
GRADE 5 • CLUSTER 2

Substitute Teacher Plans

Five stand-alone 15-minute practice lessons

“A Harvest to Remember and Spanish Rule in Early Texas”

*Keep the learning connected. Keep the directions simple.
Leave the next instructional step with the classroom teacher.*

★ **USE THIS FIRST:** Step 1, Find It and Prove It

The Writing Academy®, LLC

© 2026 The Writing Academy®, LLC.
All rights reserved.

Teachers who purchase this product may reproduce pages for use in their own classrooms only. No other reproduction, distribution, or transmission of any part of this publication is permitted without the prior written permission of The Writing Academy®, LLC.

How to Use This Folder

★ **USE THIS FIRST: Step 1, Find It and Prove It.** For an unexpected absence, the substitute starts with Step 1. Its passage (Module 1, “A Harvest to Remember”, paragraphs 1 to 4) has already been taught, so it is safe on any day of Cluster 2.

Teacher: to designate a different lesson, write it here: Step ____ Module ____ Initials ____

Choose a lesson

These are five choices, not a five-step sequence. Use a lesson only when its module has already been taught. Taking them in numerical order is also safe because each Step uses a passage from the same or an earlier module.

ID	Lesson	Practice	Eligible module and approved passage	Page
Step 1 ★	Find It and Prove It	5.7B, 5.7C	Module 1: “A Harvest to Remember”, paragraphs 1 to 4	5
Step 2	Say It in Your Own Words	5.7D	Module 1: “Spanish Rule in Early Texas”, paragraphs 1 to 3	16
Step 3	Sketch, Label, and Explain	5.7E, 5.7C	Module 1: “A Harvest to Remember”, paragraphs 2 and 3	27
Step 4	Make One Helpful Change	5.11C	Module 1: “Spanish Rule in Early Texas”, paragraphs 2 to 4	36
Step 5	Genre Snapshot: Teach Someone Something	5.12B	Module 1: “Spanish Rule in Early Texas”, paragraphs 1 to 4	45

Four boundaries for every lesson

- **Review, rather than introduce.** Use skills, routines, and genre features the classroom teacher has already taught.
- **Use separate practice work.** Do not revise students' ongoing major compositions, reveal upcoming assessment prompts, or complete the module's culminating assignment.
- **Give students one clear job.** Each lesson has one task.
- **Leave a clear stopping point.** A substitute lesson does not mark a regular module lesson or GRADUATE stage as completed.

What each lesson contains

Start Here page • Teaching Script (minute by minute) • Passage page with numbered paragraphs, reading boundaries, and pronunciation help • Student response page • Supported route • Extension • Answer and Support Guide • Return-to-Teacher note.

The 20-minute Standards Slide Deck block is separate; use only the deck the teacher designated. Classroom logistics (schedules, emergency directions, individual student support information) stay in the teacher's private section, not in this folder.

Contents

Cover	1
Copyright	2
How to Use This Folder (Use This First)	3
Contents	4
Step 1 Find It and Prove It (Use This First)	5
Start Here • Teaching Script • Passage • Student Response • Supported Route • Extension • Answer Guide • Return-to-Teacher Note	
Step 2 Say It in Your Own Words	16
Start Here • Teaching Script • Passage • Student Response • Supported Route • Extension • Answer Guide • Return-to-Teacher Note	
Step 3 Sketch, Label, and Explain	27
Start Here • Teaching Script • Passage • Student Response • Supported Route • Extension • Answer Guide • Return-to-Teacher Note	
Step 4 Make One Helpful Change	36
Start Here • Teaching Script • Passage • Student Response • Supported Route • Extension • Answer Guide • Return-to-Teacher Note	
Step 5 Genre Snapshot: Teach Someone Something	45
Start Here • Teaching Script • Passage • Student Response • Supported Route • Extension • Answer Guide • Return-to-Teacher Note	

Start Here: Find It and Prove It

★ **USE THIS FIRST.** The classroom teacher designated this lesson for an unexpected absence. Its passage was taught in Module 1, so it is safe on any day of the cluster.

Today's lesson	Find It and Prove It (Step 1)
Time	15 minutes (the writing block). The separate 20-minute Standards Slide Deck block stays with the deck the teacher designated.
Passage	"A Harvest to Remember" (Module 1 version), paragraphs 1 to 4 only
Eligible	Any time after Module 1 has been taught. This is the safest choice for an unexpected absence.
Materials	Passage page, student response page, pencil. Optional: supported page and extension page.
Grouping	Whole class for reading and the model; partners for minutes 5 to 7; independent writing for minutes 7 to 12.
Students will	Answer one question and support the answer with one detail from the passage.
Collect	Each student's response page (and any supported or extension page). Place them in the folder with the Return-to-Teacher note.
TEKS practiced	• 5.7B Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across two texts. • 5.7C Use text evidence to support an appropriate response. Focused practice only; one short lesson does not address every part of a standard.

TEACH THIS LESSON

Teaching Script begins on page 6

USE TODAY'S PACKET

Pages are included in this folder

DO NOT ADVANCE

- Do not begin the next module lesson, a GRADUATE day, or the module's culminating assignment.
- Do not use any passage or paragraph outside paragraphs 1 to 4.
- Do not open or revise students' ongoing major compositions, and do not share upcoming assessment prompts.
- Do not mark any regular lesson or GRADUATE stage as completed.

Begin here: turn to the Teaching Script. Use today's packet (attached) for each student.

Teaching Script: Find It and Prove It

Practice focus: Written response and supporting evidence. **Materials:** passage page, response page, pencil. Read the words in quotation marks aloud exactly.

Minutes 0 to 3: Read together

SAY “Today we will practice answering a question and using the passage to support our answer. Follow along as I read.”

DO Read paragraphs 1 to 4 aloud. Stop at the STOP HERE line. Do not read ahead.

SAY “Our answers need to match what the passage tells us. We can return to the passage whenever we need help.”

Minutes 3 to 5: Model one example

POINT **Point to paragraph 2.**

SAY “I will look for a detail in the passage that helps answer the question. This paragraph gives me a useful detail.”

Minutes 5 to 7: Let partners try

SAY “Now work with your partner. Find another detail in the passage that helps answer the question. Put your finger on the sentence.”

EXPECT A detail from paragraph 4.

IF STUCK “Reread paragraph 4. What important information do you find?”

Teaching Script (continued)

Minutes 7 to 12: Students respond independently

SAY

“Now answer this question on your own: What happened at the celebration in Plymouth, and why was it significant? Write your answer and include a detail from the passage that supports it.”

FRAME

If the teacher assigned a frame: “The passage explains that _____. This shows that _____.”

IF STUCK

“Look at paragraph 2. What important detail do you find?”

Minutes 12 to 15: Check and collect

SAY

“Read your answer again. Underline the detail you used. Point to the place in the passage that supports it. Make a change if your answer does not match the text.”

DO

Collect the response pages.

Name _____ Date _____

“A Harvest to Remember”

▼ START READING HERE ▼

[1] In 1621, a group of English settlers called Pilgrims held a celebration in Plymouth, in present-day Massachusetts. The year before had been very difficult. The Pilgrims were not used to the cold climate or the new land. Many did not have enough food, and some became sick during the long winter.

[2] Things began to improve when Native Americans from the Wampanoag tribe helped them. A man named Squanto taught the Pilgrims how to grow crops like corn, catch fish, and find food in the area. He also understood the geography of the area and showed them how to use the land in ways that worked best. With this help, the Pilgrims were able to grow enough food for a productive harvest.

[3] After gathering their crops, the Pilgrims decided to celebrate. During the celebration, Massasoit and about 90 Wampanoag men joined them. The gathering lasted for several days. People shared food, played games, and spent time together. It was a way to give thanks for the harvest and the help they had received. The Pilgrims learned that many hands make light work.

[4] The foods at the celebration were different from what many people eat today. They likely ate deer, fish, corn, and other local foods. It was not a large feast like modern Thanksgiving meals, but it was an important event. Since corn was part of the meal, someone might say the celebration was a-maize-ing.

■ STOP HERE ■

“A Harvest to Remember” (continued)

PRONUNCIATION HELP

Word	Say it	Meaning
Massasoit	MASSASOIT	a word from the passage
Plymouth	PLYMOUTH	a word from the passage
Native Americans	NATIVE-AMERICANS	a word from the passage
With	WITH	a word from the passage
Since	SINCE	a word from the passage
The Pilgrims	THE-PILGRIMS	a word from the passage

Name _____ Date _____

Find It and Prove It

Question: What happened at the celebration in Plymouth, and why was it significant?

CHECK

- ☐ My answer responds to the question.
- ☐ I used a detail from the passage.
- ☐ I can point to the detail in the passage.

Name _____ Date _____

Find It and Prove It: Supported Route

Use the word bank and the sentence frame on this page.

WORD BANK

group english settlers called pilgrims held celebration

SENTENCE FRAME

The passage explains that _____. This shows that _____.

Name _____ Date _____

Find It and Prove It: Extension

Find a second detail from a different paragraph. Tell which of your two details proves the answer better and why.

Stay with the same passage and the same paragraphs.

[illegible]

Answer and Support Guide

Find It and Prove It. What happened at the celebration in Plymouth, and why was it significant?

green = answer or reason

yellow = evidence from the passage

Acceptable response	Para.	Evidence in the passage
The Pilgrims held a celebration in 1621 after their first successful harvest.	1	<i>“a group of English settlers called Pilgrims held a celebration in Plymouth.”</i>
Wampanoag members taught the Pilgrims to grow crops and find food in the area.	2	<i>“Squanto taught the Pilgrims how to grow crops like corn, catch fish, and find food in the area.”</i>
Massasoit and about 90 Wampanoag men joined the gathering, which lasted several days.	3	<i>“Massasoit and about 90 Wampanoag men joined them.”</i>

SAMPLE RESPONSE

The celebration was significant because it showed the Pilgrims survived a difficult year with help from the Wampanoag. Squanto taught them to grow crops and find food.

WHY IT WORKS

The answer describes the event and its significance with a passage detail.

COMMON MISUNDERSTANDINGS

- Calling it Thanksgiving when that word does not appear in the passage.
- Adding details about the voyage not in these paragraphs.

SUPPORTED ROUTE

Read only paragraphs 1 and 2. Rehearse the answer aloud with a partner first. Use the word bank and the sentence frame on the supported page.

EXTENSION

Find a second detail from a different paragraph. Tell which of your two details proves the answer better and why.

Checking guidance: Accept different wording. Record which students needed prompting. Do not require students to copy the sample.

Return-to-Teacher Note

Step 1 • Find It and Prove It • Module 1 • “A Harvest to Remember”, paragraphs 1 to 4

Substitute: _____ Date: _____ Class/Period: _____

We practiced	Written response and supporting evidence (5.7B, 5.7C).
Students completed	☐ Response page ☐ Supported route ☐ Extension Number of pages collected: _____ Absent: _____
Support provided	☐ Sentence frame ☐ Word bank ☐ Shorter section ☐ Oral rehearsal Students who used it:
Please revisit	Students who chose a detail that did not answer the question; students who needed the frame to begin. Names and notes:
Questions or misunderstandings	

The regular lesson sequence was not advanced. No module lesson, GRADUATE stage, or culminating assignment was taught or marked complete. ☐ Confirmed

Start Here: Say It in Your Own Words

Today's lesson	Say It in Your Own Words (Step 2)
Time	15 minutes (the writing block). The separate 20-minute Standards Slide Deck block stays with the deck the teacher designated.
Passage	"Spanish Rule in Early Texas" (Module 1 version), paragraphs 1 to 3 only
Eligible	Any time after Module 1 has been taught.
Materials	Passage page, student response page, pencil. Optional: supported page and extension page.
Grouping	Whole class for reading and the model; partners for minutes 5 to 7; independent writing for minutes 7 to 12.
Students will	Choose the paraphrase that keeps the meaning, then paraphrase one paragraph in their own words.
Collect	Each student's response page (and any supported or extension page).
TEKS practiced	• 5.7D Retell, paraphrase, and summarize texts in ways that maintain meaning and logical order. Focused practice only; one short lesson does not address every part of a standard.

TEACH THIS LESSON

Teaching Script begins on page 17

USE TODAY'S PACKET

Pages are included in this folder

DO NOT ADVANCE

- Do not begin the next module lesson, a GRADUATE day, or the module's culminating assignment.
- Do not use any passage or paragraph outside paragraphs 1 to 3.
- Do not open or revise students' ongoing major compositions, and do not share upcoming assessment prompts.
- Do not mark any regular lesson or GRADUATE stage as completed.

Begin here: turn to the Teaching Script. Use today's packet (attached) for each student.

Teaching Script: Say It in Your Own Words

Practice focus: Paraphrasing a short section so the meaning and order stay the same. **Materials:** passage page, response page, pencil. Read the words in quotation marks aloud exactly.

Minutes 0 to 3: Read together

SAY “Today we will practice saying part of a passage in our own words. When we paraphrase, we keep the same meaning and the same order, but we use our own words. Follow along as I read.”

DO Read paragraphs 1 to 3 aloud. Stop at the STOP HERE line.

Minutes 3 to 5: Model one example

POINT Point to paragraph 1.

SAY “I will say the first sentence of paragraph 1 in my own words. I keep the meaning and the order. I change the words.”

Minutes 5 to 7: Same meaning, or not? (partners)

SAY “Look at the two paraphrases of paragraph 2 on your page. With your partner, decide which one keeps the meaning.”

EXPECT Paraphrase A keeps the meaning. Paraphrase B changes it.

IF STUCK “Read paraphrase B, then reread paragraph 2. Does the passage say that?”

Teaching Script (continued)

Minutes 7 to 12: Students paraphrase independently

SAY “Now paraphrase paragraph 3 on your own. Tell what happened in the same order, using your own words. Do not add anything the paragraph does not say.”

FRAME If the teacher assigned a frame: “In my own words: _____.”

IF STUCK “What is the first thing paragraph 3 says? Start there.”

Minutes 12 to 15: Check and collect

SAY “Read your paraphrase next to paragraph 3. Did you keep the meaning? Did you keep the order? Did you use your own words? Fix one thing if you need to.”

DO Collect the response pages.

Name _____ Date _____

“Spanish Rule in Early Texas”

▼ START READING HERE ▼

[1] Before 1600, Spain began to explore and claim land in what is now Texas. Spanish leaders wanted to expand their empire, spread the Catholic religion, and protect their land from other countries. To reach these goals, they built missions and presidios across the region.

[2] Missions were settlements led by Spanish priests called missionaries. Their main goal was to convert Native Americans to Catholicism. At the same time, missionaries helped transfer Spanish customs and skills such as farming, cooking, and building. Many Native Americans lived at the missions and were expected to follow Spanish customs and rules. Some accepted this new way of life, but others resisted and tried to keep their traditions.

[3] Presidios were forts built by Spanish soldiers. Their purpose was to serve as a protective force for the missions and nearby settlements. Soldiers guarded the area and helped keep control of the land. Missions and presidios were often built close together so they could support each other.

■ STOP HERE ■

“Spanish Rule in Early Texas” (continued)

PRONUNCIATION HELP

Word	Say it	Meaning
With	WITH	a word from the passage
Since	SINCE	a word from the passage
The Pilgrims	THE-PILGRIMS	a word from the passage
Thanksgiving	THANKSGIVING	a word from the passage
People	PEOPLE	a word from the passage
Catholicism	CATHOLICISM	a word from the passage

Name _____ Date _____

Say It in Your Own Words

Question: Paraphrase paragraph 3 in your own words. Keep the same meaning and the same order.

CHECK

- ☐ My answer responds to the question.
- ☐ I used a detail from the passage.
- ☐ I can point to the detail in the passage.

Name _____ Date _____

Say It in Your Own Words: Supported Route

Use the word bank and the sentence frame on this page.

WORD BANK

spain

explore

claim

land

texas

spanish

leaders

SENTENCE FRAME

In my own words: _____.

Name _____ Date _____

Say It in Your Own Words: Extension

After your paraphrase, retell paragraphs 1 to 3 in order in 3 sentences, one sentence for each paragraph.

Stay with the same passage and the same paragraphs.

[illegible]

Answer and Support Guide

Say It in Your Own Words. Paraphrase paragraph 3 in your own words. Keep the same meaning and the same order.

green = answer or reason

yellow = evidence from the passage

Acceptable response	Para.	Evidence in the passage
Spanish priests built missions to convert Native Americans to Catholicism.	2	<i>“Their main goal was to convert Native Americans to Catholicism.”</i>
Missionaries taught Spanish skills like farming and cooking, but some Native Americans resisted.	2	<i>“Some accepted this new way of life, but others resisted and tried to keep their traditions.”</i>

SAMPLE RESPONSE

A correct paraphrase keeps the meaning and order of paragraph 3 while using different words.

WHY IT WORKS

The paraphrase keeps the ideas of paragraph 3 in the same order and uses new words. It adds nothing that the paragraph does not say.

COMMON MISUNDERSTANDINGS

- Copying the sentences word for word. Ask: How would you say that to a friend?
- Changing the order of events.
- Adding ideas that are not in paragraph 3.
- Leaving out an important part of the paragraph.

SUPPORTED ROUTE

Paraphrase only the first sentence of paragraph 3. Say it aloud to a partner before writing. Use the word bank and the frame.

EXTENSION

After your paraphrase, retell paragraphs 1 to 3 in order in 3 sentences, one sentence for each paragraph.

Checking guidance: Accept different wording. Record which students needed prompting. Do not require students to copy the sample.

Return-to-Teacher Note

Step 2 • Say It in Your Own Words • Module 1 • “Spanish Rule in Early Texas”, paragraphs 1 to 3

Substitute: _____ Date: _____ Class/Period: _____

We practiced	Paraphrasing a short section so the meaning and order stay the same (5.7D).
Students completed	☐ Response page ☐ Supported route ☐ Extension Number of pages collected: _____ Absent: _____
Support provided	☐ Sentence frame ☐ Word bank ☐ Shorter section ☐ Oral rehearsal Students who used it:
Please revisit	Students who copied the text word for word; students who changed the order of events. Names and notes:
Questions or misunderstandings	

The regular lesson sequence was not advanced. No module lesson, GRADUATE stage, or culminating assignment was taught or marked complete. ☐ Confirmed

Start Here: Sketch, Label, and Explain

Today's lesson	Sketch, Label, and Explain (Step 3)
Time	15 minutes (the writing block). The separate 20-minute Standards Slide Deck block stays with the deck the teacher designated.
Passage	"A Harvest to Remember" (Module 1 version), paragraphs 2 and 3 only
Eligible	Any time after Module 1 has been taught.
Materials	Passage page, student response page, pencil. Optional: supported page and extension page.
Grouping	Whole class for reading and the model; partners for minutes 5 to 7; independent work for minutes 7 to 12.
Students will	Add passage details to a scene, label each one with a paragraph number, and explain how the drawing shows the text.
Collect	Each student's sketch page with labels and the written explanation.
TEKS practiced	• 5.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. • 5.7C Use text evidence to support an appropriate response. Focused practice only; one short lesson does not address every part of a standard.

TEACH THIS LESSON

Teaching Script begins on page 28

USE TODAY'S PACKET

Pages are included in this folder

DO NOT ADVANCE

- Do not begin the next module lesson, a GRADUATE day, or the module's culminating assignment.
- Do not use any passage or paragraph outside paragraphs 2 and 3.
- Do not open or revise students' ongoing major compositions, and do not share upcoming assessment prompts.
- Do not mark any regular lesson or GRADUATE stage as completed.

Begin here: turn to the Teaching Script. Use today's packet (attached) for each student.

Teaching Script: Sketch, Label, and Explain

Practice focus: Illustrating an important idea with labels taken from the passage. **Materials:** passage page, response page, pencil. Read the words in quotation marks aloud exactly.

Minutes 0 to 3: Read together

SAY “Today we will draw an important idea from the passage. Our drawing must show what the text says, and every label must come from the passage. Follow along as I read.”

DO Read paragraphs 2 and 3 aloud. Stop at the STOP HERE line.

Minutes 3 to 5: Model one example

POINT **Point to paragraph 2.**

SAY “I will find one detail I can draw and label. I will label it with words from the passage and the paragraph number.”

DO Sketch one simple detail on the board and write the label beside it. Keep the model to one detail.

Minutes 5 to 7: Let partners try

SAY “With your partner, find two more things in paragraphs 2 and 3 that you could draw. Put your finger on the words.”

EXPECT Details from the passage that can be illustrated.

IF STUCK “Reread paragraph 3. What important thing happens? What could you draw?”

Teaching Script (continued)

Minutes 7 to 12: Students sketch and explain

SAY “Add at least three details from the passage to your scene. Label each one with words from the passage and the paragraph number. Then write how your drawing shows the answer to the question.”

FRAME If the teacher assigned a frame: “My drawing shows _____. The passage says _____ (paragraph ____).”

IF STUCK “Point to one thing you drew. Where does the passage say that? Write that paragraph number.”

Minutes 12 to 15: Check and collect

SAY “Check your labels. Does each one have a paragraph number? Does your explanation use a detail from the passage? Coloring is fine only after the labels and explanation are done.”

DO Collect the sketch pages.

Name _____ Date _____

“A Harvest to Remember”

Paragraph numbers match the Module 1 passage. Paragraphs before [2] were read in class earlier and are not needed today.

▼ START READING HERE ▼

[2] Things began to improve when Native Americans from the Wampanoag tribe helped them. A man named Squanto taught the Pilgrims how to grow crops like corn, catch fish, and find food in the area. He also understood the geography of the area and showed them how to use the land in ways that worked best. With this help, the Pilgrims were able to grow enough food for a productive harvest.

[3] After gathering their crops, the Pilgrims decided to celebrate. During the celebration, Massasoit and about 90 Wampanoag men joined them. The gathering lasted for several days. People shared food, played games, and spent time together. It was a way to give thanks for the harvest and the help they had received. The Pilgrims learned that many hands make light work.

■ STOP HERE ■

PRONUNCIATION HELP

Word	Say it	Meaning
Massasoit	MASSASOIT	a word from the passage
Plymouth	PLYMOUTH	a word from the passage
Native Americans	NATIVE-AMERICANS	a word from the passage
With	WITH	a word from the passage
Since	SINCE	a word from the passage

Name _____ Date _____

Sketch, Label, and Explain

Question: What important ideas does the passage describe? Show them in your drawing, then explain.

CHECK

- ☐ My answer responds to the question.
- ☐ I used a detail from the passage.
- ☐ I can point to the detail in the passage.

Name _____ Date _____

Sketch, Label, and Explain: Supported Route

Use the word bank and the sentence frame on this page.

WORD BANK

group english settlers called pilgrims held celebration

SENTENCE FRAME

My drawing shows _____. The passage says _____ (paragraph ____).

Name _____ Date _____

Sketch, Label, and Explain: Extension

Add a caption under the scene that answers the question with two details from two different sentences, each with a paragraph number.

Stay with the same passage and the same paragraphs.

[illegible]

Answer and Support Guide

Sketch, Label, and Explain. What important ideas does the passage describe? Show them in your drawing, then explain.

green = answer or reason

yellow = evidence from the passage

Acceptable response	Para.	Evidence in the passage
Draw a scene showing a detail from paragraph 2.	2	<i>“Things began to improve when Native Americans from the Wampanoag tribe helped them.”</i>
Draw a scene showing a detail from paragraph 2.	2	<i>“A man named Squanto taught the Pilgrims how to grow crops like corn, catch fish, and find food in the area.”</i>
Draw a scene showing a detail from paragraph 3.	3	<i>“After gathering their crops, the Pilgrims decided to celebrate.”</i>
Draw a scene showing a detail from paragraph 3.	3	<i>“During the celebration, Massasoit and about 90 Wampanoag men joined them.”</i>

SAMPLE RESPONSE

My drawing shows details from the passage. The passage says important things that I illustrated and labeled.

WHY IT WORKS

Each labeled detail can be found in the assigned paragraphs. Drawings can look very different; judge the labels and the explanation, not the art.

COMMON MISUNDERSTANDINGS

- Drawing things not mentioned in the passage.
- Coloring or decorating without labels. The labels and explanation are the assignment.
- An explanation that only lists the drawing without saying what the passage says.

SUPPORTED ROUTE

Draw three details chosen from the word bank on the supported page. Tell a partner what each drawing shows before writing the frame.

EXTENSION

Add a caption under the scene that answers the question with two details from two different sentences, each with a paragraph number.

Checking guidance: Accept different wording. Record which students needed prompting. Do not require students to copy the sample.

Return-to-Teacher Note

Step 3 • Sketch, Label, and Explain • Module 1 • “A Harvest to Remember”, paragraphs 2 and 3

Substitute: _____ Date: _____ Class/Period: _____

We practiced	Illustrating an important idea with labels taken from the passage (5.7E, 5.7C).
Students completed	☐ Response page ☐ Supported route ☐ Extension Number of pages collected: _____ Absent: _____
Support provided	☐ Sentence frame ☐ Word bank ☐ Shorter section ☐ Oral rehearsal Students who used it:
Please revisit	Students whose labels did not match the text; students who needed the word bank to choose details. Names and notes:
Questions or misunderstandings	

The regular lesson sequence was not advanced. No module lesson, GRADUATE stage, or culminating assignment was taught or marked complete. ☐ Confirmed

Start Here: Make One Helpful Change

Today's lesson	Make One Helpful Change (Step 4)
Time	15 minutes (the writing block). The separate 20-minute Standards Slide Deck block stays with the deck the teacher designated.
Passage	"Spanish Rule in Early Texas" (Module 1 version), paragraphs 2 to 4 only
Eligible	Any time after Module 1 has been taught.
Materials	Passage page, student response page, pencil. Optional: supported page and extension page.
Grouping	Whole class for reading and the model; partners for minutes 5 to 7; independent revising for minutes 7 to 12.
Students will	Revise a three-sentence practice draft by adding one detail from the passage that makes an idea clearer.
Collect	Each student's revision page. Students do NOT revise their own ongoing compositions today.
TEKS practiced	• 5.11C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity. Focused practice only; one short lesson does not address every part of a standard.

TEACH THIS LESSON

Teaching Script begins on page 37

USE TODAY'S PACKET

Pages are included in this folder

DO NOT ADVANCE

- Do not begin the next module lesson, a GRADUATE day, or the module's culminating assignment.
- Do not use any passage or paragraph outside paragraphs 2 to 4.
- Do not open or revise students' ongoing major compositions, and do not share upcoming assessment prompts.
- Do not mark any regular lesson or GRADUATE stage as completed.

Begin here: turn to the Teaching Script. Use today's packet (attached) for each student.

Teaching Script: Make One Helpful Change

Practice focus: Revising a short practice draft by adding one helpful detail. **Materials:** passage page, response page, pencil. Read the words in quotation marks aloud exactly.

Minutes 0 to 3: Read together

SAY “Today we will practice one revising move on a short practice draft. This draft is not your own writing, so we can change it freely. First, follow along as I read the passage.”

DO Read paragraphs 2 to 4 aloud. Stop at the STOP HERE line. Then read the three-sentence practice draft aloud.

Minutes 3 to 5: Model one example

SAY “This writer has an idea, but the reader needs one more helpful detail. Use the passage to add a detail that makes the idea clearer.”

POINT **Point to paragraph 2.**

SAY “I will fix sentence 1 by adding a detail from paragraph 2. Now the reader understands more.”

Minutes 5 to 7: Let partners try

SAY “Look at sentence 2. With your partner, find a detail from paragraphs 2 to 4 that makes sentence 2 clearer.”

EXPECT A detail from paragraph 3.

IF STUCK “Reread paragraph 3. What important information do you find?”

Teaching Script (continued)

Minutes 7 to 12: Students revise independently

SAY

“Choose sentence 2 or sentence 3. Add one helpful detail from the passage. Then copy the whole draft with your change. Do not change the other sentences unless you want to.”

FRAME

If the teacher assigned a frame: “Sentence revised: _____.”

IF STUCK

“Reread paragraph 4. What happened? Can you add that detail?”

Minutes 12 to 15: Check and collect

SAY

“Read the old draft and your new draft aloud to yourself. Is the idea clearer now? Circle the detail you added.”

DO

Collect the revision pages. Remind students that their own ongoing writing will be revised with their teacher.

Name _____ Date _____

“Spanish Rule in Early Texas”

Paragraph numbers match the Module 1 passage. Paragraphs before [2] were read in class earlier and are not needed today.

▼ START READING HERE ▼

[2] Missions were settlements led by Spanish priests called missionaries. Their main goal was to convert Native Americans to Catholicism. At the same time, missionaries helped transfer Spanish customs and skills such as farming, cooking, and building. Many Native Americans lived at the missions and were expected to follow Spanish customs and rules. Some accepted this new way of life, but others resisted and tried to keep their traditions.

[3] Presidios were forts built by Spanish soldiers. Their purpose was to serve as a protective force for the missions and nearby settlements. Soldiers guarded the area and helped keep control of the land. Missions and presidios were often built close together so they could support each other.

[4] The presidios had to stand their ground when protecting nearby settlements.

■ STOP HERE ■

PRONUNCIATION HELP

Word	Say it	Meaning
With	WITH	a word from the passage
Since	SINCE	a word from the passage
The Pilgrims	THE-PILGRIMS	a word from the passage
Thanksgiving	THANKSGIVING	a word from the passage
People	PEOPLE	a word from the passage

Name _____ Date _____

Make One Helpful Change

Question: Revise the practice draft by adding one helpful detail from the passage.

CHECK

- ☐ My answer responds to the question.
- ☐ I used a detail from the passage.
- ☐ I can point to the detail in the passage.

Name _____ Date _____

Make One Helpful Change: Supported Route

Use the word bank and the sentence frame on this page.

WORD BANK

spain explore claim land texas spanish leaders

SENTENCE FRAME

Sentence revised: _____.

Make One Helpful Change: Extension

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

Answer and Support Guide

Make One Helpful Change. Revise the practice draft by adding one helpful detail from the passage.

green = answer or reason yellow = evidence from the passage

Acceptable response	Para.	Evidence in the passage
Sentence 2: add that missions were led by Spanish priests whose goal was converting Native Americans.	2	<i>“Their main goal was to convert Native Americans to Catholicism.”</i>
Sentence 3: add that Spanish rule led to conflict because Native Americans lost land and freedom.	5	<i>“Native Americans lost land and freedom, which caused tension between groups.”</i>

SAMPLE RESPONSE

The revised draft includes one detail from the passage that makes an idea clearer.

WHY IT WORKS

Each revision adds one relevant detail from the assigned paragraphs that answers a reader's question. Many revisions are acceptable.

COMMON MISUNDERSTANDINGS

- Adding a detail that is not in the passage.
- Fixing only spelling or capital letters. Editing is not today's goal; today we add a detail.

SUPPORTED ROUTE

Use the detail cards on the supported page. Read each card, choose the one that fits, and copy the revised sentence.

EXTENSION

Make a second kind of change: combine two sentences of the draft using because or so, and explain how the change helps the reader.

Checking guidance: Accept different wording. Record which students needed prompting. Do not require students to copy the sample.

Return-to-Teacher Note

Step 4 • Make One Helpful Change • Module 1 • “Spanish Rule in Early Texas”, paragraphs 2 to 4

Substitute: _____ Date: _____ Class/Period: _____

We practiced	Revising a short practice draft by adding one helpful detail (5.11C).
Students completed	☐ Response page ☐ Supported route ☐ Extension Number of pages collected: _____ Absent: _____
Support provided	☐ Sentence frame ☐ Word bank ☐ Shorter section ☐ Oral rehearsal Students who used it:
Please revisit	Students who added details not found in the passage; students who edited instead of adding a detail. Names and notes:
Questions or misunderstandings	

The regular lesson sequence was not advanced. No module lesson, GRADUATE stage, or culminating assignment was taught or marked complete. ☐ Confirmed

Start Here: Genre Snapshot: Teach Someone Something

Today's lesson	Genre Snapshot: Teach Someone Something (Step 5)
Time	15 minutes (the writing block). The separate 20-minute Standards Slide Deck block stays with the deck the teacher designated.
Passage	"Spanish Rule in Early Texas" (Module 1 version), paragraphs 1 to 4 only
Eligible	Any time after Module 1 has been taught.
Materials	Passage page, student response page, pencil. Optional: supported page and extension page.
Grouping	Whole class for reading and the model; partners for minutes 5 to 7; independent writing for minutes 7 to 12.
Students will	Write a short piece that responds to: Teach a younger student how Spanish missions affected the people of early Texas.
Collect	Each student's planner and written piece.
TEKS practiced	• 5.12B Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft. Focused practice only; one short lesson does not address every part of a standard.

TEACH THIS LESSON

Teaching Script begins on page 46

USE TODAY'S PACKET

Pages are included in this folder

DO NOT ADVANCE

- Do not begin the next module lesson, a GRADUATE day, or the module's culminating assignment.
- Do not use any passage or paragraph outside paragraphs 1 to 4.
- Do not open or revise students' ongoing major compositions, and do not share upcoming assessment prompts.
- Do not mark any regular lesson or GRADUATE stage as completed.

Begin here: turn to the Teaching Script. Use today's packet (attached) for each student.

Teaching Script: Genre Snapshot: Teach Someone Something

Practice focus: Writing a short piece using the passage. **Materials:** passage page, response page, pencil. Read the words in quotation marks aloud exactly.

Minutes 0 to 3: Read together

SAY “Today you will write a short piece connected to the passage. Follow along as I read.”

DO Read paragraphs 1 to 4 aloud. Stop at the STOP HERE line.

Minutes 3 to 5: Model one example

SAY “I need a thesis (central idea) first. I will write one sentence that tells the reader what my piece is about. Then I need one detail from the passage to support it.”

DO Write the thesis (central idea) sentence and one supporting detail on the board.

Minutes 5 to 7: Plan with a partner

SAY “With your partner, find one more detail from the passage you could use.”

EXPECT A detail from the assigned paragraphs.

IF STUCK “Reread paragraph 2. What important information do you find?”

Teaching Script (continued)

Minutes 7 to 12: Students write independently

SAY “Write your piece. Start with your thesis (central idea). Add one or two details from the passage.”

FRAME If the teacher assigned a frame: “The passage explains that _____. This is important because _____.”

IF STUCK “Look at your thesis (central idea). What is one reason or detail? Find the sentence in the passage and use it.”

Minutes 12 to 15: Check and collect

SAY “Read your piece to yourself. Does it have a thesis (central idea)? Does it use a detail from the passage? Is it clear?”

DO Collect the written pieces.

Name _____ Date _____

“Spanish Rule in Early Texas”

▼ START READING HERE ▼

[1] Before 1600, Spain began to explore and claim land in what is now Texas. Spanish leaders wanted to expand their empire, spread the Catholic religion, and protect their land from other countries. To reach these goals, they built missions and presidios across the region.

[2] Missions were settlements led by Spanish priests called missionaries. Their main goal was to convert Native Americans to Catholicism. At the same time, missionaries helped transfer Spanish customs and skills such as farming, cooking, and building. Many Native Americans lived at the missions and were expected to follow Spanish customs and rules. Some accepted this new way of life, but others resisted and tried to keep their traditions.

[3] Presidios were forts built by Spanish soldiers. Their purpose was to serve as a protective force for the missions and nearby settlements. Soldiers guarded the area and helped keep control of the land. Missions and presidios were often built close together so they could support each other.

[4] The presidios had to stand their ground when protecting nearby settlements.

■ STOP HERE ■

“Spanish Rule in Early Texas” (continued)

PRONUNCIATION HELP

Word	Say it	Meaning
With	WITH	a word from the passage
Since	SINCE	a word from the passage
The Pilgrims	THE-PILGRIMS	a word from the passage
Thanksgiving	THANKSGIVING	a word from the passage
People	PEOPLE	a word from the passage

Name _____ Date _____

Genre Snapshot: Teach Someone Something

Question: Teach a younger student how Spanish missions affected the people of early Texas.

CHECK

- ☐ My answer responds to the question.
- ☐ I used a detail from the passage.
- ☐ I can point to the detail in the passage.

Name _____ Date _____

Genre Snapshot: Teach Someone Something: Supported Route

Use the word bank and the sentence frame on this page.

WORD BANK

- spain
- explore
- claim
- land
- texas
- spanish
- leaders

SENTENCE FRAME

The passage explains that _____. This is important because _____.

Name _____ Date _____

Genre Snapshot: Teach Someone Something: Extension

Add a second detail from a different paragraph. Explain why both details support your thesis (central idea).

Stay with the same passage and the same paragraphs.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Answer and Support Guide

Genre Snapshot: Teach Someone Something. Teach a younger student how Spanish missions affected the people of early Texas.

green = answer or reason

yellow = evidence from the passage

Acceptable response	Para.	Evidence in the passage
Missionaries tried to convert Native Americans and teach them Spanish customs.	2	<i>"Their main goal was to convert Native Americans to Catholicism."</i>
Spanish rule had lasting effects, including language and religion, but also caused conflict.	5	<i>"The Spanish language and Catholic religion became part of daily life in the region."</i>

SAMPLE RESPONSE

The piece has a thesis (central idea) and at least one detail from the passage.

WHY IT WORKS

The piece has a thesis (central idea) and supporting details from the passage. Accept different wording.

COMMON MISUNDERSTANDINGS

- Writing without a thesis (central idea).
- Adding facts not in today's passage.
- Writing without taking a clear position or using passage details.

SUPPORTED ROUTE

Use the word bank and the sentence frame. Write about one detail from the passage.

EXTENSION

Add a second detail from a different paragraph. Explain why both details support your thesis (central idea).

Checking guidance: Accept different wording. Record which students needed prompting. Do not require students to copy the sample.

Return-to-Teacher Note

Step 5 • Genre Snapshot: Teach Someone Something • Module 1 • “Spanish Rule in Early Texas”, paragraphs 1 to 4

Substitute: _____ Date: _____ Class/Period: _____

We practiced	Composing a short piece with a thesis (central idea) and supporting information (5.12B).
Students completed	☐ Response page ☐ Supported route ☐ Extension Number of pages collected: _____ Absent: _____
Support provided	☐ Sentence frame ☐ Word bank ☐ Shorter section ☐ Oral rehearsal Students who used it:
Please revisit	Students who wrote without a thesis (central idea); students who used details not from the passage. Names and notes:
Questions or misunderstandings	

The regular lesson sequence was not advanced. No module lesson, GRADUATE stage, or culminating assignment was taught or marked complete. ☐ Confirmed