



THE WRITING ACADEMY®, LLC



# Module 1

## Challenge and Question

Grade 5 · Cluster 8

Low reading length

Tackling TEKS · Reading & Writing

5.11(A) · 5.11(B)(i) · 5.12(B)(i) · 5.13(A) · 5.13(C)



# ★ Meet Our Week!

Week 1 · Low Stamina · Cluster 8 (monthlong cumulative research paper unit)

★ Daily Deck

## I Will...

- Use the two research passages as evidence banks.
- Build an R-E1-E2 explanation with source credit.
- Revise my thinking when evidence asks me to reconsider.

## I Can...

- Notice a challenge and turn it into a research question.
- Identify a precise source detail that supports my thinking.
- Explain what evidence proves rather than only repeat it.

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



# Evidence Has a Job

Day 1 · Reveal

★ Daily Deck

**N**

**Notice**

name the challenge

**Q**

**Question**

turn it into a research  
question

**G**

**Gather**

find source evidence

**E**

**Explain**

say what it proves

**Name what is known, what still needs a question, and what evidence could help.**



# Challenge and Question

Day 1 · Gather & Reveal

★ Daily Deck

## Passage 1: “From Protest to Participation: How a Nation Changes”

informational · civic evidence bank

**How do people know that something needs to change?**

Explain what makes change happen. Use evidence from the Grade 5 research passages.

**Notice a challenge, ask a question, gather evidence, and explain what it proves!**



# Dot the Tricky Words

Day 1 · Gather

★ Daily Deck

Words to DOT: challenge · evidence · question · source

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



# The Research HABIT

Day 1 · Reveal

★ Daily Deck

**N**

**Notice**

something needs attention

**Q**

**Question**

what do we need to find out

**G**

**Gather**

what information or evidence can  
we find

R-E1-E2: R is the reason the paragraph proves. E1 is evidence from a source.  
E2 is what the evidence proves.

**Notice, Question, Gather, Compare, Decide, Act, Check. Students return to an earlier step when new evidence requires revision.**



# Build Our Research Plan

★ Daily Deck

Day 1 · 5.13(B)(i)

Researchers do not wander through sources hoping to find an answer. They make a plan first.

Our research question is: What makes change happen? A plan tells us what we need to find, where we will look, and when each part will be finished.

1. Research question · 2. Sources · 3. Gather and take notes · 4. Check consequences · 5. Write and present

Your plan is a promise to yourself. Each week we will check it to see what you finished and what comes next.

## Challenge to Question

**Challenge** colonists were taxed by a Parliament where they had no elected representatives

**Question** why did taxation without representation lead colonists to protest?

Ask: *What is known, and what still needs a question?*

## Watch Me!

**Notice:** Something felt unfair.

**Question:** Why did taxation without representation lead colonists to protest?

*A feeling may begin a question, but evidence must guide the next decision.*



# Research Question

Day 1 · Gather

★ Daily Deck

State the question that guides the evidence bank.

A question gives the evidence bank a job.

# ★ Clarify the Question

Day 2 · 5.13(A)(iii), 5.13(A)(iv)

★ Daily Deck

A formal inquiry question guides a long investigation with many sources, like our research paper. An informal inquiry question is a quick question we ask to understand something right now.

When we clarify a question, we make it more exact, so we know what evidence to look for.

**Formal:** Why do things change? becomes Why did taxation without representation lead colonists to protest?

**Informal:** What is a boycott? becomes What did merchants refuse to buy during a boycott, and why?

# ★ Challenge-to-Question Match!

Day 2 · Attempt · Partner Game

★ Daily Deck

Both research passages

## How to Play

- 1 Purpose: Students attempt Challenge-to-Question Match and defend a match with evidence.
- 2 Your job is not to match words that sound alike. Your job is to decide which evidence or question will help a researcher investigate.
- 3 If your group disagrees, point to the wording of the card and explain your evidence.
- 4 Use these source-based matches. Accept a match only when a student explains the connection.

## Match the Evidence...

### Challenge

Kendrix's soil became muddy and leaves turned yellow.

then match it

### Question

What evidence showed that more water was not the best solution?



# Challenge-to-Question Match! (continued)

★ Daily Deck

Day 2 · Attempt · Partner Game

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

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

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



# Challenge-to-Question Match! (continued)

★ Daily Deck

Day 2 · Attempt · Partner Game

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

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

# ★ Compare Two Sources

Day 3 · Discuss

★ Daily Deck

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

Which card gave the strongest evidence, and why?

Where might a writer confuse an assumption with evidence?

Explain how source details contribute to the same claim.

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



# Paraphrase or Plagiarism?

★ Daily Deck

Day 3 · 5.13(F)(i)

Plagiarism is using someone else's words or ideas as if they were your own. Copying a sentence and changing only one or two words is still plagiarism.

**Version A:** A failed test that did not make a useful light still made information.

**Version B:** According to How Change Happens, Edison's workers learned something from every light test that did not work.

To paraphrase, read the sentence, cover it, write the idea from memory in your own words, then uncover it, compare, and add the source credit.



# Observation or Assumption?

Day 3 · Discuss (cont.)

★ Daily Deck

**What turns a notice  
into a research question?**

**what the source  
actually says**

**what we only  
assume**

**the question  
it still needs**

**Ask what can be checked in the source.**

# ★ Body Paragraph 1

Day 3 · Use

## REASON

State the module reason or a focused claim.

## EVIDENCE

Use one direct quotation or quoted phrase and one paraphrase, credit both source titles.

## EXPLANATION

Include explanation sentences that answer, “What does this evidence prove?”

Notice the challenge · ask the question · gather evidence · explain what it proves.

# ★ Award and Target

Day 4 · Award and Target

★ Daily Deck

## Student Award

What can I already do? One research move I completed successfully, and the evidence in my work:

## Student Target

I can choose one exact source detail and explain what it proves.

**My next move: I will compare a second source or consider what happened next.**



# Check What Happened Next

Day 4 · Target

★ Daily Deck

Consider consequences and whether a change was an improvement.

Ask who benefited, who was harmed, whose voice was missing, and what should happen next.

# ★ Turn and Educate

Day 5 · Educate

★ Daily Deck

## Research Stems

- The challenge or action was \_\_\_\_\_. My research question or claim was \_\_\_\_\_. One source showed \_\_\_\_\_. This evidence matters because \_\_\_\_\_. A second source helped me understand \_\_\_\_\_. The larger lesson is \_\_\_\_\_.
- The source detail I will use is \_\_\_\_\_. It proves my reason because \_\_\_\_\_.

## Listen For

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



# Source-Based Explanation

Day 5 · Educate

★ Daily Deck

Present a clear oral explanation with source credit.

Passage 1 shows \_\_\_\_\_. Passage 2 adds \_\_\_\_\_. Together they prove \_\_\_\_\_.



# Exit Ticket

★ Daily Deck

Day 5 · Educate & Explain to Others

Review the source details from both evidence banks. Choose one detail that helps answer the module question.

- 1 Source and paragraph. Record the source title and paragraph number: (2 points)
- 2 Evidence. Record an exact phrase or faithful paraphrase: (4 points)
- 3 Explanation. Complete: “This evidence matters because \_\_\_\_.” (4 points)

Total Score: \_\_\_\_\_ / 10

# ★ One Clear Research Move

Small-Group Support · Intervention

★ Daily Deck

## Build the three boxes

R Reason: One reason \_\_\_\_ is \_\_\_\_.

E1 Evidence: From a source, I found \_\_\_\_.

E2 Explanation: This evidence matters because \_\_\_\_.

## Student Frame

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

Ask: What is the reason? Where is the source detail? What does the detail prove?

# Evidence Curator

Enrichment: Connect Across Texts

Compare how Passage 1 shows colonists questioning fairness and how Passage 2 shows Kendrix revising her explanation when evidence changes.

## How can the same change look helpful to one group and harmful to another group?

Compare two possible details for the same reason and write which detail is stronger, which audience it helps, and what new question remains.

Explain how evidence supports a research reason and state whether the change was an improvement and for whom.

# ★ My Progress Tracker

| I Can...                                                      | Not Yet | Getting It | I've Got It! |
|---------------------------------------------------------------|---------|------------|--------------|
| Notice a challenge and turn it into a research question.      | Not Yet | Getting It | I've Got It! |
| Record a source title, paragraph number, and relevant detail. | Not Yet | Getting It | I've Got It! |
| Distinguish an observation from an assumption.                | Not Yet | Getting It | I've Got It! |
| Explain what evidence proves.                                 | Not Yet | Getting It | I've Got It! |
| Compare how two sources contribute to the same claim.         | Not Yet | Getting It | I've Got It! |
| Revise my thinking when evidence changes the answer.          | Not Yet | Getting It | I've Got It! |

# ★ Citizenship Connection

## ★ Rights, participation, citizenship, observation, testing, evaluation, and revision.

Passage 1 examines taxation without representation, protests, the Declaration, the Constitution, the Bill of Rights, and continuing citizenship. Passage 2 compares civic and scientific responses to changing conditions. Researchers ask whose voice is present, whose voice is missing, who benefited, who was harmed, and whether the result was an improvement. Reading a civic source closely helps students distinguish a claim from evidence and a decision from its consequences.

### Reflect & Discuss

What evidence should people gather before deciding that a change is fair or an improvement?

# Let's Look at an Answer!

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

## **LOW** Level 1

**“Change begins with a question. The colonists asked questions. Kendrix had a garden problem. They both changed.”**

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

# Let's Look at Another Answer!

## **MEDIUM** Level 2-3

**“One reason meaningful change begins is that people notice a challenge and ask a question. “From Protest to Participation: How a Nation Changes” says colonists wondered why Parliament could tax them without representatives. This question helped them think about fairness. “How Change Happens: Observe, Adapt, Test, and Improve” shows Kendrix asking why her plants were still unhealthy. These examples show that people need questions before they can fix problems.”**

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

# Our Strongest Answer!

## **HIGH** Level 4

**“One reason meaningful change begins is that people notice a challenge and turn it into a question. “From Protest to Participation: How a Nation Changes” explains that colonists questioned why Parliament could tax them when the colonies did not elect representatives to Parliament. This question mattered because it changed the issue from simply paying taxes to asking whether the government was respecting colonial voice. “How Change Happens: Observe, Adapt, Test, and Improve” gives a scientific example when Kendrix noticed that her garden became worse after extra watering. Instead of repeating the same action, she had to question her first explanation. Together, these examples show that change begins when people recognize that something is not working and ask a question that can guide the next step.”**

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

 **This is our target!**