



THE WRITING ACADEMY®, LLC



Module 2

Evidence and Choice

Grade 5 · Cluster 8

Medium Stamina

Tackling TEKS · Reading & Writing

5.11(A) · 5.11(B)(i) · 5.12(B)(i) · 5.13(A) · 5.13(C)



★ Meet Our Week!

Week 2 · Medium Stamina · Cluster 8 (monthlong cumulative research paper unit)

★ Daily Deck

I Will...

- Use the two research passages as evidence banks.
- Distinguish an observation from an assumption.
- Gather exact paragraph credit and relevant details.
- Compare evidence and viewpoints before choosing what to do.
- Explain what evidence proves and revise when the evidence asks me to reconsider.

I Can...

- Gather a precise source detail and its paragraph number.
- Compare details from the civic and scientific evidence banks.
- Connect evidence to a reason with because.
- Write and revise a focused R-E1-E2 research explanation.

Research HABIT: Notice then Question then Gather then Compare then Decide then Act then Check.
Evidence gives a choice a reason.

Explain what makes change happen. Use evidence from the Grade 5 research passages and earlier passages to prove how challenges, questions, evidence, choices, actions, consequences, and revision work together to create change. Then explain how researchers can decide whether the change was an improvement.



What Does the Source Actually Say?

★ Daily Deck

Day 1 · Gather

O

Observation

what the source states

A

Assumption

what is only guessed

C

Compare

look across both
sources

E

Explain

what does that prove

Passage 2, paragraphs 65 through 69: put an observation beside an assumption.



Build an Evidence Bank

★ Daily Deck

Day 1 · Gather & Reveal

Passage 2: “How Change Happens: Observe, Adapt, Test, and Improve”

informational · evidence bank about observation, testing, evaluation, and revision

How does evidence help people make stronger choices?

Explain how evidence helps people make stronger choices using both research passages.

An observation and an assumption are not the same.

Passage 2 [65], “Their leaves were pale.” A precise source detail with paragraph credit. The detail is relevant to the research question.



Follow the Plan

Day 1 · 5.13(B)(ii)

★ Daily Deck

Take out your Research Plan. A plan only helps if we follow it.

Put a check next to each step you finished in Week 1. Circle the step we work on this week: gather and take notes.

If a step is not finished, write one next move you will complete today.



Primary and Secondary Sources

★ Daily Deck

Day 1 · 5.13(D)(i), 5.13(D)(ii)

A primary source is made by someone who was there at the time, such as a letter, a speech, a diary, an official document, or a photograph.

A secondary source is made later by someone who studied primary sources and other information, such as an article, a textbook, or our research passages.

Credibility means how much we can trust a source. Ask four questions: Who made it? When was it made? How does the maker know? Can I check it against another source?

★ Source Sort

★ Daily Deck

Day 1 · Primary or Secondary?

Inside it, the author quotes primary sources, like Abigail Adams urging John Adams to Remember the Ladies, and the Declaration of Independence.

A newspaper article a colonist wrote in 1765 about the Stamp Act

A record Edison's workers kept during a light test

“From Protest to Participation: How a Nation Changes” · “How Change Happens: Observe, Adapt, Test, and Improve”



Dot the Tricky Words

Day 1 · Gather

★ Daily Deck

Words to DOT: observation · assumption · compare · consequence

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



R-E1-E2

Day 1 · Reveal

★ Daily Deck

R

Reason

the idea the paragraph will prove

E1

Evidence

a relevant detail from a source
with paragraph credit

E2

Explanation

what the evidence proves about
the reason and choice

R-E1-E2 Thinking Chart

Compare source details and write Body Paragraph 2 R-E1-E2.



Watch the Evidence Work

Day 1 · Reveal (cont.)

★ Daily Deck

Two Sources, One Question

Passage 1 [131] Gathering evidence can make discussion more useful

Passage 2 [192] They compare sources

Passage 1 [131] and Passage 2 [192] serve connected but different evidence roles.

Watch Me!

Evidence: Passage 1 [131] states, “Gathering evidence can make discussion more useful.” Passage 2 [192] says, “They compare sources.”

Explanation: This shows that a stronger choice depends on comparing information, not on an assumption. Researchers can then check consequences and revise if the result is not an improvement.

Uses two exact source details with paragraph credit.



Evidence Court

Day 2 · Attempt · Partner Game

★ Daily Deck

Day 2 Attempt

How to Play

- 1 Record the source title and paragraph number.
- 2 Record an exact detail or faithful paraphrase.
- 3 Name the evidence job.
- 4 Defend: “This detail matters because ____.”

Success Check: *The explanation must name what the detail proves.*

Defend Your Detail...

Source Detail

Passage 1 [131], “Gathering evidence can make discussion more useful.”

then explain it

Explanation

This detail matters because ____.



Compare the Evidence

Day 3 · Discuss

★ Daily Deck

Does this source detail help prove it?

Yesterday, we learned that a strong source detail must connect to a reason.

Strong researchers study both the source information and what that information proves.

Student Directions: “Every E2 must explain your own reasoning.”



Compare the Evidence (continued)

Day 3 · Discuss

★ Daily Deck

Passage 1 [131], “Gathering evidence can make discussion more useful.”

Passage 2 [192], “They compare sources.”

Compare the details and name an alike, different, or connected idea.

★ Show What I Gathered

Day 3 · 5.13(E)(i)

★ Daily Deck

Before we write, we prove that we understand the information we gathered. Copying facts is not understanding. Explaining them in your own words is.

3 facts · 2 connections · 1 question

Now close your notes. Tell your partner the answer to our research question so far in two sentences.



What Makes Evidence Useful?

Day 3 · Discuss (cont.)

★ Daily Deck

**What turns a detail
into useful evidence?**

**source title and
paragraph**

**what it proves,
not just states**

**compared across
two sources**

Think about: source credit · the explanation · the comparison.



Write Body Paragraph 2

Day 3 · Use

REASON

The idea the paragraph will prove.

EVIDENCE

A relevant detail from a source with paragraph credit.

EXPLANATION

What the evidence proves about the reason and choice.

Gather relevant evidence · credit the source · compare details · explain what it proves.



Notice the Strength

Day 4 · Award

★ Daily Deck

What can I already do? One source detail, comparison, or explanation I completed successfully, and the evidence in my work:



Choose the Next Move

Day 4 · Target

★ Daily Deck

I can gather and compare evidence before choosing what to do, and I can explain what the evidence proves.

My next move: I will check consequences and revise when the evidence asks me to reconsider.

★ Turn and Teach!

Day 5 · Explain + Educate

★ Daily Deck

1

Research HABIT

Notice, Question,
Gather, Compare,
Decide, Act, Check.
Evidence gives a
choice a reason.

2

Source

Name the source
and paragraph
number.

3

Evidence

Your audience
should hear how
your evidence
works together.

4

Explanation

Explain what the
evidence proves.

5

Next Move

Explain whether
the change was an
improvement and
what should
happen next.

Teach the big idea before you list the details.

★ Exit Ticket

★ Daily Deck

Day 5 · Educate & Explain to Others

Read these exact source details: Passage 1 [131], “Gathering evidence can make discussion more useful.” Passage 2 [192], “They compare sources.” Record each paragraph number and explain what each detail proves about the module question.

Prompt: How does evidence help people make stronger choices?

- 1 Selected response. A strong response should: list facts only, or explain what evidence proves and connect it to a choice. (2 points)
- 2 Constructed response. Write a thesis (central idea) that answers the module question: (4 points)
- 3 Add source credit. Name at least one passage and paragraph number: (2 points)
- 4 Transfer / application. Complete: “A researcher should check whether a change was an improvement by asking ___ and ___.” (2 points)

Total Score: _____ / 10

★ Observe, Compare, Explain

Small-Group Support · Day 4

★ Daily Deck

Separate the Thinking

Observation: “Their leaves were pale.”

Assumption: “Perhaps they needed more water.”

Record the paragraph number for each statement.

Build Evidence

This detail matters because

_____.

Name the source, paragraph, detail, and evidence job, then rehearse the because explanation.



Think Like a Researcher

Enrichment: Connect Across Texts

Compare two evidence paths, evaluate consequences, and explain whether a change was an improvement.

Explain what the two details prove about stronger choices.

Compare evidence and viewpoints before choosing what to do.

Partners ask whether the change was an improvement and for whom.

★ My Progress Tracker

I Can...	Not Yet	Getting It	I've Got It!
Record a source title and paragraph number.	Not Yet	Getting It	I've Got It!
Separate an observation from an assumption.	Not Yet	Getting It	I've Got It!
Choose a relevant evidence detail.	Not Yet	Getting It	I've Got It!
Compare details from both research passages.	Not Yet	Getting It	I've Got It!
Explain what evidence proves.	Not Yet	Getting It	I've Got It!
Listen for a different viewpoint.	Not Yet	Getting It	I've Got It!
Connect evidence to a choice with because.	Not Yet	Getting It	I've Got It!
Check consequences and improvement.	Not Yet	Getting It	I've Got It!
Revise my explanation for clarity.	Not Yet	Getting It	I've Got It!

★ Citizenship Connection

★ Rights, participation, citizenship, observation, testing, evaluation, and revision.

Passage 1 examines taxation without representation, protests, the Declaration, the Constitution, the Bill of Rights, and continuing citizenship. Passage 2 compares civic and scientific responses to changing conditions. Researchers ask whose voice is present, whose voice is missing, who benefited, who was harmed, and whether the result was an improvement. Reading a civic source closely helps students distinguish a claim from evidence and a decision from its consequences.

Reflect & Discuss

What evidence should people gather before deciding that a change is fair or an improvement?

Let's Look at an Answer!

Prompt: Explain how evidence helps people make stronger choices using both research passages.

LOW Level 1

“Evidence is important. Kendrix used evidence. Edison used evidence. Evidence helps people.”

What needs improvement: The response names examples but does not use precise source credit or explain how the details prove the reason.

Let's Look at Another Answer!

MEDIUM Level 2-3

“Strong change depends on gathering evidence before making a choice. Kendrix saw that the soil was muddy, so she changed how she watered the plants. Edison’s workers also used tests to improve the light bulb. These examples show that evidence helps people make better choices.”

What needs improvement: The response has a clear claim and examples, but it needs more explanation of why the evidence matters and how the sources connect.

Our Strongest Answer!

HIGH Level 4

“Strong change depends on gathering and comparing evidence before people choose what to do. “How Change Happens: Observe, Adapt, Test, and Improve” explains that Kendrix first thought her plants needed more water, but the muddy soil and yellow leaves showed that her first explanation did not fit the evidence. This mattered because she did not keep repeating the same mistake just because it was her first idea. The Change Lab also shows that Edison’s workers tested different materials and used results from failed tests to choose what to try next. These examples prove that evidence helps people move from guessing to responsible decision-making.”

Why the high exemplar works: It states a focused claim, credits sources, selects precise evidence, explains what the evidence means, and connects details into one answer.

 **This is our target!**