



THE WRITING ACADEMY®, LLC



Module 4

Informed Voices Create Responsible Change

Grade 5 · Cluster 7

Very High Stamina

Tackling TEKS · Reading & Writing

5.11A · 5.11B(i) · 5.11B(ii) · 5.12A(i) · 5.12A(ii)



★ Meet Our Week!

★ Daily Deck

Week 4 · Very High Stamina · Cluster 7 (narrative and poetry)

I Will...

- Gather, compare, decide, act, check, and revise when new evidence appears.
- Use actions, thoughts, dialogue, relationships, and setting to show responsible change.
- Use exact poem details to weigh sources, viewpoints, and consequences.
- Create a complete TRAILS narrative.
- Create a full LEAVES poem and explain my craft choices.

I Can...

- Evaluate a source by checking evidence and another viewpoint.
- Explain how a decision may help one group while affecting another group differently.
- Write a complete TRAILS narrative with an Important Moment and Lasting Effect.
- Create a full LEAVES poem whose lines, language, voice, sound, and significance work together.

★ A Problem & A Discovery

Day 1 · Gather & Reveal

★ Daily Deck

Passage 13 & 14: “One Voice Can Start a Wave” & “Try, Learn, Change”

poetry · checking evidence, listening to viewpoints

Read both poems; notice source reliability, viewpoints, and consequences; DOT unknown words.

“One Voice Can Start a Wave” and “Try, Learn, Change” both show that a first response should be tested by evidence.

Today your brain learns how evidence, listening, and reasoning turn a voice into responsible change.



Dot the Tricky Words

Day 1 · Gather

★ Daily Deck

Words to DOT: source · register · affected · responsible

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

★ Source Check

Day 1 · Reveal

★ Daily Deck

S

Source

What source is this?

V

Viewpoint

Whose viewpoint
appears?

E

Evidence

What evidence
supports it?

C

Consequence

What happens next?

Use **TRACKS**; ask what source this is, whose viewpoint appears, and what evidence supports it.

Watch Me!

Evidence Different accounts were people's lens, reminding us that sources must be checked.

Reasoning The evidence refused to fit the answer she had chosen first.

Ask: For whom? At what cost? What evidence? What happened next?

Watch Me!

Source Check: What source is this?

Responsible Voice: The evidence refused to fit the answer she had chosen first.

You can make a responsible choice by checking evidence, listening to viewpoints, and considering who gains, who loses, and what happens next.



One Experience, Two Forms

Day 1 · Reveal

★ Daily Deck

TRAILS: Topic/Experience; Relationship; Actions, Thoughts, and Dialogue;
Important Moment; Lasting Effect; Setting.

LEAVES: Lines/Layout; Emotion/Experience; Artistic Language; Voice;
Echo/Sound; Significance.

Both forms are grounded in evidence and responsible change.

★ Source Check Showdown!

Day 2 · Attempt · Partner Game

★ Daily Deck

Source Check Showdown!

How to Play

- 1** Draw an exact detail from either poem.
Success Check: Read the stanza.
- 2** Mark the TRACKS category.
Success Check: Name T, R, A, C, K, or S.
- 3** Name the source and viewpoint.
Success Check: Who speaks or is affected?
- 4** Ask, “For whom?”
Success Check: Identify who gains.
- 5** Ask, “At what cost?”
Success Check: Identify who loses or is constrained.
- 6** Ask, “What happened next?”
Success Check: Trace the consequence.

Sample Detail

Evidence

“The evidence refused to fit / The answer she had chosen first.”

Important Moment

Explain why that detail can earn an Important Moment or Lasting Effect.

★ Source Check Showdown! (continued)

Day 2 · Attempt · Partner Game

★ Daily Deck

Source Check Showdown! (continued)

How to Play

- 1** Choose a TRAILS element.
Success Check: Make the experience visible.
- 2** Choose a LEAVES element.
Success Check: Make the poem's craft intentional.
- 3** Explain the evidence-to-craft connection.
Success Check: Use because, so, or therefore.
- 4** Revise if a stronger detail appears.
Success Check: Change is evidence-based.
- 5** Check the narrative and poem against the frameworks.
Success Check: No element is label-only.
- 6** Switch roles and play another turn.
Success Check: Both partners listen and explain.

Sample Detail

Evidence

“The evidence refused to fit / The answer she had chosen first.”

Important Moment

Explain why that detail can earn an Important Moment or Lasting Effect.

Whose viewpoint appears? Who gains, who loses, or who is constrained?

Which detail supports your thinking?

Whose viewpoint appears?

Who gains, who loses, or who is constrained?

What happened next?

Student Directions: “Compare the civic poem's source questions with the problem-solving chain in the second poem.”



What Makes a Voice Responsible?

Day 3 · Discuss (cont.)

★ Daily Deck

**What makes a voice
informed and responsible?**

**checked
evidence**

**a fairly heard
viewpoint**

**a named
consequence**

Think about: for whom · at what cost · what happened next.

★ Try It On Your Own!

Day 3 · Use

SOURCE

Select one evidence-rich moment from either poem. *Write one sentence explaining the viewpoint and one sentence explaining the consequence.*

TRAILS

Plan Topic/Experience, Relationship, Actions, Thoughts, and Dialogue, Important Moment, Lasting Effect, and Setting.

LEAVES

Plan Lines/Layout, Emotion/Experience, Artistic Language, Voice, Echo/Sound, and Significance.

Select one evidence-rich moment · plan Topic/Experience · plan Lines/Layout.



The Moment They Figured It Out

Day 4 · Award

★ Daily Deck

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

Take a Step Forward If... You named an exact detail, represented a viewpoint fairly, showed
a consequence, and made a deliberate narrative or poetry craft choice.



What Do I Still Need to Grow?

Day 4 · Target

★ Daily Deck

Use the exact detail “The evidence refused to fit / The answer she had chosen first” to show why a first plan may need revision.

Possible Revision: add the exact detail that earned the change, show the character’s thought or dialogue, and end with a Lasting Effect. In the poem, let a repeated sound or image carry significance.

I can: I can use evidence, listen to another viewpoint, consider consequences, and revise my narrative or poem when stronger evidence appears.

My next step: One TRAILS or LEAVES element I want to strengthen: _____



Build It, Fix It, Say It

Day 4 · Small-Group Support

★ Daily Deck

Build It: The first plan was: _____. The new evidence showed: _____. So the thinker changed: _____.

Fix It: “The evidence refused to fit the answer she had chosen first” becomes a visible Important Moment and Lasting Effect in the student's narrative.

Say It: “The first thought was... The evidence showed... The change was...” Finish together.

Rehearse the evidence and consequence aloud; each student writes and revises the craft choice.

★ Turn and Teach!

Day 5 · Explain

★ Daily Deck

1

TRAILS

Teach one TRAILS element.

2

LEAVES

Teach one LEAVES element.

3

Evidence

Explain the evidence, viewpoint, and consequence that make your choices responsible.

Use the TRAILS and LEAVES Anchor Chart. Explain how evidence, listening, and reasoning become actions, thoughts, dialogue, images, sound, and significance.

★ Exit Ticket

Day 5 · Transfer

★ Daily Deck

Read the relevant stanzas of “One Voice Can Start a Wave” and “Try, Learn, Change.” Mark source reliability, viewpoints, consequences, and the detail that changes or complicates a first conclusion.

Prompt: Write a complete TRAILS narrative and a full LEAVES poem showing how an informed voice uses evidence, listening, and reasoning to create responsible change.

- 1 Source check. Name one exact detail, its TRACKS category, and the source poem. (2 points)
- 2 Constructed response. In one sentence, state the poem’s message about how a responsible voice should use evidence, listening, and reasoning: (4 points)
- 3 Explain the viewpoint. Who gains, loses, or is constrained by the decision? (2 points)
- 4 Transfer / application. Explain what happened next and whether the response should stay or change: (2 points)

Total Score: _____ / 10



Think Like an Author, Write Like a Scholar

Enrichment · Write in your notebook

Challenge: Compare the source reliability, viewpoints, and consequences in the two poems.

Explain how an informed voice should respond when accounts differ and consequences are unequal.

Students mark exact details and connect them to a writing choice.

Partners check the thesis (central idea) against both poems.

The connection shows how the detail supports both a narrative Important Moment and a poetic significance choice.

★ My Progress Tracker

This tracker is for YOU. As you practice using evidence, listening to viewpoints, building TRAILS and LEAVES, and revising, 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!
Identify an exact detail and its TRACKS category.	Not Yet	Getting It	I've Got It!
Check whether a source is reliable and note what may be missing.	Not Yet	Getting It	I've Got It!
Name another viewpoint fairly.	Not Yet	Getting It	I've Got It!
Ask, "For whom? At what cost? What happened next?"	Not Yet	Getting It	I've Got It!
Use all six TRAILS elements in my narrative.	Not Yet	Getting It	I've Got It!
Use all six LEAVES elements in my poem.	Not Yet	Getting It	I've Got It!
Show an evidence-earned Important Moment and Lasting Effect.	Not Yet	Getting It	I've Got It!
Use line, image, voice, or sound to make significance clear.	Not Yet	Getting It	I've Got It!
Revise when stronger evidence warrants a change.	Not Yet	Getting It	I've Got It!



Citizenship Connection

Responsible voices use evidence, listen to other viewpoints, and revise when consequences or new facts require a change.



Responsible civic participation, evidence-based problem solving, and the effects of decisions on different groups.

The poems connect colonial viewpoints, rights, civic participation, adaptation, science, policy, and consequences. Students ask who gains, who loses, and who is constrained.

Responsible voices use evidence, listen to other viewpoints, and revise when consequences or new facts require a change. Reading a source closely mirrors listening carefully to a public message. Citizens who check evidence and viewpoints make more responsible decisions.

Reflect & Discuss

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

Let's Look at an Answer!

Prompt: Write a complete TRAILS narrative and a full LEAVES poem showing how an informed voice uses evidence, listening, and reasoning to create responsible change.

LOW Level 1

“A loud claim is not always right.”

What the student did successfully: States a defensible idea about a loud claim.

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

Why it falls at this level: The response names the idea but does not yet connect it to passage evidence or explain the 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 complete TRAILS narrative and a full LEAVES poem showing how an informed voice uses evidence, listening, and reasoning to create responsible change.

MEDIUM Level 2-3

“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 the student did successfully: Names an exact detail and connects it to source checking.

What is missing: A larger explanation of the quoted detail rather than a stopping point at retell.

Why it falls at this level: The response begins evidence-based thinking but does not yet explain the larger meaning of the detail.

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

Our Strongest Answer!

Prompt: Write a complete TRAILS narrative and a full LEAVES poem showing how an informed voice uses evidence, listening, and reasoning to create responsible change.

HIGH Level 4

“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.”

Why it works: It explains the responsible voice with evidence, listening, source checking, attention to another viewpoint, checking outcomes, and revision when new facts appear.

 **This is our target!**