



THE WRITING ACADEMY®, LLC



Module 2

Voices and Responses

Grade 5 · Cluster 7

Medium Stamina

Tackling TEKS · Reading & Writing

5.11A · 5.11B(i-iv) · 5.12A(i-ii)



★ Meet Our Week!

★ Daily Deck

Week 2 · Medium Stamina · Cluster 7 (narrative and poetry)

I Will...

- Identify relationships that influence character responses.
- Show responses through actions, thoughts, and dialogue.
- Use exact poem evidence to explain a response.
- Make emotion and experience clear in a poem.
- Shape an unmistakable voice through attitude and perspective.

I Can...

- Use TRAILS R and A in a narrative.
- Use LEAVES E and V in a poem.
- Connect a character's response to a relationship, belief, or evidence.
- Make one speaker's voice recognizable.

Passage 13 & 14: “One Voice Can Start a Wave” & “Try, Learn, Change”

poetry · shared problem, different response

How do people respond when they believe something should change?

NOTICE, then QUESTION, then RESPONSE.

People do not always respond to a problem in the same way.

★ Passage Orientation

Day 1 · Gather

★ Daily Deck

One Voice Can Start a Wave

Poetry passage · Medium Stamina

Passage 13 shows civic voices responding to unfair control.

Try, Learn, Change

Poetry passage · Medium Stamina

Passage 14 shows a problem solver responding to evidence.

**Read for questions, responses, evidence, emotion, and voice. Students read both poems once without highlighting.
Ask them to name one concern and one response in each poem.**

★ Dot the Tricky Words

Day 1 · Gather

★ Daily Deck

Words to DOT: viewpoint · response · attitude · layout

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

★ TRAILS and LEAVES

Day 1 · Reveal

★ Daily Deck

R

Relationship

A connection that influences a character or experience.

A

Actions, Thoughts, and Dialogue

What the character does, thinks, and says.

E

Emotion/Experience

The feeling and lived moment communicated.

V

Voice

The speaker's attitude and perspective.

TRAILS R - Relationship; TRAILS A - Actions, Thoughts, and Dialogue. LEAVES E - Emotion/Experience; LEAVES V - Voice.



Voice Is Not Volume

Day 1 · Reveal (cont.)

★ Daily Deck

Voice Is Not Volume

Plot Needs It a student acts merely because the plot needs action

Response Path relationships, actions, thoughts, and dialogue shape a character's response

Attitude, perspective, word choice, and experience shape voice. Your voice is the personality, attitude, perspective, and way of thinking that comes through your words.

Voice Is Not Volume

Stanza 2: Kendrix saw her garden fade; More water was the choice she made.

Stanza 3: She checked the soil and changed her plan, And healthier growth at last began.

You reveal those differences through relationships, actions, thoughts, dialogue, emotion, and voice.



Shared problem

Different response

Action, thought, and dialogue

Voice and emotion

★ How Would They Respond?

Day 2 · Attempt · Partner Game

★ Daily Deck

M2-11, Game Directions

How to Play

- 1** Draw a Situation Card.
Success Check: Name the shared problem.
- 2** Draw a Character Card.
Success Check: Name the relationship or perspective.
- 3** Draw a Response Card.
Success Check: Choose an action that fits.
- 4** Draw an Evidence Card.
Success Check: Evidence supports the reason.
- 5** Add a thought and a line of dialogue.
Success Check: Make the response visible.
- 6** State a possible effect.
Success Check: Do not claim certainty.
- 7** Replay the situation in a second voice.
Success Check: Facts stay stable; attitude changes.
- 8** Defend the complete chain.
Success Check: Every choice makes sense together.

Sample Card

Town problem / student

Ask a respectful question / three matching reports: invites evidence and discussion.

Yellow leaves / problem solver

Test soil / muddy ground: evidence supports revising the watering plan.

★ How Would They Respond? (continued)

★ Daily Deck

Day 2 · Attempt · Partner Game

M2-11, Activity Card Answer Key

How to Play

- 1 Confusing rule / parent / request clarification / conflicting directions: may produce a clearer rule.
- 2 Club attendance / newspaper writer / interview members / three-week decline: gathers viewpoints rather than assuming.
- 3 Library hours / citizen / sign a petition / documented schedule effects: a civic response tied to a specific consequence.
- 4 Broken bulb / inventor / record and revise / repeated wire failure: failure becomes evidence for the next test.

Sample Card

Town problem / student

Ask a respectful question / three matching reports: invites evidence and discussion.

Yellow leaves / problem solver

Test soil / muddy ground: evidence supports revising the watering plan.

★ Compare the Poems

Day 3 · Discuss

★ Daily Deck

Why do two characters respond differently to the same problem?

What small problem has made you respond differently from someone else?

What relationship, belief, or evidence influenced each response?

Student Directions: “Compare the civic poem and the problem-solving poem. Both show that a concern can lead to more than one response.”



What Makes a Voice Unmistakable?

Day 3 · Discuss (cont.)

★ Daily Deck

Your voice is not volume.

personality

**attitude,
perspective**

**way of
thinking**

Return to attitude, perspective, word choice, and sound.



★ Draft and Rehearse

Day 3 · Use

Step 1

Plan the shared problem and the relationship that matters.

Step 2 & 3

Give each character an action, thought, and line of dialogue. *Add one exact evidence detail from a poem that helps you understand response, emotion, or voice.*

Step 4

Write two rhyming four-line stanzas from one character's point of view. *Name the emotion and experience. Make the speaker's attitude and perspective unmistakable.*

Name the relationship · make the response visible · use exact evidence · shape a recognizable voice.



Evidence of Growth

Day 4 · Award

★ Daily Deck

What can I already do? One relationship, response, evidence, emotion, or voice move I wrote successfully, and the evidence in my work:

Highlight one sentence that best shows a deliberate relationship or response choice.



★ Target a Revision

Day 4 · Target

★ Daily Deck

What do I want to practice next? One next step for making a response believable or a voice unmistakable: make two characters sound different; strengthen emotion or voice.

Target a place where both characters sound too much alike. Revise for clarity: add a relationship, combine or rearrange an idea, strengthen a line of dialogue, or make the speaker's attitude more precise.

These connect directly to Day 4 Award and Target work.



Teach the Pathway

Day 5 · Explain

★ Daily Deck

1

Evidence

Teach: Evidence is ____.

2

Thinking

Thinking is ____.

3

Voice

Voice is ____.

4

Relationship

Relationship matters
because ____.

Response Path: character, response, evidence or reason, possible effect. Add voice and emotion.



Students close the poems and reconstruct one stanza's central idea in prose, then explain what poetry adds through line layout, emotion, artistic language, voice, echo or sound, and significance.

★ Exit Ticket

Day 5 · Transfer

★ Daily Deck

Use the two poems. Name one shared problem, two characters, the relationship that matters, and one response for each character. Then choose one character and write two rhyming four-line stanzas from that point of view.

Student-Friendly Target: I can show how a relationship shapes a response and make a poem's voice unmistakable.
Source reminder: You may quote exact words from "One Voice Can Start a Wave" or "Try, Learn, Change."

- 1 Narrative plan. Give the situation, relationship, actions, thoughts, and dialogue. (4 points)
- 2 Exact evidence. Copy or identify one exact phrase from either poem that supports a response. (2 points)
- 3 Poetry voice. Write two rhyming four-line stanzas. Make emotion and voice clear. (4 points)

Total Score: _____ / 10



Build It, Fix It, Say It

Small-Group Support

★ Daily Deck

Build It: The shared problem was _____. This character cared about _____.
So the character _____.

Fix It: Add one thought and one line of dialogue.

Say It: “Because _____ matters to this character, _____.”

Access without lowering rigor: rehearse the relationship and response aloud; each student writes the revision.



Different problems may require different ways to reach desire.

Write the same four-line stanza twice, first in a confident voice and then in an uncertain or questioning voice.

Keep the situation stable and revise only diction, line layout, and sound.

★ My Progress Tracker

This tracker is for YOU. Use evidence from your work, not just a feeling. Be honest with yourself. This helps you see your growth.

I Can...	Not Yet	Getting It	I've Got It!
Identify a relationship that influences a response.	Not Yet	Getting It	I've Got It!
Show actions, thoughts, and dialogue.	Not Yet	Getting It	I've Got It!
Use exact poem evidence.	Not Yet	Getting It	I've Got It!
Name emotion and experience.	Not Yet	Getting It	I've Got It!
Shape an unmistakable voice.	Not Yet	Getting It	I've Got It!
Revise so two characters respond differently.	Not Yet	Getting It	I've Got It!
Write two rhyming four-line stanzas.	Not Yet	Getting It	I've Got It!
Explain significance or lasting effect.	Not Yet	Getting It	I've Got It!

★ Citizenship Connection

Responsible participation, evidence, revision, and listening to different perspectives.

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The civic poem names colonies, taxation, the Declaration, natural rights, the Bill of Rights, voting, and service. A person may respond through a question, petition, meeting, protest, vote, service, observation, testing, or revision. Close reading helps students notice how a voice turns a concern into a response.

Reflect & Discuss

How can one voice, one observation, or one careful test help create change?

Let's Look at an Answer!

Prompt: Write a 2 to 3 paragraph narrative with two characters who initially respond differently to the same problem.

LOW Level 1

“The colonists responded to taxes.”

What the student did successfully: Names the topic of the response.

What is missing: Name an exact detail from the poem and explain how it supports the response.

Why it falls at this level: The response does not yet use exact evidence or explain its meaning.

Exact next instructional step: Name an exact detail from the poem and explain how it supports the response.

Let's Look at Another Answer!

Prompt: Write a 2 to 3 paragraph narrative with two characters who initially respond differently to the same problem.

MEDIUM Level 2-3

“The poem says, “Some wrote petitions, some would meet, / Some joined in protest in the street.” This shows that colonists used different responses.”

What the student did successfully: Uses an exact detail and connects it to different responses.

What is missing: Explain the larger meaning of the quoted detail rather than stopping at a retell.

Why it falls at this level: The response is accurate but does not yet explain the larger meaning.

Exact next instructional step: Explain the larger meaning of the quoted detail rather than stopping at a retell.

Our Strongest Answer!

Prompt: Write a 2 to 3 paragraph narrative with two characters who initially respond differently to the same problem.

HIGH Level 4

“The Level 2 civic poem demonstrates that a shared concern can lead to different actions. Some colonists wrote petitions, met, or protested, while later citizens say, “We vote, we serve, we read, we weigh.” These details show that a voice can respond through more than one form of civic participation.”

What the student did successfully: Explains the response with exact source-grounded details and connects them to civic participation.

Why it works: The response develops the meaning of the evidence and reaches the target level of explanation.

 **This is our target!**

★ Module Closure

Day 5

★ Daily Deck

People respond according to what they know, believe, observe, and experience.