



THE WRITING ACADEMY®, LLC



Module 1

Notice, Question, Speak

Grade 5 · Cluster 7

Low Stamina

Tackling TEKS · Reading & Writing

5.11A · 5.11B(i-iv) · 5.12A(i-ii)



★ Meet Our Week!

★ Daily Deck

Week 1 · Low Stamina · Cluster 7 (narrative and poetry)

I Will...

- Notice details before I decide what they mean.
- Distinguish an observation from an assumption.
- Explain what happens after one person asks a thoughtful question.
- Establish a clear Topic/Experience and developed Setting.
- Use Lines/Layout and Emotion/Experience in poetry.

I Can...

- Name what I observe and what I only assume.
- Ask a thoughtful question before deciding.
- Begin a narrative with TRAILS T and S.
- Begin a poem with LEAVES L and E.



Notice and Question

Day 1 · Reveal

★ Daily Deck

Notice and Question

Day 1 · Reveal

Name an exact observation, ask a thoughtful question, and name the evidence that could help.

Model: “One person asks, ‘Is this thing fair?’” and “First stop and see what facts tell you.”

Point to the exact words you observed, and refuse to add a detail the poem does not give you.

★ Read the Poems

Day 1 · Gather · Passage 13

★ Daily Deck

One Voice Can Start a Wave Poetry · Level 1 · Low Stamina

[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.

★ Read the Poems

Day 1 · Gather · Passage 14

★ Daily Deck

Try, Learn, Change Poetry · Level 1 · Low Stamina

[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.



Dot the Tricky Words

Day 1 · Gather

★ Daily Deck

Words to DOT: thoughtful · evidence · setting · stanza

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



The TRAILS and LEAVES Chart

Day 1 · Reveal

★ Daily Deck

TRAILS T = Topic/Experience; TRAILS S = Setting.

LEAVES L = Lines/Layout; LEAVES E = Emotion/Experience.

Students point to the T, S, L, and E elements and explain which detail supports each choice.

Observation vs. Assumption

Observation A detail you can point to in the poem.

Assumption A belief formed before enough evidence is gathered.

Model: “Look at the leaves, observe the ground.”

Watch Me!

Notice: Look at the leaves, observe the ground.

Topic/Experience: My Topic/Experience is one person asking a thoughtful question. My Setting is the street where a whisper travels.

The poem's exact details keep the writer from replacing observation with assumption.

★ Notice or Assume?

Day 2 · Attempt · Partner Game

★ Daily Deck

Passages: “One Voice Can Start a Wave” & “Try, Learn, Change”

How to Play

- 1 Sort a detail under OBSERVATION or ASSUMPTION.
- 2 Defend the placement with exact evidence.
- 3 Select one situation and create a Topic/Experience plus Setting.
- 4 Name a specific Topic/Experience plus Setting.
- 5 The response collects information before deciding.
- 6 The response reaches a conclusion without sufficient evidence.

Success Check: the student classifies each response by the thinking it demonstrates, defends the placement with a reason, and names a specific Topic/Experience plus Setting.

Teacher Key

Model Situation

A student discovers the class recycling plan is not working in the classroom after lunch on Friday.

Success Criteria

The student classifies each response by the thinking it demonstrates, defends the placement with a reason, and names a specific Topic/Experience plus Setting.



What happens after a voice asks a thoughtful question?

What happens after a voice asks a thoughtful question?

What happens after evidence does not fit a first answer?

Student Directions: “Use one exact detail from each poem. Tell how the details connect without making the poems say the same thing.”



What Makes It an Observation?

Day 3 · Discuss (cont.)

★ Daily Deck

A question that helps a thinker gather evidence before deciding.

**a detail you can
point
to in the poem**

**a belief formed before
enough
evidence is gathered**

**a question that helps a
thinker gather evidence before
deciding**

Observation. Assumption. Thoughtful Question.



Try It On Your Own!

Day 3 · Use

TRAILS T & S

Name the Topic/Experience and Setting with TRAILS T and S.

Thoughtful Question

Draft 10 to 12 sentences with a thoughtful question.

LEAVES L & E

Turn the central idea into one rhyming four-line stanza. Use LEAVES L and E. *Do not simply cut the narrative into shorter lines.*

Your narrative needs a clear experience and developed setting. Your poem needs intentional lines, emotion, and experience.



The Moment They Figured It Out

Day 4 · Award

★ Daily Deck

What can I already do? One narrative or poetry choice I made successfully,
and the evidence in my work:

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

**Success criteria: name one successful choice and point to the exact sentence or line
that proves it.**



What Do I Still Need to Grow?

Day 4 · Target

★ Daily Deck

I can notice carefully, ask a thoughtful question, use evidence before deciding, and begin a narrative with TRAILS T and S or a poem with LEAVES L and E.

Choose one part of the target to practice next: _____

Success criteria: choose one next step and state what evidence will show growth.



Build It, Fix It, Say It

Day 4 · Small-Group Support

★ Daily Deck

Build It: “I noticed ___ in ___.”

Fix It: add one sensory setting detail.

Say It: read the sentence or stanza aloud and explain how the revision helps.

Success criteria: the student points to exact evidence for the Award, identifies a high-impact Target, and revises one sentence or line.



Turn and Teach!

Day 5 · Explain

★ Daily Deck

1

Observation

Demonstrate one observation.

2

Question

Demonstrate one thoughtful question.

3

TRAILS and LEAVES

Explain T and S for narrative and L and E for poetry.

4

Evidence

Listen for exact evidence from the poems.

One connection between the two poems is _____ because _____.

★ Exit Ticket

Day 5 · Transfer

★ Daily Deck

Reread one stanza from each poem. Write one observation, one thoughtful question, and one piece of evidence you would gather before deciding.

Student-Friendly Target: I can begin a narrative with TRAILS T and S and a poem with LEAVES L and E.

- 1 Narrative. Write 10 to 12 sentences about a fifth grader who notices a problem or unexpected result. Include a clear Topic/Experience, a developed Setting, and a question.
- 2 Poetry. Write one rhyming four-line stanza that carries the same central idea without simply cutting the narrative into shorter lines.
- 3 Evidence. Underline or mark the exact poem detail that helped you begin your writing.
- 4 Transfer / application. Complete: “One connection between the two poems is _____ because _____.” (2 points)

Total Score: _____ / 10



Think Like an Author, Write Like a Poet

Day 5 · Enrichment

One connection between the two poems is _____ because _____.

Add Relationship, Actions, Thoughts, and Dialogue, Important Moment, and Lasting Effect to a draft that already has Topic/Experience and Setting.

Add Artistic Language, Voice, Echo/Sound, and Significance to a four-line stanza that already has Lines/Layout and Emotion/Experience.

★ My Progress Tracker

This tracker is for YOU. As you practice noticing, questioning, using evidence, and writing with TRAILS and LEAVES, check the box that matches how you feel. Be honest with yourself. This helps you see your growth.

I Can...	Not Yet	Getting It	I've Got It!
Name an observation before making an assumption.	Not Yet	Getting It	I've Got It!
Ask a thoughtful question and name useful evidence.	Not Yet	Getting It	I've Got It!
Explain the difference between observation and assumption.	Not Yet	Getting It	I've Got It!
Establish a clear TRAILS Topic/Experience.	Not Yet	Getting It	I've Got It!
Develop a TRAILS Setting.	Not Yet	Getting It	I've Got It!
Arrange four intentional LEAVES lines.	Not Yet	Getting It	I've Got It!
Show LEAVES Emotion/Experience.	Not Yet	Getting It	I've Got It!
Use an exact detail from a poem.	Not Yet	Getting It	I've Got It!
Revise one sentence and one line using self-evidence.	Not Yet	Getting It	I've Got It!

★ Citizenship Connection

Listening, thoughtful questions, shared voice, careful observation, and informed decisions.

★ **Listening, thoughtful questions, shared voice, careful observation, and informed decisions.**

“People can gather, write, and speak” and “The evidence can guide your way.” A quiet voice can matter, and a first answer can improve when new information appears. Readers who distinguish observation from assumption are better prepared to listen, question, and decide responsibly.

Reflect & Discuss

What can happen when one voice notices, asks, and invites others to listen?

Let's Look at an Answer!

Prompt: Write a 10 to 12 sentence narrative about a fifth grader who notices a problem or unexpected result.

LOW Level 1

“The poem is about a voice.”

What the student did successfully: Names a broad idea from the poem.

What is missing: An exact detail and an explanation of how it supports the response.

Why it falls at this level: The response retells without evidence-based thinking.

Exact next instructional step: Name an exact detail from the poem and explain how it supports the response.

Let's Look at Another Answer!

Prompt: Write a 10 to 12 sentence narrative about a fifth grader who notices a problem or unexpected result.

MEDIUM Level 2-3

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

What the student did successfully: Quotes an exact detail and states what it shows.

What is missing: An explanation of the larger meaning of the quoted detail.

Why it falls at this level: The response stops at a retell instead of explaining the larger meaning.

Exact next instructional step: Explain the larger meaning of the quoted detail rather than stopping at a retell.

Our Strongest Answer!

Prompt: Write a 10 to 12 sentence narrative about a fifth grader who notices a problem or unexpected result.

HIGH Level 4

“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.”

Evidence used: “gather, write, and speak”

Explanation: The question grows into shared action when others listen and add their voices.

Why it works: It connects both the thoughtful question and the exact evidence to the poem's larger meaning.

★ **This is our target!**