



THE WRITING ACADEMY®, LLC



Module 4

Synthesis and Publication

Grade 5 · Cluster 8

Week 4 · Very High Stamina · Informational Research Writing

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 4 · Very High Stamina · Cluster 8 (monthlong cumulative research paper unit)

★ Daily Deck

I Will...

- Use the two research passages as evidence banks.
- Select strong evidence and build an R-E1-E2 explanation with source credit.
- Revise my paper for coherence and edit it for publication.

I Can...

- Synthesize a month of research into a clear published explanation.
- Organize evidence from both passages around a thesis (central idea).
- Explain how the sources work together and what the evidence proves.

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.



Reveal the Research Job

Day 1 · Reveal

★ Daily Deck

R

Reason

organize reasons or
ways around a thesis
(central idea)

E

Evidence

select both sources

E

Explanation

connect the sources

P

Publish

revise for an audience

Select evidence, organize it around a thesis (central idea), and explain source roles.



What Makes Change Happen?

Day 1 · Gather & Reveal

★ Daily Deck

Both research passages

informational · the monthlong cumulative research paper

How can we turn a month of research into one clear answer about change?

Explain what makes change happen, using evidence from both research passages.

Synthesize a month of research into a clear published explanation.

Research HABIT: Notice then Question then Gather then Compare then Decide then Act then Check.



Dot the Tricky Words

Day 1 · Gather

★ Daily Deck

Words to DOT: synthesis · publication · coherence · audience

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



The Research Explanation R-E1-E2 Chart

★ Daily Deck

Day 1 · Reveal

T

Thesis (Central Idea)

one answer about what makes
change happen

R

Reason or Way

organize evidence from both
sources

E

Evidence

select the strongest detail

The challenge was _____. The evidence showed _____. The action was _____. The consequence was _____. Researchers revised by _____.

Explanation: how the evidence proves the thesis (central idea). **Significance:** why the idea matters. **Check:** Passage 2 [243] asks, “Was the change an improvement?” and [245] asks, “Improvement for whom?”



Watch the Sources Work Together

★ Daily Deck

Day 1 · Reveal (cont.)

Connected Evidence

Passage 1 [12] people asking whether actions match ideals

Passage 2 [213] through [232] researchers observing, gathering evidence, checking results, and revising

The sources are explained together, not listed separately.

Watch the Sources Work Together

Passage 1 shows: civic participation and questions about fairness.

Passage 2 adds: observation, testing, evaluation, and revision.

The source roles connect to one thesis (central idea).



Evidence Selection Studio

Day 2 · Attempt · Partner Game

★ Daily Deck

Day 2 Attempt

How to Play

- 1 Choose the strongest detail.
- 2 They keep exact paragraph credit and reject details that cannot do a job.
- 3 Name its evidence job.
- 4 Students complete one R-E1-E2 strand using a direct quotation or paraphrase and a sentence explaining what the evidence proves.

Select the Evidence...

Evidence Job

This detail matters because it proves _____.

Passage 1 shows ____, while Passage 2 adds ____; together they prove ____.

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.”



What Makes a Paper Coherent?

Day 3 · Discuss (cont.)

★ Daily Deck

**What turns evidence
into one clear paper?**

**one connecting
thesis (central idea)**

**transitions that
name a relation**

**an improvement
judgment**

**Each reason, evidence detail, explanation, and transition connects to the thesis
(central idea).**



Use It in the Paper!

Day 3 · Use

CENTRAL IDEA

The answer to the prompt.

EVIDENCE

Text proof. How the evidence proves the thesis (central idea).

JUDGMENT

Add an explanation that distinguishes change from improvement.

State the answer · organize the evidence · explain it · judge the improvement. Day 2: an organized R-E1-E2 explanation using evidence from both passages.



Build the Works Cited List

★ Daily Deck

Day 3 · 5.13(G)(i)

A research paper ends with a list of every source the writer used. We call it a works cited list, and it is our bibliography.

Each entry follows the same pattern: author, if one is named; the title; the type of source; and where and when it was published, if we know.

“From Protest to Participation: How a Nation Changes” Research passage. Grade 5 Cluster 8 research packet.

Every source you quoted or paraphrased in your paper must appear on the list. If it is on the list, it must appear in your paper.



The Moment They Figured It Out

Day 4 · Award

★ Daily Deck

What can I already do? One research move, explanation, revision, or presentation choice I completed successfully, and the evidence in my work:



What Do I Still Need to Grow?

Day 4 · Target

★ Daily Deck

I can synthesize a month of research into a clear published explanation.

My next move: I will explain how the sources work together and check whether the change was an improvement.

★ Turn and Teach!

Day 5 · Explain + Educate

★ Daily Deck

1

Research HABIT

Teach how selected evidence and source connections create one answer.

2

Source

Name the source and paragraph.

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.



Choose the Mode of Delivery

Day 5 · 5.13(H)(i)

★ Daily Deck

Researchers share their results in the way that best fits the audience and the purpose.

A written mode works when readers need to study details and sources. An oral mode works when listeners need to hear your reasoning and ask questions.

A multimodal mode combines words with images, charts, or objects, like a Change Museum exhibit.

Choose your mode, then finish this sentence: I chose this mode because my audience needs ___ and my purpose is ___.

★ Exit Ticket

★ Daily Deck

Day 5 · Educate & Explain to Others

Read the source excerpts in your notes. Choose one exact detail from Passage 1 and one from Passage 2. Record each paragraph number, explain what each detail proves, and revise one sentence so the two details work together. Model an edit for a complete sentence with subject-verb agreement and an edit that places quotation marks around exact words.

Prompt: 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.

- 1 Selected response. Which two source moves are required? Select and explain evidence, or copy every fact. (2 points)
- 2 Constructed response. Write a thesis (central idea) and one R-E1-E2 strand that supports it: (4 points)
- 3 Underline the explanation that tells what the evidence proves. (2 points)
- 4 Transfer / application. Write one check question that helps decide whether the change was an improvement: (2 points)

Total Score: _____ / 10

★ Build It, Fix It, Say It

Small-Group Support · Intervention: Name the Evidence Job

★ Daily Deck

Build It

The challenge was _____. The evidence showed _____. The action was _____. The consequence was _____. Researchers revised by _____.

This detail matters because it proves _____.

Fix It and Say It

Meaningful change happens when people notice a challenge, ask a focused question, use evidence to choose and act, then check consequences and revise when needed.

Passage 1 shows _____. Passage 2 adds _____. Together they prove _____.

Read the detail, name the source and paragraph, and tell me what job it can do for your thesis (central idea). Evidence is useful when you can explain what it proves.

Think Like a Researcher, Write for an Audience

Enrichment: Connect Across Texts

Compare what Passage 1 contributes about civic participation and what Passage 2 contributes about observation, testing, evaluation, and revision.

Explain how the two sources work together to show what makes change happen.

Prepare a Change Museum explanation. Name the source title, paragraph number, evidence job, and audience-facing conclusion.

★ My Progress Tracker

I Can...	Not Yet	Getting It	I've Got It!
Select the strongest evidence from both research passages.	Not Yet	Getting It	I've Got It!
Record source titles and paragraph numbers.	Not Yet	Getting It	I've Got It!
Write a thesis (central idea) that answers the Final Research Prompt.	Not Yet	Getting It	I've Got It!
Explain what each detail proves.	Not Yet	Getting It	I've Got It!
Explain how the two sources work together.	Not Yet	Getting It	I've Got It!
Revise for coherence by adding, deleting, or combining ideas.	Not Yet	Getting It	I've Got It!
Edit complete sentences and quotation marks.	Not Yet	Getting It	I've Got It!
Explain whether the change was an improvement and for whom.	Not Yet	Getting It	I've Got It!
Present my published research answer clearly.	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, connect a decision to its consequences, and explain how participation creates change.

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 what makes change happen. Use evidence from the research passages to prove how challenges, questions, evidence, choices, actions, consequences, and revision work together to create change.

LOW Level 1

“Change happens. Colonists had problems. Kendrix had a garden. People should use evidence.”

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

“Meaningful change happens when people use evidence before they act. “From Protest to Participation: How a Nation Changes” shows colonists asking questions about taxes and representation. “How Change Happens: Observe, Adapt, Test, and Improve” shows Kendrix noticing that her garden was getting worse. These examples show that people should ask questions and use evidence.”

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

“Meaningful change happens when people notice a challenge, use evidence to make a choice, take action, and then study consequences. “From Protest to Participation: How a Nation Changes” explains that colonists questioned why Parliament could tax them when they had no elected representatives. That question mattered because it turned anger about taxes into a focused concern about fairness and political voice. “How Change Happens: Observe, Adapt, Test, and Improve” shows Kendrix realizing that muddy soil and yellow leaves did not support her first idea that the plants needed more water. Instead of repeating an assumption, she used the new evidence to choose a different response. Together, these sources prove that change becomes more responsible when people question a problem, compare evidence, and check what happens next for the people affected.”

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!**