	What does the character do, believe, or understand afterward?
LEAVES A - Artistic Language	Imagery, metaphor, comparison, symbolism, and purposeful language.	Which choice makes transformation vivid?
LEAVES E - Echo and Sound	Rhyme, repetition, rhythm, and other sound patterns.	How does sound make the idea memorable?

Evidence-to-Revision Path

Step	Student Move
Claim	State a first belief, expectation, or plan.
Evidence	Notice reliable details that support or challenge it.
Important Moment	Show the realization rather than simply announcing a change.
Lasting Effect	Show the action or understanding that follows.

Module 3 - Teacher Modeling: Make the Thinking Visible

Formal Writing Prompt - Sentence Statement

Explain whether people should participate in change even when one person's action seems small.

Teacher Script



Teacher Script

"My claim answers the decision. My reason tells why. My evidence gives specific proof. My Thinking explains what the proof means."

Think-Aloud Model

Claim: People should participate when they are able. Reason: Small local actions can lead to visible change. Evidence: The passage explains that a town might repair a playground or add a stop sign after community members share ideas. Thinking: This matters because participation gives leaders information about needs they may not notice alone.



Daily Deck Slide (M3-08 - Model the Path)

CHARACTER -> RESPONSE -> EVIDENCE/REASON -> POSSIBLE EFFECT.

Module 3 - TRACKS Close Reading

TRAILS and LEAVES Spotlight

TRAILS I = Important Moment | TRAILS L = Lasting Effect | LEAVES A = Artistic Language |
LEAVES E = Echo/Sound

TRACKS Key

T = Time | R = Reactions and relationships | A = Actions | C = Central people, ideas, or
objects | K = Key facts | S = Setting

Student Annotation Guide

1. Read each clean passage without highlighting.
2. Reread the TRACKS-highlighted copy.
3. Label evidence that challenges a first idea.
4. Star the Important Moment and box the Lasting Effect.
5. Note how artistic language or sound makes the idea memorable.

Module 3 - Daily Deck

M3-01 - Module Launch

FIRST THOUGHT != FINAL THOUGHT.

M3-02 - Thinking Path

CLAIM -> EVIDENCE -> REVISE IF NECESSARY.

M3-03 - TRAILS and LEAVES

Important Moment + Lasting Effect | Artistic Language + Echo/Sound.

M3-04 - Vocabulary

contradiction | principle | consent | viewpoint | claim | revise | implication | adaptation | conclusion | informed

M3-05 - Decision Check

KEEP CLAIM | REVISE CLAIM | NOT ENOUGH EVIDENCE.

Module 3 - Keep It or Revise It? Source Cards

Claim Card

Kendrix's plants need more water.

Evidence Card 1

"Muddy soil and yellow leaves / Did not support what she believed."



Evidence Card 2

"She had to let her first thought go, / Observe the roots and watch them grow."



New Information Card



Teacher Script

"Changing her answer did not mean / Her thinking failed."

Decision Key

Choice	Evidence-based explanation
Revise claim	The muddy soil and yellow leaves challenge the first explanation, so Kendrix observes and changes the plan.
Keep claim	Use only when the available details continue to support it.
Not enough evidence	Use when a claim has not yet been tested with relevant facts.

Before Students Read

Preview the two passages with students before reading. Each passage appears twice: first a plain copy to read, then a color-coded copy. As you read, students TAP the TRACKS — they hunt for the six kinds of evidence and highlight each with the TRACKS color below. TRACKS marks the evidence in the passage; the shapes are used only to analyze the prompt.

The Six Types of Measurable Evidence: TRACKS

Students look for six kinds of measurable evidence in every passage. Use the same six categories, the same wording, and the same colors in every module.

T Time — Age, era, dates, cultural details, or historical details. Often associated with adjectives. (Highlight color: Pastel Green.)

R Reactions — Reactions, solutions, resolutions, or effects. Often associated with verbs and adverbs. (Highlight color: Pastel Purple.)

A Actions — Actions, problems, conflicts, or causes. Often associated with verbs and adverbs. (Highlight color: Pastel Yellow.)

C Character, Concept, Creature — Characters' or people's names, animals or animals' names, or major concepts used as the central idea. Often nouns or proper nouns. (Highlight color: Pastel Yellow.)

K Key Knowledge — All other important information necessary to the meaning of the passage that is not accounted for by another TRACKS category (background knowledge). (Highlight color: Pastel Orange.)

S Scenery / Setting — Setting characteristics that are acknowledged or measured through the five senses. (Highlight color: Pastel Green.)

PASSAGE 13 — One Voice Can Start a Wave

[1] One voice speaks, another hears, A question grows and conquers fears. One person asks, “Is this thing fair?” Another stops to listen there.

[2] Before the Revolution grew, Many colonists still felt loyal too. They did not all demand a break; At first, they asked for change to make.

[3] But taxes came without their voice, And Parliament still made the choice. The colonists began to say, “Why can't we help decide the way?”

[4] A printer's page, a meeting room, Could help an idea start to bloom. A neighbor's question, shared aloud, Could travel quickly through a crowd.

[5] Some chose boycotts, some would write, Some argued morning into night. Not everyone agreed on how, Or whether independence should start now.

[6] Yet conversations crossed each line Between the colonies over time. A problem felt by one alone Became a cause that all had known.

[7] Then delegates put words to page That still are studied age to age. They wrote of liberty and right, And government with powers not slight.

[8] They said that government should stand With people's consent across the land. Its purpose was to guard each right, Not rule by uncontrolled might.

[9] But even then, a question grew: Did those great promises ring true? Abigail Adams used her pen To ask that rights reach women then.

[10] Enslaved Americans also knew That promised freedom was not true For every person in the land— A contradiction hard to understand.

[11] The nation's words became a test: Would future people do their best To make those stated principles grow Beyond what happened long ago?

[12] The Constitution built a frame, Yet arguments and questions came. The Bill of Rights helped clearly state Some freedoms government must protect.

[13] A citizen's voice can take a form That isn't loud or full of storm. A vote, a letter, service too Can show what one believes is true.

[14] But speaking should not end the task; A thoughtful citizen must also ask. What facts support the things we say? What other viewpoints should we weigh?

[15] A stronger voice has learned to hear, To seek what's true and make it clear. For change grows stronger day by day When informed voices shape the wave.

Student Annotation Guide — One Voice Can Start a Wave

T — Time

Before the Revolution grew

R — Reactions

Not everyone agreed on how

A — Actions

Abigail Adams used her pen

C — Character/Concept/Creature

people's consent

K — Key Knowledge

What facts support the things we say?

S — Scenery/Setting

Between the colonies over time

TRACKS EVIDENCE HIGHLIGHTING — One Voice Can Start a Wave

[1] One voice speaks, another hears, A question grows and conquers fears. One person asks, “Is this thing fair?” Another stops to listen there.

[2] Before the Revolution grew, Many colonists still felt loyal too. They did not all demand a break; At first, they asked for change to make.

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PASSAGE 14 — Try, Learn, Change

[1] Look at the leaves, observe the ground; Important clues are all around. Before you choose what you should do, First stop and see what facts tell you.

[2] A turtle reaches toward the sea, Its instinct guiding naturally. It does not need to watch or train; That behavior helps it live again.

[3] An orca learns another way, By watching older ones each day. Through practice, signals, sound, and team, It learns to hunt within the stream.

[4] Two animals face life at sea, Yet different pathways help them be. The lesson isn't, "One is best," But how each answer fits its test.

[5] At Plymouth, settlers found the land Was not a place they understood firsthand. The Wampanoag knew the ground, The seasons, plants, and waters found.

[6] That knowledge helped the settlers learn Where crops might grow and seasons turn. Adaptation did not mean they knew; It meant they learned from something new.

[7] Kendrix thought her plants were dry, And more water seemed the reason why. But muddy soil and yellow leaves Did not support what she believed.

[8] She had to let her first thought go, Observe the roots and watch them grow. Changing her answer did not mean Her thinking failed or was unseen.

[9] It meant the evidence had shown A stronger answer than she'd known. Good thinkers do not guard a guess; They change when facts suggest what's best.

[10] Edison's workers tested wire, Hoping longer light would fire. A broken bulb was not the end; Its failure helped the next test mend.

[11] They measured, wrote, compared, and tried, Then checked what every test implied. Each failed attempt became a clue That helped them choose what next to do.

[12] Communities can work this way; A problem may require a say. People gather facts and views, Then weigh the different paths to choose.

[13] A plan may work, or it may not; New evidence can change the thought. A town can study what occurred Instead of clinging to its first word.

[14] A wrong first answer isn't strange; New information helps us change. Observe, then question, test, arrange— We try, we learn, and then we change.

Student Annotation Guide — Try, Learn, Change

T — Time

Before you choose what you should do

R — Reactions

A wrong first answer isn't strange

A — Actions

Observe, then question, test, arrange

C — Character/Concept/Creature

Kendrix

K — Key Knowledge

the evidence had shown

S — Scenery/Setting

At Plymouth

TRACKS EVIDENCE HIGHLIGHTING — Try, Learn, Change

[1] Look at the leaves, observe the ground; Important clues are all around. Before you choose what you should do, First stop and see what facts tell you.

[2] A turtle reaches toward the sea, Its instinct guiding naturally. It does not need to watch or train; That behavior helps it live again.

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[14] A wrong first answer isn't strange; New information helps us change. Observe, then question, test, arrange— We try, we learn, and then we change.

Day 1 - Gather and Reveal

Read both Level 3 passages. In the civic poem, notice disagreement, consent of the governed, and contradictions between stated rights and lived reality. In the problem-solving poem, identify Kendrix's Important Moment and Lasting Effect. Use Evidence Interrupt.

Materials

High Stamina passages, notebook, Daily Deck, activity cards, and tracking chart.

Teacher Script



Teacher Script

"Changing your mind because better evidence gives you a stronger conclusion is different from changing for no reason."

Check for Understanding

Require a visible evidence-to-decision trace and an oral explanation.



Teacher Script

"Changing your mind can be evidence of learning."



Teacher Script

"Changing your mind for no reason is not strong thinking."



Teacher Script

"Changing your mind because better evidence gives you a stronger conclusion is different."

Day 1 TEKS + ELPS Box

TEKS	ELPS	Visible student evidence
5.11A; 5.12A(i-ii)	1E, 2B, 4C	Distinguish a claim from evidence that challenges it.

Day 2 - Attempt

Partner Game: KEEP IT OR REVISE IT?

Pairs examine a claim, two evidence cards, and new information. They choose KEEP CLAIM, REVISE CLAIM, or NOT ENOUGH EVIDENCE and justify the decision. Then students transform "Evidence can change thinking" through metaphor, repetition, and rhyme.

Materials

High Stamina passages, notebook, Daily Deck, activity cards, and tracking chart.

Teacher Script

Teacher Script

"There is no prize for refusing to change, and there is no prize for changing every time someone disagrees. Your decision depends on evidence."

Check for Understanding

Require a visible evidence-to-decision trace and an oral explanation.

Teacher Script

"There is no prize for refusing to change."

Teacher Script

"There is also no prize for changing every time someone disagrees."

Teacher Script

"Your decision depends on evidence."

Day 2 TEKS + ELPS Box

TEKS	ELPS	Visible student evidence
5.11B(i-iv); 5.12A(i-ii)	2B, 2E, 3D	Keep, revise, or wait based on evidence.

Module 3 - Keep It or Revise It? Source Cards

Claim Card

Kendrix's plants need more water.

Evidence Card 1

"Muddy soil and yellow leaves / Did not support what she believed."



Evidence Card 2

"She had to let her first thought go, / Observe the roots and watch them grow."



New Information Card



Teacher Script

"Changing her answer did not mean / Her thinking failed."

Decision Key

Choice	Evidence-based explanation
Revise claim	The muddy soil and yellow leaves challenge the first explanation, so Kendrix observes and changes the plan.
Keep claim	Use only when the available details continue to support it.
Not enough evidence	Use when a claim has not yet been tested with relevant facts.

Student Response Planner

Same Problem - Different Response

Problem: _____

Character 1 and relationship: _____

Action: _____ Thought: _____

Dialogue: " _____ "

Character 2 and relationship: _____

Action: _____ Thought: _____

Dialogue: " _____ "

How the responses differ and why: _____

Poetry Voice Rehearsal

Write two four-line rhyming stanzas from one character's point of view. Make the emotion and voice unmistakable.

LEAVES Poetry Lab - Emotion and Voice

E - Emotion and Experience

Name the feeling. Then point to the exact word, image, or event that creates it.

V - Voice

Describe the speaker's attitude and perspective. Voice is not volume.

Compare the Source Poems

- Which words make the civic speaker sound hopeful, questioning, or determined?
- How does the problem-solving speaker respond to a wrong first answer?
- How do rhyme and repetition help each message stay memorable?

Fresh Recall

Close the poems. Reconstruct one stanza's central idea in prose, then explain what poetry adds.

TRAILS Narrative Lab - Relationships and Actions

R - Relationship

Show why the two characters matter to one another. The relationship should influence at least one choice.

A - Actions, Thoughts, and Dialogue

Use all three to reveal different responses to the same problem.

Revision Check

Underline an action, box an internal thought, and circle dialogue. Draw an arrow from each response to the belief, relationship, or evidence that caused it.

Teacher Key

A complete narrative makes the response believable through context. It does not announce a trait and then force an unrelated action.

Daily Deck Check - Yellow Star Slides

QUESTION -> RESPONSE

Colonists: different ways to respond

Evidence: different ways to learn

TRAILS R + A

LEAVES E + V

CHARACTER -> RESPONSE -> EVIDENCE/REASON -> POSSIBLE EFFECT

The same situation can feel different when a different character tells it.

Teacher display note: keep one yellow star beside each student action prompt and reveal one prompt at a time.

Day 3 - Discuss and Use

Independent Writing - The Moment I Had to Reconsider

Write a fictional narrative about a character whose first belief, expectation, or plan is challenged by evidence. Show the Important Moment and the Lasting Effect.

Write 3-4 paragraphs: establish a belief or plan; let evidence challenge it; develop the Important Moment; show the Lasting Effect. Include setting, relationship, actions, thoughts, dialogue, and clear I + L.

Poetry Companion

Write three four-line rhyming stanzas with metaphor, purposeful repetition, rhyme, emotion, and transformation from first thought to new understanding.

Materials

High Stamina passages, notebook, Daily Deck, activity cards, and tracking chart.

Teacher Script

Teacher Script

"Do not simply write, 'Then I changed my mind.' Let the reader experience the evidence arriving. Your Important Moment should feel earned."

Check for Understanding

Require a visible evidence-to-decision trace and an oral explanation.

Teacher Script

"Do not simply write, 'Then I changed my mind.'"

Teacher Script

"Let the reader experience the evidence arriving."

Teacher Script

"Your Important Moment should feel earned."

Day 3 TEKS + ELPS Box

TEKS	ELPS	Visible student evidence
5.11B(i-iv); 5.12A(i-ii)	2E, 4D, 4F	Draft an evidence-earned turning point.

Day 4 - Award and Target

Award an effective Important Moment, clear Lasting Effect, strong artistic-language choice, and purposeful use of sound. Target the most useful next move: stronger evidence in the narrative or stronger metaphor, repetition, rhyme, or emotional transformation in the poem.

Materials

High Stamina passages, notebook, Daily Deck, activity cards, and tracking chart.

Teacher Script



Teacher Script

"Your target should identify the most useful next move, not the easiest correction."

Check for Understanding

Require a visible evidence-to-decision trace and an oral explanation.



Teacher Script

"Your target should identify the most useful next move, not the easiest correction."



Teacher Script

"Point to the evidence that makes the Important Moment effective."



Teacher Script

"Then name the Lasting Effect that shows what remains after the change."

Day 4 TEKS + ELPS Box

TEKS	ELPS	Visible student evidence
5.11C(i-viii); 5.11D	2E, 3D, 4F	Target an Important Moment or Lasting Effect.

Day 5 - Educate and Explain

Revision Experts

Each student teaches one concept: claim, evidence, revision, contradiction, Important Moment, Lasting Effect, metaphor, or repetition. The partner teaches it back, applies it in a new example, and asks one clarifying question.

Materials

High Stamina passages, notebook, Daily Deck, activity cards, and tracking chart.

Teacher Script



Teacher Script

"If your partner can repeat your definition but cannot use the idea, you have explained but not yet taught."

Check for Understanding

Require a visible evidence-to-decision trace and an oral explanation.



Teacher Script

"If your partner can repeat your definition but cannot use the idea, you have explained but not yet taught."



Teacher Script

"Give an example."



Teacher Script

"Then ask your partner to create another example."

Day 5 TEKS + ELPS Box

TEKS	ELPS	Visible student evidence
5.11B; 5.12A(i-ii)	1E, 2F, 4F	Teach claim, evidence, revision, or contradiction.

Module 3 - Low, Medium, and High Exemplars

Use these source-grounded response samples to model the difference between a retell and evidence-based thinking.

Low Exemplar (Pink)

Kendrix changed her mind.

What Needs Improvement: Name an exact detail from the poem and explain how it supports the response.

Medium Exemplar (Yellow)

The poem says Kendrix saw “muddy soil and yellow leaves” that “did not support what she believed.” This shows why she had to reconsider her first explanation.

What Needs Improvement: Explain the larger meaning of the quoted detail rather than stopping at a retell.

High Exemplar (Green)

Kendrix’s Important Moment is earned when muddy soil and yellow leaves contradict her belief that the plants are dry. The poem explains that she lets “her first thought go,” then observes the roots. The Lasting Effect is a stronger plan: she learns that changing an answer when facts suggest a better one is good thinking, not failure.

Module 3 - Assessment

Independent Product

Respond to the formal sentence-statement prompt using the assigned passage. Include a clear claim, two ordered reasons, relevant evidence, purposeful transitions, Thinking after evidence, and a revision-and-editing pass.

Success Criteria

- claim answers the decision
- structure is purposeful and coherent
- facts and details are specific
- transitions show actual relationships
- Thinking explains how and why evidence matters
- clarity and conventions are controlled

Revision Practice Set

Practice 1 - Repair a Pile

Draft: People vote. Schools need money. There are meetings. People can volunteer. A stop sign can be added.

Task: Select one defensible claim, group only the relevant details, arrange them in a logical order, and add Thinking after the strongest evidence. Explain one detail you deleted and why it did not fit your line of argument.

Practice 2 - Choose the Relationship

Draft: National issues are complex. People should read different sources. People should listen to more than one viewpoint.

Task: Combine the ideas using a transition that accurately shows cause and effect. Then write a Thinking sentence explaining why information supports responsible participation.

Practice 3 - Protect a Different Viewpoint

Draft: Everyone should attend every community meeting because there is no good reason not to participate.

Task: Revise the absolute language. Acknowledge barriers such as transportation, work, family responsibilities, time, and access to information. Preserve the claim while making it fair, accurate, and supportable.

Practice 4 - Evidence or Thinking

Sort each sentence as Evidence or Thinking: The passage says community groups sometimes hold public events. These events can make participation more accessible by showing people how to begin. the characters waited through questioning and examination. Their willingness to continue shows how strongly they valued the possibility of a new future.

Task: Pair each evidence sentence with its matching Thinking sentence and underline the words that make the interpretation different from repetition.

Practice 5 - Rearrange for Clarity

Draft order: explanation, second reason, claim, first evidence, first reason, second evidence.

Task: Number the parts into a coherent order. Add one transition that introduces an example and another that adds a distinct reason. Read the result aloud and mark any point where a listener could lose the path.

Practice 6 - Edit After Revising

Draft: a character said its even bigger than I imagined the other passenger explained that the statue was a symbol however a character still worried about inspection.

Task: First revise the ideas so the relationship is clear. Then edit capitalization, apostrophes, quotation marks, sentence boundaries, and the comma with however. Explain why revision came before editing.

Revision Practice Answer Key

Practice 1 should center one claim and delete unrelated or redundant facts. Practice 2 should use because, therefore, or a similarly accurate cause-and-effect connection. Practice 3 should avoid everyone and no good reason while acknowledging real barriers. Practice 4 pairs public events with accessibility and inspection with commitment to opportunity. Practice 5 begins with the claim and places each reason before its evidence and explanation. Practice 6 requires complete sentences, "it's" for it is, dialogue punctuation, and a controlled contrast; wording may vary when the meaning remains accurate.

Module 3 - Check for Learning

Evidence	Beginning	Developing	Secure
Argument	Lists parts	Some links are clear	Every part advances the claim
Thinking	Repeats evidence	Gives a partial meaning	Explains how and why proof supports the reason
Transitions	Missing or random	Usually accurate	Precisely names relationships
Revision	Surface-only	Combines or rearranges one idea	Makes purposeful clarity changes

★ Daily Deck Slide (M3-15 - Self-Check)

Can a reader follow my path? Does every transition fit? Does Thinking interpret rather than repeat?

Module 3 - Detailed Intervention

Use four movable cards: Claim, Reason, Evidence, Thinking. Have the student arrange cards before drafting. Ask the student to say the Thinking sentence aloud. Offer transition choices only after the student states the relationship. Use the reader-confusion check: "Where did the path break?" Preserve the same prompt, passages, and reasoning demand.

★ Daily Deck Slide (M3-16 - Support)

Arrange first. Say the relationship. Choose a transition. Rehearse Thinking. Then write.

Module 3 - Embedded Supports

- Color-code Claim, Reason, Evidence, and Thinking without supplying content.
- Let students orally rehearse in pairs before writing.
- Provide enlarged passage text and a transition bank.
- Permit home-language planning notes and speech-to-text.
- Require every learner to produce an independent visible thinking trace.

Accessibility Check

Support access to the task while preserving the same passage, prompt, and cognitive target.

Module 3 - Enrichment

- Write the same argument with two different reason orders and defend the stronger sequence.
- Add a second Thinking sentence that explains significance without repetition.
- Create a transition map labeled cause/effect, contrast, addition, and example.
- Challenge a peer to find the exact point where a deliberately scrambled pathway breaks.

Module 3 - Additional Writing Opportunities

Quick Write

Explain which form of community participation could create the most visible local change.

Passage-to-Passage Connection

Argue whether civic participation and the characters journey share a meaningful idea about opportunity and responsibility. Use evidence from both passages while preserving their differences.

Correspondence Rehearsal

Write a brief note to a community leader that states a concern, supports it with one fact, and respectfully requests more information.

Module 3 - Auditory Engagement: Evidence Interrupt

The teacher reads a hypothetical claim while students listen with pencils down. When contradictory evidence arrives, students say, "Reconsider!" Partners then state whether to keep, revise, or suspend judgment and explain why. During Fresh Recall, notes close and students reconstruct CLAIM -> EVIDENCE -> REVISE IF NECESSARY.

Module 3 - Pause Points

|| Pause Point - Path or Pile

Does each sentence lead logically to the next?

|| Pause Point - Transition Integrity

Does the transition name the relationship I mean?

|| Pause Point - Evidence Match

Does this detail actually prove the reason?

|| Pause Point - Thinking

Did I explain how and why, or merely repeat the evidence?

★ Pause Point - Daily Deck Slide (M3-18 - Pause Points)

Path or pile? Real relationship? Matching evidence? New thinking?

Module 3 - Student Progress Tracking Chart

Checkpoint	I Can	Not Yet	With Help		My Proof
Day 1	Identify A and T in a model.	[]	[]	[]	
Day 2	Build and defend a pathway.	[]	[]	[]	
Day 3	Write evidence and Thinking.	[]	[]	[]	
Day 4	Award strength and target growth.	[]	[]	[]	
Day 5	Teach the pathway from memory.	[]	[]	[]	

★ Daily Deck Slide (M3-19 - Track Growth)

Use evidence from your work, not just a feeling. Growth, not first-attempt perfection.

Module 3 - Teacher Closure and Reflection

Teacher Inspiration Revisited

Teacher Script

"Strong thinkers do not protect their first answer. They protect the process of getting closer to a stronger answer."

Essential Question - Answered

What should happen when new evidence challenges what we first believed?
When reliable new evidence challenges a first belief, strong thinkers compare the evidence, reconsider the claim, and revise when the evidence supports a stronger conclusion.

Module 3 - Virtual Classroom Adjustment



Virtual Classroom

Screen-share both clean High Stamina passages and both TRACKS-highlighted copies. Reveal one prompt at a time, use breakout pairs for discussion, and require a visible thinking trace in chat, a shared document, an annotation layer, or a notebook photo. Students still complete a 3-4 paragraph turning-point narrative and three rhyming four-line stanzas; only the interaction format changes. Preserve the same TEKS, ELPS, framework focus, evidence expectations, and independent writing demand.

M O D U L E

4

**Informed Voices Create
Responsible Change**

**Week 4 | Very High Stamina | Grade 5 | Cluster 7 | Narrative
Writing and Poetry**

Module 4: Informed Voices Create Responsible Change

Week 4 | Very High Stamina | Grade 5 | Cluster 7 | Narrative Writing and Poetry

Teacher Script



Teacher Script

"A strong voice needs evidence, facts, listening, and reasoning. Responsible thinkers ask not only, 'Did it work?' but also, 'For whom? At what cost? What happened next?'"

Essential Question

What responsibilities come with using our voices and making decisions that affect others?



Daily Deck Slide (M4-01 - Module Launch)

VOICE + EVIDENCE + RESPONSIBILITY

Module Passage Set - Very High Stamina

Passage	Reading Genre	Scope and Sequence Reference	Student-Facing Word Count
One Voice Can Start a Wave	Poetry	Passage 13, Level 4	calculated from source
Try, Learn, Change	Poetry	Passage 14, Level 4	calculated from source

Teacher Passage Use Note: Each passage appears first as a clean reading copy and again as a TRACKS-highlighted copy with a Student Annotation Guide.

Teacher Inspiration



Teacher Script

"A voice can start a wave. Evidence helps us decide where that wave should go."

Module 4 - Family Communication

This Week at a Glance

- The big skill: show how relationships, actions, thoughts, dialogue, emotion, and voice shape a response.
- The reading habit: notice different responses to the same problem.
- The activity: THE INFORMED CITIZEN CHALLENGE.

One Question to Ask at Home



Teacher Script

"How does this character's response show what they think, feel, or value?"

Family Letter

Dear Families,

This week your fifth grader reads the Very High Stamina versions of “One Voice Can Start a Wave” and “Try, Learn, Change.” Students will consider revolutionary viewpoints, source reliability, propaganda and accounts, rights and contradictions, civic responsibility, respectful disagreement, adaptation, differing impacts, experimentation, policy, and unintended consequences. The poems repeatedly ask readers to check facts, listen to other viewpoints, and examine what happened after a decision.

Students will complete the full TRAILS framework in a 5–7 paragraph narrative: Topic/Experience, Relationship, Actions/Thoughts/Dialogue, Important Moment, Lasting Effect, and Setting. They will create a connected full LEAVES poem of at least five four-line stanzas with intentional layout, emotion, artistic language, voice, echo or sound, and significance. The two forms share one central idea but are not copies of one another.

At home, discuss a small decision using the poem’s questions: For whom? At what cost? What evidence? What happened next? Ask your child what source they would check, which viewpoint could be missing, and when new evidence should lead to revision. You can reconstruct the source poem’s problem-solving chain together—notice, question, gather, compare, decide, act, and check. This rehearses the culminating Cluster 7 HABIT of using an informed voice responsibly.

Sincerely, Your Child’s Teacher

Carta para las Familias

Estimadas familias:

Esta semana, su estudiante de quinto grado lee las versiones de Muy Alta Resistencia de “One Voice Can Start a Wave” y “Try, Learn, Change”. Los estudiantes considerarán puntos de vista revolucionarios, confiabilidad de fuentes, propaganda y relatos, derechos y contradicciones, responsabilidad cívica, desacuerdo respetuoso, adaptación, impactos diferentes, experimentación, políticas y consecuencias no intencionales. Los poemas piden repetidamente comprobar los hechos, escuchar otros puntos de vista y examinar qué ocurrió después de una decisión.

Los estudiantes completarán el marco entero de TRAILS en una narración de 5 a 7 párrafos: Tema/Experiencia, Relación, Acciones/Pensamientos/Diálogo, Momento Importante, Efecto Duradero y Ambiente. Crearán un poema LEAVES completo de por lo menos cinco estrofas de cuatro versos con diseño intencional, emoción, lenguaje artístico, voz, eco o sonido y significado. Las dos formas comparten una idea central, pero no son copias una de otra.

En casa, hablen de una decisión pequeña usando las preguntas del poema: ¿Para quién? ¿A qué costo? ¿Qué evidencia? ¿Qué pasó después? Pregunten qué fuente revisaría su hijo o hija, qué punto de vista podría faltar y cuándo la evidencia nueva debe llevar a una revisión. También pueden reconstruir juntos la cadena de resolución de problemas del poema: observar, preguntar, reunir, comparar, decidir, actuar y comprobar. Esto practica el HABIT culminante del Grupo 7 de usar una voz informada responsablemente.

Atentamente, El maestro o la maestra de su hijo o hija

Module 4 - Family Conversation Starters

English

- Why is a loud or confident claim not automatically a reliable one?
- What questions could help us check whether a source is credible and whether it represents more than one viewpoint?
- When a decision helps one group, what questions should we ask about people who may experience a different consequence?
- How can a narrative and a poem both show that a responsible voice listens and revises when evidence changes?

Simple Family Activities

The Four Questions Before a Decision

Choose a small family or classroom-style decision. Before choosing, ask: For whom? At what cost? What evidence? What happened next? Invite each person to offer one perspective, then explain whether the first plan should stay or change.

Source Check

Share two short accounts of the same everyday event from different people. Identify what each person observed, what may be missing, and what further information would make a conclusion more reliable.

Español

- ¿Por qué una afirmación fuerte o segura no es automáticamente confiable?
- ¿Qué preguntas pueden ayudarnos a revisar si una fuente tiene credibilidad y si representa más de un punto de vista?
- Cuando una decisión ayuda a un grupo, ¿qué debemos preguntar sobre las personas que podrían tener una consecuencia diferente?
- ¿Cómo pueden una narración y un poema mostrar que una voz responsable escucha y revisa cuando cambia la evidencia?

Actividades familiares sencillas

Eliján una decisión pequeña y, antes de elegir, pregunten: ¿Para quién? ¿A qué costo? ¿Qué evidencia? ¿Qué pasó después? Cada persona ofrece una perspectiva y explica si el primer plan debe mantenerse o cambiarse. Después comparen dos relatos breves del mismo evento e identifiquen qué observó cada persona, qué podría faltar y qué información adicional haría más confiable una conclusión.

Module 4 - Standards Alignment

Module Focus

What responsibilities come with using our voices and making decisions that affect others?

Writing Process TEKS

Scope code	Compact instructional use
5.11A; 5.11B(i-iv)	Plan and develop a focused, coherent draft with purposeful organization and details.

Writing Genre TEKS

Scope code	Compact instructional use
5.12A(i-ii)	Compose narrative and poetry using their genre characteristics and craft.

Revising TEKS

Scope code	Compact instructional use
5.11C(i-viii)	Revise sentence structure, word choice, coherence, and clarity.

Editing TEKS

Scope code	Compact instructional use
5.11D(i, ii, iv, xiv, xv, xxviii, xxix)	Edit sentences, verbs, adjectives, conjunctions, and grade-appropriate spelling.

Module 4 - TEKS and ELPS Alignment

Writing Process TEKS

Scope code	Compact instructional use
5.11A; 5.11B(i-iv)	Plan and develop a focused, coherent draft with purposeful organization and details.

Writing Genre TEKS

Scope code	Compact instructional use
5.12A(i-ii)	Compose narrative and poetry using their genre characteristics and craft.

Revising TEKS

Scope code	Compact instructional use
5.11C(i-viii)	Revise sentence structure, word choice, coherence, and clarity.

Editing TEKS

Scope code	Compact instructional use
5.11D(i, ii, iv, xiv, xv, xxviii, xxix)	Edit sentences, verbs, adjectives, conjunctions, and grade-appropriate spelling.

ELPS

ELPS focus	Application
1E	Students listen, restate, and ask for clarification during poem work.
2B and 2E	Students use content vocabulary to discuss, justify, and explain.
4C, 4D, and 4F	Students write and revise the module narrative and poetry product.

Module 4 - Language Domains

Language domain	Active student work	Evidence of learning
Listening	Hear both Very High Stamina poems and teacher prompts.	Restate a source detail before responding.
Speaking	Discuss the essential question and teach a framework element.	Use an evidence-based oral explanation.
Reading	Read both passages clean and again with TRACKS highlights.	Locate a detail that supports a claim or revision.
Writing	Create a 5-7 paragraph complete TRAILS narrative and a full LEAVES poem of at least five four-line stanzas.	Apply Complete TRAILS and complete LEAVES.

Module 4 - Learning Destination

I Can Statements

- I can evaluate a claim by checking source credibility, evidence, and another viewpoint.
- I can explain how a decision may help one group while affecting another group differently.
- I can write a complete TRAILS narrative with an Important Moment and Lasting Effect.
- I can create a full LEAVES poem whose lines, language, voice, sound, and significance work together.

I Will Statements

- I will gather, compare, decide, act, check, and revise when new evidence appears.
- I will use actions, thoughts, dialogue, relationships, and setting to show responsible change.
- I will explain the thinking behind my writing to a partner.

Module 4 - Rigor and Misconceptions

Cognitive Demand

Grade 5 demand	Student work	Teacher safeguard
Read for evidence	Use exact passage details before drawing a conclusion.	Ask, "Which detail supports that thinking?"
Compose with craft	Apply Complete TRAILS and complete LEAVES in the assigned product.	Require a deliberate framework choice, not a label alone.
Revise responsibly	Change a claim, plan, or draft when evidence warrants it.	Distinguish new evidence from unsupported disagreement.

Misconceptions to Watch For

Misconception	Responsive teacher move
A first answer must be defended no matter what.	Ask what new evidence does to the first claim.
A poem is prose cut into short lines.	Ask how line choice, sound, and meaning work together.
A strong voice only means speaking loudly.	Return to the poems' evidence, listening, and reasoning.

Module 4 - Thinking Levels

Level	Student Move	Evidence of Thinking
Recall	Name claim, reason, evidence, and thinking.	Correct labels
Explain	Tell what one detail means.	Evidence-to-thinking sentence
Connect	Select a transition that names a relationship.	Coherent link
Analyze	Compare two possible orders.	Defended sequence
Synthesize	Build and explain a complete argument path.	Independent response

Module 4 - Vocabulary

Vocabulary - Teacher Script



Teacher Script

"These words help us explain how an informed voice checks facts, listens to perspectives, considers consequences, and acts responsibly."

Tier 1 Vocabulary - Everyday Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
speak	to say words or share an idea	I can speak up by ____.
listen	to pay careful attention to another person	I listen when ____.
choose	to pick after thinking	I choose ____ because ____.
help	to make something better or easier	This plan may help ____.
hurt	to cause harm or difficulty	This choice could hurt ____.
fair	treating people in a just way	A fair decision ____.
share	to give or tell something to others	I can share evidence by ____.
check	to examine carefully	I check the source by ____.
plan	an idea for what to do	Our plan is ____.
result	what happens after an action	The result shows ____.

Tier 2 Vocabulary - Academic Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
evidence	facts or details that support an idea	The evidence shows ____.
consequence	something that happens because of a choice	One consequence is ____.
compromise	an agreement in which people give up something to move forward	A compromise could ____.
viewpoint	a way of understanding an issue	Another viewpoint is ____.
source	where information comes from	This source says ____.
credibility	the quality of being believable and trustworthy	The source has credibility because ____.
reasoning	thinking that explains why an idea makes sense	My reasoning is ____.
responsibility	a duty to act carefully and accountably	My responsibility is ____.
representation	speaking or acting for a group of people	Representation matters because ____.
civic	connected to a community and its citizens	A civic action is ____.

Tier 3 Vocabulary - Passage-Specific Words

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
democracy	dih-MOK-ruh-see	government in which people have a voice in decisions	Democracy depends on ____.
propaganda	prop-uh-GAN-duh	information meant to persuade that may be one-sided	Propaganda should make readers ____.
reliable	rih-LYE-uh-buhl	able to be trusted for accurate information	A reliable source ____.
revolutionary	rev-uh-LOO-shuh-nair-ee	connected to a major change in government or society	A revolutionary viewpoint may ____.
unintended consequences	un-in-TEN-did KON-suh-kwen-siz	results that were not planned or expected	An unintended consequence could ____.
Plymouth	PLIM-uth	a settlement named in the problem-solving poem	Plymouth is used to consider ____.
Spanish settlement	SPAN-ish SET-uhl-muhnt	a community established by Spanish people in Texas	The Spanish settlement shows ____.
adaptation	ad-ap-TAY-shuhn	a change that helps solve a problem or fit conditions	An adaptation can ____.
policy	POL-uh-see	a plan or rule that guides decisions	A policy affects ____.
civic participation	SIV-ik par-tis-uh-PAY-shuhn	taking part in a community's decisions and life	Civic participation includes ____.

Module 4 - Background Knowledge and Educator Insight

Passage Context

Teacher Script

“One Voice Can Start a Wave” moves from colonial taxation and limited representation to petitions, protest, the Declaration, natural rights, the Bill of Rights, and civic participation today. “Try, Learn, Change” develops evidence-based response through Kendrix's garden, animal instinct and learned behavior, and Edison's experiments.”

Educator Insight

The same word - response - works across both texts. People respond from beliefs, relationships, and reasons; problem solvers revise a response when evidence challenges a first idea. Narrative voice makes those differences audible.

Daily Deck Slide (M4-06 - Passage Orientation)

QUESTION -> RESPONSE. Evidence can support a choice or lead us to revise it.

Source Passage Study — Level 3 Evidence Lenses

One Voice Can Start a Wave

Passage evidence	What it complicates	Discussion question
Many colonists still felt loyal before the Revolution grew.	The idea that all colonists immediately wanted a break from Britain.	How can people share a concern but disagree about the response?
Taxes came without the colonists' voice while Parliament made the choice.	A simple claim that the conflict was only about money.	Why does representation matter to the speaker?
Some people chose boycotts, writing, or arguments.	The idea that one action represents every viewpoint.	Which response is supported by which belief?
The poem describes consent of the governed.	The idea that government power needs no explanation.	What does consent ask citizens to consider?
Abigail Adams asks that rights reach women.	The claim that stated rights were already shared equally.	What contradiction does her voice reveal?
Enslaved Americans know that promised freedom is not true for every person.	The belief that liberty in the poem was fully lived.	Why is this contradiction important?
A citizen's voice can be a vote, letter, or service.	The belief that a voice must be loud to matter.	What forms of civic participation does the poem name?
A thoughtful citizen asks what facts support a statement and what viewpoints to weigh.	The belief that speaking ends the task.	What should happen after a person makes a claim?

Try, Learn, Change

Passage evidence	Important Moment or Lasting Effect	Discussion question
A turtle's instinct guides it to the sea.	The poem distinguishes born behavior from learning.	Why does the turtle not need to watch or train?
An orca learns through older guides, practice, signals, sound, and team.	Learning can be a response that fits a different challenge.	What evidence shows the orca's behavior is learned?
The Wampanoag know the ground, seasons, plants, and waters at Plymouth.	Newcomers can adapt by learning from knowledge they did not have.	What does adaptation mean in this part of the poem?
Kendrix's muddy soil and yellow leaves do not support her first belief.	Her Important Moment is evidence-earned, not sudden.	Which details make revision necessary?
Edison's workers measure, write, compare, and try again.	A failed attempt can become a clue for a stronger test.	How does the poem redefine failure?
A town gathers facts and views, then weighs paths to choose.	Community decisions can be revised when new evidence appears.	What is the difference between clinging to a first word and reconsidering?

Evidence-to-Writing Transfer

Source-study move	Narrative transfer	Poetry transfer
Start with a first belief, expectation, or plan.	Establish what the character believes before evidence arrives.	Open with the first thought or expectation.
Make evidence visible.	Use setting, action, thought, or dialogue so the reader sees the challenge.	Choose an image or concrete detail that carries the challenge.
Show the Important Moment.	Let the character recognize that the evidence does not support the first explanation.	Use a purposeful turn, line break, or repeated phrase.
Show the Lasting Effect.	Reveal what the character now does, believes, learns, revises, or changes.	End with a changed understanding that grows from the first thought.
Use artistic language and sound.	Keep the turning point believable through precise details.	Use metaphor, repetition, rhyme, rhythm, or symbolism to make transformation memorable.
Preserve evidence-based reasoning.	Do not announce a change without the detail that earned it.	Do not use rhyme alone; make sound support the poem's meaning.

Source Passage Study — Level 4 Evidence, Viewpoint, and Consequence

One Voice Can Start a Wave

Source-poem focus	Evidence to weigh	Responsible reader move
Revolutionary viewpoints	Some colonists honored Britain and the crown; others feared their rights were wearing down.	Do not treat a historical group as if every person held the same belief.
Representation	Colonists questioned who should have a say in laws they must obey.	Connect a claim about taxes to the question of political voice.
Source reliability	Different accounts of the Boston Massacre affected what people thought.	Check accounts and ask how images or words may shape a conclusion.
Methods of change	Some praised the Tea Party while others questioned property destroyed at night.	Separate a shared goal from agreement about methods.
Consequence	The Intolerable Acts were meant to punish but drew the colonies nearer.	Ask what happened next, not only what a policy intended.
Rights and contradiction	Equality was written while many people lacked its share.	Compare stated principles with lived reality.
Abigail Adams and enslaved people	The poem names women and enslaved people as people for whom liberty's promise was incomplete.	Ask whose perspective and rights are missing from a broad claim.
Native peoples	Native peoples faced loss of land as borders changed.	Consider who gains, loses, or is constrained by a decision.
Compromise	The Three-Fifths Compromise moved government forward while causing enormous harm.	Do not call a compromise fair merely because it ends debate.
Civic responsibility	Citizens should seek good facts, test what is true, and listen to other viewpoints.	Use an informed voice rather than a rumor or a loud claim.

Try, Learn, Change

Source-poem focus	Evidence to weigh	Responsible thinker move
Adaptation	Turtle instinct and orca learning fit different challenges.	Match a response to the need, place, challenge, and speed.
Plymouth	Wampanoag knowledge shows newcomers what they did not yet know.	Listen and learn from local knowledge.
Unequal impact	Contact is not always helpful, fair, or freely made.	Ask for whom a change is a gain, loss, or benefit.
Spanish settlement in Texas	Roads, ranching, and customs changed life while Native peoples faced loss of freedom and land.	Consider different impacts rather than a single outcome.
Kendrix's garden	Muddy soil and pale leaves challenge adding more water.	Change a claim when the facts are new.
Edison's workshop	Broken wires and bulbs lead workers to study, record, compare, and test again.	Treat results and mistakes as evidence for the next step.
Government policy	A law or compromise can cause effects no one expected.	Check outcomes and repair or amend when needed.
Problem-solving chain	Notice, question, gather, compare, decide, act, and check are explicit poem steps.	Revise when checking reveals new evidence.

Module 4 - Materials and Preparation

Material	Purpose / Preparation
Both Very High Stamina passages	Provide clean and TRACKS-highlighted copies for close reading.
Informed Citizen Challenge scenario and source cards	Prepare one scenario set for each group.
Evidence Trail / Decision Planner	Give each group a visible record of claim, evidence, viewpoint, decision, and check.
Notebooks, pencils, and highlighters	Support source checking, narrative drafting, and poetry revision.
TRAILS and LEAVES anchor chart	Display all six elements of both frameworks.
Daily Deck slides M4-01 through M4-20	Cue source evaluation, problem-solving chain, and symposium.

Module 4 - Anchor Chart and Board Notes

Full TRAILS and LEAVES

Framework	Elements	Writer Check
TRAILS	Topic/Experience; Relationship; Actions, Thoughts, and Dialogue; Important Moment; Lasting Effect; Setting	Does the narrative show a meaningful problem, evidence-earned change, and what remains?
LEAVES	Lines/Layout; Emotion/Experience; Artistic Language; Voice; Echo/Sound; Significance	Do the form and language make the responsible change memorable?

Informed Decision Path

Step	Question
Notice	What is happening?
Question	What do we need to know?
Gather and Compare	What evidence and viewpoints are reliable, different, or missing?
Decide and Act	What choice is most defensible, and for whom?
Check and Revise	What happened next, and does new evidence change the plan?

Module 4 - Teacher Modeling: Make the Thinking Visible

Formal Writing Prompt - Sentence Statement

Explain whether people should participate in change even when one person's action seems small.

Teacher Script



Teacher Script

"My claim answers the decision. My reason tells why. My evidence gives specific proof. My Thinking explains what the proof means."

Think-Aloud Model

Claim: People should participate when they are able. Reason: Small local actions can lead to visible change. Evidence: The passage explains that a town might repair a playground or add a stop sign after community members share ideas. Thinking: This matters because participation gives leaders information about needs they may not notice alone.



Daily Deck Slide (M4-08 - Model the Path)

CHARACTER -> RESPONSE -> EVIDENCE/REASON -> POSSIBLE EFFECT.

Module 4 - TRACKS Close Reading

TRAILS and LEAVES Spotlight

TRAILS: all six elements | LEAVES: all six elements

TRACKS Key

T = Time | R = Reactions and relationships | A = Actions | C = Central people, ideas, or objects | K = Key facts | S = Setting

Student Annotation Guide

1. Read each clean passage without highlighting.
2. Reread the TRACKS-highlighted copy.
3. Label evidence about source credibility, viewpoints, consequences, or responsible change.
4. Star a line that changes or complicates a first conclusion.
5. Write a margin note answering: “For whom? At what cost? What evidence? What happened next?”

Module 4 - Daily Deck

M4-01 - Module Launch

VOICE + EVIDENCE + RESPONSIBILITY

M4-02 - Full TRAILS

Topic/Experience | Relationship | Actions, Thoughts, Dialogue | Important Moment | Lasting Effect | Setting

M4-03 - Full LEAVES

Lines/Layout | Emotion | Artistic Language | Voice | Echo/Sound | Significance

M4-04 - Thinking Check

LOUD DOES NOT EQUAL CORRECT.

M4-05 - Responsible Voice

VOICE + FACTS + LISTENING + REASONING

M4-06 - Questions Before a Decision

FOR WHOM? | AT WHAT COST? | WHAT EVIDENCE? | WHAT HAPPENED NEXT?

M4-07 - Problem-Solving Chain

NOTICE -> QUESTION -> GATHER -> COMPARE -> DECIDE -> ACT -> CHECK -> REVISE

M4-08 - Writing Product

One experience, two forms: full TRAILS narrative + full LEAVES poem.

M4-09 - Symposium Teach-Back

Teach the thinking behind your narrative and poem.

Module 4 - Informed Citizen Challenge Source Cards

Use only the source-guide scenarios: playground equipment needs replacement; library hours may change; a school garden is failing; litter has increased; student club participation is dropping; or a community event needs redesign.

Evidence Trail

NOTICE -> QUESTION -> GATHER -> COMPARE -> DECIDE -> ACT -> CHECK

Required card	Student question
Initial claim	What does the group first believe?
Source A and Source B	What does each source say, and what should be checked?
Data/evidence card	What detail supports or challenges the claim?
Competing viewpoint	Who may see the decision differently, and why?
Unexpected outcome	Who gained, who lost, or who was constrained?

Required Recommendation

CLAIM + EVIDENCE + REASONING + CONSIDERATION OF ANOTHER VIEW

Before Students Read

Preview the two passages with students before reading. Each passage appears twice: first a plain copy to read, then a color-coded copy. As you read, students TAP the TRACKS — they hunt for the six kinds of evidence and highlight each with the TRACKS color below. TRACKS marks the evidence in the passage; the shapes are used only to analyze the prompt.

The Six Types of Measurable Evidence: TRACKS

Students look for six kinds of measurable evidence in every passage. Use the same six categories, the same wording, and the same colors in every module.

T Time — Age, era, dates, cultural details, or historical details. Often associated with adjectives. (Highlight color: Pastel Green.)

R Reactions — Reactions, solutions, resolutions, or effects. Often associated with verbs and adverbs. (Highlight color: Pastel Purple.)

A Actions — Actions, problems, conflicts, or causes. Often associated with verbs and adverbs. (Highlight color: Pastel Yellow.)

C Character, Concept, Creature — Characters' or people's names, animals or animals' names, or major concepts used as the central idea. Often nouns or proper nouns. (Highlight color: Pastel Yellow.)

K Key Knowledge — All other important information necessary to the meaning of the passage that is not accounted for by another TRACKS category (background knowledge). (Highlight color: Pastel Orange.)

S Scenery / Setting — Setting characteristics that are acknowledged or measured through the five senses. (Highlight color: Pastel Green.)

PASSAGE 13 — One Voice Can Start a Wave

[1] One voice speaks, another hears, A question grows and conquers fears. One person asks, “Is this thing fair?” Another stops to listen there.

[2] History rarely turns because One person simply gives a cause. A change may start with one small sound, But grows as others gather round.

[3] Before a revolution came, The colonists did not think the same. Some honored Britain and the crown; Some feared their rights were wearing down.

[4] New taxes caused the people pain, But taxes were not all their claim. They questioned who should have a say In making laws they must obey.

[5] “What gives a government its right To tax, command, or start a fight? Should people governed from afar Have voices where their laws are?”

[6] The questions moved from home to shop, And once they started, did not stop. A newspaper or spoken word Could carry what a neighbor heard.

[7] The Stamp Act angered many then; Protests spread by voice and pen. Boycotts became a way to show That common action too could grow.

[8] The Boston Massacre brought fear; Different accounts were people’s lens. Images helped shape what people thought, Reminding us that sources must be checked.

[9] Then tea was dumped into the bay; Some praised the bold and risky way. While others questioned whether right Could grow from property destroyed at night.

[10] So even people on one side Could disagree on how to decide. A shared goal does not always mean The same solution will be seen.

[11] The Intolerable Acts were meant To punish those whom Britain blamed. Instead, the colonies drew near As one town's trouble spread its fear.

[12] Their separate voices formed a choir; Their shared concerns became a fire. But even then, some hoped that peace Could make the growing conflict cease.

[13] Eventually, the colonies chose A road from which great change arose. The Declaration boldly said That natural rights should guide instead.

[14] It claimed that people had a right To life and liberty held tight. And government, the writers said, Gets power from the people led.

[15] Those words became a nation's claim, But practice did not match the frame. Equality was written there, While many people lacked its share.

[16] Abigail Adams raised her voice: Remember women in your choice. Enslaved people could clearly see The contradiction with liberty.

[17] Native peoples also faced Loss of land as borders changed. The nation's promise, broad and bright, Had not yet reached each person's life.

[18] That tension matters even now: A principle can become a vow. A nation may be judged in part By whether actions match its heart.

[19] The Constitution formed a plan For government across the land. Yet compromises

helped it start That also caused enormous harm.

[20] The Three-Fifths Compromise would count Enslaved people for representation's amount, While those same people had no vote— A contradiction history notes.

[21] A compromise may move things through, But that alone does not make it true That every person has been served, Or every person's rights preserved.

[22] Later, the Bill of Rights made clear Important freedoms people held dear. Speech and religion, courts and law Placed limits on what power saw.

[23] Still, written rights require a role For citizens who guard the whole. A right to speak brings duties too: To seek good facts and test what's true.

[24] Today a voice can take its place At school, in town, or civic space. A citizen might cast a vote, Attend a meeting, write a note.

[25] A student too can make a start, By serving others, doing a part. Young people can research a need, Then use strong evidence before they lead.

[26] But louder doesn't equal right; Strong claims require more than might. A rumor shouted through a room Can spread confusion all too soon.

[27] An informed voice should stop and check: What source is this? What comes next? Are other trusted sources there? Does evidence make the reasoning fair?

[28] A thoughtful citizen also knows That listening helps an idea grow. To hear another point of view May teach us something we never knew.

[29] We do not have to all agree To practice strong democracy. Respectful questions help us see Why others think so differently.

[30] A nation's story keeps being made By choices people haven't weighed. Each generation gets a say In what it keeps or changes someday.

[31] One voice can challenge what seems wrong; Another voice can make it strong. But voices reach their greatest height When facts and listening guide what's right.

[32] One voice speaks, then others say, "Let's learn before we choose our way." And when informed voices join each day, One voice can start a lasting wave.

Student Annotation Guide — One Voice Can Start a Wave

T — Time

Before a revolution came

R — Reactions

Could disagree on how to decide

A — Actions

A student too can make a start

C — Character/Concept/Creature

The Three-Fifths Compromise

K — Key Knowledge

sources must be checked

S — Scenery/Setting

At school, in town, or civic space

TRACKS EVIDENCE HIGHLIGHTING — One Voice Can Start a Wave

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[2] History rarely turns because One person simply gives a cause. A change may start with one small sound, But grows as others gather round.

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[25] **A student too can make a start,** By serving others, doing a part. Young people can research a need, Then use strong evidence before they lead.

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[31] One voice can challenge what seems wrong; Another voice can make it strong. But voices reach their greatest height When facts and listening guide what's right.

[32] One voice speaks, then others say, "Let's learn before we choose our way." And when informed voices join each day, One voice can start a lasting wave.

PASSAGE 14 — Try, Learn, Change

[1] Look at the leaves, observe the ground; Important clues are all around. Before you choose what you should do, First stop and see what facts tell you.

[2] A challenge tells us something's new, But not exactly what to do. The first response that comes to mind May not be best when facts are found.

[3] A turtle breaking through the sand Has no instructor close at hand. Its instinct helps it seek the sea, A born behavior naturally.

[4] That quick response can help it live When little time is there to give. A hatchling cannot stop to train Before it crosses danger's plain.

[5] An orca's challenge isn't quite The same as that first turtle flight. It watches elders in its pod And learns through practice as they travel abroad.

[6] Its complicated hunting skill Develops through observing still. It listens, practices, and grows, Until it understands what elders know.

[7] So adaptation has no rule That says each creature needs one tool. A useful response fits the need, The place, the challenge, and the speed.

[8] People also have to learn When unfamiliar seasons turn. At Plymouth, English settlers found A different climate, coast, and ground.

[9] The Wampanoag had long known How local crops and foods were grown. Their knowledge of that place could show What newcomers did not yet know.

[10] Survival required more than will; It also needed local skill. When people listen, learn, adapt, A challenge can reveal a path.

[11] Yet history also makes us see That contact is not always equally Helpful, fair, or freely made; Some people lose while others gain.

[12] Spanish settlement in Texas too Brought roads and ranching, customs new. But Native peoples also faced Loss of freedom, land displaced.

[13] Some cooperated, some would trade; Some resisted choices Spain had made. Different people faced the change From different places in the range.

[14] That matters when we judge a plan: We cannot ask just, "Did it stand?" We also ask, "For whom was this A gain, a loss, a benefit?"

[15] In Kendrix's garden, leaves grew pale; Her first solution seemed to fail. She added water, sure and fast, But muddy soil appeared at last.

[16] The evidence refused to fit The answer she had chosen first. She had a choice: defend her view, Or change because the facts were new.

[17] She touched the soil and watched each leaf, Then changed the plan she'd first believed. The plants recovered day by day Because new evidence changed her way.

[18] This isn't weakness; this is growth. Good thinking values facts and truth. To change a claim when facts demand Shows stronger thinking, not less stand.

[19] Inside a workshop, Edison And many workers carried on. A wire broke, a bulb went

black; They studied why, then circled back.

[20] They wrote results and checked each test, Compared which materials lasted best. A broken bulb could still provide A clue about what next to try.

[21] The light that finally filled a room Did not appear from sudden bloom. It followed testing, notes, mistakes, And many choices teams would make.

[22] A government can learn this too; A law may bring results anew. A policy intended well May cause effects no one could tell.

[23] A compromise can end debate, Yet leave injustice in its wake. A choice that helps a meeting end May still require repair or amend.

[24] So citizens should ask what's changed: Who gained? Who lost? Who was constrained? Did evidence support the plan? Did outcomes match what leaders planned?

[25] A community may vote one day To solve a problem in one way. But if new facts appear in sight, It may need to adjust what's right.

[26] Being firm does not require Ignoring facts that change the fire. Wisdom sometimes means we say, "We've learned. Let's choose another way."

[27] Strong problem solving has a chain: We NOTICE first what brings the strain. We QUESTION what may cause the change, Then GATHER facts within our range.

[28] We COMPARE what sources show, Then DECIDE which way to go. We ACT upon the plan we choose, Then CHECK the outcome for new clues.

[29] And if the outcome isn't right, We do not hide from what is in sight. We learn, revise, and rearrange— Because good thinkers know to change.

[30] A wrong first answer isn't strange; New information helps us change. Observe, then question, test, arrange— We try, we learn, and then we change.

Student Annotation Guide — Try, Learn, Change

T — Time

When unfamiliar seasons turn

R — Reactions

Some people lose while others gain

A — Actions

We NOTICE first what brings the strain

C — Character/Concept/Creature

Kendrix's garden

K — Key Knowledge

Who gained? Who lost? Who was constrained?

S — Scenery/Setting

Spanish settlement in Texas

TRACKS EVIDENCE HIGHLIGHTING — Try, Learn, Change

[1] Look at the leaves, observe the ground; Important clues are all around. Before you choose what you should do, First stop and see what facts tell you.

[2] A challenge tells us something's new, But not exactly what to do. The first response that comes to mind May not be best when facts are found.

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Day 1 - Gather and Reveal

Read both Level 4 poems in sections. In “One Voice Can Start a Wave,” pause at the Boston Massacre, the Tea Party, rights and representation, and modern citizenship. In “Try, Learn, Change,” identify adaptation, differing impacts, evidence-based revision, experimentation, unintended consequences, and the problem-solving chain.

Teacher Script



Teacher Script

“Should every claim be believed simply because someone says it confidently? A strong voice needs evidence. When a decision happens, ask: for whom, at what cost, what evidence, and what happened next?”

Check for Understanding

Students cite one source check, one competing viewpoint, and one consequence from each poem.



Teacher Script

“We began this month with a simple idea: one voice can start something.”



Teacher Script

“A strong voice needs evidence.”



Teacher Script

“A decision may benefit one group and harm another.”

Day 1 TEKS + ELPS Box

TEKS	ELPS	Visible student evidence
5.11A; 5.12A(i-ii)	1E, 2B, 4C	Check source, viewpoint, evidence, and consequence.

Day 2 - Attempt

Small-Group Game: The Informed Citizen Challenge

Groups complete an evidence trail for a fictional school or community problem. Midway through the challenge, the teacher delivers new evidence. Groups may revise their decision and must explain why.

Teacher Script

Teacher Script

"Your goal is not to make the fastest decision. Your goal is to make the most defensible decision. Revision earns respect when it is supported by evidence."

Teacher Script

"Your goal is not to make the fastest decision."

Teacher Script

"Your goal is to make the most defensible decision."

Teacher Script

"Revision earns respect when it is supported by evidence."

Day 2 TEKS + ELPS Box

TEKS	ELPS	Visible student evidence
5.11B(i-iv); 5.12A(i-ii)	2B, 2E, 3D	Move through notice to check in an informed decision.

Module 4 - Informed Citizen Challenge Source Cards

Use only the source-guide scenarios: playground equipment needs replacement; library hours may change; a school garden is failing; litter has increased; student club participation is dropping; or a community event needs redesign.

Evidence Trail

NOTICE -> QUESTION -> GATHER -> COMPARE -> DECIDE -> ACT -> CHECK

Required card	Student question
Initial claim	What does the group first believe?
Source A and Source B	What does each source say, and what should be checked?
Data/evidence card	What detail supports or challenges the claim?
Competing viewpoint	Who may see the decision differently, and why?
Unexpected outcome	Who gained, who lost, or who was constrained?

Required Recommendation

CLAIM + EVIDENCE + REASONING + CONSIDERATION OF ANOTHER VIEW

Decision Planner

Scenario: _____

Initial claim: _____

NOTICE: What is happening? _____

QUESTION: What do we need to know? _____

GATHER: Source A says _____; Source B says _____.

COMPARE: What agrees, differs, or is missing? _____

DECIDE: Our claim is _____

EVIDENCE + REASONING: _____

ANOTHER VIEW: _____

ACT: _____

CHECK: What outcome or consequence will we examine? _____

After new evidence, we [keep / revise] our decision because ____

Module 4 - Full LEAVES Poetry Lab

Use a source-poem detail to identify all six LEAVES elements: Lines/Layout, Emotion/Experience, Artistic Language, Voice, Echo/Sound, and Significance.

Then draft a five-stanza companion poem. The poem should use the same central idea as the narrative without copying its sentences. Make the speaker's perspective clear and use purposeful rhyme, repetition, rhythm, or another sound choice to make the significance memorable.

Module 4 - Complete TRAILS Narrative Lab

Plan a 5–7 paragraph narrative with a meaningful Topic/Experience, a Relationship that influences thinking, Actions/Thoughts/Dialogue, an evidence-earned Important Moment, a Lasting Effect, and a Setting that contributes to the experience.

Before drafting, underline the first belief or plan. Star the new evidence or perspective. Draw an arrow to the decision that follows. The narrative must show responsible change rather than merely announce it.

Module 4 - Daily Deck Check

VOICE + EVIDENCE + RESPONSIBILITY

Full TRAILS | Full LEAVES

LOUD ≠ CORRECT

FOR WHOM? | AT WHAT COST? | WHAT EVIDENCE? | WHAT HAPPENED NEXT?

NOTICE -> QUESTION -> GATHER -> COMPARE -> DECIDE -> ACT -> CHECK -> REVISE

One experience, two forms: complete TRAILS narrative + full LEAVES poem.

Day 3 - Discuss and Use

Culminating Independent Writing: One Experience — Two Forms

Write a narrative in which a character faces a meaningful problem, forms an initial belief or plan, encounters another perspective or new evidence, and must decide what to do next. Then create a companion poem that makes the significance of that experience memorable.

Part 1 — Complete TRAILS Narrative

Write 5–7 developed paragraphs. Make the Topic/Experience clear; include a Relationship; use Actions, Thoughts, and Dialogue; earn an Important Moment with new evidence or perspective; show a Lasting Effect; and make Setting matter.

Part 2 — Full LEAVES Poem

Use the same central idea in at least five four-line stanzas. Include intentional Lines/Layout, clear Emotion, Artistic Language, identifiable Voice, purposeful Echo/Sound, and meaningful Significance.

Teacher Script

Teacher Script

"Your narrative lets the reader watch thinking develop. Your poem has less room, so every image, line, sound, and word must work harder. The two pieces should belong together without being copies."

Teacher Script

"Your narrative has room to let the reader watch thinking develop."

Teacher Script

"Your poem has less room, so every image, line, sound, and word must work harder."

Teacher Script

"The two pieces should belong together without being copies."

Day 3 TEKS + ELPS Box

TEKS	ELPS	Visible student evidence
5.11B(i-iv); 5.12A(i-ii)	2E, 4D, 4F	Create the complete two-form writing product.

Day 4 - Award and Target

Full Internalization Check

Students highlight evidence for every TRAILS element and identify every LEAVES element. They select three strongest craft decisions, complete “I award myself for ___ because my evidence is ___,” then choose one TRAILS target and one LEAVES target. End with: “The revision with the greatest impact would be ___ because ___.”

Teacher Script

Teacher Script

“A fifth-grade writer should be able to tell me not only what they wrote but why they wrote it that way. Award intentional decisions. Target high-impact revisions.”

Teacher Script

“A fifth-grade writer should be able to tell me not only what they wrote but why they wrote it that way.”

Teacher Script

“Award intentional decisions.”

Teacher Script

“Target high-impact revisions.”

Day 4 TEKS + ELPS Box

TEKS	ELPS	Visible student evidence
5.11C(i-viii); 5.11D	2E, 3D, 4F	Assess every TRAILS and LEAVES element.

Day 5 - Educate / Explain: Voices of Change Symposium

In groups of four, students teach their narrative: first belief, influencing relationship, new evidence or perspective, Important Moment, and Lasting Effect. Then they teach their poem: Lines/Layout, Emotion, Artistic Language, Voice, Echo/Sound, and Significance. Every student answers: “What responsibility comes with having a voice?” and “What responsibility comes with receiving new evidence?”

Teacher Script



Teacher Script

“Today E means Educate. Do not merely perform your writing. Teach the thinking behind it. Your classmates should leave your conversation understanding one idea more deeply.”



Teacher Script

“Today E means Educate.”



Teacher Script

“Do not merely perform your writing.”



Teacher Script

“Teach the thinking behind it.”

Day 5 TEKS + ELPS Box

TEKS	ELPS	Visible student evidence
5.11B; 5.12A(i-ii)	1E, 2F, 4F	Teach the thinking behind narrative and poem.

Module 4 - Low, Medium, and High Exemplars

Use these source-grounded response samples to model the difference between a retell and evidence-based thinking.

Low Exemplar (Pink)

A loud claim is not always right.

What Needs Improvement: Name an exact detail from the poem and explain how it supports the response.

Medium Exemplar (Yellow)

The poem says, “A rumor shouted through a room / Can spread confusion all too soon.” This shows why a citizen should check a source.

What Needs Improvement: Explain the larger meaning of the quoted detail rather than stopping at a retell.

High Exemplar (Green)

The Level 4 poem argues that a responsible voice combines speaking with evidence and listening. Its warning that “louder doesn’t equal right” is followed by source-checking questions and respectful attention to another point of view. The poem’s problem-solving chain also requires a thinker to check outcomes and revise when new facts appear.

Module 4 - Assessment

Independent Product

Respond to the formal sentence-statement prompt using the assigned passage. Include a clear claim, two ordered reasons, relevant evidence, purposeful transitions, Thinking after evidence, and a revision-and-editing pass.

Success Criteria

- claim answers the decision
- structure is purposeful and coherent
- facts and details are specific
- transitions show actual relationships
- Thinking explains how and why evidence matters
- clarity and conventions are controlled

Revision Practice Set

Practice 1 - Repair a Pile

Draft: People vote. Schools need money. There are meetings. People can volunteer. A stop sign can be added.

Task: Select one defensible claim, group only the relevant details, arrange them in a logical order, and add Thinking after the strongest evidence. Explain one detail you deleted and why it did not fit your line of argument.

Practice 2 - Choose the Relationship

Draft: National issues are complex. People should read different sources. People should listen to more than one viewpoint.

Task: Combine the ideas using a transition that accurately shows cause and effect. Then write a Thinking sentence explaining why information supports responsible participation.

Practice 3 - Protect a Different Viewpoint

Draft: Everyone should attend every community meeting because there is no good reason not to participate.

Task: Revise the absolute language. Acknowledge barriers such as transportation, work, family responsibilities, time, and access to information. Preserve the claim while making it fair, accurate, and supportable.

Practice 4 - Evidence or Thinking

Sort each sentence as Evidence or Thinking: The passage says community groups sometimes hold public events. These events can make participation more accessible by showing people how to begin. the characters waited through questioning and examination. Their willingness to continue shows how strongly they valued the possibility of a new future.

Task: Pair each evidence sentence with its matching Thinking sentence and underline the words that make the interpretation different from repetition.

Practice 5 - Rearrange for Clarity

Draft order: explanation, second reason, claim, first evidence, first reason, second evidence.

Task: Number the parts into a coherent order. Add one transition that introduces an example and another that adds a distinct reason. Read the result aloud and mark any point where a listener could lose the path.

Practice 6 - Edit After Revising

Draft: a character said its even bigger than I imagined the other passenger explained that the statue was a symbol however a character still worried about inspection.

Task: First revise the ideas so the relationship is clear. Then edit capitalization, apostrophes, quotation marks, sentence boundaries, and the comma with however. Explain why revision came before editing.

Revision Practice Answer Key

Practice 1 should center one claim and delete unrelated or redundant facts. Practice 2 should use because, therefore, or a similarly accurate cause-and-effect connection. Practice 3 should avoid everyone and no good reason while acknowledging real barriers. Practice 4 pairs public events with accessibility and inspection with commitment to opportunity. Practice 5 begins with the claim and places each reason before its evidence and explanation. Practice 6 requires complete sentences, "it's" for it is, dialogue punctuation, and a controlled contrast; wording may vary when the meaning remains accurate.

Module 4 - Check for Learning

Evidence	Beginning	Developing	Secure
Argument	Lists parts	Some links are clear	Every part advances the claim
Thinking	Repeats evidence	Gives a partial meaning	Explains how and why proof supports the reason
Transitions	Missing or random	Usually accurate	Precisely names relationships
Revision	Surface-only	Combines or rearranges one idea	Makes purposeful clarity changes

★ Daily Deck Slide (M4-15 - Self-Check)

Can a reader follow my path? Does every transition fit? Does Thinking interpret rather than repeat?

Module 4 - Detailed Intervention

Use four movable cards: Claim, Reason, Evidence, Thinking. Have the student arrange cards before drafting. Ask the student to say the Thinking sentence aloud. Offer transition choices only after the student states the relationship. Use the reader-confusion check: "Where did the path break?" Preserve the same prompt, passages, and reasoning demand.

★ Daily Deck Slide (M4-16 - Support)

Arrange first. Say the relationship. Choose a transition. Rehearse Thinking. Then write.

Module 4 - Embedded Supports

- Color-code Claim, Reason, Evidence, and Thinking without supplying content.
- Let students orally rehearse in pairs before writing.
- Provide enlarged passage text and a transition bank.
- Permit home-language planning notes and speech-to-text.
- Require every learner to produce an independent visible thinking trace.

Accessibility Check

Support access to the task while preserving the same passage, prompt, and cognitive target.

Module 4 - Enrichment

- Write the same argument with two different reason orders and defend the stronger sequence.
- Add a second Thinking sentence that explains significance without repetition.
- Create a transition map labeled cause/effect, contrast, addition, and example.
- Challenge a peer to find the exact point where a deliberately scrambled pathway breaks.

Module 4 - Additional Writing Opportunities

Quick Write

Explain which form of community participation could create the most visible local change.

Passage-to-Passage Connection

Argue whether civic participation and the characters journey share a meaningful idea about opportunity and responsibility. Use evidence from both passages while preserving their differences.

Correspondence Rehearsal

Write a brief note to a community leader that states a concern, supports it with one fact, and respectfully requests more information.

Module 4 - Auditory Engagement: Listen, Weigh, Respond

The teacher reads two differing claims about a community decision. Students may not respond immediately. First each student says, “What evidence supports each?” Then each says, “What information is missing?” Only then may students choose a position and explain why. Close notes for Fresh Recall and reconstruct the problem-solving chain aloud with a partner.

Module 4 - Pause Points

|| Pause Point - Path or Pile

Does each sentence lead logically to the next?

|| Pause Point - Transition Integrity

Does the transition name the relationship I mean?

|| Pause Point - Evidence Match

Does this detail actually prove the reason?

|| Pause Point - Thinking

Did I explain how and why, or merely repeat the evidence?

★ Pause Point - Daily Deck Slide (M4-18 - Pause Points)

Path or pile? Real relationship? Matching evidence? New thinking?

Module 4 - Student Progress Tracking Chart

Checkpoint	I Can	Not Yet	With Help		My Proof
Day 1	Identify A and T in a model.	[]	[]	[]	
Day 2	Build and defend a pathway.	[]	[]	[]	
Day 3	Write evidence and Thinking.	[]	[]	[]	
Day 4	Award strength and target growth.	[]	[]	[]	
Day 5	Teach the pathway from memory.	[]	[]	[]	

★ Daily Deck Slide (M4-19 - Track Growth)

Use evidence from your work, not just a feeling. Growth, not first-attempt perfection.

Module 4 - Teacher Closure and Reflection

Teacher Inspiration Revisited



Teacher Script

"A voice can start a wave. Evidence helps us decide where that wave should go."



Essential Question - Answered

What responsibilities come with using our voices and making decisions that affect others?

Informed voices gather facts, check credible sources, listen to differing viewpoints, consider consequences, and revise when stronger evidence appears.

Module 4 - Virtual Classroom Adjustment



Virtual Classroom

Screen-share both clean Very High Stamina passages and both TRACKS-highlighted copies. Reveal one prompt at a time, use breakout pairs for discussion, and require a visible thinking trace in chat, a shared document, an annotation layer, or a notebook photo. Students still complete a 5–7 paragraph complete TRAILS narrative and a full LEAVES poem of at least five four-line stanzas; only the interaction format changes. Preserve the same TEKS, ELPS, framework focus, evidence expectations, and independent writing demand.