



THE WRITING ACADEMY®, LLC

Module 3

Evidence Can Change the Story

Grade 5 · Cluster 7

High Stamina

Tackling TEKS · Reading & Writing

5.11A · 5.11B(i-iv) · 5.11C(i-viii) · 5.11D(i, ii, iv, xv, xxviii, xxix) · 5.12A(i-ii)



★ Meet Our Week!

Week 3 · High Stamina · Cluster 7 (narrative and poetry)

★ Daily Deck

I Will...

- Gather, compare, and explain evidence before deciding to keep or revise an idea.
- Let readers experience evidence arriving through setting, relationships, actions, thoughts, and dialogue.
- Use precise language and sound choices to make a changed understanding memorable.
- Teach a partner how evidence can change thinking.

I Can...

- Distinguish disagreement from evidence that challenges an idea.
- Reconsider and revise an idea when evidence supports a stronger conclusion.
- Build an Important Moment and show its Lasting Effect.
- Use metaphor, repetition, rhyme, rhythm, imagery, and symbolism purposefully.



Two Poems, One Habit

Day 1 · Gather & Reveal

★ Daily Deck

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

poetry · a first thought from evidence that challenges it

Passage 13 and Passage 14; question, response, evidence.

Read both Level 3 passages. Use Evidence Interrupt.

Notice disagreement, consent of the governed, and contradictions between stated rights and lived reality. Identify Kendrix’s Important Moment and Lasting Effect.



TRAILS

- T** Topic/Experience
- R** Relationship
- A** Actions, Thoughts, and Dialogue
- I** Important Moment
- L** Lasting Effect
- S** Setting

LEAVES

- L** Lines/Layout
- E** Emotion/Experience
- A** Artistic Language
- V** Voice
- E** Echo/Sound
- S** Significance

TRACKS

- T** Time
- R** Reactions
- A** Actions
- C** Character, Concept, Creature
- K** Key Knowledge
- S** Scenery / Setting



Dot the Tricky Words

Day 1 · Gather

★ Daily Deck

Words to DOT: consequence · revise · echo · significance

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



★ Keep It or Revise It

Day 2 · Attempt · Partner Game

★ Daily Deck

KEEP THE IDEA · REVISE THE IDEA · NOT
ENOUGH EVIDENCE

How to Play

- 1 Read a claim.
- 2 Reveal one evidence card.
- 3 Point to the word or image that matters.
- 4 Name the decision, and explain the result.
- 5 Repeat with the civic poem: a voice can be a vote, letter, or service, but thoughtful participation also asks what facts support the statement.
- 6 Transform “Evidence can change thinking” through metaphor, repetition, and rhyme.

Success Check: There is no prize for refusing to change, and there is no prize for changing every time someone disagrees. Your decision depends on evidence.

Decision

First Thought

Kendrix thought her plants were dry, and more water seemed the reason why.

Evidence

Muddy soil and yellow leaves did not support what she believed.



Important Moment

Day 3 · Discuss

★ Daily Deck

Evidence earns the turn.

Passage 13 shows voices growing through questions, conversations, and informed participation.

Passage 14 shows observation, learning, testing, and changed answers.

Student Directions: “Students write an Important Moment that includes thought, action, or dialogue.”



Show what remains afterward.

**what the thinker now
does**

**what the thinker now
believes**

**what the thinker now
understands**

**Gather evidence, compare it with the first thought, show the Important Moment, and
reveal the Lasting Effect.**

★ Try It On Your Own!

Day 3 · Use

FIRST THOUGHT

Write a fictional narrative about a character whose first belief, expectation, or plan is challenged by evidence. Write 3-4 paragraphs: establish a belief or plan, let evidence challenge it. *Include setting, relationship, actions, thoughts, dialogue, and clear I and L.*

IMPORTANT MOMENT

Show the Important Moment. Develop the Important Moment and show the Lasting Effect.

STANZAS

Write three four-line rhyming stanzas with metaphor, purposeful repetition, rhyme, emotion, and transformation from first thought to new understanding.

Show the Important Moment and the Lasting Effect.

What can I already do? Name one evidence-based change or craft choice that is working.

Reread your draft and identify one successful framework move: precise evidence, a setting that makes the situation real, a line of dialogue that reveals a viewpoint, an Important Moment that slows down, or a Lasting Effect that changes action.

Success criteria: name the specific evidence or craft choice and explain what it helps the reader understand.



Revision Target

Day 4 · Target

★ Daily Deck

I can show how evidence earns an Important Moment and a Lasting Effect, then use Artistic Language and Echo/Sound to make the change matter.

My next step is: _____

Success criteria: name one precise change to the evidence path, Important Moment, Lasting Effect, Artistic Language, or Echo/Sound.



1

Evidence

Explain how a specific piece of evidence caused or supported a changed conclusion.

2

Vocabulary

Use vocabulary such as evidence, viewpoint, revise, conclusion, implication, adaptation, metaphor, repetition, rhythm, or symbolism.

3

Teach-back

Give an example. Then ask your partner to create another example.

Framework wording is accurate.

Each student teaches one concept: claim, evidence, revision, contradiction, Important Moment, Lasting Effect, metaphor, or repetition. The partner teaches it back, applies it in a new example, and asks one clarifying question. The listener asks, “Where is the evidence?” The speaker points to the sentence or line and explains its effect.

“If your partner can repeat your definition but cannot use the idea, you have explained but not yet taught.”

Explain

- Explain how a specific piece of evidence caused or supported a changed conclusion.
- Use vocabulary such as evidence, viewpoint, revise, conclusion, implication, adaptation, metaphor, repetition, rhythm, or symbolism.

Transfer

Write a short transfer response: a new fictional moment or three-stanza poem in which a first thought meets evidence. Apply at least one TRAILS element and one LEAVES element in a way that fits the product.

evidence · revise · viewpoint · conclusion · implication · adaptation

Use Artistic Language and Echo/Sound purposefully.

★ Progress Tracker

Be honest. Your answers show what you can do now and what you will practice next.

I Can...	Not Yet	Getting It	I've Got It!
State a first thought.	Not Yet	Getting It	I've Got It!
Identify evidence that supports or challenges it.	Not Yet	Getting It	I've Got It!
Build an Important Moment.	Not Yet	Getting It	I've Got It!
Show a Lasting Effect.	Not Yet	Getting It	I've Got It!
Use TRAILS accurately.	Not Yet	Getting It	I've Got It!
Use LEAVES Artistic Language and Echo/Sound purposefully.	Not Yet	Getting It	I've Got It!
Revise when evidence or feedback warrants it.	Not Yet	Getting It	I've Got It!
Explain why my change matters.	Not Yet	Getting It	I've Got It!

★ Citizenship Connection

★ Keep the focus on evidence and responsible participation.

The poem does not flatten every person into one viewpoint. Students should notice differences, ask what facts support a statement, and weigh other viewpoints.

Reflect & Discuss

What makes a question responsible?

How can listening strengthen a voice?

Let's Look at an Answer!

Prompt: Write a fictional narrative about a character whose first belief, expectation, or plan is challenged by evidence.

LOW Level 1

“Kendrix changed her mind.”

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

Use the draft to ask: What did the character see? What thought changed? What did the character do afterward?

Let's Look at Another Answer!

Prompt: Write a fictional narrative about a character whose first belief, expectation, or plan is challenged by evidence.

MEDIUM Level 2-3

“The poem says Kendrix saw “muddy soil and yellow leaves” that “did not support what she believed.” This shows why she had to reconsider her first explanation.”

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

This response shows the Important Moment and a Lasting Effect. Invite the student to choose one TRAILS detail that will help the reader experience the change.

Our Strongest Answer!

Prompt: Write a fictional narrative about a character whose first belief, expectation, or plan is challenged by evidence.

HIGH Level 4

“Kendrix’s Important Moment is earned when muddy soil and yellow leaves contradict her belief that the plants are dry. The poem explains that she lets ‘her first thought go,’ then observes the roots. The Lasting Effect is a stronger plan: she learns that changing an answer when facts suggest a better one is good thinking, not failure.”

Target Evidence: The evidence earns the Important Moment, and the Lasting Effect shows the stronger plan and understanding that follow.

★ **This is our target!**

★ Exit Ticket

Day 5 · Assessment

★ Daily Deck

Read your draft. Complete the four sentences.

- 1 At first, the speaker or character believed _____.
- 2 The evidence that mattered was _____.
- 3 The Important Moment was _____.
- 4 The Lasting Effect was _____.

Circle one craft move you used: image, metaphor, repetition, rhyme, rhythm, dialogue, or line layout. Explain how it supports meaning.

First thought to evidence to Important Moment to Lasting Effect.

Tell me the first thought. Now show me the evidence. What did that evidence make the thinker notice, decide, or do?

The response states a first thought, points to a relevant detail, gives an evidence-based keep, revise, or wait decision, and shows the Important Moment and Lasting Effect.



Enrichment: Connect Across Texts

Enrichment · Write in your notebook

Challenge: Compare how the two poems make evidence and change memorable.

Choose one civic detail and one problem-solving detail.

They explain how each creates a different kind of response.

Write one paragraph comparing the effects of voice, evidence, and change.

The response names one detail from each poem, explains each detail's effect, and compares voice, evidence, and change.