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GRADE 5 • CLUSTER 7

# Substitute Teacher Plans

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*Five stand-alone 15-minute practice lessons*

“One Voice Can Start a Wave and Try, Learn, Change”

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

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

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# 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, “One Voice Can Start a Wave”, paragraphs 1 to 4) has already been taught, so it is safe on any day of Cluster 7.

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 |
|-----------------|-----------------------------------------|---------------|------------------------------------------------------------|------|
| <b>Step 1 ★</b> | Find It and Prove It                    | 5.7B,<br>5.7C | Module 1: “One Voice Can Start a Wave”, paragraphs 1 to 4  | 5    |
| <b>Step 2</b>   | Say It in Your Own Words                | 5.7D          | Module 1: “Try, Learn, Change”, paragraphs 1 to 3          | 14   |
| <b>Step 3</b>   | Sketch, Label, and Explain              | 5.7E,<br>5.7C | Module 1: “One Voice Can Start a Wave”, paragraphs 2 and 3 | 23   |
| <b>Step 4</b>   | Make One Helpful Change                 | 5.11C         | Module 1: “Try, Learn, Change”, paragraphs 2 and 3         | 32   |
| <b>Step 5</b>   | Genre Snapshot: A Small Moment in Words | 5.12A         | Module 1: “Try, Learn, Change”, paragraphs 1 to 3          | 41   |

## 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.

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# 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.

|                       |                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Today's lesson</b> | Find It and Prove It (Step 1)                                                                                                                                                                                                                                                                                                                               |
| <b>Time</b>           | 15 minutes (the writing block). The separate 20-minute Standards Slide Deck block stays with the deck the teacher designated.                                                                                                                                                                                                                               |
| <b>Passage</b>        | "One Voice Can Start a Wave" (Module 1 version), paragraphs 1 to 4 only                                                                                                                                                                                                                                                                                     |
| <b>Eligible</b>       | Any time after Module 1 has been taught. This is the safest choice for an unexpected absence.                                                                                                                                                                                                                                                               |
| <b>Materials</b>      | Passage page, student response page, pencil. Optional: supported page and extension page.                                                                                                                                                                                                                                                                   |
| <b>Grouping</b>       | Whole class for reading and the model; partners for minutes 5 to 7; independent writing for minutes 7 to 12.                                                                                                                                                                                                                                                |
| <b>Students will</b>  | Answer one question and support the answer with one detail from the passage.                                                                                                                                                                                                                                                                                |
| <b>Collect</b>        | Each student's response page (and any supported or extension page). Place them in the folder with the Return-to-Teacher note.                                                                                                                                                                                                                               |
| <b>TEKS practiced</b> | <ul style="list-style-type: none"> <li>• <b>5.7B</b> Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across two texts.</li> <li>• <b>5.7C</b> Use text evidence to support an appropriate response.</li> </ul> <p>Focused practice only; one short lesson does not address every part of a standard.</p> |

## 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

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**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)

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### Minutes 7 to 12: Students respond independently

**SAY**

“Now answer this question on your own: What is the main message of the poem? 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 \_\_\_\_\_

# “One Voice Can Start a Wave”

▼ START READING HERE ▼

[1] One voice speaks, another hears, A question grows and conquers fears. One person asks, “Is this thing fair?” Another stops to listen there.

[2] A whisper travels down the street, Then other voices rise to meet. A thought once spoken all alone Can quickly find a stronger tone.

[3] People can gather, write, and speak, To help protect the change they seek. They share their thoughts and make them known, So leaders hear more than their own.

[4] A voice may start out soft and small, Yet one brave question can reach all. When people listen, learn, and say, One voice can start a mighty wave.

■ STOP HERE ■

## PRONUNCIATION HELP

| Word      | Say it    | Meaning                 |
|-----------|-----------|-------------------------|
| Another   | ANOTHER   | a word from the passage |
| People    | PEOPLE    | a word from the passage |
| First     | FIRST     | a word from the passage |
| Observe   | OBSERVE   | a word from the passage |
| Important | IMPORTANT | a word from the passage |
| Look      | LOOK      | a word from the passage |

Name \_\_\_\_\_ Date \_\_\_\_\_

# Find It and Prove It

**Question:** What is the main message of the poem?

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**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**

voice speaks another hears question grows conquers

**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 is the main message of the poem?

green = answer or reason

yellow = evidence from the passage

| Acceptable response                                                    | Para. | Evidence in the passage                                                             |
|------------------------------------------------------------------------|-------|-------------------------------------------------------------------------------------|
| One person speaking up can inspire others to listen and join in.       | 1     | <i>“One voice speaks, another hears, A question grows and conquers fears.”</i>      |
| A thought that starts with one person can quickly grow stronger.       | 2     | <i>“A thought once spoken all alone Can quickly find a stronger tone.”</i>          |
| People can gather, write, and speak to share their ideas with leaders. | 3     | <i>“People can gather, write, and speak, To help protect the change they seek.”</i> |
| One brave question can reach everyone when people listen and learn.    | 4     | <i>“one brave question can reach all.”</i>                                          |

## SAMPLE RESPONSE

The main message is that one voice can start a movement for change. The poem says one person asks a question, and it grows until many people work together.

## WHY IT WORKS

The answer captures the poem's message (one voice inspires many) using lines from the poem.

## COMMON MISUNDERSTANDINGS

- Saying the poem is about being loud rather than one voice starting change.
- Adding examples of movements not in the poem.

## 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 • “One Voice Can Start a Wave”, paragraphs 1 to 4

Substitute: \_\_\_\_\_ Date: \_\_\_\_\_ Class/Period: \_\_\_\_\_

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

**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

|                       |                                                                                                                                                                                                                                                    |
|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Today's lesson</b> | Say It in Your Own Words (Step 2)                                                                                                                                                                                                                  |
| <b>Time</b>           | 15 minutes (the writing block). The separate 20-minute Standards Slide Deck block stays with the deck the teacher designated.                                                                                                                      |
| <b>Passage</b>        | "Try, Learn, Change" (Module 1 version), paragraphs 1 to 3 only                                                                                                                                                                                    |
| <b>Eligible</b>       | Any time after Module 1 has been taught.                                                                                                                                                                                                           |
| <b>Materials</b>      | Passage page, student response page, pencil. Optional: supported page and extension page.                                                                                                                                                          |
| <b>Grouping</b>       | Whole class for reading and the model; partners for minutes 5 to 7; independent writing for minutes 7 to 12.                                                                                                                                       |
| <b>Students will</b>  | Choose the paraphrase that keeps the meaning, then paraphrase one paragraph in their own words.                                                                                                                                                    |
| <b>Collect</b>        | Each student's response page (and any supported or extension page).                                                                                                                                                                                |
| <b>TEKS practiced</b> | <ul style="list-style-type: none"> <li>• <b>5.7D</b> Retell, paraphrase, and summarize texts in ways that maintain meaning and logical order.</li> </ul> <p>Focused practice only; one short lesson does not address every part of a standard.</p> |

### TEACH THIS LESSON

Teaching Script begins on page 15

### 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)

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### 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 \_\_\_\_\_

# “Try, Learn, Change”

▼ START READING HERE ▼

[1] Look at the leaves, observe the ground; Important clues are all around. Before you choose what you should do, First stop and see what facts tell you.

[2] You make a guess, you test your way, Then watch what happens day by day. If something fails, don't turn away; The evidence can guide your way.

[3] A wrong first answer isn't strange; New information helps us change. Observe, then question, test, arrange, We try, we learn, and then we change.

■ STOP HERE ■

## PRONUNCIATION HELP

| Word      | Say it    | Meaning                 |
|-----------|-----------|-------------------------|
| Observe   | OBSERVE   | a word from the passage |
| Important | IMPORTANT | a word from the passage |
| Look      | LOOK      | 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.

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**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**

- look
- leaves
- observe
- ground
- important
- clues
- around

**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                                                                |
|---------------------------------------------------------------------------|-------|----------------------------------------------------------------------------------------|
| Pay attention to the world around you because there are clues everywhere. | 1     | <i>“Look at the leaves, observe the ground; Important clues are all around.”</i>       |
| Before you decide what to do, first look at what the facts tell you.      | 1     | <i>“Before you choose what you should do, First stop and see what facts tell you.”</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 • “Try, Learn, Change”, paragraphs 1 to 3

Substitute: \_\_\_\_\_ Date: \_\_\_\_\_ Class/Period: \_\_\_\_\_

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

**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

|                       |                                                                                                                                                                                                                                                                                                                                               |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Today's lesson</b> | Sketch, Label, and Explain (Step 3)                                                                                                                                                                                                                                                                                                           |
| <b>Time</b>           | 15 minutes (the writing block). The separate 20-minute Standards Slide Deck block stays with the deck the teacher designated.                                                                                                                                                                                                                 |
| <b>Passage</b>        | "One Voice Can Start a Wave" (Module 1 version), paragraphs 2 and 3 only                                                                                                                                                                                                                                                                      |
| <b>Eligible</b>       | Any time after Module 1 has been taught.                                                                                                                                                                                                                                                                                                      |
| <b>Materials</b>      | Passage page, student response page, pencil. Optional: supported page and extension page.                                                                                                                                                                                                                                                     |
| <b>Grouping</b>       | Whole class for reading and the model; partners for minutes 5 to 7; independent work for minutes 7 to 12.                                                                                                                                                                                                                                     |
| <b>Students will</b>  | Add passage details to a scene, label each one with a paragraph number, and explain how the drawing shows the text.                                                                                                                                                                                                                           |
| <b>Collect</b>        | Each student's sketch page with labels and the written explanation.                                                                                                                                                                                                                                                                           |
| <b>TEKS practiced</b> | <ul style="list-style-type: none"> <li>• <b>5.7E</b> Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</li> <li>• <b>5.7C</b> Use text evidence to support an appropriate response.</li> </ul> <p>Focused practice only; one short lesson does not address every part of a standard.</p> |

## TEACH THIS LESSON

Teaching Script begins on page 24

## 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

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**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)

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### 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 \_\_\_\_\_

# “One Voice Can Start a Wave”

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

▼ START READING HERE ▼

[2] A whisper travels down the street, Then other voices rise to meet. A thought once spoken all alone Can quickly find a stronger tone.

[3] People can gather, write, and speak, To help protect the change they seek. They share their thoughts and make them known, So leaders hear more than their own.

■ STOP HERE ■

## PRONUNCIATION HELP

| Word      | Say it    | Meaning                 |
|-----------|-----------|-------------------------|
| Another   | ANOTHER   | a word from the passage |
| People    | PEOPLE    | a word from the passage |
| First     | FIRST     | a word from the passage |
| Observe   | OBSERVE   | a word from the passage |
| Important | IMPORTANT | 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.

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**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**

voice speaks another hears question grows conquers

**SENTENCE FRAME**

My drawing shows \_\_\_\_\_. The passage says \_\_\_\_\_ (paragraph \_\_\_\_).

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Sketch, Label, and Explain: 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, text, or other markings on the paper.

# 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>“A whisper travels down the street, Then other voices rise to meet.”</i>                  |
| Draw a scene showing a detail from paragraph 2. | 2     | <i>“A thought once spoken all alone Can quickly find a stronger tone.”</i>                   |
| Draw a scene showing a detail from paragraph 3. | 3     | <i>“People can gather, write, and speak, To help protect the change they seek.”</i>          |
| Draw a scene showing a detail from paragraph 3. | 3     | <i>“They share their thoughts and make them known, So leaders hear more than their own.”</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 • “One Voice Can Start a Wave”, paragraphs 2 and 3

Substitute: \_\_\_\_\_ Date: \_\_\_\_\_ Class/Period: \_\_\_\_\_

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

**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

|                       |                                                                                                                                                                                                                                                                                                         |
|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Today's lesson</b> | Make One Helpful Change (Step 4)                                                                                                                                                                                                                                                                        |
| <b>Time</b>           | 15 minutes (the writing block). The separate 20-minute Standards Slide Deck block stays with the deck the teacher designated.                                                                                                                                                                           |
| <b>Passage</b>        | "Try, Learn, Change" (Module 1 version), paragraphs 2 and 3 only                                                                                                                                                                                                                                        |
| <b>Eligible</b>       | Any time after Module 1 has been taught.                                                                                                                                                                                                                                                                |
| <b>Materials</b>      | Passage page, student response page, pencil. Optional: supported page and extension page.                                                                                                                                                                                                               |
| <b>Grouping</b>       | Whole class for reading and the model; partners for minutes 5 to 7; independent revising for minutes 7 to 12.                                                                                                                                                                                           |
| <b>Students will</b>  | Revise a three-sentence practice draft by adding one detail from the passage that makes an idea clearer.                                                                                                                                                                                                |
| <b>Collect</b>        | Each student's revision page. Students do NOT revise their own ongoing compositions today.                                                                                                                                                                                                              |
| <b>TEKS practiced</b> | <ul style="list-style-type: none"> <li>• <b>5.11C</b> Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.</li> </ul> <p>Focused practice only; one short lesson does not address every part of a standard.</p> |

## TEACH THIS LESSON

Teaching Script begins on page 33

## 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: Make One Helpful Change

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**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 and 3 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 and 3 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 3. 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 \_\_\_\_\_

# “Try, Learn, Change”

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

▼ START READING HERE ▼

[2] You make a guess, you test your way, Then watch what happens day by day. If something fails, don't turn away; The evidence can guide your way.

[3] A wrong first answer isn't strange; New information helps us change. Observe, then question, test, arrange, We try, we learn, and then we change.

■ STOP HERE ■

## PRONUNCIATION HELP

| Word      | Say it    | Meaning                 |
|-----------|-----------|-------------------------|
| Observe   | OBSERVE   | a word from the passage |
| Important | IMPORTANT | a word from the passage |
| Look      | LOOK      | a word from the passage |

Name \_\_\_\_\_ Date \_\_\_\_\_

# Make One Helpful Change

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

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**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**

- look
- leaves
- observe
- ground
- important
- clues
- around

**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 poem says you should make a guess, test it, and watch the results.  | 2     | <i>“You make a guess, you test your way, Then watch what happens day by day.”</i> |
| Sentence 3: add that a wrong first answer is normal because new information helps us change. | 3     | <i>“A wrong first answer isn't strange; New information helps us change.”</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 • “Try, Learn, Change”, paragraphs 2 and 3

Substitute: \_\_\_\_\_ Date: \_\_\_\_\_ Class/Period: \_\_\_\_\_

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

**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: A Small Moment in Words

|                       |                                                                                                                                                                                                                                                                     |
|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Today's lesson</b> | Genre Snapshot: A Small Moment in Words (Step 5)                                                                                                                                                                                                                    |
| <b>Time</b>           | 15 minutes (the writing block). The separate 20-minute Standards Slide Deck block stays with the deck the teacher designated.                                                                                                                                       |
| <b>Passage</b>        | "Try, Learn, Change" (Module 1 version), paragraphs 1 to 3 only                                                                                                                                                                                                     |
| <b>Eligible</b>       | Any time after Module 1 has been taught.                                                                                                                                                                                                                            |
| <b>Materials</b>      | Passage page, student response page, pencil. Optional: supported page and extension page.                                                                                                                                                                           |
| <b>Grouping</b>       | Whole class for reading and the model; partners for minutes 5 to 7; independent writing for minutes 7 to 12.                                                                                                                                                        |
| <b>Students will</b>  | Write a short piece that responds to: Write a short piece inspired by the passage, using details from the text.                                                                                                                                                     |
| <b>Collect</b>        | Each student's planner and written piece.                                                                                                                                                                                                                           |
| <b>TEKS practiced</b> | <ul style="list-style-type: none"> <li>• <b>5.12A</b> Compose literary texts, including personal narratives and poetry, using genre characteristics and craft.</li> </ul> <p>Focused practice only; one short lesson does not address every part of a standard.</p> |

## TEACH THIS LESSON

Teaching Script begins on page 42

## 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: Genre Snapshot: A Small Moment in Words

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**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 3 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)

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### 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 reminds me of \_\_\_\_\_. The text 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 \_\_\_\_\_

# “Try, Learn, Change”

▼ START READING HERE ▼

[1] Look at the leaves, observe the ground; Important clues are all around. Before you choose what you should do, First stop and see what facts tell you.

[2] You make a guess, you test your way, Then watch what happens day by day. If something fails, don't turn away; The evidence can guide your way.

[3] A wrong first answer isn't strange; New information helps us change. Observe, then question, test, arrange, We try, we learn, and then we change.

■ STOP HERE ■

## PRONUNCIATION HELP

| Word      | Say it    | Meaning                 |
|-----------|-----------|-------------------------|
| Observe   | OBSERVE   | a word from the passage |
| Important | IMPORTANT | a word from the passage |
| Look      | LOOK      | a word from the passage |

Name \_\_\_\_\_ Date \_\_\_\_\_

# Genre Snapshot: A Small Moment in Words

**Question:** Write a short piece inspired by the poem about how one person can make a difference.

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**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: A Small Moment in Words: Supported Route

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

**WORD BANK**

look leaves observe ground important clues around

**SENTENCE FRAME**

The passage reminds me of \_\_\_\_\_. The text says \_\_\_\_\_.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

## Genre Snapshot: A Small Moment in Words: 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.

[illegible]

# Answer and Support Guide

**Genre Snapshot: A Small Moment in Words.** Write a short piece inspired by the poem about how one person can make a difference.

green = answer or reason

yellow = evidence from the passage

| Acceptable response                                                                  | Para. | Evidence in the passage                                                                      |
|--------------------------------------------------------------------------------------|-------|----------------------------------------------------------------------------------------------|
| One person's question can inspire others to listen and take action.                  | 1     | <i>"One voice speaks, another hears, A question grows and conquers fears."</i>               |
| When people gather and share their thoughts, leaders hear more than their own ideas. | 3     | <i>"They share their thoughts and make them known, So leaders hear more than their own."</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: A Small Moment in Words • Module 1 • “Try, Learn, Change”, paragraphs 1 to 3

Substitute: \_\_\_\_\_ Date: \_\_\_\_\_ Class/Period: \_\_\_\_\_

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

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