
GRADE 5 • CLUSTER 4

Substitute Teacher Plans

Five stand-alone 15-minute practice lessons

“The Garden That Wouldn't Grow and Words That Changed a Nation”

*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, “The Garden That Wouldn't Grow”, paragraphs 1 to 4) has already been taught, so it is safe on any day of Cluster 4.

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: “The Garden That Wouldn't Grow”, paragraphs 1 to 4	5
Step 2	Say It in Your Own Words	5.7D	Module 1: “Words That Changed a Nation”, paragraphs 1 to 3	16
Step 3	Sketch, Label, and Explain	5.7E, 5.7C	Module 1: “The Garden That Wouldn't Grow”, paragraphs 2 and 3	27
Step 4	Make One Helpful Change	5.11C	Module 1: “Words That Changed a Nation”, paragraphs 2 to 4	36
Step 5	Genre Snapshot: My Choice, My Reasons	5.12C	Module 1: “Words That Changed a Nation”, paragraphs 1 to 4	47

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: My Choice, My Reasons	47
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	"The Garden That Wouldn't Grow" (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 important lesson does the passage teach about solving problems? 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 _____

“The Garden That Wouldn't Grow”

▼ START READING HERE ▼

[1] Kendrix enjoyed spending time in her grandmother's garden. Each spring, they carefully planted tomatoes, peppers, and herbs in neat rows. It was something they looked forward to every year. However, this season, the plants did not grow as expected.

[2] After two weeks, Kendrix noticed that the plants appeared weak. Their leaves were pale instead of a healthy green, and several stems were beginning to droop. Thinking she understood the problem, Kendrix suggested that the plants needed more water. The following day, she watered each plant much more than usual.

[3] Instead of improving, the garden's condition worsened. The soil became overly wet and muddy, and many of the leaves started to turn yellow. Kendrix felt puzzled and slightly frustrated. She had believed that adding more water would help the plants grow stronger.

[4] Her grandmother examined the soil and explained that while water is necessary for plant growth, too much water can prevent roots from getting enough air. Without proper air, the roots cannot function effectively.

■ STOP HERE ■

“The Garden That Wouldn't Grow” (continued)

PRONUNCIATION HELP

Word	Say it	Meaning
Kendrix	KENDRIX	a word from the passage
Their	THEIR	a word from the passage
Thinking	THINKING	a word from the passage
Abigail Adams	ABIGAIL-ADAMS	a word from the passage
July	JULY	a word from the passage
Declaration	DECLARATION	a word from the passage

Name _____ Date _____

Find It and Prove It

Question: What important lesson does the passage teach about solving problems?

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

kendrix enjoyed spending grandmother garden spring carefully

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 important lesson does the passage teach about solving problems?

green = answer or reason

yellow = evidence from the passage

Acceptable response	Para.	Evidence in the passage
Too much water can actually hurt plants by preventing roots from getting air.	4	<i>“too much water can prevent roots from getting enough air.”</i>
When something goes wrong, you should observe carefully and adjust your approach.	5	<i>“Kendrix realized that her actions had changed the condition of the soil, which affected the plants' health.”</i>
Kendrix and her grandmother fixed the problem by watering less and letting the soil dry.	5	<i>“Together, they adjusted their approach by watering less frequently and allowing the soil to dry out between watering.”</i>
After adjusting, the plants began to recover and Kendrix paid closer attention.	6	<i>“Kendrix quietly observed the garden, paying closer attention to the soil and leaves than before.”</i>

SAMPLE RESPONSE

The passage teaches that solving a problem requires careful observation and willingness to change. Kendrix learned that too much water hurt the plants, so she and her grandmother adjusted their approach.

WHY IT WORKS

The answer identifies the lesson (observe, adjust, learn from mistakes) with supporting details.

COMMON MISUNDERSTANDINGS

- Saying the lesson is only about gardening without the broader problem-solving idea.
- Saying Kendrix killed the plants (they recovered).
- Adding gardening tips not in the passage.

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 • “The Garden That Wouldn't Grow”, 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	"Words That Changed a Nation" (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 _____

“Words That Changed a Nation”

▼ START READING HERE ▼

[1] In the summer of 1776, leaders from the thirteen colonies met to make an important decision. They had grown frustrated with British rule and believed it was time to form their own nation. After many discussions, they approved the Declaration of Independence on July 4, 1776.

[2] This document did more than announce freedom from Great Britain. It explained the ideas the new nation would be built on. One of its most important claims was that "all men are created equal." It also stated that people are born with certain unalienable rights, including life, liberty, and the pursuit of happiness. These rights were considered natural, meaning they could not be taken away by a government.

[3] Not everyone in the colonies believed these ideas were being fully applied. Abigail Adams, the wife of John Adams, wrote a letter urging leaders to "Remember the Ladies." She argued that women should also have greater rights and protections. Her words showed that even at the nation's beginning, people were already questioning who was included in the promise of equality.

■ STOP HERE ■

“Words That Changed a Nation” (continued)

PRONUNCIATION HELP

Word	Say it	Meaning
Abigail Adams	ABIGAIL-ADAMS	a word from the passage
July	JULY	a word from the passage
Declaration	DECLARATION	a word from the passage
John Adams	JOHN-ADAMS	a word from the passage
Independence	INDEPENDENCE	a word from the passage
Remember	REMEMBER	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

- summer
- leaders
- thirteen
- colonies
- make
- important
- decision

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
The Declaration was about more than just declaring freedom from Britain.	2	<i>"This document did more than announce freedom from Great Britain."</i>
It said all people are created equal and have natural rights like life and liberty.	2	<i>"One of its most important claims was that all men are created equal."</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 • “Words That Changed a Nation”, 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	"The Garden That Wouldn't Grow" (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 _____

“The Garden That Wouldn't Grow”

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

▼ START READING HERE ▼

[2] After two weeks, Kendrix noticed that the plants appeared weak. Their leaves were pale instead of a healthy green, and several stems were beginning to droop. Thinking she understood the problem, Kendrix suggested that the plants needed more water. The following day, she watered each plant much more than usual.

[3] Instead of improving, the garden's condition worsened. The soil became overly wet and muddy, and many of the leaves started to turn yellow. Kendrix felt puzzled and slightly frustrated. She had believed that adding more water would help the plants grow stronger.

■ STOP HERE ■

PRONUNCIATION HELP

Word	Say it	Meaning
Kendrix	KENDRIX	a word from the passage
Their	THEIR	a word from the passage
Thinking	THINKING	a word from the passage
Abigail Adams	ABIGAIL-ADAMS	a word from the passage
July	JULY	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

kendrix enjoyed spending grandmother garden spring carefully

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>“After two weeks, Kendrix noticed that the plants appeared weak.”</i>
Draw a scene showing a detail from paragraph 2.	2	<i>“Their leaves were pale instead of a healthy green, and several stems were beginning to droop.”</i>
Draw a scene showing a detail from paragraph 3.	3	<i>“Instead of improving, the garden's condition worsened.”</i>
Draw a scene showing a detail from paragraph 3.	3	<i>“The soil became overly wet and muddy, and many of the leaves started to turn yellow.”</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 • “The Garden That Wouldn't Grow”, 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	"Words That Changed a Nation" (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 _____

“Words That Changed a Nation”

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

▼ START READING HERE ▼

[2] This document did more than announce freedom from Great Britain. It explained the ideas the new nation would be built on. One of its most important claims was that "all men are created equal." It also stated that people are born with certain unalienable rights, including life, liberty, and the pursuit of happiness. These rights were considered natural, meaning they could not be taken away by a government.

[3] Not everyone in the colonies believed these ideas were being fully applied. Abigail Adams, the wife of John Adams, wrote a letter urging leaders to "Remember the Ladies." She argued that women should also have greater rights and protections. Her words showed that even at the nation's beginning, people were already questioning who was included in the promise of equality.

[4] Even as the ink dried on the document, those questions did not disappear. In homes, meetings, and letters, people continued to talk about what those rights really meant, and who should have them.

■ STOP HERE ■

“Words That Changed a Nation” (continued)

PRONUNCIATION HELP

Word	Say it	Meaning
Abigail Adams	ABIGAIL-ADAMS	a word from the passage
July	JULY	a word from the passage
Declaration	DECLARATION	a word from the passage
John Adams	JOHN-ADAMS	a word from the passage
Independence	INDEPENDENCE	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

- summer
- leaders
- thirteen
- colonies
- make
- important
- decision

SENTENCE FRAME

Sentence revised: _____.

Name _____ Date _____

Make One Helpful Change: 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.

Stay with the same passage and the same paragraphs.

[illegible]

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 the Declaration explained the ideas the new nation would be built on.	2	<i>“It explained the ideas the new nation would be built on.”</i>
Sentence 2: add that it claimed all people are created equal with rights to life and liberty.	2	<i>“One of its most important claims was that all men are created equal.”</i>
Sentence 3: add that people continued to question who was included in the promise of equality.	4	<i>“people continued to talk about what those rights really meant.”</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 • “Words That Changed a Nation”, 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: My Choice, My Reasons

Today's lesson	Genre Snapshot: My Choice, My Reasons (Step 5)
Time	15 minutes (the writing block). The separate 20-minute Standards Slide Deck block stays with the deck the teacher designated.
Passage	"Words That Changed a Nation" (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: Write your opinion about a question raised in the passage, and support it with a detail from the text.
Collect	Each student's planner and written piece.
TEKS practiced	• 5.12C Compose argumentative texts, including opinion essays, using 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 48

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: My Choice, My Reasons

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: “I believe _____ because the passage says _____.”

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 _____

“Words That Changed a Nation”

▼ START READING HERE ▼

[1] In the summer of 1776, leaders from the thirteen colonies met to make an important decision. They had grown frustrated with British rule and believed it was time to form their own nation. After many discussions, they approved the Declaration of Independence on July 4, 1776.

[2] This document did more than announce freedom from Great Britain. It explained the ideas the new nation would be built on. One of its most important claims was that "all men are created equal." It also stated that people are born with certain unalienable rights, including life, liberty, and the pursuit of happiness. These rights were considered natural, meaning they could not be taken away by a government.

[3] Not everyone in the colonies believed these ideas were being fully applied. Abigail Adams, the wife of John Adams, wrote a letter urging leaders to "Remember the Ladies." She argued that women should also have greater rights and protections. Her words showed that even at the nation's beginning, people were already questioning who was included in the promise of equality.

[4] Even as the ink dried on the document, those questions did not disappear. In homes, meetings, and letters, people continued to talk about what those rights really meant, and who should have them.

■ STOP HERE ■

“Words That Changed a Nation” (continued)

PRONUNCIATION HELP

Word	Say it	Meaning
Abigail Adams	ABIGAIL-ADAMS	a word from the passage
July	JULY	a word from the passage
Declaration	DECLARATION	a word from the passage
John Adams	JOHN-ADAMS	a word from the passage
Independence	INDEPENDENCE	a word from the passage

Name _____ Date _____

Genre Snapshot: My Choice, My Reasons

Question: Teach a younger student what the Declaration of Independence said about people's rights.

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: My Choice, My Reasons:

Supported Route

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

WORD BANK

summer leaders thirteen colonies make important decision

SENTENCE FRAME

I believe _____ because the passage says _____.

Name _____ Date _____

Genre Snapshot: My Choice, My Reasons: 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 or other markings present.

Answer and Support Guide

Genre Snapshot: My Choice, My Reasons. Teach a younger student what the Declaration of Independence said about people's rights.

green = answer or reason yellow = evidence from the passage

Acceptable response	Para.	Evidence in the passage
It said all people are created equal and have rights to life, liberty, and happiness.	2	<i>“people are born with certain unalienable rights, including life, liberty, and the pursuit of happiness.”</i>
Even from the beginning, people questioned who was included in these promises.	3	<i>“people were already questioning who was included in the promise of equality.”</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: My Choice, My Reasons • Module 1 • “Words That Changed a Nation”, paragraphs 1 to 4

Substitute: _____ Date: _____ Class/Period: _____

We practiced	Composing a short piece with a thesis (central idea) and supporting information (5.12C).
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