

SCOPE AND SEQUENCE

Grade 5 Scope and Sequence

Teacher Lesson Plans, Student Workbooks and Lesson Slide Decks, week by week

PREPARE + Clusters 1 to 8

36 Modules

36 Weeks

[Linked to the IMRA site](#)

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PURPOSE OF THIS DOCUMENT

This document shows, week by week, what each module teaches and where to find it in the Teacher Lesson Plan book, the Student Workbook and the Lesson Slide Deck, so a teacher or reviewer can move from the plan to the exact page in one click.

INTRODUCTION

How This Scope and Sequence Works

This scope and sequence follows the Grade 5 Supplemental Support System week by week: PREPARE plus Clusters 1 to 8, four modules each, one module per week for 36 weeks. Each row names the genre and focus, the reading passage and its stamina level, the key framework, the main TEKS, and where the module lives in the three student-facing and teacher-facing materials: the Teacher Lesson Plan book, the Student Workbook and the Lesson Slide Deck. Every location is a live link to the IMRA site.

HOW TO READ EACH ROW

- **Week** is the week of the 36-week sequence (one module per week, per the Grade 5 Pacing Calendars).
- **Main TEKS** lists the breakouts correlated to the module in the Teacher Lesson Plan and the Student Workbook page footers. Editing breakouts (5.11D) are listed in grey; the full editing detail is in the separate Grade 5 TEKS 11D chart.
- **Key framework** is the framework the module's teacher pages name most often (for example CSI, TREES, MICE, CREATURES, LEAVES, TRAILS).
- **Where it lives** gives the file and page for each material. Blue underlined text opens the IMRA site.

Material	IMRA site page
Teacher Lesson Plan books (one per cluster)	Grade 5 Teacher Lesson Plans
Student Workbooks (one per cluster)	Grade 5 Student Workbooks
Lesson Slide Decks (one per module, 36 decks)	Grade 5 Lesson Decks
Reading Passages	Grade 5 Reading Passages

YEAR AT A GLANCE

PREPARE and Clusters 1 to 8

Cluster	Weeks	Genre	Reading passages	Key frameworks
PREPARE	1 to 4	Getting Ready to Write	The Great Chocolate Chip Cookie Mystery; The Fifth-Grade Cookie Commission	TRAILS
Cluster 1	5 to 8	Short Constructed Response (SCR)	From Tension to Revolution; The Ocean Lesson	CSI
Cluster 2	9 to 12	ECR: Informational	Spanish Rule in Early Texas; A Harvest to Remember	TREE, TREES, CSI
Cluster 3	13 to 16	ECR: Informational	Our Rights, Our Voices; A Voice of Their Own	CSI, TREES, TREE
Cluster 4	17 to 20	ECR: Argumentative	The Garden That Wouldn't Grow; Words That Changed a Nation	CREATURES
Cluster 5	21 to 24	ECR: Paired Passages	A Difficult Compromise; A Visit to the Workshop	HABIT, R1
Cluster 6	25 to 28	ECR: Argumentative	A Voice in the Community; A Gift that Welcomed Millions	CREATURES
Cluster 7	29 to 32	Narrative and Poetry	One Voice Can Start a Wave; Try, Learn, Change	TRAILS, LEAVES
Cluster 8	33 to 36	Research	From Protest to Participation: How a Nation Changes; How Change Happens: Observe, Adapt, Test, and Improve; Six Turning Points: What Made Change Happen?; The Change Files: How Questions Become Decisions	HABIT

PREPARE

PREPARE: Getting Ready to Write

Weeks 1 to 4 · [Teacher Lesson Plan book](#) · [Student Workbook](#)

Week	Module and focus	Passage and stamina	Key framework	Main TEKS	Teacher Lesson Plan	Student Workbook	Lesson Slide Deck
Wk 1	Module 1 The Writing Job Comes Before the Format	The Great Chocolate Chip Cookie Mystery Low stamina	TRAILS	5.11A(i), 5.11C(i), 5.12A(i), 5.12A(ii) Editing: 5.11D (i), (vii), (xxix)	PREPARE, Module 1 Teacher Lesson Plan p. 3	PREPARE, Module 1 Student Workbook p. 5	Deck 1 of 36 (21 slides) The Writing Job Comes Before the Format
Wk 2	Module 2 Purpose and Audience Change the Response	The Great Chocolate Chip Cookie Mystery Medium stamina	TRAILS	5.11A(i), 5.11C(i), 5.12A(i), 5.12A(ii) Editing: 5.11D (i), (vii), (xxix)	PREPARE, Module 2 Teacher Lesson Plan p. 55	PREPARE, Module 2 Student Workbook p. 65	Deck 2 of 36 (23 slides) Purpose and Audience Change the Response
Wk 3	Module 3 Choose the Route and the Planning Strategy	The Fifth-Grade Cookie Commission High stamina	TRAILS	5.11A(i), 5.11C(i), 5.12A(i), 5.12A(ii) Editing: 5.11D (i), (vii), (xxix)	PREPARE, Module 3 Teacher Lesson Plan p. 113	PREPARE, Module 3 Student Workbook p. 119	Deck 3 of 36 (22 slides) Choose the Route and the Planning Strategy
Wk 4	Module 4 Independent Genre Decision and Transfer	The Fifth-Grade Cookie Commission Very High stamina	TRAILS	5.11A(i), 5.11C(i), 5.12A(i), 5.12A(i) to (ii), 5.12A(ii) Editing: 5.11D (i), (vii), (xxix)	PREPARE, Module 4 Teacher Lesson Plan p. 165	PREPARE, Module 4 Student Workbook p. 171	Deck 4 of 36 (22 slides) Independent Genre Decision and Transfer

CLUSTER 1

Cluster 1: Short Constructed Response (SCR)

Weeks 5 to 8 · [Teacher Lesson Plan book](#) · [Student Workbook](#)

Week	Module and focus	Passage and stamina	Key framework	Main TEKS	Teacher Lesson Plan	Student Workbook	Lesson Slide Deck
Wk 5	Module 1 Understanding and Upgrading Thinking Levels in WHY and HOW Responses	From Tension to Revolution The Ocean Lesson Low stamina	CSI (cluster)	5.11A(i), 5.11C(i), 5.11C(ii), 5.12B(i), 5.12B(ii), 5.12B(iii) Editing: 5.11D (i), (xxix)	Cluster 1, Module 1 Teacher Lesson Plan p. 3	Cluster 1, Module 1 Student Workbook p. 5	Deck 5 of 36 (25 slides) Understanding and Upgrading Thinking Levels in WHY and HOW Responses
Wk 6	Module 2 Writing a Strong Thesis (central idea) Using TOPIC, CHARGE, and ANSWER	From Tension to Revolution The Ocean Lesson Medium stamina	CSI (cluster)	5.11B(i), 5.11C(i), 5.11C(ii), 5.12B(i), 5.12B(ii), 5.12B(iii) Editing: 5.11D (i), (vi), (viii), (ix)	Cluster 1, Module 2 Teacher Lesson Plan p. 55	Cluster 1, Module 2 Student Workbook p. 57	Deck 6 of 36 (21 slides) Writing a Strong Thesis (central idea) Using TOPIC, CHARGE, and ANSWER
Wk 7	Module 3 Using Evidence to Support Thinking	From Tension to Revolution The Ocean Lesson High stamina	CSI	5.11B(i), 5.11C(ii), 5.12B(i), 5.12B(ii), 5.12B(iii) Editing: 5.11D (xxvii), (xxix)	Cluster 1, Module 3 Teacher Lesson Plan p. 101	Cluster 1, Module 3 Student Workbook p. 109	Deck 7 of 36 (24 slides) Using Evidence to Support Thinking
Wk 8	Module 4 Writing the Explanation Sentence	From Tension to Revolution The Ocean Lesson Very High stamina	CSI (cluster)	5.11B(i), 5.11C(i), 5.11C(ii), 5.12B(i), 5.12B(ii), 5.12B(iii) Editing: 5.11D (i)	Cluster 1, Module 4 Teacher Lesson Plan p. 151	Cluster 1, Module 4 Student Workbook p. 165	Deck 8 of 36 (25 slides) Writing the Explanation Sentence

CLUSTER 2

Cluster 2: ECR: Informational

Weeks 9 to 12 · [Teacher Lesson Plan book](#) · [Student Workbook](#)

Week	Module and focus	Passage and stamina	Key framework	Main TEKS	Teacher Lesson Plan	Student Workbook	Lesson Slide Deck
Wk 9	Module 1 Understanding the Structure of an ECR	Spanish Rule in Early Texas A Harvest to Remember Low stamina	TREE	5.11B(i), 5.11C(i), 5.11C(ii), 5.12B(i), 5.12B(ii), 5.12B(iii) Editing: 5.11D (i), (xxix)	Cluster 2, Module 1 Teacher Lesson Plan p. 3	Cluster 2, Module 1 Student Workbook p. 5	Deck 9 of 36 (26 slides) Understanding the Structure of an ECR
Wk 10	Module 2 Writing a Strong Thesis (central idea)	Spanish Rule in Early Texas A Harvest to Remember Medium stamina	TREE	5.11B(i), 5.11C(i), 5.11C(ii), 5.12B(i), 5.12B(ii), 5.12B(iii) Editing: 5.11D (xi)	Cluster 2, Module 2 Teacher Lesson Plan p. 57	Cluster 2, Module 2 Student Workbook p. 59	Deck 10 of 36 (27 slides) Writing a Strong Thesis (central idea)
Wk 11	Module 3 The Reason/Way Branch of the ECR	Spanish Rule in Early Texas A Harvest to Remember High stamina	TREES, TREE	5.11B(iv), 5.11C(iii), 5.11C(iv), 5.12B(i), 5.12B(ii), 5.12B(iii)	Cluster 2, Module 3 Teacher Lesson Plan p. 113	Cluster 2, Module 3 Student Workbook p. 117	Deck 11 of 36 (27 slides) The Reason/Way Branch of the ECR
Wk 12	Module 4 The Evidence Branch of the ECR Tree	Spanish Rule in Early Texas A Harvest to Remember Very High stamina	CSI, TREES	5.11B(iv), 5.11C(iii), 5.11C(iv), 5.12B(i), 5.12B(ii), 5.12B(iii)	Cluster 2, Module 4 Teacher Lesson Plan p. 171	Cluster 2, Module 4 Student Workbook p. 179	Deck 12 of 36 (26 slides) The Evidence Branch of the ECR Tree

CLUSTER 3

Cluster 3: ECR: Informational

Weeks 13 to 16 · [Teacher Lesson Plan book](#) · [Student Workbook](#)

Week	Module and focus	Passage and stamina	Key framework	Main TEKS	Teacher Lesson Plan	Student Workbook	Lesson Slide Deck
Wk 13	Module 1 Building the Full ECR	Our Rights, Our Voices A Voice of Their Own Low stamina	CSI, TREES	5.11B(iv), 5.11C(i), 5.11C(iv), 5.12B, 5.12B(i), 5.12B(ii), 5.12B(iii) Editing: 5.11D (i), (vi), (vii), (viii), (ix), (xi), (xii), (xiii), (xxvii), (xxviii), (xxix)	Cluster 3, Module 1 Teacher Lesson Plan p. 3	Cluster 3, Module 1 Student Workbook p. 5	Deck 13 of 36 (23 slides) Building the Full ECR
Wk 14	Module 2 Hidden WHY and HOW Prompt Clues	Our Rights, Our Voices A Voice of Their Own Medium stamina	CSI, TREES	5.11B(iv), 5.11B(v), 5.11C(i), 5.11C(v), 5.12B(i), 5.12B(ii), 5.12B(iii) Editing: 5.11D (x), (xiv), (xv), (xxi)	Cluster 3, Module 2 Teacher Lesson Plan p. 55	Cluster 3, Module 2 Student Workbook p. 63	Deck 14 of 36 (22 slides) Hidden WHY and HOW Prompt Clues
Wk 15	Module 3 Magnifying WHY Reasons into Topic Sentences	Our Rights, Our Voices A Voice of Their Own High stamina	TREE, CSI	5.11B(iv), 5.11B(v), 5.11C(i), 5.11C(ii), 5.11C(iii), 5.11C(iv), 5.11C(v), 5.12B(i), 5.12B(ii), 5.12B(iii) Editing: 5.11D (x), (xiv), (xv), (xxi)	Cluster 3, Module 3 Teacher Lesson Plan p. 107	Cluster 3, Module 3 Student Workbook p. 119	Deck 15 of 36 (20 slides) Magnifying WHY Reasons into Topic Sentences
Wk 16	Module 4 Proving Reasons with Evidence and Explanation	Our Rights, Our Voices A Voice of Their Own Very High stamina	CSI, TREES	5.11B(iv), 5.11B(v), 5.11C(i), 5.11C(v), 5.12B(i), 5.12B(ii), 5.12B(iii)	Cluster 3, Module 4 Teacher Lesson Plan p. 151	Cluster 3, Module 4 Student Workbook p. 173	Deck 16 of 36 (20 slides) Proving Reasons with Evidence and Explanation

CLUSTER 4

Cluster 4: ECR: Argumentative

Weeks 17 to 20 · [Teacher Lesson Plan book](#) · [Student Workbook](#)

Week	Module and focus	Passage and stamina	Key framework	Main TEKS	Teacher Lesson Plan	Student Workbook	Lesson Slide Deck
Wk 17	Module 1 Building the Argumentative Foundation with Claim, Reasons, and Evidence	The Garden That Wouldn't Grow Words That Changed a Nation Low stamina	CREATURES	5.11B, 5.11B(v), 5.11C(i), 5.11C(i) to (v), 5.11C(ii), 5.11C(iii), 5.11C(iv), 5.11C(v), 5.12C, 5.12C(i), 5.12C(ii) Editing: 5.11D (i) to (xxix), (i), (vi), (xi), (xv), (xxi), (xxix)	Cluster 4, Module 1 Teacher Lesson Plan p. 3	Cluster 4, Module 1 Student Workbook p. 5	Deck 17 of 36 (24 slides) Building the Argumentative Foundation with Claim, Reasons, and Evidence
Wk 18	Module 2 Turning Parts into a Coherent Line of Argument with Thinking	The Garden That Wouldn't Grow Words That Changed a Nation Medium stamina	CREATURES	5.11B(v), 5.11C(i), 5.11C(ii), 5.11C(v), 5.12C(i), 5.12C(ii) Editing: 5.11D (x), (xii), (xv), (xxix)	Cluster 4, Module 2 Teacher Lesson Plan p. 59	Cluster 4, Module 2 Student Workbook p. 61	Deck 18 of 36 (27 slides) Turning Parts into a Coherent Line of Argument with Thinking
Wk 19	Module 3 Understanding Others and Building an Evidence-Based Rebuttal	The Garden That Wouldn't Grow Words That Changed a Nation High stamina	CREATURES	5.11B(iii), 5.11B(v), 5.11C(vi), 5.12C(i), 5.12C(ii) Editing: 5.11D (xvi), (xvi) to (xix), (xvii), (xviii), (xix), (xxi)	Cluster 4, Module 3 Teacher Lesson Plan p. 107	Cluster 4, Module 3 Student Workbook p. 115	Deck 19 of 36 (23 slides) Understanding Others and Building an Evidence-Based Rebuttal
Wk 20	Module 4 Completing the Argument with Ending, Significance, and the Full CREATURES	The Garden That Wouldn't Grow Words That Changed a Nation Very High stamina	CREATURES	5.11B(iii), 5.11B(v), 5.11C(i), 5.11C(i) to (vi), 5.11C(iii), 5.11C(iv), 5.11C(vi), 5.12C(i), 5.12C(i) to (ii), 5.12C(ii) Editing: 5.11D (xvi), (xvii), (xviii), (xix), (xxi), (xxvii), (xxviii), (xxix)	Cluster 4, Module 4 Teacher Lesson Plan p. 165	Cluster 4, Module 4 Student Workbook p. 175	Deck 20 of 36 (23 slides) Completing the Argument with Ending, Significance, and the Full CREATURES Response

CLUSTER 5

Cluster 5: ECR: Paired Passages

Weeks 21 to 24 · [Teacher Lesson Plan book](#) · [Student Workbook](#)

Week	Module and focus	Passage and stamina	Key framework	Main TEKS	Teacher Lesson Plan	Student Workbook	Lesson Slide Deck
Wk 21	Module 1 Balanced Evidence Across Paired Passages	A Difficult Compromise A Visit to the Workshop Low stamina	HABIT	5.11B(ii), 5.11C(vii), 5.11C(viii), 5.12B, 5.12B(i), 5.12B(ii), 5.12B(iii) Editing: 5.11D (ii), (iii), (iv), (v), (xx)	Cluster 5, Module 1 Teacher Lesson Plan p. 3	Cluster 5, Module 1 Student Workbook p. 5	Deck 21 of 36 (22 slides) Balanced Evidence Across Paired Passages
Wk 22	Module 2 HOW Responses: Similarities, Differences, and Relationships	A Difficult Compromise A Visit to the Workshop Medium stamina	HABIT	5.11B(ii), 5.11C(i), 5.11C(ii), 5.11C(v), 5.11C(vi), 5.11C(vii), 5.11C(viii), 5.12B(i), 5.12B(ii), 5.12B(iii) Editing: 5.11D (ii), (iii), (iv), (v), (xx)	Cluster 5, Module 2 Teacher Lesson Plan p. 55	Cluster 5, Module 2 Student Workbook p. 63	Deck 22 of 36 (25 slides) HOW Responses: Similarities, Differences, and Relationships
Wk 23	Module 3 Building a Conclusion That Finishes the Thinking	A Difficult Compromise A Visit to the Workshop High stamina	R1, HABIT	5.11B(iii), 5.11C(iii), 5.11C(iv), 5.11C(vii), 5.11C(viii), 5.12B(i), 5.12B(ii), 5.12B(iii) Editing: 5.11D (ii), (iii), (iv), (v), (xx)	Cluster 5, Module 3 Teacher Lesson Plan p. 109	Cluster 5, Module 3 Student Workbook p. 119	Deck 23 of 36 (22 slides) Building a Conclusion That Finishes the Thinking
Wk 24	Module 4 Color Coding the Exemplar and Controlling the Whole Paper	A Difficult Compromise A Visit to the Workshop Very High stamina	R1, HABIT	5.11B(ii), 5.11B(iii), 5.11C(i), 5.11C(iii), 5.11C(iv), 5.11C(v), 5.11C(vi), 5.11C(vii), 5.11C(viii), 5.12B(i), 5.12B(ii), 5.12B(iii) Editing: 5.11D (ii), (iii), (iv), (v), (xx)	Cluster 5, Module 4 Teacher Lesson Plan p. 165	Cluster 5, Module 4 Student Workbook p. 179	Deck 24 of 36 (27 slides) Color Coding the Exemplar and Controlling the Whole Paper

CLUSTER 6

Cluster 6: ECR: Argumentative

Weeks 25 to 28 · [Teacher Lesson Plan book](#) · [Student Workbook](#)

Week	Module and focus	Passage and stamina	Key framework	Main TEKS	Teacher Lesson Plan	Student Workbook	Lesson Slide Deck
Wk 25	Module 1 Decision Prompts: Claim, Reasons, and Evidence	A Voice in the Community A Gift that Welcomed Millions Low stamina	CREATURES	5.11B(ii), 5.11C(i), 5.11C(vii), 5.11C(viii), 5.11C(x), 5.12C, 5.12C(i), 5.12C(ii), 5.12D(i) Editing: 5.11D (i)	Cluster 6, Module 1 Teacher Lesson Plan p. 3	Cluster 6, Module 1 Student Workbook p. 5	Deck 25 of 36 (27 slides) Decision Prompts: Claim, Reasons, and Evidence
Wk 26	Module 2 Coherent Argument and Thinking	A Voice in the Community A Gift that Welcomed Millions Medium stamina	CREATURES	5.11B(i), 5.11B(ii), 5.11B(iii), 5.11B(iv), 5.11B(v), 5.11C(ix), 5.11C(x), 5.12C(i), 5.12C(ii), 5.12D(i) Editing: 5.11D (xxii), (xxiii), (xxiv), (xxv), (xxvi)	Cluster 6, Module 2 Teacher Lesson Plan p. 59	Cluster 6, Module 2 Student Workbook p. 67	Deck 26 of 36 (35 slides) Coherent Argument and Thinking
Wk 27	Module 3 Understanding, Rebuttal, Ending, and Significance	A Voice in the Community A Gift that Welcomed Millions High stamina	CREATURES	5.11B(i), 5.11B(ii), 5.11B(iii), 5.11B(iv), 5.11B(v), 5.11C(i), 5.11C(ii), 5.11C(v), 5.11C(vi), 5.11C(ix), 5.11C(x), 5.12C, 5.12C(i), 5.12C(ii) Editing: 5.11D (xx)	Cluster 6, Module 3 Teacher Lesson Plan p. 117	Cluster 6, Module 3 Student Workbook p. 131	Deck 27 of 36 (26 slides) Understanding, Rebuttal, Ending, and Significance
Wk 28	Module 4 Full CREATURES in Argumentative Correspondence for a Real Audience	A Voice in the Community A Gift that Welcomed Millions Very High stamina	CREATURES	5.11B(i), 5.11B(ii), 5.11B(iii), 5.11B(iv), 5.11B(v), 5.11C, 5.11C(vii), 5.11C(viii), 5.11C(ix), 5.11C(x), 5.12C, 5.12C(i), 5.12C(ii), 5.12D(i) Editing: 5.11D (xvi), (xx), (xxix)	Cluster 6, Module 4 Teacher Lesson Plan p. 167	Cluster 6, Module 4 Student Workbook p. 193	Deck 28 of 36 (26 slides) Full CREATURES in Argumentative Correspondence for a Real Audience

CLUSTER 7

Cluster 7: Narrative and Poetry

Weeks 29 to 32 · [Teacher Lesson Plan book](#) · [Student Workbook](#)

Week	Module and focus	Passage and stamina	Key framework	Main TEKS	Teacher Lesson Plan	Student Workbook	Lesson Slide Deck
Wk 29	Module 1 Notice, Question, Speak	One Voice Can Start a Wave Try, Learn, Change Low stamina	TRAILS, LEAVES	5.11A, 5.11B(i), 5.11B(ii), 5.11B(iii), 5.11B(iv), 5.11B(v), 5.12A(i), 5.12A(ii)	Cluster 7, Module 1 Teacher Lesson Plan p. 3	Cluster 7, Module 1 Student Workbook p. 5	Deck 29 of 36 (23 slides) Notice, Question, Speak
Wk 30	Module 2 Voices and Responses	One Voice Can Start a Wave Try, Learn, Change Medium stamina	LEAVES, TRAILS	5.11A, 5.11B, 5.11B(i), 5.11B(ii), 5.11B(iii), 5.11B(iv), 5.11B(v), 5.11C, 5.12A, 5.12A(i), 5.12A(ii) Editing: 5.11D	Cluster 7, Module 2 Teacher Lesson Plan p. 59	Cluster 7, Module 2 Student Workbook p. 65	Deck 30 of 36 (26 slides) Voices and Responses
Wk 31	Module 3 Evidence Can Change the Story	One Voice Can Start a Wave Try, Learn, Change High stamina	TRAILS, LEAVES	5.11B(i), 5.11B(ii), 5.11B(iii), 5.11B(iv), 5.11B(v), 5.11C, 5.12A(i), 5.12A(ii)	Cluster 7, Module 3 Teacher Lesson Plan p. 113	Cluster 7, Module 3 Student Workbook p. 127	Deck 31 of 36 (26 slides) Evidence Can Change the Story
Wk 32	Module 4 Informed Voices Create Responsible Change	One Voice Can Start a Wave Try, Learn, Change Very High stamina	TRAILS, LEAVES	5.11B, 5.11B(i), 5.11B(ii), 5.11B(iii), 5.11B(iv), 5.11B(v), 5.12A(i), 5.12A(ii)	Cluster 7, Module 4 Teacher Lesson Plan p. 163	Cluster 7, Module 4 Student Workbook p. 189	Deck 32 of 36 (23 slides) Informed Voices Create Responsible Change

CLUSTER 8

Cluster 8: Research

Weeks 33 to 36 · [Teacher Lesson Plan book](#) · [Student Workbook](#)

Week	Module and focus	Passage and stamina	Key framework	Main TEKS	Teacher Lesson Plan	Student Workbook	Lesson Slide Deck
Wk 33	Module 1 Challenge and Question	From Protest to Participation: How a Nation Changes Low stamina	HABIT	5.11B(i), 5.11B(iv), 5.11C(iii), 5.11C(iv), 5.11C(ix), 5.12B(i), 5.12B(ii), 5.13A, 5.13A(iii), 5.13A(iv), 5.13B(i), 5.13F(i) Editing: 5.11D (i), (xii)	Cluster 8, Module 1 Teacher Lesson Plan p. 3	Cluster 8, Module 1 Student Workbook p. 5	Deck 33 of 36 (29 slides) Challenge and Question
Wk 34	Module 2 Evidence and Choice	How Change Happens: Observe, Adapt, Test, and Improve Medium stamina	HABIT	5.11A, 5.11B(i), 5.11B(iv), 5.11C(iii), 5.11C(iv), 5.11C(ix), 5.12B(i), 5.12B(ii), 5.13B(ii), 5.13D(i), 5.13D(ii), 5.13E(i) Editing: 5.11D (i), (xii)	Cluster 8, Module 2 Teacher Lesson Plan p. 69	Cluster 8, Module 2 Student Workbook p. 73	Deck 34 of 36 (27 slides) Evidence and Choice
Wk 35	Module 3 Action, Consequence, and Revision	Six Turning Points: What Made Change Happen? High stamina	HABIT	5.11B(i), 5.11B(iv), 5.11C(iii), 5.11C(iv), 5.11C(ix), 5.12B(i), 5.12B(ii), 5.13B(ii), 5.13C Editing: 5.11D (i), (xii)	Cluster 8, Module 3 Teacher Lesson Plan p. 135	Cluster 8, Module 3 Student Workbook p. 141	Deck 35 of 36 (25 slides) Action, Consequence, and Revision
Wk 36	Module 4 Synthesis and Publication	The Change Files: How Questions Become Decisions Very High stamina	HABIT	5.11B(i), 5.11B(iv), 5.11C(iii), 5.11C(iv), 5.11C(ix), 5.12B(i), 5.12B(ii), 5.13C, 5.13G(i), 5.13H(i) Editing: 5.11D (i), (xii)	Cluster 8, Module 4 Teacher Lesson Plan p. 189	Cluster 8, Module 4 Student Workbook p. 207	Deck 36 of 36 (24 slides) Synthesis and Publication

SOURCES

Where This Information Comes From

- Teacher Lesson Plans: docs/g5/tlp/ (module titles from each book's contents page; stamina from each module title page; TEKS from the module TEKS correlation pages and daily TEKS boxes).
- Student Workbooks: docs/g5/wb/ (module start page; TEKS from the page footers).
- Lesson Slide Decks: docs/g5/lesson-decks/ (deck number, title and slide count).
- Reading passages: the Grade 5 Reading Passages page of the IMRA site and the Grade 5 Passages and Source Index.
- Genre: the cover line of each Teacher Lesson Plan book. Frameworks: the Grade 5 Frameworks and Acronym Glossary and counts in each module's pages.

NOTES ON THE SOURCES

- Grade 5 Cluster 1 Module 1: no framework acronym appears five or more times in the module's pages, so the cluster's most-used framework is shown and marked (cluster).
- Grade 5 Cluster 1 Module 2: no framework acronym appears five or more times in the module's pages, so the cluster's most-used framework is shown and marked (cluster).
- Grade 5 Cluster 1 Module 4: no framework acronym appears five or more times in the module's pages, so the cluster's most-used framework is shown and marked (cluster).