
GRADE 5

CLUSTER 8

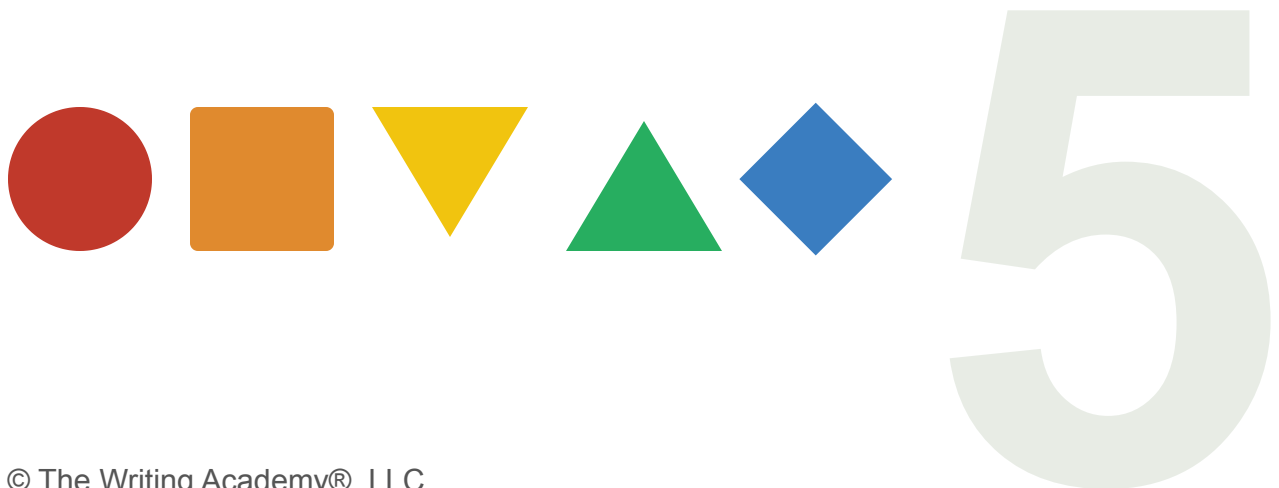
Monthlong Research Paper: What Makes Change Happen?

Module 1 · Challenge and Question

Module 2 · Evidence and Choice

Module 3 · Action, Consequence, and Revision

Module 4 · Synthesis and Publication



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Teacher Lesson Plan Guide

Challenge and Question

Grade 5 | Cluster 8 | Module 1

Grade: 5

Cluster: 8, Monthlong Cumulative Research Paper Unit

Module: 1 of the cluster

Primary Instructional Category: Informational Research Writing

Module Title: Challenge and Question

Module Question: How do people know that something needs to change?

Passage Set: "From Protest to Participation: How a Nation Changes" and "How Change Happens: Observe, Adapt, Test, and Improve"

Final Research 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.

Primary TEKS: [5.11\(A\)](#), [5.11\(B\)\(i\)](#), [5.12\(B\)\(i\)](#), [5.13\(A\)](#), [5.13\(C\)](#)

Approximate Daily Instructional Time: exactly 15 minutes per day, across 5 days

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Response Strand (7-Strand) TEKS Woven Into This Module

Strand 7 is the Response strand. These Grade 5 response standards are woven through the reading, discussion, annotation, and writing in this module.

- **5.7(A)** describe personal connections to a variety of sources, including self-selected texts.
- **5.7(B)** write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.
- **5.7(C)** use text evidence to support an appropriate response.
- **5.7(D)** retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
- **5.7(E)** interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
- **5.7(F)** respond using newly acquired vocabulary as appropriate.
- **5.7(G)** discuss specific ideas in the text that are important to the meaning.

1. A Little Inspiration Goes a Long Way!

Cluster 8 is the research convergence point. Students use information as evidence for an answer, not as a list of disconnected facts. In Module 1, students notice a challenge and turn the observation into a research question.

TEACHER SCRIPT

"Research is not one more writing style added at the end of the year. Research is where all of our writing tools come together."

TEACHER SCRIPT

"This module asks students to use information as evidence for an answer, not as a list of disconnected facts."

Connection to this week's thinking: the class follows the Research HABIT: Notice, Question, Gather, Compare, Decide, Act, Check. A question gives the evidence bank a job.

2. Why This Module Matters

Students begin the monthlong cumulative research paper by naming a challenge, asking a research question, and gathering precise evidence from two research passages. Passage 1 is a civic evidence bank about rights, participation, and citizenship. Passage 2 is an evidence bank about observation, testing, evaluation, and revision.

Where it fits into writing: this module establishes Body Paragraph 1. Students practice R-E1-E2: state a reason, use evidence from a source, and explain what that evidence proves.

Why it matters beyond this assignment: researchers notice what needs attention, ask a useful question, gather relevant information, and remain willing to revise a first idea when evidence changes the answer.

3. Module Essential / Overarching Question

How do people know that something needs to change?

Students record their first thinking, return to the question after both research passages, and answer it at the very end.

My First Thinking:

My Final Thinking:

What evidence changed or strengthened my thinking?

Family Communication

4. Parent Communication Purpose

Families are partners in the monthlong cumulative research paper. This week, students learn to notice a challenge, ask a research question, and gather evidence from two research passages. Send the family letter with the precise module question and invite a short evidence conversation.

5. Family Letter (English)

Dear Families,

This week your fifth grader studies Challenge and Question in the Grade 5 Cluster 8 research project, "What Makes Change Happen?" Students work with the two research evidence banks, "From Protest to Participation: How a Nation Changes" and "How Change Happens: Observe, Adapt, Test, and Improve." The module question is "How do people know that something needs to change?" Students are learning to notice a challenge and turn it into a research question. The goal is to use evidence to explain thinking rather than simply collect facts or retell a source.

In class, students will participate in Challenge-to-Question Match, discuss evidence from both passages, and write Body Paragraph 1 of the cumulative research work. They will practice R-E1-E2: state a reason, use evidence from a source, and explain what that evidence proves. Ask your student to name one source detail and explain, "This matters because ____."

At home, choose a small decision, change, or question in your family or community. Give your student time to name what is known, what still needs to be checked, and whose viewpoint matters. Then ask, "What evidence would help us make a responsible choice?"

With appreciation, Your student's teacher, The Writing Academy®, LLC

6. Family Letter (Spanish) / Carta para las Familias

Estimadas familias:

Esta semana su estudiante de quinto grado estudia Challenge and Question en el proyecto de investigación del Grupo 8, "¿Qué hace que ocurra el cambio?" Los estudiantes trabajan con los dos bancos de evidencia de investigación, "From Protest to Participation: How a Nation Changes" y "How Change Happens: Observe, Adapt, Test, and Improve". La pregunta del módulo es "How do people know that something needs to change?" La clase aprende a notar un desafío y convertirlo en una pregunta de investigación. La meta es usar evidencia para explicar el pensamiento, no solamente coleccionar datos ni volver a contar una fuente.

En clase, los estudiantes participarán en Challenge-to-Question Match, conversarán sobre evidencia de los dos pasajes y escribirán Body Paragraph 1 del trabajo de investigación acumulativo. Practicarán la estructura R-E1-E2: presentar una razón, usar evidencia de una fuente y explicar lo que esa evidencia demuestra. Pida a su estudiante que nombre un detalle de una fuente y explique: "Este detalle importa porque ____."

En casa, elijan una decisión, un cambio o una pregunta pequeña de la familia o de la comunidad. Denle tiempo a su estudiante para nombrar lo que se sabe, lo que todavía se debe comprobar y qué

punto de vista importa. Después pregunte, "¿Qué evidencia nos ayudaría a tomar una decisión responsable?"

Con aprecio, La maestra o el maestro de su estudiante, The Writing Academy®, LLC

7. Family Conversation Starters

- What challenge or change do you notice, and why does it matter?
- What do we know from an observation, and what are we only assuming?
- Whose perspective should we hear before making a decision?
- What might happen next, and how could we check whether the result is fair?
- What evidence would help us make a responsible choice?

8. Simple Family Activities

This activity needs little or no material and ends in conversation.

At-Home Evidence Talk

Choose one small family or community decision. Make three short notes: what we observe, what we wonder, and what evidence could help. Ask your student to explain which note is evidence and which is an assumption. End with: "Our careful choice would be ____ because ____."

Teacher Road Map

9. Teacher Navigation Key

Use these symbols to identify the teacher's instruction, student learning, and assessment in every lesson.

- **TEACH** : teacher explicitly teaches or models the TEKS
- **LEARN** : student practices or develops the TEKS
- ✓ **ASSESS** : student independently demonstrates or transfers learning
- Teacher Script** : exact recommended teacher language

10. GRADUATE Evidence Alignment

This module connects each GRADUATE stage to the evidence students produce.

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Students activate what they already know. Students gather a research purpose and see how a challenge becomes a question.
Reveal	■ TEACH	The teacher models the new learning.
Attempt	○ LEARN	Students attempt Challenge-to-Question Match and defend a match with evidence.
Discuss	○ LEARN ✓ ASSESS	Students talk through their reasoning. Students discuss evidence and use it independently in Body Paragraph 1.
Use	○ LEARN ✓ ASSESS	Students apply the skill on their own.
Award	✓ ASSESS	Students name a strength with evidence. Students award a specific strength and target a precise next move.
Target	✓ ASSESS	Students set one precise next step.
Explain / Educate	✓ ASSESS	Students educate an audience about how evidence supports a research explanation.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 5, Cluster 8, Module 1
Module Category	Informational Research Writing
Primary TEKS	[5.11(A)], [5.11(B)(i)], [5.12(B)(i)], [5.13(A)], [5.13(C)]
Primary Breakout	Notice a challenge, turn it into a research question, gather relevant evidence, and explain what the evidence proves.
Spiral TEKS	[5.11(B)(iv)], [5.12(B)(ii)], [5.11(C)(iii)], [5.11(C)(iv)], [5.11(C)(ix)], [5.11(D)(i)], [5.11(D)(xxii)]
Content Connection	"From Protest to Participation: How a Nation Changes" and "How Change Happens: Observe, Adapt, Test, and Improve"
Daily Lesson Time	15 minutes per day, 5 days

Weekly GRADUATE Map	Day 1 Gather + Reveal; Day 2 Attempt; Day 3 Discuss + Use; Day 4 Award + Target; Day 5 Explain + Educate
Student Product(s)	Challenge-to-Question Match, two evidence banks, Body Paragraph 1, Award and Target reflection, and an oral source-based explanation.
Formal Assessment Product	One source-log entry, the student paragraph or final paper, and an Award and Target reflection.

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: Students will notice a challenge, turn it into a research question, identify a precise source detail that supports their thinking, and explain what the evidence proves.

I Will Statements

- I will use the two research passages as evidence banks.
- I will build an R-E1-E2 explanation with source credit.
- I will revise my thinking when evidence asks me to reconsider.

I Can Statements

- I can notice a challenge and turn it into a research question.
- I can identify a precise source detail that supports my thinking.
- I can explain what evidence proves rather than only repeat it.

STUDENT TARGET

Notice a challenge, ask a question, gather evidence, and explain what it proves.

13. Success Criteria

Students should know exactly what successful work looks like, stated in student language.

- I notice a challenge and turn it into a research question.
- I record a precise source detail and its paragraph number.
- I distinguish an observation from an assumption.
- I explain what the evidence proves rather than only repeating it.
- I compare how the two sources contribute to the same claim.
- I revise my thinking when new evidence changes the answer.

14. Evidence That Will Demonstrate Mastery

Identified before instruction begins so the teacher knows which products count as evidence.

- Day 1: a labeled source example and an oral justification.
- Day 2: a defended Challenge-to-Question Match using evidence vocabulary.
- Day 3: an R-E1-E2 paragraph with source credit.
- Day 4: one evidenced award and one precise target.
- Day 5: a clear oral source-based explanation.

15. TEKS Correlations

The Student Expectation column uses the lesson plan's Cluster 8 TEKS wording.

TEKS	Strand	Student Expectation (verbatim TEKS)	Where Taught	Where Practiced	Where Assessed
5.11(A)	Writing Process	plan a first draft for topic, purpose, and audience	Days 1-2	Days 1-3	Day 3 Body Paragraph 1
5.11(B)(i)			Day 3	Days 3-5	

	Writing Process	develop a focused, structured, coherent draft			Body Paragraph 1
5.11(B)(iv)	Writing Process	develop an engaging idea with specific facts and details	Day 2	Days 2-3	Source-log entry and paragraph
5.12(B)(i)	Writing Genre	compose informational text with a clear central idea	Day 3	Days 3-5	Research explanation
5.12(B)(ii)	Writing Genre	use informational genre characteristics	Day 3	Days 3-5	Research explanation
5.13(A)	Inquiry	generate and clarify questions for inquiry	Day 1	Days 1-2	Research question
5.13(C)	Inquiry	identify and gather relevant information from sources	Day 2	Days 2-3	Evidence banks
5.11(C)(iii) , 5.11(C)(iv) , 5.11(C)(ix)	Revising	add ideas for coherence and clarity; delete ideas for coherence and clarity; combine ideas for clarity	Day 4	Day 4	Practice revision
5.11(D)(i) , 5.11(D)(xxii)	Editing	edit complete simple and compound sentences with subject-verb agreement; edit quotation marks in dialogue and quotations	Day 5	Day 5	Oral and written explanation

Inquiry and Research TEKS

TEKS	Strand	Student Expectation (verbatim TEKS)	Where Taught
5.13(A)(iii)	Inquiry and Research	clarify questions on a topic for formal inquiry	Day 2
5.13(A)(iv)	Inquiry and Research	clarify questions on a topic for informal inquiry	Day 2
5.13(B)(i)	Inquiry and Research	develop a research plan with adult assistance	Day 1
5.13(F)(i)	Inquiry and Research	differentiate between paraphrasing and plagiarism when using source materials	Day 3

The Social Studies rows provide interdisciplinary context; they are not assessed as writing standards in this module.

16. Standards Coverage Matrix

This is separate from the correlation table. It classifies each Cluster 8 standard as PRIMARY or RECURSIVE and names where it occurs in this module.

Classification	TEKS	Cluster 8 Application	Where It Occurs
PRIMARY	5.11(A)	plan a first draft for topic, purpose, and audience	Day 1
PRIMARY	5.11(B)(i)	develop a focused, structured, coherent draft	Research drafting and revision across the week
PRIMARY	5.11(B)(iv)	develop an engaging idea with specific facts and details	Day 2
PRIMARY	5.12(B)(i)	compose informational text with a clear central idea	Day 3, Day 5
PRIMARY	5.12(B)(ii)	use informational genre characteristics	Day 3, Day 5
PRIMARY	5.13(A)	generate and clarify questions for inquiry	Day 1
PRIMARY	5.13(C)	identify and gather relevant information from sources	Day 2, Day 3
RECURSIVE	5.11(C)(iii)	add ideas for coherence and clarity	Day 4
RECURSIVE	5.11(C)(iv)	delete ideas for coherence and clarity	Day 4
RECURSIVE	5.11(C)(ix)	combine ideas for clarity	Day 4
RECURSIVE	5.11(D)(i)	edit complete simple and compound sentences with subject-verb agreement	Day 5
RECURSIVE	5.11(D)(xxii)	edit quotation marks in dialogue and quotations	Day 5

17. ELPS Correlations

Matched to the actual language demands of this module: students restate a partner's evidence, ask for clarification, distinguish a source detail from an assumption, defend a choice, compare two sources, and explain how evidence supports a reason.

ELPS	Domain	Language Pattern	Complete ELPS Student Expectation	Day Addressed
1(E)(i)	Listening	Restate a partner's evidence, ask for clarification, and distinguish a source detail from an assumption.	Days 1 and 5	
2(E)(i)	Speaking	Use evidence, source, consequence, revise, and the module vocabulary to defend a choice with increasing specificity.	Days 1, 2, 4, and 5	
3(G)(i)	Reading	Read one manageable source section at a time, identify the detail that answers a question, and compare how the two sources contribute to the same claim.	Days 2 and 3	
4(C)(i), 4(F)(ix)	Writing	Use source credit, a direct quotation or paraphrase, and a because explanation to make the connection between evidence and a research reason visible.	Days 3 and 4	

ELPS Woven Into Intervention

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
1(C)	Listening	Follow oral directions with accuracy.	Intervention, after Day 3
2(F)	Speaking	Restate, ask questions about, or respond to information during classroom interactions.	Intervention, after Day 3

ELPS Woven Into Enrichment

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
2(E)	Speaking	Narrate, describe, or explain information orally with increasing specificity and detail.	Enrichment, after Day 4
4(D)	Writing	Write using a variety of grade-appropriate sentence lengths and connecting words.	Enrichment, after Day 4

18. ELPS Linguistic Accommodations

These accommodations maintain grade-level rigor while opening clear language pathways for research talk and writing.

Proficiency Level	Language Objective (access changes; the thinking demand stays intact)
Pre-Production	Point to a source detail, a question, and an assumption while listening to a partner.
Beginning	Complete orally: "I notice ____ in the source, so I might use it as evidence."
Intermediate	Use the frame, "This detail matters because ____." to connect evidence and thinking.
High Intermediate	Explain in complete sentences how two source details are alike, different, or connected.
Advanced	Independently compare sources, evaluate a choice, and explain what the evidence proves about the module question.

Language Supports

- Pair each source title with a visual icon.
- Let students rehearse an evidence-and-because sentence with a partner before drafting.
- Accept a labeled organizer first, then expand it into connected sentences.
- Offer enlarged card text, read cards aloud, and provide a completed R-E1-E2 template with blanks for the student's own evidence and explanation.

Evidence of Access Without Reduced Rigor: students may use a visual, a word bank, and an oral frame, but each student still identifies relevant evidence and explains what it proves.

19. Language Domains

Domain	How This Module Builds It
Listening	Students listen for a partner's claim and source detail, then restate the detail accurately before responding.
Speaking	Students defend how a detail supports a claim, using because to connect evidence and reasoning.
Reading	Students compare relevant details across both passages and mark evidence with a stated purpose.
Writing	Students write an evidence-based research explanation that connects a source detail to a reason and conclusion.

20. Rigor Safeguard

Teachers MAY provide	Teachers MAY NOT do for students
Read a source card aloud, repeat it, define an unfamiliar word, and provide an oral frame for evidence and explanation.	Choose the evidence, supply the explanation, or write the research sentence for the student.

The student must still choose relevant evidence and explain what it proves.

21. Rigor & Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Notice and recall	Locate a relevant observation, action, or consequence.	Supported during source reading.	

			The student names what the source actually says or shows.
Analyze	Separate evidence from an assumption and compare two source details.	Guided during Days 2 and 3.	The student explains how details are alike, different, or connected.
Evaluate	Judge whether evidence supports a choice or shows improvement.	Partner discussion during Days 2 and 4.	The student explains what makes one detail stronger than another.
Create	Write and revise an R-E1-E2 explanation for an audience.	Independent during Days 3-5.	The student explains what the evidence proves about the module question.

22. The Five Thinking Levels

Use this progression to name the level of thinking a student response requires.

Level	Color	Student Response	Next Move
Foundational	Red	Names a topic or source fact.	Add a reason that answers the module question.
Emergent	Orange	States an answer with a general example.	Add precise source credit and a relevant detail.
Visible	Yellow	Uses a source detail but gives little explanation.	Tell what the detail proves.
Independent	Green	Uses source evidence and explains the connection.	Compare a second source or viewpoint.
Reflective	Blue	Synthesizes evidence and evaluates consequences or revision.	Name the broader lesson for an audience.

The Progression of Thinking

Level	Hidden Question	Student Thinking	Thinking Focus
Foundational	What does the source actually say or show?	I can locate an observation, action, or consequence.	Notice and recall
Emergent	How are these details connected?	I can separate evidence from an assumption.	Analyze
Visible	What makes this evidence useful?	I can tell what a detail proves.	Explain relevance
Independent	What does the evidence suggest?	I can compare sources and explain a connection.	Evaluate
Reflective	What should happen next?	I can evaluate consequences or revision for an audience.	Create

Where this module primarily operates: Analyze, Evaluate, and Create. Students separate evidence from assumptions, compare sources, evaluate consequences, and write an R-E1-E2 explanation.

23. Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
An interesting detail is automatically evidence.	The teacher may collect facts without asking what each detail proves.	Ask for the detail's job in the evidence bank and require a because explanation.
An assumption is the same as an observation.	The teacher may treat an interpretation as proof.	Ask students to name what can be checked in a source.
Change automatically means improvement.	The teacher may celebrate an outcome without asking about consequences.	Ask who benefited, who was harmed, and what happened next.

24. Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
An interesting detail is automatically evidence.	The student says, "I liked this fact, so I used it."	Ask: "How does it help prove the reason?"
An assumption is the same as an observation.	The student says, "I think it happened, so it is proof."	Ask the student to name what can be checked in a source.
A quotation explains itself.	The student says, "The quote proves my idea."	Prompt: "Explain what the quoted words mean and why they matter."
Change is automatically improvement.	The student says, "Something changed, so it was better."	Ask who benefited, who was harmed, and what happened next.

Module Foundations: Review, Refresh & Readiness

25. TEKS Target

Exact standards being taught: **[5.11(A)]** plan a first draft for topic, purpose, and audience; **[5.11(B)(i)]** develop a focused, structured, coherent draft; **[5.11(B)(iv)]** develop an engaging idea with specific facts and details; **[5.12(B)(i)]** compose informational text with a clear central idea; **[5.12(B)(ii)]** use informational genre characteristics; **[5.13(A)]** generate and clarify questions for inquiry; and **[5.13(C)]** identify and gather relevant information from sources.

This module isolates the first research move: notice a challenge, turn the observation into a research question, and gather evidence that can answer it.

26. How I Say the Standard!

TEKS says	How I say it
[5.11(A)] plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.	I can plan what I am researching, why I am researching it, and who needs to understand my answer.
[5.11(B)] develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea reflecting depth of thought with specific facts and details.	I can keep my research explanation focused and organized.
[5.11(C)] revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.	I can add an idea when it makes my explanation clearer.
[5.11(D)] edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) collective nouns; (iv) adjectives, including their comparative and superlative forms; (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including indefinite; (viii) subordinating conjunctions to form complex sentences; (ix) capitalization of abbreviations, initials, acronyms, and organizations; (x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.	I can edit complete sentences so the subject and verb agree.
[5.12(B)] compose informational texts, including brief compositions that convey information about a topic,	I can write an evidence-based explanation with a clear central idea.

using a clear central idea and genre characteristics and craft.	
[5.13(A)] generate and clarify questions on a topic for formal and informal inquiry.	I can turn what I notice into a question that guides my research.
[5.13(C)] identify and gather relevant information from a variety of sources.	I can choose relevant details from both research passages and record the paragraph numbers.

27. This Week I Can...

This week I can notice a challenge, turn it into a research question, gather precise evidence from both passages, and explain what the evidence proves.

28. Before I Can... Prerequisites

What needs to be in place before this week's new learning will work:

- Read a manageable source section and identify what it actually says or shows.
- Distinguish an observation from an assumption.
- Record a source title, paragraph number, and relevant detail.
- Use a because sentence to explain what evidence proves.
- Know that a change is not automatically an improvement.

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"In 60 seconds, tell your partner one observation, action, or consequence from a text we have read. Then tell what the detail might help a researcher understand."

30. Vocabulary Infusion

A short, immediate-use set for Day 1. The complete tiered vocabulary follows in Part VI.

Word	Student-Friendly Meaning	Use It Today
challenge	a condition that needs careful attention	One challenge is ____.
evidence	facts or details that support an idea	This evidence matters because ____.
source	a text, speaker, or place that provides information	My source explains ____.
consequence	what happens after an action or choice	One consequence was ____.

31. Conventions Connection

Recursive conventions review for the week: when students draft and revise, have them check complete simple and compound sentences with subject-verb agreement and edit quotation marks in dialogue and quotations. **[5.11(D)(i)] [5.11(D)(xxii)]**

32. Writing Connection

Planning a research explanation means naming a reason, choosing evidence from a source, and explaining what the evidence proves. Students use source credit and a direct quotation or paraphrase to make the connection visible.

33. Watch Out!

Common misconception: an interesting detail is automatically evidence. **Teacher move:** ask, "How does it help prove the reason?" Require a relevant detail and a because explanation.

34. Ready Check

Read one source detail aloud: "Their leaves were pale." Ask students what the source actually shows and what question the observation could guide. Use responses to decide who needs the evidence-and-because frame during Day 1.

35. Teacher Look-Fors

- Students name an observation and distinguish it from an assumption.
- Students record source credit and a paragraph number.
- Students explain what a selected detail proves.
- Students revise their thinking when new evidence changes the answer.

Vocabulary, Content & Preparation

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"Before you begin, preview the everyday words that will help you notice a challenge and talk about it clearly."

Word	Student-Friendly Definition	Oral Rehearsal Frame
change	make or become different	I can use change to explain ____.
question	something asked to learn more	I can use question to explain ____.
problem	something that needs attention or a solution	I can use problem to explain ____.
fair	treating people in a just way	I can use fair to explain ____.
voice	a chance to share ideas or be heard	I can use voice to explain ____.
right	a freedom or protection people should have	I can use right to explain ____.
listen	pay attention to what another person says	I can use listen to explain ____.
action	something a person does	I can use action to explain ____.
result	what happens because of an action or choice	I can use result to explain ____.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"These academic words will help you explain how a source detail supports your research answer."

Word	Student-Friendly Definition	Oral Rehearsal Frame
challenge	a condition that needs careful attention	One challenge is ____.
evidence	facts or details that support an idea	This evidence matters because ____.
source	a text, speaker, or place that provides information	My source explains ____.
consequence	what happens after an action or choice	One consequence was ____.
participation	taking part in a group or decision	Participation can ____.
representation	having someone speak or act for a group	Representation matters because ____.
perspective	a person's way of seeing an issue	This perspective shows ____.
evaluate	study information to make a careful judgment	Researchers evaluate ____.
conclusion	a final idea reached after thinking about evidence	My conclusion is ____.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"These passage and framework words will help you talk about civic and scientific evidence with precision."

Word	Pronunciation	Student-Friendly Definition
		being taxed without elected representatives

taxation without representation	tak-SAY-shun with-OUT rep-rih-zen-TAY-shun	
Stamp Act	STAMP akt	a British law that placed a tax on printed paper
Parliament	PAR-luh-ment	the lawmaking body of Great Britain
boycott	BOY-kot	refusing to buy or use something as a protest
Sons of Liberty	SUNZ uv LIB-er-tee	colonists who organized against British policies
Declaration of Independence	dek-luh-RAY-shun uv in-di-PEN-dens	the 1776 statement that the colonies would be independent
Abigail Adams	AB-ih-gayl AD-umz	a writer who urged leaders to remember women's rights
consent of the governed	kun-SENT uv thuh GUV-ernd	the idea that government power comes from the people
Constitution	kon-stih-TOO-shun	the plan for the United States government
Bill of Rights	bil uv RYTS	the first ten amendments protecting freedoms

Teacher Resource: For more practice with academic words, see the Academic Vocabulary Companion App.

39. Background Knowledge & Teacher Context

From Protest to Participation: How a Nation Changes" asks how ideas about freedom, rights, and citizenship become real changes in a nation. "How Change Happens: Observe, Adapt, Test, and Improve" asks what history and science teach about responding to challenges. Together they provide the civic and scientific evidence you need for research talk and writing.

Teacher stance. Preserve the intellectual work by asking what a detail proves. Students choose a relevant detail, record the paragraph number, and explain its job.

40. Materials Needed

Category	Items
Core print materials	Clean and TRACKS-ready copies of both research passages; interactive notebooks; source logs.
Annotation materials	Sticky notes, pencils, and highlighters matched only to the fixed TRACKS chart.
Collaborative materials	Challenge-to-Question Match cards and one teacher-key set.
Writing materials	R-E1-E2 planning frames and the Body Paragraph 1 page.
Accessibility supports	Paragraph-number bookmarks, vocabulary cards, oral rehearsal frames, and text-to-speech access when available.

41. Preparation Before Day 1

- ☐ Put one clean and one TRACKS-ready copy of each source at every table.
- ☐ Post the module question, the R-E1-E2 structure, and the source-title key where students can point to them.

- ☐ Place Challenge-to-Question Match materials in numbered sets and keep one teacher-key set for the debrief.
- ☐ Prepare a visible "Evidence matters because ____" strip for oral rehearsal.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15	Gather and Reveal	Notice a challenge and turn it into a question.
Day 2	15	Attempt	Match a challenge to the evidence a researcher needs.
Day 3	15	Discuss and Use	Compare source details and write R-E1-E2.
Day 4	15	Award and Target	Recognize a strength and revise a weak explanation.
Day 5	15	Explain and Educate	Teach the Research HABIT and transfer the answer to the final paper.

43. Tiny Times Transition

TEACHER SCRIPT

"Evidence has a job: it must help explain a claim. Keep only the details that can do that job."

Citizenship & Content Connection

44. The Citizenship Connection

Passage 1 is the civic evidence bank. It shows that citizenship includes questions, rights, participation, information, listening, and checking consequences. Passage 2 adds a second lens: history and science both require observation, evidence, choices, actions, and revision.

Element	This Module
Suitability	A natural fit for a cumulative research paper. Students investigate how a challenge becomes a question and how evidence guides change.
Focus	Rights, participation, citizenship, observation, testing, evaluation, and revision.
Historical / Content Connection	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.
Perspective Connection	Researchers ask whose voice is present, whose voice is missing, who benefited, who was harmed, and whether the result was an improvement.
Literacy-to-Citizenship Connection	Reading a civic source closely helps students distinguish a claim from evidence and a decision from its consequences.
Citizenship Question	What evidence should people gather before deciding that a change is fair or an improvement?
Teacher Script	<i>"Citizenship requires participation, and responsible participation requires information. Notice the challenge, ask a question, gather evidence, and check what happens next."</i>

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

Research HABIT

Notice	Question	Gather
Something needs attention.	What do we need to find out?	What information or evidence can we find?
Compare	Decide	Act and Check
Do different sources or observations agree?	What action seems best supported?	Try the solution and check what happened afterward.

R-E1-E2

Letter	Meaning	What the Writer Explains
R	Reason	The reason the paragraph proves.
E1	Evidence	Evidence from a source.
E2	Explanation	What the evidence proves.

Student Talk Moves

When I am stuck	I can say	Purpose
I need a source detail.	"I notice ____ in the source, so I might use it as evidence."	Choose evidence.
I need to explain.	"This detail matters because ____."	Explain what evidence proves.
I need a second source.	"The other source adds ____, which helps me understand ____."	Compare sources.
I need to revise.	"This evidence does not fully fit my reason, so I will ____."	Revise thinking.

46. Core Habit / Strategy Explanation

TEACHER SCRIPT

"How Change Happens: Observe, Adapt, Test, and Improve names this pattern. The arrows remind students that strong thinking can return to an earlier step when new evidence appears."

BOARD PROMPT

One reason meaningful change begins is that people notice a challenge and turn it into a question.

TEACHER MODELING

Model one reason, one source detail, and an explanation. Ask students to point to the reason, underline the source evidence, and orally finish: "This evidence matters because ____." Listen for an explanation rather than a repeated detail.

47. Student Source Passage(s)

Passage use: read both research passages below at low stamina, first as a clean reading copy and then again for TRACKS highlighting. Keep the paragraph numbers for discussion, evidence banks, and citations.

Passage 1: "From Protest to Participation: How a Nation Changes" (Genre: Informational; Stamina: Low)

[1] Central Question:

[2] How do ideas about freedom, rights, and citizenship become real changes in a nation?

[3] A nation can change in many ways. Borders can move. New inventions can transform daily life. New people can arrive and build communities. Laws can be written, challenged, or replaced.

[4] But some of the most important changes begin with something that cannot be seen on a map.

[5] They begin with a question.

[6] Is this fair?

[7] Who has a voice?

[8] What rights should people have?

[9] What should government be allowed to do?

[10] What should citizens do when they believe something needs to change?

[11] The history of the United States contains many examples of people asking these questions. Sometimes their answers led to protests. Sometimes they led to documents, laws, compromises, elections, or new amendments. Sometimes people discovered that an earlier solution had created another problem.

[12] Studying these examples helps us understand that democracy is not a single event. It is a continuing process of ideas, decisions, actions, and consequences.

[13] Change Begins With a Question

[14] Before the American Revolution, the thirteen colonies belonged to Great Britain.

[15] For many years, large numbers of colonists considered themselves loyal British subjects. They traded with Britain, followed British laws, and depended on British military protection.

[16] After the French and Indian War, however, Great Britain had large debts. Parliament passed new taxes affecting the colonies.

[17] The Stamp Act placed taxes on printed materials. Other taxes followed.

[18] Colonists began asking why Parliament could tax them when the colonies did not elect representatives to Parliament.

[19] Their complaint became known as taxation without representation.

[20] At first, many colonists were not demanding independence. They wanted the British government to change its policies and listen to colonial concerns.

[21] That distinction is important.

[22] A movement for major change may begin with a much smaller request.

[23] Questions Become Protest

[24] Colonists responded in different ways.

[25] Some wrote letters and newspaper articles.

- [26] Some signed petitions.
- [27] Some joined organizations such as the Sons of Liberty.
- [28] Merchants participated in boycotts by refusing to purchase certain British goods.
- [29] Families produced more goods at home rather than buying imported products.
- [30] These actions gave ordinary people ways to participate.
- [31] Tensions continued. The Boston Massacre increased distrust of British soldiers. The Tea Act led to the Boston Tea Party. Great Britain responded with laws the colonists called the Intolerable Acts.
- [32] British leaders hoped stronger control would stop resistance.
- [33] Instead, the punishment of Massachusetts helped bring several colonies closer together.
- [34] A problem that once seemed local began to feel shared.
- [35] That is one way movements grow: people discover that a concern affecting someone else could eventually affect them too.

[36] Ideas Become Words

- [37] By 1776, more colonial leaders believed independence was necessary.
- [38] The Declaration of Independence announced that the colonies intended to separate from Great Britain.
- [39] But the document did more than declare independence.
- [40] It explained ideas.
- [41] The Declaration stated that people possess rights that government should protect. It identified life, liberty, and the pursuit of happiness among those rights.
- [42] It also argued that governments receive their legitimate power from the consent of the governed.
- [43] That meant government existed to serve people, not the other way around.
- [44] These ideas created a standard against which government could be judged.
- [45] If a government was supposed to protect rights, people could ask:
- [46] Is it actually doing that?

[47] A Promise Can Be Larger Than Its Time

- [48] The Declaration proclaimed equality, yet American society in 1776 did not provide equal rights to everyone.
- [49] Women could not participate equally in political life.
- [50] Enslaved people were denied freedom.
- [51] Native American nations faced increasing pressure and conflict as colonial settlement expanded.
- [52] Abigail Adams recognized part of this contradiction. She urged her husband, John Adams, to “Remember the Ladies” as leaders considered the new government.
- [53] Her words reflected a larger question:
- [54] If liberty is a principle, who is included in it?
- [55] That question did not disappear.
- [56] Later generations repeatedly returned to the ideals expressed in the Declaration when arguing for expanded rights.
- [57] The document therefore had two kinds of influence.

[58] It described what the nation's leaders said they believed.

[59] It also gave future Americans language they could use to challenge the nation when its actions failed to match those beliefs.

[60] Words Become Government

[61] Winning independence did not automatically solve the problem of governing a new nation.

[62] Americans had to create a system that could unite the states while also protecting liberty.

[63] In 1787, delegates met at the Constitutional Convention.

[64] They disagreed about representation, federal power, state power, slavery, trade, and many other issues.

[65] The Constitution they produced created a stronger national government with separate branches and a system in which power was divided.

[66] The new system depended on representative government. Citizens would choose leaders to make many decisions on their behalf.

[67] However, creating a government required difficult choices.

[68] Not all of those choices were fair.

[69] A Compromise Can Solve One Problem and Create Another

[70] One of the most troubling agreements at the Constitutional Convention concerned slavery and representation.

[71] Southern states wanted enslaved people counted when determining representation in Congress because a larger population would give those states more representatives.

[72] Yet enslaved people themselves could not vote and had no political power.

[73] Under the Three-Fifths Compromise, for purposes including representation, every five enslaved people would be counted as three persons in the population calculation.

[74] The compromise helped delegates continue their work and complete the Constitution.

[75] But it did not solve the injustice of slavery.

[76] Instead, it increased political power for states where large numbers of people were enslaved while those enslaved people remained without freedom or representation.

[77] This teaches an important lesson:

[78] Compromise and fairness are not the same thing.

[79] A compromise may help people reach an agreement.

[80] Researchers must still ask:

[81] Who benefited?

[82] Who gave something up?

[83] Who had no voice in the decision?

[84] What consequences followed?

[85] Rights Are Written Down

[86] Some Americans worried that the Constitution gave the new federal government too much power.

[87] They wanted clear protections for individual liberties.

[88] The first ten amendments became known as the Bill of Rights.

[89] These amendments protect important freedoms and establish limits on government power.

[90] They address matters such as speech, religion, assembly, petitions, searches, legal protections, trials, punishment, and powers not given to the federal government.

[91] Written rights serve an important purpose.

[92] They make expectations visible.

[93] Citizens and leaders can examine what government does and compare those actions with the protections stated in law.

[94] Yet a written right is meaningful only when people understand it and when institutions respect it.

[95] That makes civic knowledge important.

[96] Freedom Can Become a Symbol

[97] More than a century after the Declaration, immigrants arriving in New York Harbor could see the Statue of Liberty.

[98] For many people, the statue became a symbol of freedom, hope, and opportunity.

[99] Its tablet connects it to July 4, 1776.

[100] Its torch suggests light and liberty.

[101] Immigrant families arriving through places such as Ellis Island often came for different reasons. Some hoped for work. Some wanted to join relatives. Some sought safety or opportunity.

[102] Their arrival added another question to the American story:

[103] What does it mean to become part of a nation built around ideals of liberty?

[104] The answer was not always simple.

[105] Newcomers often faced language barriers, difficult working conditions, crowded housing, discrimination, and uncertainty.

[106] Freedom did not guarantee an easy life.

[107] But immigration shows that national ideals can influence people far beyond the generation that first wrote them.

[108] Citizens Continue the Work

[109] Government is not shaped only by presidents, judges, legislators, or famous historical leaders.

[110] Citizens also participate.

[111] Voting is one important form of participation.

[112] But it is not the only one.

[113] People may attend public meetings, volunteer, contact representatives, sign petitions, serve on boards, help campaigns, organize projects, or learn about an issue affecting their community.

[114] Young people can participate too.

[115] Students can organize service projects, research local concerns, write respectfully to leaders, help improve school spaces, or explain an issue to others.

[116] Citizenship begins long before a person is old enough to vote.

[117] It begins with learning how communities make decisions.

[118] Voice Requires Information

- [119] Having a voice does not mean saying whatever comes to mind as loudly as possible.
- [120] Strong civic participation requires information.
- [121] Imagine that a town is debating whether to build a park, library, business area, or sports field on an empty piece of land.
- [122] Residents may feel strongly.
- [123] But feelings alone cannot answer every question.
- [124] People may need to know:
- [125] How much will each plan cost?
- [126] How many people could use it?
- [127] What environmental effects might occur?
- [128] What does the community already have?
- [129] What do residents need?
- [130] Are there other possible solutions?
- [131] Gathering evidence can make discussion more useful.
- [132] Reliable information also helps citizens recognize rumors or incomplete claims.
- [133] Listening Is Participation Too**
- [134] People in a democracy will disagree.
- [135] That is normal.
- [136] One resident may want lower taxes.
- [137] Another may want additional public services.
- [138] One family may support a new road.
- [139] Another may worry that the road will increase traffic near homes.
- [140] Listening to another viewpoint does not require agreeing with it.
- [141] It means understanding the reasons and evidence behind it.
- [142] Respectful disagreement allows people to continue working together even when they prefer different solutions.
- [143] That ability may be one of the most important skills in a representative government.
- [144] Change Does Not End With a Decision**
- [145] Suppose a community chooses a solution.
- [146] The work is not necessarily finished.
- [147] Citizens and leaders can study what happened next.
- [148] Did the plan work?
- [149] Did it solve the original problem?
- [150] Did it create a new problem?
- [151] Did some people benefit more than others?
- [152] Should the plan continue?
- [153] Should it be changed?

[154] These questions apply to history too.

[155] The American Revolution changed the relationship between the colonies and Great Britain.

[156] The Declaration established ideals.

[157] The Constitution created a government.

[158] The Bill of Rights protected important freedoms.

[159] But none of those events ended every disagreement about rights, representation, equality, or citizenship.

[160] Later generations continued the work.

[161] Democracy Is Never Completely Finished

[162] A democracy receives something from the past.

[163] It receives laws.

[164] Documents.

[165] Institutions.

[166] Traditions.

[167] Successes.

[168] Mistakes.

[169] Promises.

[170] Each generation must decide what to do with them.

[171] Citizens can preserve principles they believe remain valuable.

[172] They can question practices that produce unfair results.

[173] They can use evidence to judge whether a policy is working.

[174] They can participate in peaceful processes for change.

[175] This is why the history of American democracy is not simply the story of government being created.

[176] It is the story of people repeatedly asking:

[177] Does what we are doing match what we say we believe?

[178] A protest may begin the conversation.

[179] A document may describe an ideal.

[180] A law may create a system.

[181] A citizen may challenge the system.

[182] A vote may change a leader.

[183] An amendment may change the law.

[184] A new generation may ask the question differently.

[185] That is how a nation continues changing.

[186] The strongest democracy is not one that never faces disagreement. It is one in which informed people can use rights, evidence, participation, and respectful debate to keep working toward its ideals.

Passage 2: "How Change Happens: Observe, Adapt, Test, and Improve" (Genre: Informational; Stamina: Low)

[1] Central Question:

[2] What do history and science teach us about responding to challenges?

[3] A drooping plant, a dangerous beach, an unfamiliar settlement, a broken light bulb, and an unfair law may seem to have very little in common.

[4] Yet each presents the same basic problem:

[5] Something about the current situation is not working. What should happen next?

[6] In science, people observe conditions, gather evidence, test explanations, and revise their thinking.

[7] In history, individuals and societies also face changing conditions. They gather information, debate choices, act, and experience consequences.

[8] The subjects are different, but the thinking pattern can be surprisingly similar.

[9] NOTICE · QUESTION · GATHER · COMPARE · DECIDE · ACT · CHECK

[10] Understanding this pattern helps explain not only how people solve problems, but also why some changes succeed while others create new difficulties.

[11] Change Begins With Conditions

[12] Before deciding what to do, it helps to understand the situation.

[13] That sounds simple.

[14] It is not always simple.

[15] People often notice a problem and immediately assume they know the cause.

[16] A plant looks weak, so it must need more water.

[17] A law causes anger, so everyone must want the same solution.

[18] An invention fails, so the entire idea must be impossible.

[19] Those conclusions may be correct.

[20] They may also be wrong.

[21] The first task is to observe.

[22] What is actually happening?

[23] Living Things Respond in Different Ways

[24] The natural world provides useful examples.

[25] A newly hatched sea turtle faces immediate danger.

[26] It must move from its nest toward the ocean.

[27] It cannot attend a lesson first.

[28] It cannot practice for several weeks.

[29] Its instinctive behavior helps it respond immediately.

[30] An orca faces different challenges.

[31] Young orcas can learn behaviors by observing older members of their pod. Hunting cooperatively may require practice, communication, and experience.

[32] Both animals survive through behavior.

[33] But they do not use the same kind of behavior.

[34] That matters.

[35] A useful response must fit the challenge.

[36] The lesson is not that instinct is better than learning or that learning is better than instinct.

[37] The lesson is that different conditions may require different responses.

[38] People Must Adapt Too

[39] Human beings also face unfamiliar conditions.

[40] When the Pilgrims arrived in Plymouth, they entered an environment they did not fully understand.

[41] The climate, growing seasons, plants, wildlife, and local geography differed from what they knew in England.

[42] Determination alone could not give them the information they lacked.

[43] The Wampanoag people possessed knowledge developed through generations of living in the region.

[44] That local knowledge mattered.

[45] Information about crops, fishing, seasons, and resources could make the difference between a poor decision and a better one.

[46] Adaptation therefore requires more than simply working harder.

[47] Sometimes it requires admitting:

[48] Someone else knows something I do not know.

[49] Learning from others can be a survival strategy.

[50] Contact Can Create Unequal Change

[51] Adaptation and cultural contact are not always peaceful or equal.

[52] Spanish settlement in Texas brought missions, presidios, roads, livestock, ranching traditions, language, religion, and new settlements.

[53] But those changes did not affect everyone in the same way.

[54] Many Native American communities faced pressure to change their religions, customs, locations, or ways of life.

[55] Some people cooperated.

[56] Some traded.

[57] Some adapted certain practices.

[58] Others resisted Spanish control.

[59] This illustrates another important principle:

[60] A change can produce different outcomes for different groups.

[61] If researchers ask only whether Spain successfully established settlements, they miss part of the story.

[62] They must also ask what those settlements meant for the people already living there.

[63] Observe Before You Act

[64] Kendrix's garden provides a smaller example of the same thinking skill.

- [65] She noticed that the plants looked unhealthy.
- [66] Their leaves were pale.
- [67] Their stems drooped.
- [68] She formed a reasonable first idea:
- [69] Perhaps they needed more water.
- [70] Then she acted.
- [71] She watered more.
- [72] But the garden became worse.
- [73] The soil turned muddy.
- [74] Leaves yellowed.
- [75] Her original explanation did not match the new evidence.
- [76] At that point Kendrix faced an important choice.
- [77] She could continue adding water because she wanted her first idea to be correct.
- [78] Or she could reconsider.
- [79] She chose to reconsider.
- [80] That is one of the most important habits in scientific thinking.
- [81] Evidence Can Change an Answer**
- [82] Kendrix and her grandmother examined the soil.
- [83] They recognized that plant roots need more than water. Roots also require access to air, and plants depend on a balance of conditions including sunlight, water, nutrients, and healthy soil.
- [84] Kendrix changed her plan.
- [85] She watered less often.
- [86] She checked soil conditions before watering.
- [87] She watched the plants.
- [88] Their health improved.
- [89] The important lesson is not simply:
- [90] Do not overwater plants.
- [91] The deeper lesson is:
- [92] When evidence does not support your first explanation, change the explanation.
- [93] That does not mean the thinking process failed.
- [94] It means the thinking process worked.
- [95] Failure Can Become Information**
- [96] Thomas Edison's workshop offers another example.
- [97] Developing a practical electric lighting system required repeated testing.
- [98] Materials had to be tried.
- [99] Results had to be recorded.
- [100] Bulbs could break.

- [101] Wires could fail.
- [102] A test that failed to produce a useful light still produced information.
- [103] Workers could ask:
- [104] What material was used?
- [105] How long did it last?
- [106] Why might it have failed?
- [107] What should be changed during the next test?
- [108] This transforms failure into evidence.
- [109] The broken bulb is no longer simply a disappointment.
- [110] It becomes a clue.
- [111] Innovation Is Often a Team Process**
- [112] Another important lesson from the workshop is that invention rarely depends on only one person's effort.
- [113] Workers prepared materials.
- [114] They kept notes.
- [115] They tested wires.
- [116] They watched clocks.
- [117] They compared results.
- [118] They built equipment.
- [119] They shared ideas.
- [120] The famous inventor's name may be remembered, but the process depended on many contributors.
- [121] The same is true of many kinds of change.
- [122] A scientific discovery may involve teams.
- [123] A community improvement may involve volunteers and leaders.
- [124] A political movement may involve thousands of ordinary participants.
- [125] Major changes often appear to have one famous face.
- [126] The evidence usually reveals many hands.
- [127] Cooperation Can Expand What Is Possible**
- [128] Cooperation appears repeatedly across science and history.
- [129] Orcas hunt in pods.
- [130] The Wampanoag shared knowledge with the Pilgrims.
- [131] Colonists coordinated protests and meetings.
- [132] Edison's workers contributed different skills.
- [133] Citizens cooperate in communities.
- [134] Working together can allow people to accomplish something that would be difficult alone.
- [135] But cooperation does not guarantee fairness.
- [136] People can cooperate toward a harmful goal too.

[137] That is why another question must follow:

[138] What did the cooperation produce?

[139] Societies Can Revise Their Thinking

[140] Scientific thinking changes when evidence changes.

[141] Societies can change too.

[142] Before the American Revolution, many colonists did not initially demand independence.

[143] They wanted reforms.

[144] As events continued, opinions changed.

[145] New laws, protests, punishments, meetings, violence, writings, and arguments affected what people believed.

[146] Eventually, many concluded that independence was necessary.

[147] That decision came after years of changing conditions.

[148] Government itself continued evolving afterward.

[149] The Articles of Confederation did not provide the national system many leaders believed the new nation needed.

[150] The Constitution created a different structure.

[151] Concerns about individual rights led to the Bill of Rights.

[152] Later amendments changed the Constitution again.

[153] A governing system can therefore be both stable and changeable.

[154] It may preserve a basic structure while allowing revision.

[155] Not Every Solution Is a Good Solution

[156] This may be the most important fifth-grade research lesson.

[157] Solving the immediate problem does not automatically make a decision good.

[158] At the Constitutional Convention, delegates needed agreements if they were going to create a new Constitution.

[159] The Three-Fifths Compromise helped resolve one disagreement about representation.

[160] But it strengthened political power tied to slavery while enslaved people themselves remained without freedom or political voice.

[161] The agreement helped the convention move forward.

[162] That does not make the agreement just.

[163] Students therefore need to ask more than:

[164] Did it work?

[165] They also need to ask:

[166] Was it fair?

[167] Who benefited?

[168] Who was harmed?

[169] Whose voice was missing?

[170] A successful outcome for one group can be a harmful outcome for another.

[171] Check What Happened Next

[172] Good problem solving does not stop when action begins.

[173] Suppose a community believes cars are traveling too quickly near a school.

[174] Residents might propose a stop sign.

[175] The city installs it.

[176] Problem solved?

[177] Maybe.

[178] Researchers would need to check.

[179] Did traffic slow?

[180] Did accidents decrease?

[181] Did drivers begin taking a different street and create another problem?

[182] Would a crossing guard or different road design work better?

[183] Action produces new evidence.

[184] That evidence becomes the beginning of the next decision.

[185] Reliable Information Matters

[186] People cannot evaluate change well if their information is poor.

[187] A rumor may sound convincing.

[188] A dramatic image may create a strong emotional response.

[189] A statement repeated many times may begin to feel true.

[190] But researchers need evidence.

[191] They ask where information came from.

[192] They compare sources.

[193] They distinguish facts from opinions.

[194] They examine dates and context.

[195] They notice when two people describe the same event differently.

[196] This is important in both science and history.

[197] A scientist should not depend on one observation if more testing is possible.

[198] A historian should not assume one source tells the entire story.

[199] A citizen should not make an important decision based only on an unverified claim.

[200] Changing Your Mind Can Be a Strength

[201] People sometimes believe that changing an opinion shows weakness.

[202] Evidence-based thinking suggests the opposite.

[203] Imagine Kendrix continuing to flood the garden simply because she did not want to admit her first idea was wrong.

[204] Imagine Edison's workers repeating exactly the same failed test again and again without learning from the result.

[205] Refusing to change would not show strength.

[206] It would prevent progress.

[207] A strong thinker can say:

[208] This is what I believed.

[209] This is the evidence I now have.

[210] The evidence suggests a better explanation.

[211] I am changing my conclusion.

[212] That is intellectual growth.

[213] **The Pattern of Change**

[214] Across these examples, a pattern emerges.

[215] **NOTICE**

[216] Something needs attention.

[217] **QUESTION**

[218] Why is this happening?

[219] **GATHER**

[220] What information or evidence can we find?

[221] **COMPARE**

[222] Do different sources or observations agree?

[223] **DECIDE**

[224] What action seems best supported?

[225] **ACT**

[226] Try the solution.

[227] **CHECK**

[228] What happened afterward?

[229] Then there may be one more step:

[230] **REVISE**

[231] If the outcome is not what was expected, change the plan.

[232] That final step keeps the cycle moving.

[233] **Progress Is Not Just Change**

[234] Something can change without improving.

[235] A new law can create an unintended problem.

[236] A new technology can solve one problem while creating another.

[237] A settlement can help one population while harming another.

[238] A compromise can produce agreement without producing justice.

[239] A scientific solution can need further testing.

[240] So researchers should not ask only:

[241] What changed?

[242] They should ask:

[243] Was the change an improvement?

[244] And then:

[245] Improvement for whom?

[246] That is a much harder question.

[247] It is also a much stronger research question.

[248] The Work Continues

[249] Sea turtles respond through instinct.

[250] Orcas learn through experience.

[251] People adapt to environments.

[252] Scientists test explanations.

[253] Inventors revise designs.

[254] Communities debate choices.

[255] Governments amend laws.

[256] Citizens examine outcomes.

[257] These examples do not prove that science and history operate exactly the same way.

[258] They do reveal a shared habit of mind:

[259] Pay attention to what happens next.

[260] Change should create new questions.

[261] What worked?

[262] What failed?

[263] What surprised us?

[264] Who was affected?

[265] What new evidence appeared?

[266] What should happen now?

[267] Progress does not come from changing simply for the sake of change.

[268] It comes from learning.

[269] Observe carefully. Question thoughtfully. Gather evidence. Choose responsibly. Check the result. And when the evidence demands it, be willing to change again.

[270] Source-to-Writing Reflection

[271] Choose one final question from this source that would help a researcher decide whether a change was an improvement. Record an exact phrase that makes the question worth asking.

[272] Then explain what the phrase shows about evidence, fairness, consequences, or revision. Do not summarize the source; explain why the detail matters.

[273] Compare that idea with one civic or scientific example from earlier in the source. Name the job the detail will do in your writing.

48. Student Annotation Guide

Students read each clean passage first, then use TRACKS to mark evidence and record paragraph numbers in the civic and scientific evidence banks.

Passage 1 "From Protest to Participation: How a Nation Changes"

T: Before the American Revolution. **R:** Colonists began asking why Parliament could tax them. **A:** Some wrote letters and newspaper articles. **C:** The Declaration of Independence. **K:** taxation without representation. **S:** In 1787, delegates met at the Constitutional Convention.

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

T: At that point Kendrix faced an important choice. **R:** Her original explanation did not match the new evidence. **A:** She chose to reconsider. **C:** Kendrix's garden. **K:** NOTICE, QUESTION, GATHER, COMPARE, DECIDE, ACT, CHECK. **S:** When the Pilgrims arrived in Plymouth.

Evidence Bank Planning: Civic Passage

Source	Research Question	Paragraph	What the detail must prove
From Protest to Participation: How a Nation Changes	How do people know that something needs to change?		
From Protest to Participation: How a Nation Changes			

Evidence Bank Planning: Observation, Testing, Evaluation, and Revision

Source	Research Question	Paragraph	What the detail must prove
How Change Happens: Observe, Adapt, Test, and Improve	How do people know that something needs to change?		
How Change Happens: Observe, Adapt, Test, and Improve			

Success Criteria: each evidence-bank entry names the source, records a paragraph number, gives an exact phrase or faithful paraphrase, and explains what the detail proves. A strong entry can complete, "This detail matters because ____." For example, Passage 2 paragraph [92] shows that when evidence does not support a first explanation, the explanation should change.

49. TRACKS Evidence Highlighting

TRACKS is the fixed reading annotation chart. Use the categories exactly as written while students build both evidence banks.

Letter	Category	What to Look For	Highlight Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green

R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs or adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs or adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters, people, or animals, or major concepts as the central idea. Often nouns or proper nouns.	Pastel Yellow
K	Key Knowledge	All other important information needed for the meaning of the passage that is not in another TRACKS category.	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged or measured through the five senses.	Pastel Green

50. Five-Day GRADUATE Lesson

Every day is exactly 15 minutes. The shared Research HABIT is Notice, Question, Gather, Compare, Decide, Act, Check. Students return to an earlier step when new evidence requires revision.

DAY 1 | GATHER AND REVEAL | 15 MINUTES

Purpose: Students gather a research purpose and notice how a challenge becomes a question.

Launch: Think about a time something felt unfair, unsafe, confusing, or not working. What did someone have to notice before anything could change?

Mini-Lesson: Challenge: Colonists were taxed by a Parliament where they had no elected representatives. Question: Why did taxation without representation lead colonists to protest?

Check for Understanding: Students label the first statement as evidence, assumption, choice, change, or improvement question as appropriate for the module; then justify the label with a partner. Use these source-based examples: muddy soil, yellow leaves, a compromise, a boycott, a question about representation, and a revised watering plan.

TEACHER SCRIPT

"Do not tell the whole story yet. Start with the first detail that makes a thinker stop and notice."

TEACHER SCRIPT

"A strong researcher can name what is known and what still needs a question."

TEACHER SCRIPT

"This week we are studying one part of the change process: notice a challenge and turn it into a research question."

TEACHER SCRIPT

"A feeling may begin a question, but evidence must guide the next decision."

TEKS	ELPS	Student Product
5.11(A), 5.13(A), 5.13(B)(i)	1(E)(i), 2(E)(i)	A labeled source example and an oral justification.

Research Plan Mini-Lesson: Build Our Research Plan (5.13(B)(i))

SAY = read the Teacher Script box word for word. DO = teacher direction, not read aloud.

TEACHER SCRIPT

"Researchers do not wander through sources hoping to find an answer. They make a plan first. Today, with my help, you will build the research plan you will follow for the next four weeks."

TEACHER SCRIPT

"Our research question is: What makes change happen? A plan tells us what we need to find, where we will look, and when each part will be finished."

TEACHER SCRIPT

"Look at the pattern in How Change Happens: notice, question, gather, compare, decide, act. That pattern can become the steps of our plan."

TEACHER SCRIPT

"Your plan is a promise to yourself. Each week we will check it to see what you finished and what comes next."

DO: Display the Research Plan organizer. Point to each row as you name it.

DO: Model Row 1 aloud. Write the research question, then think aloud to write two smaller questions, such as: How does a challenge start a change? How do people decide whether a change helped?

DO: Partners complete Rows 2 through 5. Circulate and confirm that every plan names at least two sources and a week for each step.

DO: Keep the plans in the research folder. Students check them at the start of Module 2 and Module 3.

Research Plan Organizer

Plan Step	What I Will Do	When
1. Research question	Write the big question and two smaller questions I need to answer.	Week 1
2. Sources	List the sources I will use: "From Protest to Participation: How a Nation Changes," "How Change Happens: Observe, Adapt, Test, and Improve," and the Change Lab.	Week 1
3. Gather and take notes	Record source notes with source credit, a quotation or paraphrase, and what the detail proves.	Weeks 1 and 2
4. Check consequences	Ask who gained, who lost, and whether the change was an improvement.	Week 3
5. Write and present	Draft the paper, build the works cited list, and choose how to present the results.	Week 4

Student Task

With a partner and teacher support, each student completes the five rows of the Research Plan Organizer, then circles the step they will start today.

DAY 2 | ATTEMPT | 15 MINUTES

Purpose: Students attempt Challenge-to-Question Match and defend a match with evidence.

TEACHER SCRIPT

"Your job is not to match words that sound alike. Your job is to decide which evidence or question will help a researcher investigate."

TEACHER SCRIPT

"If your group disagrees, point to the wording of the card and explain your evidence."

Use these source-based matches. Accept a match only when a student explains the connection.

1. Colonists had no elected representatives in Parliament. Match with: "Why did taxation without representation lead to organized protest?" The question investigates fairness and political voice.
2. Kendrix's soil became muddy and leaves turned yellow. Match with: "What evidence showed that more water was not the best solution?" The observations test the first explanation.
3. Edison's early tests failed or did not last long. Match with: "How can failed tests help an invention improve?" Results can guide the next attempt.

4. The Three-Fifths Compromise helped delegates continue. Match with: "Who benefited, who was harmed, and whose voice was missing?" A consequence question checks improvement.
5. Immigrants saw the Statue of Liberty as hope and faced hardship. Match with: "How can a symbol represent both hope and difficulty?" The question compares viewpoints.

TEKS	ELPS	Student Product
5.13(C), 5.11(B)(iv), 5.13(A)(iii), 5.13(A)(iv)	2(E)(i), 3(G)(i)	A defended match using evidence vocabulary.

Mini-Lesson: Clarify the Question (5.13(A)(iii), 5.13(A)(iv))

SAY = read the Teacher Script box word for word. **DO** = teacher direction, not read aloud.

TEACHER SCRIPT

"Researchers ask two kinds of questions. A formal inquiry question guides a long investigation with many sources, like our research paper. An informal inquiry question is a quick question we ask to understand something right now."

TEACHER SCRIPT

"A question that is too big or too fuzzy is hard to answer. When we clarify a question, we make it more exact, so we know what evidence to look for."

TEACHER SCRIPT

"Listen. Why do things change? That question is too big. Now listen to the clarified version: Why did taxation without representation lead colonists to protest? The clarified question names who, what, and why."

TEACHER SCRIPT

"Informal questions get clarified too. What is a boycott? becomes: What did merchants refuse to buy during a boycott, and why?"

DO: Display the Clarify It chart. Read each fuzzy question, then think aloud as you rewrite it.

DO: Students clarify one formal question and one informal question with a partner before the card match begins.

DO: Listen for questions that name a person or group, a place or event, and a why or how.

Clarify It Chart

Type of Inquiry	Fuzzy Question	Clarified Question
Formal	Why do things change?	Why did taxation without representation lead colonists to protest?
Formal	Does change help people?	Did the Three-Fifths Compromise improve the situation for everyone?
Informal	What is a boycott?	What did merchants refuse to buy during a boycott, and why?
Informal	What happened to the garden?	What evidence showed that more water did not help Kendrix's plants?

Student Task

Students rewrite one fuzzy formal question and one fuzzy informal question so each names who or what, and why or how.

DAY 3 | DISCUSS AND USE | 15 MINUTES

Purpose: Students discuss evidence from both passages and write Body Paragraph 1 of the cumulative research work.

TEACHER SCRIPT

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

TEACHER SCRIPT

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

TEACHER SCRIPT

"The thinking must be yours. You may use notes and source logs, but every E2 must explain your own reasoning."

TEACHER SCRIPT

"Before you write a new sentence, reread your reason. Does this source detail help prove it?"

- Which card gave the strongest evidence, and why?
- Where might a writer confuse an assumption with evidence?
- How do the two passages help you understand the module question in different ways?

Independent Writing Assignment: Explain how change begins when people notice a challenge and ask a question. Use evidence from at least two sources. State the module reason or a focused claim, use one direct quotation or quoted phrase and one paraphrase, credit both source titles, and include explanation sentences that answer, "What does this evidence prove?"

TEKS	ELPS	Student Product
5.12(B)(i), 5.13(C), 5.13(F)(i)	4(C)(i), 4(F)(ix)	An R-E1-E2 paragraph with source credit.

Mini-Lesson: Paraphrase or Plagiarism? (5.13(F)(i))

SAY = read the Teacher Script box word for word. **DO** = teacher direction, not read aloud.

TEACHER SCRIPT

"When we use a source, we have two honest choices. We can quote the author's exact words inside quotation marks, or we can paraphrase the idea in our own words. Either way, we give the source credit."

TEACHER SCRIPT

"Plagiarism is using someone else's words or ideas as if they were your own. Copying a sentence and changing only one or two words is still plagiarism."

TEACHER SCRIPT

"Here is a sentence from How Change Happens: A test that failed to produce a useful light still produced information. Listen to two student versions and decide which one is a paraphrase and which one is plagiarism."

TEACHER SCRIPT

"Version A says: A failed test that did not make a useful light still made information. Version B says: According to How Change Happens, Edison's workers learned something from every light test that did not work."

TEACHER SCRIPT

"Version A is plagiarism. It keeps the author's sentence and swaps a few words, with no source credit. Version B is a paraphrase. It uses new words and a new sentence shape, and it names the source."

TEACHER SCRIPT

"To paraphrase, read the sentence, cover it, write the idea from memory in your own words, then uncover it, compare, and add the source credit."

DO: Display the source sentence and both versions. Give thirty seconds of think time before partners decide.

DO: Partners hold up a P card for paraphrase or an X card for plagiarism, then explain their choice.

DO: Model Read, Cover, Write, Compare, Credit with one sentence from "From Protest to Participation: How a Nation Changes."

DO: Look for three things in every paraphrase: new words, a new sentence shape, and source credit.

Paraphrase or Plagiarism Sort

Student Version	Paraphrase or Plagiarism?	Why
Merchants participated in boycotts by refusing to buy certain British goods.	Plagiarism	It copies the author's sentence and changes one word, with no source credit.
"From Protest to Participation" explains that some merchants protested by not buying products from Britain.	Paraphrase	The idea is in new words and a new sentence shape, and the source is named.
Her original explanation did not match the evidence.	Plagiarism	It is the author's exact sentence used without quotation marks or credit.
In "How Change Happens," Kendrix learns that her first idea about watering was wrong once she saw the muddy soil.	Paraphrase	It restates the idea in new words and credits the source.

Student Task

Students sort the four versions, then use Read, Cover, Write, Compare, Credit to paraphrase one new sentence for their Body Paragraph 1 draft.

DAY 4 | AWARD AND TARGET | 15 MINUTES

Purpose: Students award a specific strength and target a precise next move.

TEACHER SCRIPT

"Award yourself for an exact research move you can prove you made."

TEACHER SCRIPT

"A specific strength helps you repeat the HABIT tomorrow."

TEACHER SCRIPT

"A target is not a complaint. It is a next move."

TEACHER SCRIPT

"Choose one place where you can make the evidence-to-reason connection clearer."

Complete: "I found strong evidence when ____." "I explained my evidence well when ____." "I connected two sources when ____." Then choose a target: reason, evidence, explanation, viewpoint, or revision.

- **Reason:** Did I prove my reason or only name facts?
- **Evidence:** Did I choose a detail because it truly fits?
- **Explanation:** Where did I explain too little?
- **Viewpoint:** Whose perspective or consequence do I still need to consider?
- **Revision:** What will I add, delete, combine, or rearrange for clarity?

TEKS	ELPS	Student Product
5.11(C)(iii), 5.11(C)(iv), 5.11(C)(ix)	2(E)(i), 4(F)(ix)	One evidenced award and one precise target.

DAY 5 | EXPLAIN TO OTHERS | 15 MINUTES

Purpose: Students educate an audience about how evidence supports a research explanation.

TEACHER SCRIPT

"Teach the big idea before you list the details."

Audience Feedback: Listeners name one precise source detail they heard and one explanation that made the evidence meaningful.

TEKS	ELPS	Student Product
5.11(D)(i), 5.11(D)(xxii), 5.12(B)(i)	1(E)(i), 2(E)(i)	A clear oral source-based explanation.

TEACHER CLOSING SCRIPT

"This month, you did not just collect facts. You studied change. Strong thinkers notice a challenge, ask questions, use evidence, act, check consequences, and revise when needed. A change is not

automatically an improvement. Researchers ask who benefited, who was harmed, whose voice was missing, and what should happen next."

TEACHER SCRIPT

"The challenge or action was _____. My research question or claim was _____. One source showed _____. This evidence matters because _____. A second source helped me understand _____. The larger lesson is _____."

TEACHER SCRIPT

"The source detail I will use is _____. It proves my reason because _____."

TEACHER SCRIPT

"Build one clear reason, one exact detail, and one explanation. Then add the next piece."

Research HABIT Evidence Chain

Step	Question for the source log	Example from the research passages
Notice	What is unfair, unsafe, unsuccessful, confusing, or not working?	Passage 2 [65]: "Their leaves were pale."
Question	What do I need to find out?	Passage 1 [18]: colonists asked why Parliament could tax them.
Gather	Which exact detail answers the question?	Passage 2 [82]: Kendrix and her grandmother examined the soil.
Compare	Do sources or observations agree?	Passage 2 [191] through [195]: compare sources, facts, dates, and context.
Decide	What action is best supported?	Passage 2 [84] through [87]: Kendrix changed her plan and watched the plants.
Act	What did people try?	Passage 1 [24] through [30]: colonists responded in different ways.
Check	What happened afterward, and was it an improvement?	Passage 2 [88] says the plants' health improved, while [243] asks whether the change was an improvement.

Student Exemplars

These exemplars answer the module question with evidence from the two research passages.

51. Low / Developing Exemplar

Field	Detail
Student response	"Change begins with a question. The colonists asked questions. Kendrix had a garden problem. They both changed."
What needs improvement	The response names examples but does not use precise source credit or explain how the details prove the reason.

52. Medium / Approaching Exemplar

Field	Detail
Student response	"One reason meaningful change begins is that people notice a challenge and ask a question. "From Protest to Participation: How a Nation Changes" says colonists wondered why Parliament could tax them without representatives. This question helped them think about fairness. "How Change Happens: Observe, Adapt, Test, and Improve" shows Kendrix asking why her plants were still unhealthy. These examples show that people need questions before they can fix problems."
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.

53. High / Secure Exemplar

Field	Detail
Student response	"One reason meaningful change begins is that people notice a challenge and turn it into a question. "From Protest to Participation: How a Nation Changes" explains that colonists questioned why Parliament could tax them when the colonies did not elect representatives to Parliament. This question mattered because it changed the issue from simply paying taxes to asking whether the government was respecting colonial voice. "How Change Happens: Observe, Adapt, Test, and Improve" gives a scientific example when Kendrix noticed that her garden became worse after extra watering. Instead of repeating the same action, she had to question her first explanation. Together, these examples show that change begins when people recognize that something is not working and ask a question that can guide the next step."
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.

High Exemplar Evidence

Type	Clue Word	Strong Thesis (central idea)	Why It Works
Reason	Module question	People notice that something is unfair, unsafe, unsuccessful, confusing, or not working, and then turn that observation into a question.	Answers the module question with a focused reason.
Evidence	Source details	Colonists questioned taxation without representation, and Kendrix reconsidered when	Uses accurate details from both passages.

		new garden evidence did not support her first explanation.	
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High Exemplar R-E1-E2 Evidence

R-E1-E2 Part	Example	Why It Works
Reason	One reason meaningful change begins is that people notice a challenge and turn it into a question.	States the reason the paragraph proves.
Evidence	Colonists questioned why Parliament could tax them when the colonies did not elect representatives to Parliament.	Uses precise source evidence.
Explanation	This question mattered because it changed the issue from simply paying taxes to asking whether the government was respecting colonial voice.	Explains what the evidence proves.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

What an adequate final understanding should include: a student who understands this module can notice a challenge, turn it into a research question, select relevant source evidence, credit the source, and explain what the evidence proves. Accept varied wording when the source detail is accurate, relevant, and connected to the stated reason.

55. Standards Evidence Trail

Evidence ID	Location	Role	What It Demonstrates
T1	Day 1 Gather	■ TEACH	Students identify a challenge and turn the observation into a question.
T2	Day 1 Reveal	■ TEACH	The teacher models how a challenge can begin a research question.
L3	Day 2 Attempt	○ LEARN	Students defend a Challenge-to-Question Match with evidence.
L4	Day 3 Discuss	○ LEARN	Students compare source details and explain what each detail proves.
A5	Day 3 Use	✓ ASSESS	Students write Body Paragraph 1 as an R-E1-E2 explanation with source credit.
A6	Day 4 Award	✓ ASSESS	Students name one exact research move they can prove they made.
A7	Day 4 Target	✓ ASSESS	Students identify one precise next move in the evidence-to-reason connection.
A8	Day 5 Explain	✓ ASSESS	Students teach how evidence works together in a source-based explanation.
A9	Day 5 Educate	✓ ASSESS	Students present a clear oral source-based explanation.

56. Assessment Opportunities

Field	Detail
Purpose	Determine whether students can notice a challenge, ask a research question, choose relevant evidence, and explain what the evidence proves.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	Student notebooks, Spin and Shape Showdown prompt cards, pencils, the shape key, and both provided passages.
Related TEKS Breakout	[5.11(A)] planning; [5.13(A)] questions; [5.13(C)] relevant source information; [5.12(B)(i)] clear central idea; [5.11(C)(iii)], [5.11(C)(iv)], and [5.11(C)(ix)] revision.
Task	Students label source-based details, defend a Challenge-to-Question Match, compare evidence from both passages, and write an R-E1-E2 explanation.
Expected Response	The student names a relevant source detail, gives source credit and paragraph credit, and explains what the detail proves about the research question.

Informal Assessment. During Days 1-2, watch students distinguish an observation from an assumption and listen for a question that could guide an evidence bank.

Formative Assessment. During Day 3, collect the R-E1-E2 paragraph. Check for a reason, source credit, a relevant detail, and an explanation of what the evidence proves.

Exit Ticket Assessment. During Day 5, students present a source-based explanation. Listeners name one precise source detail and one explanation that made the evidence meaningful.

Assessment Prompt Bank (Teacher Reference)

Research Question	Relevant Evidence	Expected Explanation
Why did taxation without representation lead to organized protest?	Colonists questioned why Parliament could tax them without elected representatives.	The question made fairness and political voice visible and helped guide organized protest.
What evidence showed that more water was not the best solution?	Kendrix's soil became muddy and the leaves yellowed after more watering.	The observations did not support the first explanation, so Kendrix reconsidered.
How can people check whether a solution actually improved the situation?	Researchers ask what happened afterward and whether the original problem was solved.	Action produces new evidence that guides the next decision.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Name: _____ **Date:** _____

TEKS: 5.12(B)(i), 5.13(C) | **Student-Friendly Target:** I can name a source detail and explain what it proves.

Directions: Review the source details from both evidence banks. Choose one detail that helps answer the module question.

1. Source and paragraph. Record the source title and paragraph number: (2 points)

2. Evidence. Record an exact phrase or faithful paraphrase: (4 points)

3. Explanation. Complete: "This evidence matters because ____." (4 points)

Total Score: _____ / 10

58. Exit Ticket Answer Key

Item	Answer	Expected Thinking	Points	TEKS Evidence
1	Any accurate source title and paragraph number, such as "How Change Happens: Observe, Adapt, Test, and Improve," paragraph 65.	Credits the source and locates the evidence.	2	<u>5.13(C)</u>
2	Accept an exact phrase or faithful paraphrase, such as "Their leaves were pale" or "Kendrix's soil became muddy and leaves yellowed."	Records precise, relevant evidence.	4	<u>5.11(B)(iv)</u> , <u>5.13(C)</u>
3	Accept an explanation that names what the detail proves, such as "This evidence matters because it showed that the first explanation did not fit the conditions."	Connects evidence to reasoning.	4	<u>5.12(B)(i)</u>

59. Scoring Principle

Score source credit, evidence accuracy, relevance, and explanation. Minor handwriting or convention errors should not remove evidence points if they do not change the meaning.

60. Gradebook Conversion

Raw Score	Percent	Interpretation	Next Instructional Step
9-10	90-100%	Secure	Compare a second source or viewpoint and evaluate consequences.
7-8	70-89%	Developing	Confer on relevance or explanation and revise one part.
5-6	50-69%	Emerging	Use the evidence-and-because frame in a small group.
0-4	Below 50%	Beginning	Reread one source section, identify what it shows, and record source credit.

61. Recommended Gradebook Label

Gradebook label: "G5 C8 M1 Challenge, Question, and Evidence."

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Field	Detail
Primary TEKS	5.11(A) , 5.11(B)(i) , 5.12(B)(i) , 5.13(A) , 5.13(C)
Spiral TEKS	5.11(B)(iv) , 5.12(B)(ii) , 5.11(C)(iii) , 5.11(C)(iv) , 5.11(C)(ix) , 5.11(D)(i) , 5.11(D)(xxii)
Purpose	Students explain what makes change happen by connecting a challenge, a question, evidence, choices, actions, consequences, and revision.
Exact Student 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.
Exact Student Directions	Name a reason, use evidence from a source with source credit, and explain what the evidence proves. Use a direct quotation or paraphrase and revise your explanation when evidence asks you to reconsider.
Non-Negotiable Expectations	A relevant source detail, accurate source credit, an explanation of what the detail proves, and attention to consequences, fairness, or revision.

WRITING REQUIREMENT

Use source, evidence, consequence, revise, and module vocabulary accurately in the explanation.

63. Student Planning Frame

Optional access support without lowering rigor. The student still writes every part.

1. Name the challenge and the research question.
2. Record the source title and paragraph number.
3. Write one exact quotation or faithful paraphrase.
4. Explain what the evidence proves.
5. Compare a second source or viewpoint.
6. State whether the change was an improvement and for whom.

64. Writing Assignment Rubric

Five criteria, four levels, converting to 20 points. The rubric evaluates the research explanation, evidence, explanation, organization, and revision.

Criterion	4 Secure	3 Developing	2 Emerging	1 Beginning
Reason and central idea	States a focused reason that answers the research question.	Reason is clear but general.	Reason is incomplete or partly relevant.	Only a topic is named.
Evidence	Uses accurate, precise source evidence and credit.	Evidence is mostly accurate and relevant.	Evidence is vague or weakly connected.	No relevant evidence.
Explanation	Explains what the evidence proves and why it matters.	Explains the link with minor gaps.	Mostly repeats the evidence.	No explanation.
Organization	Uses R-E1-E2 coherently.	Structure is mostly clear.	Ideas may be disconnected.	No recognizable structure.
Revision and Editing	Revises for clarity and edits conventions carefully.	Some errors remain but meaning is clear.	Frequent errors sometimes affect meaning.	Errors interfere with understanding.

65. Writing Gradebook Conversion

Rubric Score	Percent	Instructional Interpretation	Next Step
18-20	90-100%	Secure research explanation writer	Compare a second source or viewpoint and evaluate consequences.
14-17	70-89%	Developing	Confer on the weakest criterion; re-draft one part.
10-13	50-69%	Emerging	Intervention on evidence and explanation.
Below 10	Below 50%	Beginning	Reteach prompt analysis with frames and models.

66. Teacher Feedback Shortcuts

- Strength: "You successfully named the thinking type when you used the clue word _____."
- Strength: "You used the conflict to explain a reason or way when you wrote _____."
- Target: "Reread your reason. Does the source detail truly fit it?"
- Target: "Explain what the evidence proves instead of repeating it."
- Evidence: "You chose relevant evidence. Now explain why it matters."
- Vocabulary: "Add one more module vocabulary word to strengthen your response."

Response to Student Need

67. Intervention: One Clear Research Move at a Time

Field	Detail
Purpose	Support students who need help choosing a relevant detail, recording source credit, or explaining what evidence proves.
Group Size	Small group (3-6 students)
Time	10-12 minutes
Materials	Three-box organizer: R reason, E1 evidence plus source credit, E2 what the evidence proves; both provided passages.
Relevant TEKS Breakout	5.13(C) identify and gather relevant information; 5.12(B)(i) clear central idea; 5.11(C)(iii) , 5.11(C)(iv) , and 5.11(C)(ix) revising
Relevant ELPS	1(E)(i) restate evidence; 2(E)(i) defend a choice

Step 1: Build the three boxes. Say each box aloud before writing.

STUDENT FRAME

One reason ____ is _____. From a source, I found _____. This evidence matters because _____.

TEACHER SCRIPT

"Build one clear reason, one exact detail, and one explanation. Then add the next piece."

Small Group Teacher Table: Ask, "What is the reason?" "Where is the source detail?" "What does the detail prove?" Keep the thinking and writing with the student.

68. Embedded Checks & Student Support

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask students to identify an observation.	Students state what the source actually says or shows.	Students give an assumption as proof.	Ask what can be checked in the source.
Ask students to choose evidence.	Students name a source detail and paragraph number.	Students choose an interesting but irrelevant detail.	Ask how the detail helps prove the reason.
Ask students to explain evidence.	Students complete, "This detail matters because ____."	Students repeat the evidence.	Ask what the evidence proves.

69. Student Support Quick Reference

If a student...	Support to Provide
Chooses an interesting detail	Ask how the detail helps prove the reason.
Confuses an assumption with an observation	Ask what can be checked in the source.
Repeats evidence without explanation	Rehearse, "This detail matters because ____."
Connects both sources	Ask what the second source adds or changes.

Supporting Materials in This Book: the two evidence banks, R-E1-E2 organizer, source-title key, sentence frames, and My Progress Tracker support this module's checks.

70. Enrichment: Connect Across Texts

Field	Detail
Purpose	Challenge students who select accurate evidence to compare two sources and evaluate whether a change was an improvement.
Group Size	Pairs or small groups
Materials	Both rendered passages, notebooks, clue-word chart, and prompt cards
Relevant TEKS Breakout	5.12(B)(i) clear central idea; 5.13(C) gather relevant information; 5.11(C)(iii) , 5.11(C)(iv) , and 5.11(C)(ix) revising
Relevant ELPS	2(E)(i) defend a choice; 4(F)(ix) explain how evidence supports a reason

Part 1: Compare the Sources. Compare how Passage 1 shows colonists questioning fairness and how Passage 2 shows Kendrix revising her explanation when evidence changes.

STUDENT PROMPT

How can the same change look helpful to one group and harmful to another group?

Students use two sources, precise source credit, and an explanation of the consequence.

Part 2: Curate Evidence. Students compare two possible details for the same reason and write which detail is stronger, which audience it helps, and what new question remains.

Part 3: Develop and Transfer. Students explain how evidence supports a research reason and state whether the change was an improvement and for whom.

71. Additional Writing Opportunity: Plan and Draft

Writing 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.

Connection to This Module: use R-E1-E2: state a reason, use evidence from a source, and explain what that evidence proves.

Planning Support

1. Name the challenge and the research question.
2. Plan a reason and one source detail with paragraph credit.
3. Plan an explanation: what does the evidence prove?
4. Compare a second source or viewpoint.
5. Plan a consequence or revision.

WRITING REQUIREMENT

Use module vocabulary accurately in your written response.

Drafting Space: write your research explanation. Start with a reason, then add source evidence and an explanation.

Success Criteria

- I name the challenge and research question.
- I use relevant evidence with source credit.
- I explain what the evidence proves.
- I compare a second source or viewpoint.
- I consider consequences or revision.

72. Additional Writing Opportunity: Revise, Edit, and Share

Revise. Read your response aloud. Add, delete, or combine an idea for coherence and clarity. **5.11(C)(iii)**

5.11(C)(iv) **5.11(C)(ix)**

Edit. Check complete simple and compound sentences with subject-verb agreement and edit quotation marks in dialogue and quotations. **5.11(D)(i)** **5.11(D)(xxii)**

Share. Read your response to a partner. Your partner identifies the source detail and the explanation of what it proves.

Engagement & Home Connection

73. Auditory Engagement Moments

Give every learner a chance to hear and say the thinking, not only read it. These moments are built around source evidence and explanation.

- Teacher reads "Reason." Students respond, "What I will prove."
- Teacher reads "Evidence." Students respond, "What the source shows."
- Teacher reads "Explanation." Students respond, "Why it matters."
- Partners read one source detail aloud and complete the explanation frame.

74. Pause Points

Pause the lesson at these moments and give students a few quiet seconds to think before they answer.

PAUSE POINT: BEFORE CHOOSING EVIDENCE

Does this detail prove my reason, or is it only interesting?

PAUSE POINT: BEFORE WRITING E2

Have I told the reader what the detail means and why it matters?

PAUSE POINT: BEFORE SHARING

Did I name my source, explain my evidence, and consider what should happen next?

75. At-Home Connection

These at-home tasks need little or no material and end in a short conversation. When a student explains the learning to someone at home, the learning grows stronger.

At-Home Evidence Talk. Choose one small family or community decision. Make three short notes: what we observe, what we wonder, and what evidence could help. Ask your student to explain which note is evidence and which is an assumption. Finish with: "Our careful choice would be ____ because ____."

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"Use this tracker as a private reflection tool. Color or check one response for each skill after you practice it. Be honest so you can see your growth."

Directions: This tracker is for you. As you practice gathering evidence and explaining what it proves, check the box that matches how you feel.

I Can...	Not Yet	Getting It	I've Got It!
Notice a challenge and turn it into a research question.			
Record a source title, paragraph number, and relevant detail.			
Distinguish an observation from an assumption.			
Explain what evidence proves.			
Compare how two sources contribute to the same claim.			
Revise my thinking when evidence changes the answer.			

77. Student Award

What can I already do? One research move I completed successfully, and the evidence in my work:

78. Student Target

I can choose one exact source detail and explain what it proves.

My next move: I will compare a second source or consider what happened next.

Use this clean target as the student's own statement during the Award and Target routine.

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

"This month, you did not just collect facts. You studied change."

TEACHER SCRIPT

"Strong thinkers notice a challenge, ask questions, use evidence, act, check consequences, and revise when needed."

TEACHER SCRIPT

"A change is not automatically an improvement. Researchers ask who benefited, who was harmed, whose voice was missing, and what should happen next."

80. Essential / Overarching Question, Answered

How do people know that something needs to change?

Change often begins when people notice that something is unfair, unsafe, unsuccessful, confusing, or not working, and then turn that observation into a question. Researchers gather evidence, consider choices and consequences, and revise their thinking when the evidence demands it.

81. Teacher Reflection

- Which students could name a challenge and turn it into a research question?
- Which students selected relevant evidence but still need help explaining what it proves?
- Which students compared both sources and considered consequences or revision?
- Who demonstrated mastery, and who showed partial understanding?
- Who needs One Clear Research Move at a Time intervention, and who is ready for Evidence Curator enrichment?
- Which evidence should I preserve?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

Collect and date evidence that shows the skill was taught and learned:

- Challenge-to-Question Match cards and defended explanations
- Day 3 R-E1-E2 paragraphs with source credit
- Day 4 Award and Target reflections
- Day 5 oral source-based explanations
- The Module 1 My Progress Tracker
- Exit tickets at each level (still developing, approaching, and secure) so a reviewer can see the range of the class

Production & Implementation Support

83. Module Slide Deck Build Sheet

The teaching sequence, listed in order for classroom preparation.

Slide	Title	Required Content	Lesson Location
1	Challenge and Question	Module 1; Grade 5 Cluster 8; Week 1; Low reading length; research explanation Informational	Cover
2	Meet Our Week!	Three I Can statements and three I Will statements for the module	Learning Destination; Day 1
3	Challenge and Question	Notice a challenge and turn it into a research question	Day 1 Gather and Reveal
4	Evidence Has a Job	Name what is known, what still needs a question, and what evidence could help	Day 1 Reveal
5	Challenge-to-Question Match	Match source-based challenges, questions, evidence, and consequences	Day 2 Attempt
6	R-E1-E2	Reason, Evidence, Explanation	Day 3 Discuss and Use
7	Compare Two Sources	Explain how source details contribute to the same claim	Day 3 Discuss
8	Body Paragraph 1	Use source credit, evidence, and a because explanation	Day 3 Use
9	Award and Target	Name a specific strength and a precise next move	Day 4 Award and Target
10	Check What Happened Next	Consider consequences and whether a change was an improvement	Day 4 Target
11	Turn and Educate	Teach how evidence works together in an explanation	Day 5 Explain and Educate
12	Source-Based Explanation	Present a clear oral explanation with source credit	Day 5 Educate
13	Research Question	State the question that guides the evidence bank	Day 1 Gather
14	One Clear Research Move	Build reason, evidence, and explanation with a three-box organizer	Intervention
15	Evidence Curator	Compare two details for the same reason and evaluate consequences	Enrichment
16	My Progress Tracker	Reflect honestly on evidence gathering and explanation	Student Ownership
17	Let's Look at an Answer!	LOW: examples named without precise source credit or explanation	Section 51

18	Let's Look at Another Answer!	MEDIUM: clear claim and examples, but source connection needs more explanation	Section 52
19	Our Strongest Answer!	HIGH: focused claim, precise evidence, explanation, and connected source details	Section 53

Use the source logs, evidence banks, and student tracking sheet with the routines in this module.

84. Virtual / Online Adaptation

Keep the skill and rigor identical; change only the delivery and access method. Teaching this module to remote learners? Keep every activity and adjust how students share and respond.

Element	Adaptation
Shared-screen adaptation	Screen-share one student's source-log entry and explanation for live, whole-class feedback.
Annotation	Students mark one relevant detail and paragraph number on a shared document.
Breakout discussion	Send pairs to breakout rooms to choose a detail, name its source, and explain what it proves.
Oral response	Students say the evidence-and-because frame aloud before typing.
Asynchronous option	Students submit one source-log entry with source credit, evidence, and explanation.
LMS submission	Collect each R-E1-E2 explanation through a form or shared document.
Digital tracking	Keep the Pause Points; a few seconds of quiet think-time works the same on camera. Students update My Progress Tracker digitally.

PART XIX

Teacher Reflection

85. Teacher Reflection (This Module)

Fill this in after you teach the module. Your honest notes here are what make this module even stronger next year. Write right on the page.

What worked so well that I want to keep it	
What I would change next time	
My favorite moment this module	
A student who surprised me, and how	
Did the pacing fit? Where did we need more or less time?	
Students to pull for a quick small group next	
One standard worth a second pass	

One idea to make this module even better next year	
Open notes	

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Teacher Lesson Plan Guide

Evidence and Choice

Grade 5 | Cluster 8 | Module 2

Grade: 5

Cluster: 8, Monthlong Cumulative Research Paper Unit

Module: 2 of the cluster

Primary Instructional Category: Informational Research Writing

Module Title: Evidence and Choice

Module Question: How does evidence help people make stronger choices?

Passage Set: "From Protest to Participation: How a Nation Changes" and "How Change Happens: Observe, Adapt, Test, and Improve"

Final Research 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.

Primary TEKS: [5.11\(A\)](#), [5.11\(B\)\(i\)](#), [5.12\(B\)\(i\)](#), [5.13\(A\)](#), [5.13\(C\)](#)

Approximate Daily Instructional Time: exactly 15 minutes per day, across 5 days

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Response Strand (7-Strand) TEKS Woven Into This Module

Strand 7 is the Response strand. These Grade 5 response standards are woven through the reading, discussion, annotation, and writing in this module.

- **5.7(A)** describe personal connections to a variety of sources, including self-selected texts.
- **5.7(B)** write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.
- **5.7(C)** use text evidence to support an appropriate response.
- **5.7(D)** retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
- **5.7(E)** interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
- **5.7(F)** respond using newly acquired vocabulary as appropriate.
- **5.7(G)** discuss specific ideas in the text that are important to the meaning.

1. A Little Inspiration Goes a Long Way!

Cluster 8 is the research convergence point. Students use information as evidence for an answer, not as a list of disconnected facts. In Module 2, the focus is gathering and comparing evidence before choosing what to do.

TEACHER SCRIPT

"Research is not one more writing style added at the end of the year. Research is where all of our writing tools come together."

TEACHER SCRIPT

"This module asks students to use information as evidence for an answer, not as a list of disconnected facts."

Connection to this week's thinking: the class follows the Research HABIT: Notice then Question then Gather then Compare then Decide then Act then Check. Evidence gives a choice a reason.

2. Why This Module Matters

Students continue the monthlong cumulative research paper by gathering and comparing precise evidence from two substantial informational passages. Passage 1 is a civic evidence bank about rights, participation, and citizenship. Passage 2 is an evidence bank about observation, testing, evaluation, and revision.

Where it fits into writing: this module develops Body Paragraph 2. Students practice R-E1-E2: state a reason, use evidence from a source, and explain what that evidence proves.

Why it matters beyond this assignment: researchers do not choose from a weak assumption. They compare evidence, listen to different viewpoints, and make a responsible choice that can be checked and revised.

3. Module Essential / Overarching Question

How does evidence help people make stronger choices?

Students record their first thinking, return to the question after both research passages, and answer it at the very end.

My First Thinking (Monday):

My Final Thinking (Friday):

What evidence changed or strengthened my thinking?

Family Communication

4. Parent Communication Purpose

Families are partners in the monthlong cumulative research paper. This week, students gather and compare evidence before choosing what to do. Send the family letter with the precise module question and invite a short evidence conversation about observations, assumptions, viewpoints, and consequences.

5. Family Letter (English)

Dear Families,

This week your fifth grader studies *Evidence and Choice* in the Grade 5 Cluster 8 research paper. The module question is "How does evidence help people make stronger choices?" Students will work with two research passages: "From Protest to Participation: How a Nation Changes" and "How Change Happens: Observe, Adapt, Test, and Improve."

Students will gather and compare evidence, avoid weak assumptions, weigh different viewpoints, and connect evidence to choices. They will practice R-E1-E2: state a reason, use evidence from a source, and explain what that evidence proves. Ask your student to name one source detail and explain, "This matters because ____."

At home, choose a small decision, change, or question in your family or community. Ask what is known, what still needs to be checked, and whose viewpoint matters. Then ask, "What evidence would help us make a responsible choice?"

With appreciation, Your student's teacher, The Writing Academy®, LLC

6. Family Letter (Spanish) / Carta para las Familias

Estimadas familias:

Esta semana su estudiante de quinto grado estudia *Evidence and Choice* en el trabajo de investigación del Grupo 8. La pregunta del módulo es "How does evidence help people make stronger choices?" El estudiante trabajará con dos pasajes informativos: "From Protest to Participation: How a Nation Changes" y "How Change Happens: Observe, Adapt, Test, and Improve".

Los estudiantes reunirán y compararán evidencia, evitarán suposiciones débiles, considerarán diferentes puntos de vista y conectarán la evidencia con decisiones. Practicarán R-E1-E2: presentar una razón, usar evidencia de una fuente y explicar lo que esa evidencia demuestra. Pida a su estudiante que nombre un detalle y explique: "Esto importa porque ____."

En casa, elijan una decisión, un cambio o una pregunta pequeña. Hablen de lo que se sabe, lo que todavía se debe comprobar y qué punto de vista importa. Después pregunte: "¿Qué evidencia nos ayudaría a tomar una decisión responsable?"

Con aprecio, La maestra o el maestro de su estudiante, The Writing Academy®, LLC

7. Family Conversation Starters

- What challenge or change do you notice, and why does it matter?

- What do we know from an observation, and what are we only assuming?
- Whose perspective should we hear before making a decision?
- What might happen next, and how could we check whether the result is fair?
- Which detail would make a choice stronger, and what would it prove?

8. Simple Family Activities

Both activities need little or no materials and end in conversation.

At-Home Evidence Talk

Choose one small family or community decision. Make three notes: what we observe, what we wonder, and what evidence could help. Ask the student to explain which note is evidence and which is an assumption. Finish: "Our careful choice would be ____ because ____."

Source Detail Share

Have the student choose one paragraph from either research passage, read or paraphrase the detail, name whether it helps explain a challenge, choice, action, consequence, or revision, and complete: "This detail matters because ____." The answer must identify the detail's job.

Teacher Road Map

9. Teacher Navigation Key

Symbols replace colors throughout this guide. This key is non-negotiable in every module. Use it to read every day at a glance.

- **TEACH** : teacher explicitly teaches or models the TEKS
 - **LEARN** : student practices or develops the TEKS
 - ✓ **ASSESS** : student independently demonstrates or transfers learning
- Teacher Script** : exact recommended teacher language
- Class Slide** : corresponding click-along slide

10. GRADUATE Evidence Alignment

This module explicitly connects each GRADUATE stage to the evidence it produces.

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Activates the concept and frames the TEKS.
Reveal	■ TEACH	Makes teacher thinking and modeling visible.
Attempt	○ LEARN	Guided, structured student practice.
Discuss	○ LEARN	Students clarify and justify.
Use	✓ ASSESS	Independent, meaningful application.
Award	✓ ASSESS	Student recognizes a demonstrated strength.
Target	✓ ASSESS	Student identifies and acts on a next step.
Explain / Educate	✓ ASSESS	Student explains and transfers the learning.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 5, Cluster 8, Module 2
Module Category	Informational Research Writing / Evidence and Choice
Primary TEKS	[5.11(A)] , [5.12(B)] / [5.12(B)(i)]
Primary Breakout	Plan a first draft ([5.11(A)]); compose informational text with a clear central idea ([5.12(B)] / [5.12(B)(i)])
Spiral TEKS	[5.7(A)] , [5.7(B)] , [5.7(C)] , [5.7(D)] , [5.7(E)] , [5.7(F)] , [5.7(G)] (Response strand) (interdisciplinary content)
Recursive TEKS	[5.11(C)] revising and conventions retrieval (capitalization, punctuation, sentence structure); the DOT and TRACKS reading habit; the research explanation (R-E1-E2) structure
Content Connection	Informational research passages "From Protest to Participation: How a Nation Changes" and "How Change Happens: Observe, Adapt, Test, and Improve"
Daily Lesson Time	About 15 minutes per day, 5 days

Weekly GRADUATE Map	Day 1 Gather + Reveal; Day 2 Attempt; Day 3 Discuss + Use; Day 4 Award + Target; Day 5 Explain / Educate
Student Product(s)	Two evidence banks; Evidence Court notes; compared source details; Body Paragraph 2 R-E1-E2 explanation; revised explanation; My Progress Tracker
Formal Assessment Product	Student Exit Ticket and the Module Writing Assignment for Body Paragraph 2

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: Students will gather and compare evidence from both informational research passages, separate observations from assumptions, weigh viewpoints, and write an R-E1-E2 explanation showing how evidence supports a stronger choice.

I Will Statements

- I will use the two research passages as evidence banks.
- I will distinguish an observation from an assumption.
- I will gather exact paragraph credit and relevant details.
- I will compare evidence and viewpoints before choosing what to do.
- I will explain what evidence proves and revise when the evidence asks me to reconsider.

I Can Statements

- I can gather a precise source detail and its paragraph number.
- I can compare details from the civic and scientific evidence banks.
- I can connect evidence to a reason with because.
- I can write and revise a focused R-E1-E2 research explanation.

CLASS SLIDE

Daily Deck,: the I Will and I Can statements for this module, so students see the week's target before anything else.

13. Success Criteria

Students should know exactly what successful work looks like, stated in student language.

- I record a source title, paragraph number, and exact detail or faithful paraphrase.
- I separate what a source states from what I assume.
- I compare evidence from both passages and name what each detail proves.
- I listen for a viewpoint before choosing what to do.
- I write R-E1-E2: a reason, evidence, and an explanation.
- I check consequences and revise a choice or explanation when evidence changes the answer.

14. Evidence That Will Demonstrate Mastery

Identified before instruction begins so the teacher knows which products count as evidence.

- Day 2 Evidence Court attempt: a source detail, paragraph number, evidence-bank job, and defense of why the detail fits.
- Day 3 independent product: a comparison of one civic detail and one scientific detail, followed by an R-E1-E2 Body Paragraph 2 explanation.
- Day 4 revision: a precise strength, a next move, and a revised sentence whose evidence and explanation connect.
- Day 5 exit ticket: a source-based answer to the module question, one paragraph citation, and a check of whether the change was an improvement.
- Transfer task: the Module Writing Assignment, Body Paragraph 2 of the cumulative research paper.

15. TEKS Correlations

Primary targets are **5.11(A)**, **5.11(B)(i)**, **5.11(B)(iv)**, **5.12(B)(i)**, **5.12(B)(ii)**, **5.13(A)**, and **5.13(C)**. The Student Expectation column preserves the lesson plan wording; revising and editing standards support the final draft.

TEKS	Strand	Student Expectation (verbatim TEKS)	Where Taught	Where Practiced	Where Assessed
5.11(A)	Writing Process, Planning	plan a first draft for topic, purpose, and audience	Day 1	Days 1-3	Day 3 Use; Writing Assignment
5.11(B)(i)	Writing Process, Drafting	develop a focused, structured, coherent draft	Day 3	Days 3-5	Writing Assignment
5.11(B)(iv)	Writing Process, Drafting	develop an engaging idea with specific facts and details	Day 2	Days 2-3	Writing Assignment
5.11(C)(iii)	Writing Process, Revising	add ideas for coherence and clarity	Day 4	Day 4; Additional Writing Opportunity	Revised draft
5.11(C)(iv)	Writing Process, Revising	delete ideas for coherence and clarity	Day 4	Day 4; Additional Writing Opportunity	Revised draft
5.11(C)(ix)	Writing Process, Revising	combine ideas for clarity	Day 4	Day 4; Additional Writing Opportunity	Revised draft
5.11(D)(i)	Writing Process, Editing	edit complete simple and compound sentences with subject-verb agreement	Day 5	Day 5; Additional Writing Opportunity	Final draft
5.11(D)(xxii)	Writing Process, Editing	edit quotation marks in dialogue and quotations	Day 5	Day 5; Additional Writing Opportunity	Final draft
5.12(B)(i)	Writing Genre, Informational	compose informational text with a clear central idea	Days 1-2	Days 3-5	Day 3 Use; Day 5 exit ticket; Writing Assignment
5.12(B)(ii)	Writing Genre, Informational	use informational genre characteristics	Day 3	Days 3-5	Writing Assignment
5.13(A)	Inquiry	generate and clarify questions for inquiry	Day 1	Days 1-2	Day 1 question; Writing Assignment

5.13(C)	Inquiry	identify and gather relevant information from sources	Day 2	Days 2-3	Day 3 Use; Writing Assignment
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Inquiry and Research TEKS

TEKS	Strand	Student Expectation (verbatim TEKS)	Where Taught
5.13(B)(ii)	Inquiry and Research	follow a research plan with adult assistance	Day 1
5.13(D)(i)	Inquiry and Research	understand credibility of primary sources	Day 1
5.13(D)(ii)	Inquiry and Research	understand credibility of secondary sources	Day 1
5.13(E)(i)	Inquiry and Research	demonstrate understanding of information gathered	Day 3

16. Standards Coverage Matrix

This is separate from the correlation table. It classifies each Cluster 8 standard as PRIMARY or RECURSIVE and names where it occurs in this module.

Classification	TEKS	Cluster 8 Application	Where It Occurs
PRIMARY	5.11(A)	plan a first draft for topic, purpose, and audience	Day 1
PRIMARY	5.11(B)(i)	develop a focused, structured, coherent draft	Research drafting and revision across the week
PRIMARY	5.11(B)(iv)	develop an engaging idea with specific facts and details	Day 2
PRIMARY	5.12(B)(i)	compose informational text with a clear central idea	Day 3, Day 5
PRIMARY	5.12(B)(ii)	use informational genre characteristics	Day 3, Day 5
PRIMARY	5.13(A)	generate and clarify questions for inquiry	Day 1
PRIMARY	5.13(C)	identify and gather relevant information from sources	Day 2, Day 3
RECURSIVE	5.11(C)(iii)	add ideas for coherence and clarity	Day 4
RECURSIVE	5.11(C)(iv)	delete ideas for coherence and clarity	Day 4
RECURSIVE	5.11(C)(ix)	combine ideas for clarity	Day 4
RECURSIVE	5.11(D)(i)	edit complete simple and compound sentences with subject-verb agreement	Day 5
RECURSIVE	5.11(D)(xxii)	edit quotation marks in dialogue and quotations	Day 5

17. ELPS Correlations

Matched to the actual language demands of this module: students restate a partner's evidence, defend why a source detail fits, explain what evidence proves, and present a source-based explanation clearly.

ELPS	Domain	Language Pattern	Complete ELPS Student Expectation	Day Addressed
1(E)	Listening	Comprehension	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.	Days 1, 3, 4, and 5
1(C)	Listening	Following Directions	Follow oral directions with accuracy.	Day 2 and intervention
2(E)	Speaking	Discourse	Narrate, describe, or explain information orally with increasing specificity and detail during classroom interactions.	Days 2, 3, and 5
2(F)	Speaking	Respond to Information	Restate, ask questions about, or respond to information during formal and informal classroom interactions.	Days 1, 3, and 4
3(E)	Reading	Purpose for Reading	Use pre-reading strategies, including previewing text features, connecting to prior knowledge, and making predictions, to develop comprehension.	Day 1
4(D)	Writing	Language Structures / Syntax	Write using a variety of grade-appropriate sentence lengths and types and connecting words.	Days 3 and 5
4(E)	Writing	Conventions	Write using conventions such as capitalization, punctuation, subject-verb agreement, and verb tense.	Day 4 and the Additional Writing Opportunity

ELPS Woven Into Intervention

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
1(C)	Listening	Follow oral directions with accuracy.	Intervention, after Day 3
2(F)	Speaking	Restate, ask questions about, or respond to information during classroom interactions.	Intervention, after Day 3

ELPS Woven Into Enrichment

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
2(E)	Speaking	Narrate, describe, or explain information orally with increasing specificity and detail.	Enrichment, after Day 4
4(D)	Writing	Write using a variety of grade-appropriate sentence lengths and connecting words.	Enrichment, after Day 4

18. ELPS Linguistic Accommodations

These accommodations maintain grade-level rigor while opening clear language pathways as students distinguish evidence from assumption, compare viewpoints, and explain how evidence supports a choice.

Proficiency Level	Language Objective (access changes; the thinking demand stays intact)
Pre-Production	Point to a source detail and match it to a picture for observation, evidence, choice, or consequence. Use gestures for notice, compare, and check.
Beginning	Complete orally: "I notice ____ in the source, so I might use it as evidence."
Intermediate	Use the frame, "This detail matters because ____." and name the source and paragraph number.
High Intermediate	Explain in complete sentences how two details are alike, different, or connected.
Advanced	Independently compare evidence, evaluate whether it supports a choice, and write a focused R-E1-E2 explanation.

Language Supports

- Provide source-title and paragraph-number bookmarks plus a visible R-E1-E2 chart.
- Offer oral rehearsal before writing; partners may point, restate, compare, and then write.
- Keep the grade-level evidence task intact. Read the paragraph aloud, define one needed word, and return the thinking work to the student.
- Use these frames: "I notice ____ in the source, so I might use it as evidence." and "This detail matters because ____."
- Invite students to explain evidence, assumption, viewpoint, or consequence in their home language before rehearsing in English.

Evidence of Access Without Reduced Rigor: students may use a visual, a word bank, and an oral frame, but each student still chooses relevant evidence, compares the two passages, explains what the evidence proves, and revises when needed.

19. Language Domains

Domain	How This Module Builds It
Listening	Students restate a partner's evidence, ask for clarification, and distinguish a source detail from an assumption.
Speaking	Students defend how a detail supports a reason, using evidence, source, consequence, revise, and module vocabulary.
Reading	Students compare relevant details across both passages and mark evidence with a stated purpose.
Writing	Students write an evidence-based research explanation with source credit, a direct quotation or paraphrase, and a because explanation.

20. Rigor Safeguard

Teachers MAY provide	Teachers MAY NOT do for students
Read a source section aloud, repeat it, and let students use the TRACKS and R-E1-E2 charts. Define an unfamiliar word and provide an oral frame.	Choose the evidence detail, paragraph number, comparison, or explanation for a student, or write the research response for the student.

The student must still choose relevant evidence, explain its job, and connect it to a stronger choice.

21. Rigor & Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Locate a relevant observation, action, or consequence in a source.	Supported on Day 1.	The student records a source detail and paragraph number.
Inferential	Separate evidence from an assumption and compare two source details.	Guided on Days 1-2; independent by Day 3.	The student names what is stated and what is assumed.
Evaluative	Judge whether evidence supports a choice or shows improvement.	Partner discussion on Days 3 and 5.	The student defends why a detail fits and asks who benefited or was harmed.
Synthesis	Write and revise an R-E1-E2 explanation for an audience.	Independent transfer on Day 5.	The student connects evidence to a reason and conclusion.

22. The Five Thinking Levels

Use this progression to name the level of thinking a source-based response requires. The labels support discussion; meaning is not carried by color alone.

Level	Color	Symbol	Thinking Label	Thinking Stage	Description
Level 1	Red	● circle	Foundational	Notice	Student locates a relevant source fact or observation.
Level 2	Orange	■ square	Emergent	Analyze	Student separates evidence from an assumption and compares details.
Level 3	Yellow	▽ inverted triangle	Visible	Evaluate	Student judges whether evidence supports a choice.
Level 4	Green	△ triangle	Independent	Create	Student writes a focused explanation using source evidence.
Level 5	Blue	◆ diamond	Reflective	Synthesize	Student evaluates consequences and explains whether the change was an improvement.

The Progression of Thinking

Level	Hidden Question	Student Thinking	Thinking Focus
Foundational	What does the source state?	I can record an exact detail.	Source Accuracy
Emergent	What am I assuming?	I can separate an observation from an assumption.	Observation and Assumption
Visible	What does the detail prove?	I can explain the evidence job.	Evidence and Explanation
Independent	How do the sources connect?	I can compare details and viewpoints.	Cross-Source Reasoning
Reflective	Was the change an improvement?	I can evaluate consequences and revision.	Improvement and Next Move

Where this module primarily operates: Visible and Independent (Levels 3-4). Students use source evidence to write an R-E1-E2 explanation, compare both passages, and evaluate whether the change was an improvement.

23. Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
Gathering evidence means collecting many facts.	The teacher may accept a long list without a research question or evidence job.	Require a source title, paragraph number, and a sentence explaining what the detail proves.
A strong feeling is evidence.	The teacher may treat a student's confidence or a dramatic detail as proof.	Ask what the source actually states and whether the detail can be checked.
Comparison means listing two details.	The teacher may stop before students explain how the details are alike, different, or connected.	Use the comparison frame and require a because explanation about the module question.

24. Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
An interesting detail is automatically evidence.	The student says, "I liked this fact, so I used it."	Ask, "How does it help prove the reason?" Keep the detail only if it has a clear evidence job.
An assumption is the same as an observation.	The student says, "I think it happened, so it is proof."	Ask the student to name what can be checked in the source and what is only an idea.
A quotation explains itself.	The student copies a quote and stops without explaining why it matters.	Prompt: "Explain what the quoted words mean and why they matter."
Change is automatically improvement.	The student says, "Something changed, so it was better."	Ask who benefited, who was harmed, and what happened next.

Module Foundations: Review, Refresh & Readiness

25. TEKS Target

Exact standards being taught: **[5.11(A)]** plan a first draft for topic, purpose, and audience; **[5.11(B)(i)]** develop a focused, structured, coherent draft; **[5.11(B)(iv)]** develop an engaging idea with specific facts and details; **[5.12(B)(i)]** compose informational text with a clear central idea; **[5.12(B)(ii)]** use informational genre characteristics; **[5.13(A)]** generate and clarify questions for inquiry; and **[5.13(C)]** identify and gather relevant information from sources.

This module isolates the evidence-and-choice move: gather precise details, compare explanations and viewpoints, and connect evidence to a responsible choice that can be checked and revised.

26. How I Say the Standard!

TEKS says	How I say it
[5.11(A)] plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.	I can plan Body Paragraph 2 for my research question, reason, evidence, and audience.
[5.11(B)] develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea reflecting depth of thought with specific facts and details.	I can keep my R-E1-E2 explanation focused and put my evidence in an order that makes sense.
[5.11(C)] revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.	I can revise by adding, deleting, combining, or rearranging ideas so my writing is clear and coherent.
[5.11(D)] edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) collective nouns; (iv) adjectives, including their comparative and superlative forms; (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including indefinite; (viii) subordinating conjunctions to form complex sentences; (ix) capitalization of abbreviations, initials, acronyms, and organizations; (x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.	I can edit my draft for complete sentences, grammar, capitalization, punctuation, and spelling.
[5.12(B)] compose informational texts, including brief compositions that convey information about a topic,	I can write a clear research explanation that answers the module question.

using a clear central idea and genre characteristics and craft.	
[5.13(A)] generate and clarify questions on a topic for formal and informal inquiry.	I can ask what evidence would help before I choose what to do.
[5.13(C)] identify and gather relevant information from a variety of sources.	I can choose relevant details from both research passages and record the paragraph numbers.

27. This Week I Can...

This week I can gather and compare evidence before choosing what to do, explain what the evidence proves, and revise my thinking when the evidence asks me to reconsider.

28. Before I Can... Prerequisites

What needs to be in place before this week's new learning will work:

- Read an informational source section and identify the relevant detail.
- Recognize the difference between an observation and an assumption.
- Write a complete sentence with a source detail and a because explanation.
- Use the Research HABIT to move from notice to question, evidence, choice, action, and check.
- Know that evidence is a source detail used to support an explanation. **[5.7(C)]**

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"In 60 seconds, tell your partner one source detail, its paragraph number, and what that detail proves about a choice."

30. Vocabulary Infusion

A short, immediate-use set for Day 1. The complete tiered vocabulary follows in Part VI.

Word	Student-Friendly Meaning	Use It Today
evidence	a source detail that supports an explanation	This evidence matters because ____.
assumption	an idea accepted before enough proof is gathered	This is an assumption because ____.
compare	study what is alike, different, or connected	Both sources show ____, but ____.
choice	a decision made after considering options	The stronger choice is ____ because ____.

31. Conventions Connection

Recursive conventions review for the week: an R-E1-E2 explanation is a set of complete sentences. Retrieve capitalization, end punctuation, subject-verb agreement, and quotation marks around a direct quotation. When students draft on Day 3 and revise on Day 4, have them check that the source detail is credited and the explanation makes the evidence-to-choice connection visible.

32. Writing Connection

Evidence selection is what makes a research explanation accurate. When students name the reason before they write, choose a relevant detail, and explain what it proves, the reader can follow the connection from source to choice. This is the habit that turns a list of facts into an R-E1-E2 explanation.

33. Watch Out!

Common misconception: students copy an interesting detail, treat an assumption as an observation, or list two sources without explaining the comparison. **Teacher move:** ask what the source actually states, require paragraph credit, and use "This detail matters because ____" to name the evidence's job.

34. Ready Check

Read one source detail aloud: Passage 2 [68], "Perhaps they needed more water." Ask students to distinguish the assumption from the observations in paragraphs [65] through [67]. Use responses to decide who needs the observation-evidence sort and oral rehearsal during Day 1.

35. Teacher Look-Fors

- Students record a relevant detail and paragraph number.
- Students distinguish an observation from an assumption.
- Students compare one civic detail with one scientific detail and name what each proves.
- Students connect evidence to a choice or explanation with because.

Vocabulary, Content & Preparation

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"Before we begin, preview the everyday words, academic writing words, and passage or framework words that will help us explain our thinking."

Word	Student-Friendly Definition	Oral Rehearsal Frame
gather	collect useful information	I can use gather to explain ____.
compare	look for what is alike and different	I can use compare to explain ____.
choose	pick after thinking carefully	I can use choose to explain ____.
decide	make a choice	I can use decide to explain ____.
test	try something to learn from the result	I can use test to explain ____.
check	look carefully to see what happened	I can use check to explain ____.
listen	pay attention to another idea	I can use listen to explain ____.
reason	a why behind an idea	I can use reason to explain ____.
better	more helpful or effective	I can use better to explain ____.
wrong	not matching the evidence	I can use wrong to explain ____.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"These academic words help you explain how a source detail supports a research answer."

Word	Student-Friendly Definition	Oral Rehearsal Frame
reliable	worthy of trust because it can be checked	Evidence helps me explain what is reliable.
assumption	an idea accepted before enough proof is gathered	Evidence helps me test an assumption.
observation	something noticed carefully	Evidence helps me record an observation.
explanation	thinking about what evidence means	Evidence helps me build an explanation.
compare	study similarities and differences	Evidence helps me compare sources.
option	one possible choice	Evidence helps me consider an option.
viewpoint	a person's way of seeing an issue	Evidence helps me understand a viewpoint.
evaluate	make a careful judgment using information	Evidence helps me evaluate a choice.
judgment	a decision based on careful thinking	Evidence helps me make a judgment.
reasoning	the thinking that connects evidence to a choice	Evidence helps me show my reasoning.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"These passage and framework words help you talk about civic and scientific evidence with precision."

Word	Pronunciation	Student-Friendly Definition
taxation without representation	tak-SAY-shun with-OUT rep-rih-zen-TAY-shun	being taxed without elected representatives
Stamp Act	STAMP akt	a British law that placed a tax on printed paper
Parliament	PAR-luh-ment	the lawmaking body of Great Britain
boycott	BOY-kot	refusing to buy or use something as a protest
Declaration of Independence	dek-luh-RAY-shun uv in-di-PEN-dens	the 1776 statement that the colonies would be independent
consent of the governed	kun-SENT uv thuh GUV-ernd	the idea that government power comes from the people
Constitution	kon-stih-TOO-shun	the plan for the United States government
Bill of Rights	bil uv RYTS	the first ten amendments protecting freedoms
representation	rep-rih-zen-TAY-shun	having someone speak or act for a group
revision	ree-VIZH-un	a change made after checking evidence

Teacher Resource: For more practice with academic words, see the Academic Vocabulary Companion App.

39. Background Knowledge & Teacher Context

Source context. Passage 1 asks how ideas about freedom, rights, and citizenship become real changes in a nation. Passage 2 asks what history and science teach about responding to challenges. Together they provide civic and scientific evidence banks for the same Research HABIT.

Teacher stance. Preserve the intellectual work by asking what a detail proves. A student should not be asked to list everything in a passage. Students should gather relevant details, compare viewpoints, and explain the job each detail does in a stronger choice.

40. Materials Needed

Category	Items
Core print materials	Clean and TRACKS-ready copies of both research passages; interactive notebooks; source logs.
Annotation materials	Sticky notes, pencils, and highlighters matched only to the fixed TRACKS chart.
Collaborative materials	Evidence Court materials, numbered activity cards, and one teacher-key set.
Writing materials	R-E1-E2 planning frames and the Body Paragraph 2 page.
Accessibility supports	Paragraph-number bookmarks, vocabulary cards, oral rehearsal frames, and text-to-speech access when available.

41. Preparation Before Day 1

- ☐ Prepare one clean and one TRACKS-ready copy of each research passage at every table.
- ☐ Post the module question, the Final Research Prompt, the Research HABIT, and the R-E1-E2 structure.

- ☐ Place Evidence Court materials in numbered sets and keep one teacher-key set for the debrief.
- ☐ Prepare a visible "Evidence matters because ____" strip for oral rehearsal.
- ☐ Prepare two evidence-bank pages: civic evidence and observation, testing, evaluation, and revision evidence.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15	Gather and Reveal	Restate the challenge and ask what evidence is needed.
Day 2	15	Attempt	Gather and defend precise evidence in Evidence Court.
Day 3	15	Discuss and Use	Compare source details and write Body Paragraph 2 R-E1-E2.
Day 4	15	Award and Target	Recognize a strength and revise a weak explanation.
Day 5	15	Explain and Educate	Teach the Research HABIT and explain whether change was an improvement.

43. Tiny Times Transition

Use a quick, under-one-minute routine when students need movement and retrieval.

- Signal: "Tiny Time! Research HABIT!"
- Students say: Notice then Question then Gather then Compare then Decide then Act then Check.
- Students point to the next step on the anchor chart and return to the evidence bank.

Citizenship & Content Connection

44. The Citizenship Connection

Passage 1 is the civic evidence bank. It shows that citizenship includes questions, rights, participation, information, listening, and checking consequences. Passage 2 adds a second lens: history and science both require observation, evidence, choices, actions, and revision.

Element	This Module
Suitability	A natural fit for a cumulative research paper. Students investigate how a challenge becomes a question and how evidence guides change.
Focus	Rights, participation, citizenship, observation, testing, evaluation, and revision.
Historical / Content Connection	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.
Perspective Connection	Researchers ask whose voice is present, whose voice is missing, who benefited, who was harmed, and whether the result was an improvement.
Literacy-to- Citizenship Connection	Reading a civic source closely helps students distinguish a claim from evidence and a decision from its consequences.
Citizenship Question	What evidence should people gather before deciding that a change is fair or an improvement?
Teacher Script	<i>"Citizenship requires participation, and responsible participation requires information. Notice the challenge, ask a question, gather evidence, and check what happens next."</i>

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

Research HABIT Key

Notice then Question	Gather then Compare	Decide then Act then Check
Name what needs attention and what you need to find out.	Collect relevant details and examine whether sources or observations agree.	Choose an evidence-supported action, try it, and study what happens next.

Evidence Court Decision Chart

Court Question	Evidence Needed	What the Writer Explains
What do we know?	A precise source detail with paragraph credit.	The detail is relevant to the research question.
What should we do?	Compared evidence and viewpoints.	The choice is responsible and can be checked.

R-E1-E2 Thinking Chart

Part	Research Writing Move	What It Means
R	Reason	The idea the paragraph will prove.
E1	Evidence	A relevant detail from a source with paragraph credit. 5.7(C)
E2	Explanation	What the evidence proves about the reason and choice. 5.7(G)
Check	Consequence and revision	Whether the result was an improvement and what should happen next.

46. Core Habit / Strategy Explanation

TEACHER SCRIPT

"How Change Happens: Observe, Adapt, Test, and Improve names this pattern. The arrows remind students that strong thinking can return to an earlier step when new evidence appears."

CLASS SLIDE

DOT = I am not sure about this word yet.

Encouragement: "A detail becomes evidence when it has a job. Keep asking what the detail proves."

CREATE THE ANCHOR CHART

Build an anchor chart titled "Research HABIT: Notice then Question then Gather then Compare then Decide then Act then Check." Add the R-E1-E2 chart. Display the comparison frame: "Both sources show ____, but Passage 1 emphasizes ____ while Passage 2 emphasizes ____." Add the check questions: "Who benefited? Who was harmed? What happened next? Was the change an improvement?"

47. Student Source Passage(s)

Passage use: read both research passages below at medium stamina, first as a clean reading copy and then again for TRACKS highlighting. Keep the paragraph numbers for discussion, evidence banks, and citations.

Passage 1: "From Protest to Participation: How a Nation Changes" (Genre: Informational; Stamina: Medium)

[1] Central Question:

[2] How do ideas about freedom, rights, and citizenship become real changes in a nation?

[3] A nation can change in many ways. Borders can move. New inventions can transform daily life. New people can arrive and build communities. Laws can be written, challenged, or replaced.

[4] But some of the most important changes begin with something that cannot be seen on a map.

[5] They begin with a question.

[6] Is this fair?

[7] Who has a voice?

[8] What rights should people have?

[9] What should government be allowed to do?

[10] What should citizens do when they believe something needs to change?

[11] The history of the United States contains many examples of people asking these questions. Sometimes their answers led to protests. Sometimes they led to documents, laws, compromises, elections, or new amendments. Sometimes people discovered that an earlier solution had created another problem.

[12] Studying these examples helps us understand that democracy is not a single event. It is a continuing process of ideas, decisions, actions, and consequences.

[13] Change Begins With a Question

[14] Before the American Revolution, the thirteen colonies belonged to Great Britain.

[15] For many years, large numbers of colonists considered themselves loyal British subjects. They traded with Britain, followed British laws, and depended on British military protection.

[16] After the French and Indian War, however, Great Britain had large debts. Parliament passed new taxes affecting the colonies.

[17] The Stamp Act placed taxes on printed materials. Other taxes followed.

[18] Colonists began asking why Parliament could tax them when the colonies did not elect representatives to Parliament.

[19] Their complaint became known as taxation without representation.

[20] At first, many colonists were not demanding independence. They wanted the British government to change its policies and listen to colonial concerns.

[21] That distinction is important.

[22] A movement for major change may begin with a much smaller request.

[23] Questions Become Protest

[24] Colonists responded in different ways.

[25] Some wrote letters and newspaper articles.

- [26] Some signed petitions.
- [27] Some joined organizations such as the Sons of Liberty.
- [28] Merchants participated in boycotts by refusing to purchase certain British goods.
- [29] Families produced more goods at home rather than buying imported products.
- [30] These actions gave ordinary people ways to participate.
- [31] Tensions continued. The Boston Massacre increased distrust of British soldiers. The Tea Act led to the Boston Tea Party. Great Britain responded with laws the colonists called the Intolerable Acts.
- [32] British leaders hoped stronger control would stop resistance.
- [33] Instead, the punishment of Massachusetts helped bring several colonies closer together.
- [34] A problem that once seemed local began to feel shared.
- [35] That is one way movements grow: people discover that a concern affecting someone else could eventually affect them too.

[36] Ideas Become Words

- [37] By 1776, more colonial leaders believed independence was necessary.
- [38] The Declaration of Independence announced that the colonies intended to separate from Great Britain.
- [39] But the document did more than declare independence.
- [40] It explained ideas.
- [41] The Declaration stated that people possess rights that government should protect. It identified life, liberty, and the pursuit of happiness among those rights.
- [42] It also argued that governments receive their legitimate power from the consent of the governed.
- [43] That meant government existed to serve people, not the other way around.
- [44] These ideas created a standard against which government could be judged.
- [45] If a government was supposed to protect rights, people could ask:
- [46] Is it actually doing that?

[47] A Promise Can Be Larger Than Its Time

- [48] The Declaration proclaimed equality, yet American society in 1776 did not provide equal rights to everyone.
- [49] Women could not participate equally in political life.
- [50] Enslaved people were denied freedom.
- [51] Native American nations faced increasing pressure and conflict as colonial settlement expanded.
- [52] Abigail Adams recognized part of this contradiction. She urged her husband, John Adams, to “Remember the Ladies” as leaders considered the new government.
- [53] Her words reflected a larger question:
- [54] If liberty is a principle, who is included in it?
- [55] That question did not disappear.
- [56] Later generations repeatedly returned to the ideals expressed in the Declaration when arguing for expanded rights.
- [57] The document therefore had two kinds of influence.

[58] It described what the nation's leaders said they believed.

[59] It also gave future Americans language they could use to challenge the nation when its actions failed to match those beliefs.

[60] Words Become Government

[61] Winning independence did not automatically solve the problem of governing a new nation.

[62] Americans had to create a system that could unite the states while also protecting liberty.

[63] In 1787, delegates met at the Constitutional Convention.

[64] They disagreed about representation, federal power, state power, slavery, trade, and many other issues.

[65] The Constitution they produced created a stronger national government with separate branches and a system in which power was divided.

[66] The new system depended on representative government. Citizens would choose leaders to make many decisions on their behalf.

[67] However, creating a government required difficult choices.

[68] Not all of those choices were fair.

[69] A Compromise Can Solve One Problem and Create Another

[70] One of the most troubling agreements at the Constitutional Convention concerned slavery and representation.

[71] Southern states wanted enslaved people counted when determining representation in Congress because a larger population would give those states more representatives.

[72] Yet enslaved people themselves could not vote and had no political power.

[73] Under the Three-Fifths Compromise, for purposes including representation, every five enslaved people would be counted as three persons in the population calculation.

[74] The compromise helped delegates continue their work and complete the Constitution.

[75] But it did not solve the injustice of slavery.

[76] Instead, it increased political power for states where large numbers of people were enslaved while those enslaved people remained without freedom or representation.

[77] This teaches an important lesson:

[78] Compromise and fairness are not the same thing.

[79] A compromise may help people reach an agreement.

[80] Researchers must still ask:

[81] Who benefited?

[82] Who gave something up?

[83] Who had no voice in the decision?

[84] What consequences followed?

[85] Rights Are Written Down

[86] Some Americans worried that the Constitution gave the new federal government too much power.

[87] They wanted clear protections for individual liberties.

[88] The first ten amendments became known as the Bill of Rights.

[89] These amendments protect important freedoms and establish limits on government power.

[90] They address matters such as speech, religion, assembly, petitions, searches, legal protections, trials, punishment, and powers not given to the federal government.

[91] Written rights serve an important purpose.

[92] They make expectations visible.

[93] Citizens and leaders can examine what government does and compare those actions with the protections stated in law.

[94] Yet a written right is meaningful only when people understand it and when institutions respect it.

[95] That makes civic knowledge important.

[96] Freedom Can Become a Symbol

[97] More than a century after the Declaration, immigrants arriving in New York Harbor could see the Statue of Liberty.

[98] For many people, the statue became a symbol of freedom, hope, and opportunity.

[99] Its tablet connects it to July 4, 1776.

[100] Its torch suggests light and liberty.

[101] Immigrant families arriving through places such as Ellis Island often came for different reasons. Some hoped for work. Some wanted to join relatives. Some sought safety or opportunity.

[102] Their arrival added another question to the American story:

[103] What does it mean to become part of a nation built around ideals of liberty?

[104] The answer was not always simple.

[105] Newcomers often faced language barriers, difficult working conditions, crowded housing, discrimination, and uncertainty.

[106] Freedom did not guarantee an easy life.

[107] But immigration shows that national ideals can influence people far beyond the generation that first wrote them.

[108] Citizens Continue the Work

[109] Government is not shaped only by presidents, judges, legislators, or famous historical leaders.

[110] Citizens also participate.

[111] Voting is one important form of participation.

[112] But it is not the only one.

[113] People may attend public meetings, volunteer, contact representatives, sign petitions, serve on boards, help campaigns, organize projects, or learn about an issue affecting their community.

[114] Young people can participate too.

[115] Students can organize service projects, research local concerns, write respectfully to leaders, help improve school spaces, or explain an issue to others.

[116] Citizenship begins long before a person is old enough to vote.

[117] It begins with learning how communities make decisions.

[118] Voice Requires Information

- [119] Having a voice does not mean saying whatever comes to mind as loudly as possible.
- [120] Strong civic participation requires information.
- [121] Imagine that a town is debating whether to build a park, library, business area, or sports field on an empty piece of land.
- [122] Residents may feel strongly.
- [123] But feelings alone cannot answer every question.
- [124] People may need to know:
- [125] How much will each plan cost?
- [126] How many people could use it?
- [127] What environmental effects might occur?
- [128] What does the community already have?
- [129] What do residents need?
- [130] Are there other possible solutions?
- [131] Gathering evidence can make discussion more useful.
- [132] Reliable information also helps citizens recognize rumors or incomplete claims.
- [133] Listening Is Participation Too**
- [134] People in a democracy will disagree.
- [135] That is normal.
- [136] One resident may want lower taxes.
- [137] Another may want additional public services.
- [138] One family may support a new road.
- [139] Another may worry that the road will increase traffic near homes.
- [140] Listening to another viewpoint does not require agreeing with it.
- [141] It means understanding the reasons and evidence behind it.
- [142] Respectful disagreement allows people to continue working together even when they prefer different solutions.
- [143] That ability may be one of the most important skills in a representative government.
- [144] Change Does Not End With a Decision**
- [145] Suppose a community chooses a solution.
- [146] The work is not necessarily finished.
- [147] Citizens and leaders can study what happened next.
- [148] Did the plan work?
- [149] Did it solve the original problem?
- [150] Did it create a new problem?
- [151] Did some people benefit more than others?
- [152] Should the plan continue?
- [153] Should it be changed?

- [154] These questions apply to history too.
- [155] The American Revolution changed the relationship between the colonies and Great Britain.
- [156] The Declaration established ideals.
- [157] The Constitution created a government.
- [158] The Bill of Rights protected important freedoms.
- [159] But none of those events ended every disagreement about rights, representation, equality, or citizenship.
- [160] Later generations continued the work.
- [161] Democracy Is Never Completely Finished**
- [162] A democracy receives something from the past.
- [163] It receives laws.
- [164] Documents.
- [165] Institutions.
- [166] Traditions.
- [167] Successes.
- [168] Mistakes.
- [169] Promises.
- [170] Each generation must decide what to do with them.
- [171] Citizens can preserve principles they believe remain valuable.
- [172] They can question practices that produce unfair results.
- [173] They can use evidence to judge whether a policy is working.
- [174] They can participate in peaceful processes for change.
- [175] This is why the history of American democracy is not simply the story of government being created.
- [176] It is the story of people repeatedly asking:
- [177] Does what we are doing match what we say we believe?
- [178] A protest may begin the conversation.
- [179] A document may describe an ideal.
- [180] A law may create a system.
- [181] A citizen may challenge the system.
- [182] A vote may change a leader.
- [183] An amendment may change the law.
- [184] A new generation may ask the question differently.
- [185] That is how a nation continues changing.
- [186] The strongest democracy is not one that never faces disagreement. It is one in which informed people can use rights, evidence, participation, and respectful debate to keep working toward its ideals.

Passage 2: "How Change Happens: Observe, Adapt, Test, and Improve" (Genre: Informational; Stamina: Medium)

[1] Central Question:

[2] What do history and science teach us about responding to challenges?

[3] A drooping plant, a dangerous beach, an unfamiliar settlement, a broken light bulb, and an unfair law may seem to have very little in common.

[4] Yet each presents the same basic problem:

[5] Something about the current situation is not working. What should happen next?

[6] In science, people observe conditions, gather evidence, test explanations, and revise their thinking.

[7] In history, individuals and societies also face changing conditions. They gather information, debate choices, act, and experience consequences.

[8] The subjects are different, but the thinking pattern can be surprisingly similar.

[9] NOTICE · QUESTION · GATHER · COMPARE · DECIDE · ACT · CHECK

[10] Understanding this pattern helps explain not only how people solve problems, but also why some changes succeed while others create new difficulties.

[11] Change Begins With Conditions

[12] Before deciding what to do, it helps to understand the situation.

[13] That sounds simple.

[14] It is not always simple.

[15] People often notice a problem and immediately assume they know the cause.

[16] A plant looks weak, so it must need more water.

[17] A law causes anger, so everyone must want the same solution.

[18] An invention fails, so the entire idea must be impossible.

[19] Those conclusions may be correct.

[20] They may also be wrong.

[21] The first task is to observe.

[22] What is actually happening?

[23] Living Things Respond in Different Ways

[24] The natural world provides useful examples.

[25] A newly hatched sea turtle faces immediate danger.

[26] It must move from its nest toward the ocean.

[27] It cannot attend a lesson first.

[28] It cannot practice for several weeks.

[29] Its instinctive behavior helps it respond immediately.

[30] An orca faces different challenges.

[31] Young orcas can learn behaviors by observing older members of their pod. Hunting cooperatively may require practice, communication, and experience.

[32] Both animals survive through behavior.

[33] But they do not use the same kind of behavior.

[34] That matters.

[35] A useful response must fit the challenge.

[36] The lesson is not that instinct is better than learning or that learning is better than instinct.

[37] The lesson is that different conditions may require different responses.

[38] People Must Adapt Too

[39] Human beings also face unfamiliar conditions.

[40] When the Pilgrims arrived in Plymouth, they entered an environment they did not fully understand.

[41] The climate, growing seasons, plants, wildlife, and local geography differed from what they knew in England.

[42] Determination alone could not give them the information they lacked.

[43] The Wampanoag people possessed knowledge developed through generations of living in the region.

[44] That local knowledge mattered.

[45] Information about crops, fishing, seasons, and resources could make the difference between a poor decision and a better one.

[46] Adaptation therefore requires more than simply working harder.

[47] Sometimes it requires admitting:

[48] Someone else knows something I do not know.

[49] Learning from others can be a survival strategy.

[50] Contact Can Create Unequal Change

[51] Adaptation and cultural contact are not always peaceful or equal.

[52] Spanish settlement in Texas brought missions, presidios, roads, livestock, ranching traditions, language, religion, and new settlements.

[53] But those changes did not affect everyone in the same way.

[54] Many Native American communities faced pressure to change their religions, customs, locations, or ways of life.

[55] Some people cooperated.

[56] Some traded.

[57] Some adapted certain practices.

[58] Others resisted Spanish control.

[59] This illustrates another important principle:

[60] A change can produce different outcomes for different groups.

[61] If researchers ask only whether Spain successfully established settlements, they miss part of the story.

[62] They must also ask what those settlements meant for the people already living there.

[63] Observe Before You Act

[64] Kendrix's garden provides a smaller example of the same thinking skill.

[65] She noticed that the plants looked unhealthy.

[66] Their leaves were pale.

[67] Their stems drooped.

[68] She formed a reasonable first idea:

[69] Perhaps they needed more water.

[70] Then she acted.

[71] She watered more.

[72] But the garden became worse.

[73] The soil turned muddy.

[74] Leaves yellowed.

[75] Her original explanation did not match the new evidence.

[76] At that point Kendrix faced an important choice.

[77] She could continue adding water because she wanted her first idea to be correct.

[78] Or she could reconsider.

[79] She chose to reconsider.

[80] That is one of the most important habits in scientific thinking.

[81] Evidence Can Change an Answer

[82] Kendrix and her grandmother examined the soil.

[83] They recognized that plant roots need more than water. Roots also require access to air, and plants depend on a balance of conditions including sunlight, water, nutrients, and healthy soil.

[84] Kendrix changed her plan.

[85] She watered less often.

[86] She checked soil conditions before watering.

[87] She watched the plants.

[88] Their health improved.

[89] The important lesson is not simply:

[90] Do not overwater plants.

[91] The deeper lesson is:

[92] When evidence does not support your first explanation, change the explanation.

[93] That does not mean the thinking process failed.

[94] It means the thinking process worked.

[95] Failure Can Become Information

[96] Thomas Edison's workshop offers another example.

[97] Developing a practical electric lighting system required repeated testing.

[98] Materials had to be tried.

[99] Results had to be recorded.

[100] Bulbs could break.

- [101] Wires could fail.
- [102] A test that failed to produce a useful light still produced information.
- [103] Workers could ask:
- [104] What material was used?
- [105] How long did it last?
- [106] Why might it have failed?
- [107] What should be changed during the next test?
- [108] This transforms failure into evidence.
- [109] The broken bulb is no longer simply a disappointment.
- [110] It becomes a clue.
- [111] Innovation Is Often a Team Process**
- [112] Another important lesson from the workshop is that invention rarely depends on only one person's effort.
- [113] Workers prepared materials.
- [114] They kept notes.
- [115] They tested wires.
- [116] They watched clocks.
- [117] They compared results.
- [118] They built equipment.
- [119] They shared ideas.
- [120] The famous inventor's name may be remembered, but the process depended on many contributors.
- [121] The same is true of many kinds of change.
- [122] A scientific discovery may involve teams.
- [123] A community improvement may involve volunteers and leaders.
- [124] A political movement may involve thousands of ordinary participants.
- [125] Major changes often appear to have one famous face.
- [126] The evidence usually reveals many hands.
- [127] Cooperation Can Expand What Is Possible**
- [128] Cooperation appears repeatedly across science and history.
- [129] Orcas hunt in pods.
- [130] The Wampanoag shared knowledge with the Pilgrims.
- [131] Colonists coordinated protests and meetings.
- [132] Edison's workers contributed different skills.
- [133] Citizens cooperate in communities.
- [134] Working together can allow people to accomplish something that would be difficult alone.
- [135] But cooperation does not guarantee fairness.
- [136] People can cooperate toward a harmful goal too.

[137] That is why another question must follow:

[138] What did the cooperation produce?

[139] Societies Can Revise Their Thinking

[140] Scientific thinking changes when evidence changes.

[141] Societies can change too.

[142] Before the American Revolution, many colonists did not initially demand independence.

[143] They wanted reforms.

[144] As events continued, opinions changed.

[145] New laws, protests, punishments, meetings, violence, writings, and arguments affected what people believed.

[146] Eventually, many concluded that independence was necessary.

[147] That decision came after years of changing conditions.

[148] Government itself continued evolving afterward.

[149] The Articles of Confederation did not provide the national system many leaders believed the new nation needed.

[150] The Constitution created a different structure.

[151] Concerns about individual rights led to the Bill of Rights.

[152] Later amendments changed the Constitution again.

[153] A governing system can therefore be both stable and changeable.

[154] It may preserve a basic structure while allowing revision.

[155] Not Every Solution Is a Good Solution

[156] This may be the most important fifth-grade research lesson.

[157] Solving the immediate problem does not automatically make a decision good.

[158] At the Constitutional Convention, delegates needed agreements if they were going to create a new Constitution.

[159] The Three-Fifths Compromise helped resolve one disagreement about representation.

[160] But it strengthened political power tied to slavery while enslaved people themselves remained without freedom or political voice.

[161] The agreement helped the convention move forward.

[162] That does not make the agreement just.

[163] Students therefore need to ask more than:

[164] Did it work?

[165] They also need to ask:

[166] Was it fair?

[167] Who benefited?

[168] Who was harmed?

[169] Whose voice was missing?

[170] A successful outcome for one group can be a harmful outcome for another.

[171] Check What Happened Next

[172] Good problem solving does not stop when action begins.

[173] Suppose a community believes cars are traveling too quickly near a school.

[174] Residents might propose a stop sign.

[175] The city installs it.

[176] Problem solved?

[177] Maybe.

[178] Researchers would need to check.

[179] Did traffic slow?

[180] Did accidents decrease?

[181] Did drivers begin taking a different street and create another problem?

[182] Would a crossing guard or different road design work better?

[183] Action produces new evidence.

[184] That evidence becomes the beginning of the next decision.

[185] Reliable Information Matters

[186] People cannot evaluate change well if their information is poor.

[187] A rumor may sound convincing.

[188] A dramatic image may create a strong emotional response.

[189] A statement repeated many times may begin to feel true.

[190] But researchers need evidence.

[191] They ask where information came from.

[192] They compare sources.

[193] They distinguish facts from opinions.

[194] They examine dates and context.

[195] They notice when two people describe the same event differently.

[196] This is important in both science and history.

[197] A scientist should not depend on one observation if more testing is possible.

[198] A historian should not assume one source tells the entire story.

[199] A citizen should not make an important decision based only on an unverified claim.

[200] Changing Your Mind Can Be a Strength

[201] People sometimes believe that changing an opinion shows weakness.

[202] Evidence-based thinking suggests the opposite.

[203] Imagine Kendrix continuing to flood the garden simply because she did not want to admit her first idea was wrong.

[204] Imagine Edison's workers repeating exactly the same failed test again and again without learning from the result.

[205] Refusing to change would not show strength.

[206] It would prevent progress.

[207] A strong thinker can say:

[208] This is what I believed.

[209] This is the evidence I now have.

[210] The evidence suggests a better explanation.

[211] I am changing my conclusion.

[212] That is intellectual growth.

[213] **The Pattern of Change**

[214] Across these examples, a pattern emerges.

[215] **NOTICE**

[216] Something needs attention.

[217] **QUESTION**

[218] Why is this happening?

[219] **GATHER**

[220] What information or evidence can we find?

[221] **COMPARE**

[222] Do different sources or observations agree?

[223] **DECIDE**

[224] What action seems best supported?

[225] **ACT**

[226] Try the solution.

[227] **CHECK**

[228] What happened afterward?

[229] Then there may be one more step:

[230] **REVISE**

[231] If the outcome is not what was expected, change the plan.

[232] That final step keeps the cycle moving.

[233] **Progress Is Not Just Change**

[234] Something can change without improving.

[235] A new law can create an unintended problem.

[236] A new technology can solve one problem while creating another.

[237] A settlement can help one population while harming another.

[238] A compromise can produce agreement without producing justice.

[239] A scientific solution can need further testing.

[240] So researchers should not ask only:

[241] What changed?

[242] They should ask:

[243] Was the change an improvement?

[244] And then:

[245] Improvement for whom?

[246] That is a much harder question.

[247] It is also a much stronger research question.

[248] The Work Continues

[249] Sea turtles respond through instinct.

[250] Orcas learn through experience.

[251] People adapt to environments.

[252] Scientists test explanations.

[253] Inventors revise designs.

[254] Communities debate choices.

[255] Governments amend laws.

[256] Citizens examine outcomes.

[257] These examples do not prove that science and history operate exactly the same way.

[258] They do reveal a shared habit of mind:

[259] Pay attention to what happens next.

[260] Change should create new questions.

[261] What worked?

[262] What failed?

[263] What surprised us?

[264] Who was affected?

[265] What new evidence appeared?

[266] What should happen now?

[267] Progress does not come from changing simply for the sake of change.

[268] It comes from learning.

[269] Observe carefully. Question thoughtfully. Gather evidence. Choose responsibly. Check the result. And when the evidence demands it, be willing to change again.

[270] Source-to-Writing Reflection

[271] Choose one final question from this source that would help a researcher decide whether a change was an improvement. Record an exact phrase that makes the question worth asking.

[272] Then explain what the phrase shows about evidence, fairness, consequences, or revision. Do not summarize the source; explain why the detail matters.

[273] Compare that idea with one civic or scientific example from earlier in the source. Name the job the detail will do in your writing.

48. Student Annotation Guide

Students read each clean passage first, then use TRACKS to mark evidence and record paragraph numbers in the civic and scientific evidence banks. The goal is not to color every sentence. The goal is to choose a detail that can do a job in a research explanation.

Passage 1 "From Protest to Participation: How a Nation Changes"

Mark paragraph [18] as a question about representation, paragraph [30] as participation, paragraph [78] as a warning that compromise and fairness are not the same thing, paragraph [120] as the need for information, and paragraph [141] as listening to evidence behind another viewpoint.

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

Mark paragraph [21] as the first task to observe, paragraph [92] as revision when evidence changes an answer, paragraph [183] as action producing new evidence, paragraph [192] as comparing sources, and paragraph [243] as the improvement question.

Evidence Bank Planning: Civic Passage

Source	Research Question	Paragraph	What the detail must prove
From Protest to Participation: How a Nation Changes	How does evidence help people make stronger choices?		
From Protest to Participation: How a Nation Changes	Whose viewpoint or consequence should a researcher consider?		

Evidence Bank Planning: Observation, Testing, Evaluation, and Revision

Source	Research Question	Paragraph	What the detail must prove
How Change Happens: Observe, Adapt, Test, and Improve	How does evidence help people make stronger choices?		
How Change Happens: Observe, Adapt, Test, and Improve	How can researchers check whether a change was an improvement?		

49. TRACKS Evidence Highlighting

TRACKS is the fixed reading annotation chart. Use the categories exactly as written while students build both evidence banks.

Letter	Category	What to Look For	Highlight Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs or adverbs.	Pastel Purple

A	Actions	Actions, problems, conflicts, or causes. Often verbs or adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters, people, or animals, or major concepts as the central idea. Often nouns or proper nouns.	Pastel Yellow
K	Key Knowledge	All other important information needed for the meaning of the passage that is not in another TRACKS category.	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged or measured through the five senses.	Pastel Green

50. Five-Day GRADUATE Lesson

Every day is exactly 15 minutes. The shared Research HABIT is Notice then Question then Gather then Compare then Decide then Act then Check. Students return to an earlier step when new evidence requires revision.

DAY 1 | GATHER AND REVEAL | 15 MINUTES

TEKS + ELPS: [5.11(A)], [5.13(A)], [5.13(B)(ii)], [5.13(D)(i)], [5.13(D)(ii)]; ELPS 1(E)(i), 2(E)(i). **Purpose:** Students restate a challenge, distinguish an observation from an assumption, and ask what evidence is needed.

Evidence Role	What the teacher and students do
■ TEACH	Introduce the module question and model Passage 2 [65], "Their leaves were pale," beside [68], "Perhaps they needed more water." Explain that an observation and an assumption are not the same.
○ LEARN	Students name a challenge that is unfair, unsafe, unsuccessful, confusing, or not working, then ask what they need to know before choosing.
✓ ASSESS	Collect one research question that can guide an evidence bank. Listen for a question rather than a topic label.

TEACHER SCRIPT

"Do not tell the whole story yet. Start with the first detail that makes a thinker stop and notice."

TEACHER SCRIPT

"A strong researcher can name what is known and what still needs a question."

TEACHER SCRIPT

"This week we are studying one part of the change process: gather and compare evidence before choosing what to do."

TEACHER SCRIPT

"A feeling may begin a question, but evidence must guide the next decision."

Research Plan Check-In: Follow the Plan (5.13(B)(ii))

SAY = read the Teacher Script box word for word. **DO** = teacher direction, not read aloud.

TEACHER SCRIPT

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

TEACHER SCRIPT

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

TEACHER SCRIPT

"If a step is not finished, write one next move you will complete today. Following a plan means you always know your next move."

DO: Give three minutes for students to mark their plans.

DO: Confer first with students who have fewer than three source notes; help each one set one next move for today.

Student Task

Students check off finished steps on the Research Plan Organizer, circle the current step, and write one next move.

Mini-Lesson: Primary and Secondary Sources (5.13(D)(i), 5.13(D)(ii))

SAY = read the Teacher Script box word for word. **DO** = teacher direction, not read aloud.

TEACHER SCRIPT

"Researchers ask where information comes from. 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."

TEACHER SCRIPT

"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."

TEACHER SCRIPT

"From Protest to Participation is a secondary source. It was written later to explain what happened. Inside it, the author quotes primary sources, like Abigail Adams urging John Adams to Remember the Ladies, and the Declaration of Independence."

TEACHER SCRIPT

"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?"

TEACHER SCRIPT

"A primary source gives us a voice from the time, but it shows one person's viewpoint. A secondary source can give the bigger picture, but we must check that the author used reliable evidence."

DO: Display the Credibility Questions chart. Model the four questions aloud with the Abigail Adams quotation.

DO: Teams sort the six Source Cards into primary and secondary, then choose one of each to rate for credibility.

DO: Listen for a reason in every rating, such as: I trust this primary source because the writer lived at that time, but I need another source because it shows one viewpoint.

Credibility Questions

Question	Primary Source	Secondary Source
Who made it?	A person who was there	A writer who studied the event later
When was it made?	At the time of the event	After the event
How does the maker know?	Firsthand experience	Research from other sources
Can I check it?	Compare it with another voice from the time	Check that its facts match primary sources

Source Cards

Source Card	Primary or Secondary?
Abigail Adams's words to John Adams:	Primary

"Remember the Ladies"	
The Declaration of Independence (1776)	Primary
A newspaper article a colonist wrote in 1765 about the Stamp Act	Primary
A record Edison's workers kept during a light test	Primary
"From Protest to Participation: How a Nation Changes"	Secondary
"How Change Happens: Observe, Adapt, Test, and Improve"	Secondary

Student Task

Students sort the six Source Cards, then rate one primary and one secondary source as more credible or less credible, answering the four credibility questions with a reason.

DAY 2 | ATTEMPT | 15 MINUTES

TEKS + ELPS: [5.13\(C\)](#), [5.11\(B\)\(iv\)](#); ELPS 2(E)(i), 3(G)(i). **Purpose:** Students gather precise evidence from both sources and defend why each detail fits.

Evidence Role	What the teacher and students do
■ TEACH	Model Passage 1 [18], where colonists ask why Parliament could tax the colonies without elected representatives, and Passage 2 [82], where Kendrix and her grandmother examine the soil.
○ LEARN	In Evidence Court, students record a source title, paragraph number, exact detail or faithful paraphrase, and the job the detail may do.
✓ ASSESS	Students defend, "This detail matters because ____." The explanation must name what the detail proves.

TEACHER SCRIPT

"Your job is not to match words that sound alike. Your job is to decide which evidence or question will help a researcher investigate."

TEACHER SCRIPT

"If your group disagrees, point to the wording of the card and explain your evidence."

DAY 3 | DISCUSS AND USE | 15 MINUTES

TEKS + ELPS: [5.12\(B\)\(i\)](#), [5.12\(B\)\(ii\)](#), [5.13\(C\)](#), [5.13\(E\)\(i\)](#); ELPS 4(C)(i), 4(F)(ix). **Purpose:** Students compare one civic detail and one scientific detail, then write Body Paragraph 2 of the cumulative research paper.

Evidence Role	What the teacher and students do
■ TEACH	Model how Passage 1 [131], "Gathering evidence can make discussion more useful," and Passage 2 [192], "They compare sources," serve connected but different evidence roles.
○ LEARN	Partners compare details and name whether each shows a challenge, question, evidence, choice, action, consequence, or revision.
✓ ASSESS	Students write R-E1-E2: a reason, evidence with paragraph credit, and an explanation of what the evidence proves about a stronger choice.

TEACHER SCRIPT

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

TEACHER SCRIPT

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

TEACHER SCRIPT

"The thinking must be yours. You may use notes and source logs, but every E2 must explain your own reasoning."

TEACHER SCRIPT

"Before you write a new sentence, reread your reason. Does this source detail help prove it?"

Mini-Lesson: Show What I Gathered (5.13(E)(i))

SAY = read the Teacher Script box word for word. **DO** = teacher direction, not read aloud.

TEACHER SCRIPT

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

TEACHER SCRIPT

"Use your source notes to complete the 3 2 1 Understanding Check: three facts in your own words, two connections between the sources, and one question you still have."

TEACHER SCRIPT

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

DO: Model one fact in your own words and one connection, such as: Colonists and Kendrix both gathered evidence before they chose what to do.

DO: Give six minutes for the 3 2 1 Understanding Check, then two minutes for partner talk with notes closed.

DO: Students who cannot restate without notes reread one source note and try again before independent writing.

3 2 1 Understanding Check

Part	What I Write
3 facts	Three facts I gathered, each in my own words, with the source named
2 connections	Two ways the sources agree, disagree, or add to each other
1 question	One question I still need to answer

Student Task

Students complete the 3 2 1 Understanding Check and write a two sentence summary that answers the module question.

DAY 4 | AWARD AND TARGET | 15 MINUTES

TEKS + ELPS: [5.11(C)(iii)], [5.11(C)(iv)], [5.11(C)(ix)]; ELPS 2(E)(i), 4(F)(ix). **Purpose:** Students identify a strength, target a precise next move, and revise a sentence when evidence does not support the first explanation.

Evidence Role	What the teacher and students do
■ TEACH	Model Passage 2 [75] and [79]. Kendrix's first explanation did not match the new evidence, so she reconsidered.
○ LEARN	Students award a strength for precise source credit or a clear explanation and target one missing link.
✓ ASSESS	Students revise one sentence so the source detail, explanation, and research question connect.

TEACHER SCRIPT

"Award yourself for an exact research move you can prove you made."

TEACHER SCRIPT

"A specific strength helps you repeat the HABIT tomorrow."

TEACHER SCRIPT

"A target is not a complaint. It is a next move."

TEACHER SCRIPT

"Choose one place where you can make the evidence-to-reason connection clearer."

DAY 5 | EXPLAIN TO OTHERS | 15 MINUTES

TEKS + ELPS: [5.11(D)(i)], [5.11(D)(xxii)], [5.12(B)(i)]; ELPS 1(E)(i), 2(E)(i). **Purpose:** Students teach the shared habit, explain how researchers check consequences, and prepare the module answer.

Evidence Role	What the teacher and students do
■ TEACH	Revisit Passage 2 [240] through [247]: researchers ask what changed, whether it was an improvement, and improvement for whom.
○ LEARN	Partners explain the seven-step habit and identify where revision may return the cycle to an earlier step.
✓ ASSESS	Students present a source-based answer to the module question and identify one paragraph that supports it.

CLOSING SCRIPT

"Teach the big idea before you list the details."

TEACHER SCRIPT

"Your audience should hear how your evidence works together, not only what happened."

TEACHER SCRIPT

"The challenge or action was _____. My research question or claim was _____. One source showed _____. This evidence matters because _____. A second source helped me understand _____. The larger lesson is _____."

TEACHER SCRIPT

"The source detail I will use is _____. It proves my reason because _____."

TEACHER SCRIPT

"Build one clear reason, one exact detail, and one explanation. Then add the next piece."

Research HABIT Evidence Chain

Step	Question for the source log	Example from the research passages
Notice	What is unfair, unsafe, unsuccessful, confusing, or not working?	Passage 2 [65]: "Their leaves were pale."
Question	What do I need to know before choosing?	Passage 1 [18]: colonists asked why Parliament could tax them when the colonies did not elect representatives.
Gather	Which exact detail answers the question?	Passage 2 [82]: Kendrix and her grandmother examined the soil.
Compare	Do sources or observations agree, differ, or add a viewpoint?	Passage 2 [191] through [195]: researchers compare sources, facts, dates, and context.
Decide	What action is best supported?	Passage 1 [113]: citizens may attend meetings, volunteer, contact representatives, sign petitions, serve on boards, help campaigns, organize projects, or learn about an issue.
Act	What did people try?	Passage 2 [84] through [87]: Kendrix watered less often, checked soil conditions, and watched the plants.
Check	What happened afterward, and was it an improvement?	Passage 2 [88] says the plants' health improved, while [243] asks whether the change was an improvement.

Student Exemplars

Deck slides 17-19 use this prompt: Explain how evidence helps people make stronger choices using both research passages. The examples show the difference between naming a topic, giving a general reason, and connecting precise evidence to an explanation.

51. Low / Developing Exemplar

Field	Detail
Student response	"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.

52. Medium / Approaching Exemplar

Field	Detail
Student response	"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.

53. High / Secure Exemplar

Field	Detail
Student response	"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.

Additional Secure Exemplars

Type	Clue Word	Strong Thesis (central idea)	Why It Works
Passage 1 transfer	Evidence	People can make stronger civic choices when they gather information, listen to another viewpoint, and compare the action with its consequences.	Uses paragraphs [131], [140] through [142], and [147] through [153] as an evidence path.
Passage 2 transfer [5.7(B)]	Revision	Researchers make stronger choices when they change an explanation after evidence does not support the first idea.	Uses paragraphs [75] through [94] to connect evidence, reconsideration, and improvement.

Secure Response: Evidence and Explanation (Deck Slide 19)

Response Part	Text from the Secure Model	Why It Works
Evidence	Passage 1 [131] states, "Gathering evidence can make discussion more useful." Passage 2 [192] says, "They compare sources."	Uses two exact source details with paragraph credit.
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.	Connects both details to the thesis (central idea) and the module question.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

What an adequate final understanding should include: a student who understands this module can (1) identify a relevant source detail and paragraph number, (2) distinguish an observation from an assumption, (3) compare evidence and viewpoints across both passages, (4) explain what the evidence proves about a choice, and (5) revise when new evidence changes the explanation. Accept varied wording when the source credit, evidence, and explanation are accurate.

55. Standards Evidence Trail

Evidence ID	Location	Role	What It Demonstrates
T1	Day 1 Gather + Reveal	■ TEACH	Observation and assumption distinguished with Passage 2 [65] through [68].
T2	Day 1 Gather + Reveal	■ TEACH	The module question, Research HABIT, and evidence-bank purpose modeled.
L3	Day 2 Attempt	○ LEARN	Evidence Court details recorded with source titles and paragraph numbers.
L4	Day 3 Discuss + Use	○ LEARN	Students compare civic and scientific evidence and explain what each proves.
A5	Day 3 Discuss + Use	✓ ASSESS	Independent R-E1-E2 Body Paragraph 2 explanation.
A6	Day 4 Award + Target	✓ ASSESS	Student names a precise evidence or explanation strength.
A7	Day 4 Award + Target	✓ ASSESS	Student revises a sentence so evidence and explanation connect.
A8	Day 5 Explain + Educate	✓ ASSESS	Student teaches the Research HABIT and the check for improvement.
A9	Day 5 Explain + Educate	✓ ASSESS	Student presents a source-based answer and identifies paragraph support.

56. Assessment Opportunities

Field	Detail
Purpose	Determine whether students can gather and compare evidence, explain what it proves, and connect it to a stronger choice.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	Student notebooks, Evidence Court cards, pencils, source logs, paragraph-number bookmarks, and both provided passages.
Related TEKS Breakout	5.11(A) planning; 5.11(B)(iv) specific facts and details; 5.12(B)(i) clear central idea; 5.13(C) relevant information from sources.
Task	Students record a source detail, paragraph number, and evidence job; compare details from both passages; explain what the evidence proves; and revise one sentence.

Expected Response	A source-based R-E1-E2 explanation states a reason, uses relevant evidence with paragraph credit, and explains how the evidence supports a stronger choice.
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Informal Assessment. During Days 1-2, listen for a clear distinction between an observation and an assumption, and watch whether students record an exact detail and paragraph number before defending it in Evidence Court.

Formative Assessment. The Day 3 independent R-E1-E2 explanation is the formative check. Students compare Passage 1 [131] with Passage 2 [192], state what each detail proves, and connect the comparison to a stronger choice.

Exit Ticket Assessment. The Day 5 exit ticket asks students to answer the module question with one source detail, paragraph credit, and a check of whether the change was an improvement.

Assessment Prompt Bank (Teacher Reference)

Prompt	Prompt Type	Expected Thesis (central idea)
How does evidence help people make stronger choices?	Evidence and explanation	Evidence helps people make stronger choices because they gather relevant details, compare viewpoints and consequences, and check what happens next.
What should researchers ask before calling change an improvement?	Evaluation	Researchers should ask, "Was the change an improvement?" and "Improvement for whom?" Passage 2 [240] through [247].
How can a researcher revise a first explanation?	Revision	When evidence does not support the first explanation, the researcher changes the explanation, as Passage 2 [91] through [94] explains.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Name: _____ **Date:** _____

TEKS: 5.12(B)(i) / 5.13(C) (clear central idea and relevant source information) | **Student-Friendly**

Target: I can use evidence from both passages to explain a stronger choice.

Directions: 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 [] 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

58. Exit Ticket Answer Key

Item	Answer	Expected Thinking	Points	TEKS Evidence
1	Explain what evidence proves and connect it to a choice.	Evidence supports reasoning; a list alone is not enough.	2	<u>5.13(C)</u> ; <u>5.12(B)(i)</u>
2	Secure example: Evidence helps people make stronger choices because researchers gather relevant details, compare viewpoints and consequences, and check what happens next. Award 4 for a focused thesis (central idea); 3 for a clear but general answer; 2 for a related detail without the answer; 1 for a topic only; 0 for no response.	States the central idea, not a single detail.	4	<u>5.12(B)(i)</u>
3	Accept Passage 1 [131] or Passage 2 [192] with the	Makes the evidence traceable.	2	<u>5.13(C)</u>

	source title and paragraph number. Award 2 for accurate credit; 1 for a source without paragraph credit; 0 if absent.			
4	Secure answer: "Was the change an improvement?" and "Improvement for whom?" from Passage 2 [243] and [245]. Award 2 for both questions; 1 for one; 0 for neither.	Checks consequence, fairness, and improvement.	2	5.12(B)(i)

59. Scoring Principle

Score the primary TEKS, source accuracy, relevance of the evidence, comparison, explanation, and revision. Minor handwriting or convention errors should not remove evidence or explanation points if they do not change the meaning. A student who names a precise source detail and explains what it proves earns the constructed-response points even when a small spelling or punctuation slip is present.

60. Gradebook Conversion

Raw Score	Percent	Interpretation	Next Instructional Step
9-10	90-100%	Secure	Extend by comparing a second viewpoint and evaluating consequences.
7-8	70-89%	Developing	Reteach the missing evidence credit or explanation link.
5-6	50-69%	Emerging	Use a small group to separate observation, assumption, and evidence.
0-4	Below 50%	Beginning	Reread one source section and rehearse the frame, "This detail matters because ____."

61. Recommended Gradebook Label

Gradebook label: "G5 C8 M2 Evidence and Choice (Exit Ticket)."

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Field	Detail
Primary TEKS	[5.11(A)] planning; [5.11(B)(i)] focused draft; [5.12(B)(i)] clear central idea; [5.13(C)] relevant source information
Spiral TEKS	[5.11(C)(iii)] , [5.11(C)(iv)] , [5.11(C)(ix)] revising; [5.7(C)] text evidence; [5.7(F)] vocabulary; [5.7(G)] important ideas
Purpose	Students write Body Paragraph 2 for the cumulative research paper and connect a reason to evidence and explanation using R-E1-E2.
Exact Student Prompt	Explain how evidence helps people make stronger choices. Use both research passages.
Exact Student Directions	Choose a reason about evidence and choice. Record one detail from each passage with paragraph credit. Compare the details, explain what they prove, and revise your explanation if a detail does not fit.
Non-Negotiable Expectations	A focused research explanation with a reason, relevant evidence from both sources, source credit, a comparison, and an explanation linking the evidence to a stronger choice. Use at least two module vocabulary words.

WRITING REQUIREMENT **[5.7(F)]**

Use at least two vocabulary words from this module's vocabulary list in your written response.

63. Student Planning Frame

Optional access support without lowering rigor. The student still writes every part.

1. Write the reason your paragraph will prove.
2. Record Passage 1 and its paragraph number.
3. Record Passage 2 and its paragraph number.
4. Compare the details: what is alike, different, or connected?
5. Explain what each detail proves about a stronger choice. **[5.7(C)]**
6. Check whether your explanation distinguishes evidence from an assumption. **[5.7(G)]**
7. Revise one sentence for clarity, coherence, and source credit.

64. Writing Assignment Rubric

Five criteria, four levels, converting to 20 points, with the focus on evidence selection, comparison, explanation, and revision.

Criterion	4 Secure	3 Developing	2 Emerging	1 Beginning
Reason and focus	States a precise reason about evidence and choice and keeps the paragraph focused.	Reason is clear but general.	Topic is present but the reason is unclear.	No reason.
Evidence and source credit [5.7(C)]	Uses relevant details from both passages with accurate paragraph numbers.	Uses both passages with one credit error.	Uses one relevant detail or vague credit.	No relevant evidence.
Comparison	Explains how the two details are alike, different, or connected.	Names a comparison with limited explanation.	Lists two details without comparison.	No comparison.
Explanation [5.7(G)]	Explains what the evidence proves about a stronger choice.	Explains part of the connection.	Restates evidence without explaining.	No explanation.
Revision, conventions, and vocabulary [5.7(F)]	Revises for clarity, uses complete sentences, and uses two module vocabulary words.	Mostly complete; one target is missing.	Some fragments or limited revision.	Meaning unclear.

65. Writing Gradebook Conversion

Rubric Score	Percent	Instructional Interpretation	Next Step
18-20	90-100%	Secure research explanation writer	Enrichment: evaluate consequences and compare an additional viewpoint from the sources.
14-17	70-89%	Developing	Confer on the weakest criterion; re-draft one part.
10-13	50-69%	Emerging	Intervention on source credit, comparison, and evidence explanation.
Below 10	Below 50%	Beginning	Reread one source section and rehearse the evidence frame.

66. Teacher Feedback Shortcuts

- Strength: "You gave the source title and paragraph number so the reader can locate your evidence."
- Strength: "You compared the two details and named what they prove."
- Target: "Check whether this detail answers your reason or only interests you."
- Target: "Explain what the evidence proves instead of repeating the evidence."
- Revision: "Revise this sentence so the evidence, viewpoint, and choice connect."
- Vocabulary: "Add one more module vocabulary word to make your reasoning precise."

Response to Student Need

67. Intervention: Name the Thinking

Field	Detail
Purpose	Support students who need help distinguishing an observation from an assumption, choosing relevant evidence, comparing details, or explaining what evidence proves.
Group Size	Small group (3-6 students)
Time	10-12 minutes
Materials	Observation and assumption sort, source logs, paragraph-number bookmarks, R-E1-E2 frames, and both provided passages
Relevant TEKS Breakout	5.13(C) relevant source information; 5.11(B)(iv) specific details; 5.11(C)(iii) adding ideas
Relevant ELPS	1(C) follow oral directions; 2(F) restate and respond

Step 1: Separate the Thinking. Students sort exact source statements from assumptions. Use Passage 2 [65] through [69].

CLASS SLIDE

Observation: "Their leaves were pale." Assumption: "Perhaps they needed more water."

TEACHER SCRIPT

"An observation tells what the source shows. An assumption is an idea we have before enough evidence is gathered. Point to the words that can be checked."

Have students record the paragraph number for each statement, then explain which statement can guide the next question.

Step 2: Build Evidence.

CLASS SLIDE

This detail matters because _____.

Use Passage 1 [131] and Passage 2 [192]. Students name the source, paragraph, detail, and evidence job, then rehearse the because explanation.

Step 3: Compare and Fix It. Give students one civic detail and one scientific detail. Ask what is alike, different, or connected. If the comparison only lists facts, revise it to explain what both details prove about a stronger choice.

Step 4: Say It. Students turn to a partner and rehearse: "In Passage ____, paragraph ____, the source says _____. This matters because _____." The partner asks, "What does that prove?"

Small Group Teacher Table: Ask "What does the source actually say?" "What are you assuming?" "What is the paragraph number?" "What does the detail prove?" Keep the evidence task intact and return the final explanation to the student.

68. Embedded Checks & Student Support

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask students to identify an observation.	Students point to what the source states and record the paragraph.	Students choose an explanation instead of an observation.	Ask, "Which words can be checked directly in the source?"
Ask students to gather a detail.	Students name the source, paragraph, detail, and evidence job.	Students choose an interesting detail without a purpose.	Ask, "How does it help prove the reason?"
Ask students to compare two details.	Students name an alike, different, or connected idea.	Students list details without comparing them.	Use the frame, "Both sources show ____, but ____."
Ask how evidence proves a reason.	Students connect a text detail to a choice or conclusion.	Students repeat the evidence.	Use the frame, "This detail matters because ____."

69. Student Support Quick Reference

If a student...	Support to Provide
Calls an assumption an observation	Return to the exact source sentence and label what can be checked.
Chooses a detail without a purpose	Ask what the detail proves about the reason or choice.
Lists two sources without comparing them	Use "Both sources show ____, but ____" and require a because explanation.
Masters quickly	Route to consequence and improvement evaluation.

Supporting Materials in This Book: the Research HABIT chart, TRACKS chart, source logs, Evidence Court cards, R-E1-E2 chart, sentence frames, exemplar explanations, and My Progress Tracker support this module's checks.

70. Enrichment: Connect Across Texts

Field	Detail
Purpose	Challenge students who gather accurately to compare two evidence paths, evaluate consequences, and explain whether a change was an improvement.
Group Size	Pairs or small groups
Materials	Both rendered passages, notebooks, TRACKS chart, source logs, and Evidence Court cards
Relevant TEKS Breakout	5.12(B)(i) clear central idea; 5.11(C)(ix) combining ideas; 5.7(B) compare across sources
Relevant ELPS	2(E) explain information; 4(D) grade-appropriate sentences

Part 1: Compare the Evidence. Compare Passage 1 [131], "Gathering evidence can make discussion more useful," with Passage 2 [192], "They compare sources." **5.7(B)**

CLASS SLIDE

Explain what the two details prove about stronger choices.

Students identify the shared idea, the different context, and the evidence job. They must explain why the civic detail concerns discussion while the scientific detail names a research action.

Part 2: Evaluate Consequences. Students connect Passage 1 [147] through [153] and Passage 2 [171] through [184] to the check step. Partners ask whether the change was an improvement and for whom.

Part 3: Develop and Transfer. Use R-E1-E2 to plan Body Paragraph 2. Then write a second explanation using Passage 2 [91] through [94], explaining why changing an explanation can show that the thinking process worked.

Expert Reflection: have students explain how each source detail changes the decision a researcher can make.

71. Additional Writing Opportunity: Plan and Draft

Writing Prompt: Explain how evidence helps people make stronger choices. Use evidence from "From Protest to Participation: How a Nation Changes" and "How Change Happens: Observe, Adapt, Test, and Improve."

Connection to This Module: this week you learned to use the Research HABIT, gather exact paragraph credit, compare details, and develop an R-E1-E2 explanation: Reason, Evidence 1, and Explanation 2.

Planning Support

1. State the reason your paragraph will prove.
2. Choose one relevant detail from Passage 1 and record its paragraph number. **[5.7(C)]**
3. Choose one relevant detail from Passage 2 and record its paragraph number. **[5.7(C)]**
4. Compare the details and name an alike, different, or connected idea.
5. Explain what the evidence proves about a stronger choice. **[5.7(G)]**
6. Check whether the result was an improvement and for whom.
7. Revise one sentence for coherence and clarity.

WRITING REQUIREMENT **[5.7(F)]**

Use at least two vocabulary words from this module's vocabulary list in your written response.

Drafting Space: write Body Paragraph 2. Start with the reason, add evidence from both sources with paragraph credit, compare the details, and explain what they prove about a stronger choice.

Success Criteria

- My reason is focused on how evidence supports a stronger choice.
- I use relevant evidence from both passages with paragraph credit.
- I compare the details instead of listing them.
- I explain what the evidence proves.
- I check consequences and revise for clarity.

72. Additional Writing Opportunity: Revise, Edit, and Share

Revise. Read your response aloud. Add, delete, or combine ideas so the evidence and explanation connect clearly (TEKS **[5.11(C)(iii)]**, **[5.11(C)(iv)]**, **[5.11(C)(ix)]**).

Edit. Check complete sentences, capitalization, punctuation, subject-verb agreement, and quotation marks around direct quotations (TEKS **[5.11(D)(i)]**, **[5.11(D)(xxii)]**).

Share. Read your response to a partner. Your partner identifies the reason, source credit, evidence, comparison, and explanation.

Companion Resources: additional revising and editing daily slides, teacher lesson plans, student interactive workbooks, and Module 2 answer keys are available in the companion resources.

Engagement & Home Connection

73. Auditory Engagement Moments

Give every learner a chance to hear and say the thinking, not only read it. These moments are built around this module's work: naming a source detail, distinguishing evidence from assumption, comparing viewpoints, and explaining what evidence proves.

- Read Passage 2 [65] through [69] aloud. Students identify the observation and the assumption.
- "Name the evidence": partners state a source title, paragraph number, detail, and evidence job.
- Read Passage 1 [131] and Passage 2 [192] aloud; students compare the evidence jobs.
- A student reads an R-E1-E2 explanation aloud; the class listens for a reason, source credit, and because explanation.

74. Pause Points

Pause the lesson at these moments and give students a few quiet seconds to think before they answer.

PAUSE POINT: BEFORE GATHERING

What does the source actually say, and what am I only assuming?

PAUSE POINT: MIDWAY

Do I have a precise source detail and paragraph number from both passages? What does each detail prove?

PAUSE POINT: BEFORE YOU FINISH

Did I compare the details, explain the choice, and check whether the change was an improvement?

75. At-Home Connection

These at-home tasks turn a student into an evidence detective. They need little or no materials and each ends in a short conversation, not a worksheet. Time: a few minutes each. Materials: none needed.

TEACHER INFORMATION: TASK CARD 1

Send this card home first. It practices separating an observation from an assumption.

Task Card 1: Observation or Assumption? Use the source examples "Their leaves were pale" and "Perhaps they needed more water." Ask the student which can be checked directly and which is an assumption. Family signature: _____

TEACHER INFORMATION: TASK CARD 2

This card helps students identify a source detail and explain its job.

Task Card 2: Evidence Job. Choose Passage 1 [131] or Passage 2 [192]. Name the source and paragraph number, then complete: "This detail matters because ____." Family signature: _____

TEACHER INFORMATION: TASK CARD 3

Card 3 provides language support without reducing the thinking demand.

Task Card 3: Careful Choice. Ask, "What evidence would help us make a responsible choice?" Name what is known, what still needs to be checked, and whose viewpoint matters. Finish: "Our careful choice would be ____ because ____." Family signature: _____

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"Use this tracker as a private reflection tool. Check one response for each skill after you have practiced it, and use your evidence to choose your next move."

Directions: This tracker is for YOU. As you practice gathering and comparing evidence, look at each skill below. If you can do it all by yourself without help, check the box that matches how you feel. Be honest with yourself. This helps you see your growth.

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

77. Student Award

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

78. Student Target

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.

Use this clean target as the student's own statement during the Award and Target routine.

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

"This month, you did not just collect facts. You studied change."

TEACHER SCRIPT

"Strong thinkers notice a challenge, ask questions, use evidence, act, check consequences, and revise when needed."

TEACHER SCRIPT

"A change is not automatically an improvement. Researchers ask who benefited, who was harmed, whose voice was missing, and what should happen next."

80. Essential / Overarching Question, Answered

How does evidence help people make stronger choices?

Evidence helps people compare explanations, avoid weak assumptions, understand different viewpoints, and choose actions more responsibly. In the two research passages, people gather relevant details, compare sources or observations, explain what the evidence proves, check consequences, and revise when the evidence does not support the first explanation.

81. Teacher Reflection

- Which students recorded precise source credit, and who still needs help locating a paragraph?
- Which students separated an observation from an assumption?
- Which students compared evidence and explained what it proves?
- Who demonstrated a clear connection between evidence and a stronger choice?
- Who needs intervention on evidence selection, and who is ready to evaluate consequences and improvement?
- Which evidence should I preserve?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

Collect and date evidence that shows the skill was taught and learned:

- Student source logs with paragraph credit
- Day 2 Evidence Court evidence and explanations
- Day 3 independent Body Paragraph 2 R-E1-E2 explanations
- Day 4 revised sentences and precise next moves
- The Module 2 My Progress Tracker
- Exit tickets at each level (still developing, approaching, and secure) so a reviewer can see the range of the class

Production & Implementation Support

83. Module Slide Deck Build Sheet

Slide	Title	Required Content	Lesson Location
1	Evidence and Choice	Module 2; Grade 5 Cluster 8; Week 2; Medium stamina; informational research writing	Cover
2	Meet Our Week!	Research HABIT, evidence-bank purpose, I Can statements, and I Will statements	Learning Destination; Day 1
3	What Does the Source Actually Say?	Passage 2 [65] through [69]; observation beside assumption	Day 1 Gather
4	Build an Evidence Bank	Source title, paragraph number, exact detail, and evidence job	Day 1 Reveal
5	Watch the Evidence Work	Passage 1 [131] and Passage 2 [192]; model because explanation	Day 1 Reveal
6	R-E1-E2	Reason, Evidence 1, and Explanation 2 for Body Paragraph 2	Day 1 Reveal
7	Evidence Court	Defend why a source detail fits the research question	Day 2 Attempt
8	Compare the Evidence	Passage 1 [131] and Passage 2 [192]; alike, different, and connected ideas	Day 3 Discuss
9	Write Body Paragraph 2	R-E1-E2 explanation with source credit and comparison	Day 3 Use
10	Notice the Strength	Precise source credit, relevant evidence, and a visible explanation	Day 4 Award
11	Choose the Next Move	Revise a sentence when the evidence does not support the first explanation	Day 4 Target
12	Turn and Teach	Explain the Research HABIT and the evidence-to-choice connection	Day 5 Explain
13	Exit Ticket	Answer the module question, cite one paragraph, and evaluate improvement	Day 5 Transfer
14	Observe, Compare, Explain	Sort observation and assumption; add source credit; rehearse because	Small-group support; Day 4
15	Think Like a Researcher	Compare viewpoints, consequences, and improvement for whom	Enrichment; Day 5
16	My Progress Tracker	Reflect honestly on evidence gathering, comparison, explanation, and revision	Day 5 reflection
17	Let's Look at an Answer!		Section 50

		LOW: Evidence helps people choose. Topic named; source credit and explanation missing	
18	Let's Look at Another Answer!	MEDIUM: Evidence helps people make stronger choices because they can compare information. Reason general; evidence and explanation missing	Section 51
19	Our Strongest Answer!	HIGH: precise evidence from both passages, comparison, explanation, and check for improvement	Section 52

Guide routines: Retrieval, the overarching question, and citizenship reconnection are taught through the guide routines in this module. **Standards Slide Deck triplets** carry the retell, paraphrase, or summarize work (**5.7(D)**). **Evidence Court cards** support source credit, comparison, and explanation; slide 7 supplies the directions and sample detail.

84. Virtual / Online Adaptation

Keep the skill and rigor identical; change only the delivery and access method. Teaching this module to remote learners? Keep every activity and adjust how students share and respond.

Element	Adaptation
Shared-screen adaptation	Screen-share one student's source log with paragraph credit and explanation for live, whole-class feedback.
Annotation	Students mark TRACKS categories and record evidence jobs on a shared document or slide.
Breakout discussion	Send pairs to breakout rooms to compare one civic detail and one scientific detail, then share what each proves.
Oral response	Students say the source title, paragraph number, and because explanation aloud before typing.
Asynchronous option	Use digital Evidence Court cards. Students submit a source detail, paragraph number, comparison, and explanation.
LMS submission	Collect Body Paragraph 2 through a form or shared document so the teacher can give the same evidence-to-choice feedback as in person.
Digital tracking	Keep the Pause Points; a few seconds of quiet think-time works the same on camera. Students update My Progress Tracker digitally.

PART XIX

Teacher Reflection

85. Teacher Reflection (This Module)

Fill this in after you teach the module. Your honest notes here are what make this module even stronger next year. Write right on the page.

What worked so well that I want to keep it	
What I would change next time	
My favorite moment this module	
A student who surprised me, and how	
Did the pacing fit? Where did we need more or less time?	
Students to pull for a quick small group next	

One standard worth a second pass	
One idea to make this module even better next year	
Open notes	

THE WRITING ACADEMY®, LLC.
Teacher Lesson Plan Guide

Action, Consequence, and Revision

Grade 5 | Cluster 8 | Module 3

Grade: 5

Cluster: 8, monthlong cumulative research paper unit

Module: 3 of the cluster

Primary Instructional Category: Informational research writing, evidence, consequence, and revision

Module Title: Action, Consequence, and Revision

Content Connection / Passage Titles: "From Protest to Participation: How a Nation Changes" and "How Change Happens: Observe, Adapt, Test, and Improve"

Primary TEKS: [5.11\(A\)](#), [5.11\(B\)\(i\)](#), [5.11\(B\)\(iv\)](#), [5.11\(C\)\(iii\)](#), [5.11\(C\)\(iv\)](#), [5.11\(C\)\(ix\)](#), [5.11\(D\)\(i\)](#), [5.11\(D\)\(xxii\)](#), [5.12\(B\)\(i\)](#), [5.12\(B\)\(ii\)](#), [5.13\(A\)](#), [5.13\(C\)](#)

Approximate Daily Instructional Time: 15 minutes per day, across 5 days

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Response Strand (7-Strand) TEKS Woven Into This Module

Strand 7 is the Response strand. These Grade 5 response standards are woven through the reading, discussion, annotation, and writing in this module.

- **5.7(A)** describe personal connections to a variety of sources, including self-selected texts.
- **5.7(B)** write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.
- **5.7(C)** use text evidence to support an appropriate response.
- **5.7(D)** retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
- **5.7(E)** interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
- **5.7(F)** respond using newly acquired vocabulary as appropriate.
- **5.7(G)** discuss specific ideas in the text that are important to the meaning.

1. A Little Inspiration Goes a Long Way!

This module is the research convergence point. Students use evidence banks to explain how challenges, questions, choices, actions, consequences, and revision create change.

TEACHER SCRIPT

"Research is not one more writing style added at the end of the year. Research is where all of our writing tools come together."

TEACHER SCRIPT

"This module asks students to use information as evidence for an answer, not as a list of disconnected facts."

2. Why This Module Matters

Grade 5 Cluster 8 is a monthlong cumulative research paper unit. This module asks students to check consequences before deciding whether a change was an improvement. Students study who was affected, compare viewpoints, use source details, and revise a plan or conclusion when evidence demands it.

Where it fits: students write Body Paragraph 3 of the cumulative research work using R-E1-E2: state a reason, use evidence from a source, and explain what the evidence proves.

Why it matters: a change can solve one immediate problem and create another. Researchers must evaluate the result, fairness, and next move.

3. Module Essential / Overarching Question

How can researchers decide whether a change actually improved the situation?

Final Research 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.

First Thinking:

Final Thinking:

Family Communication

4. Parent Communication Purpose

Families receive the same content in English and Spanish: students study the two research evidence banks, participate in Impact Investigator, compare consequences and viewpoints, and write Body Paragraph 3. Conversation starters invite evidence-based thinking rather than yes or no answers.

5. Family Letter (English)

Dear Families,

This week your fifth grader studies Action, Consequence, and Revision in the Grade 5 Cluster 8 research project. Students work with "From Protest to Participation: How a Nation Changes" and "How Change Happens: Observe, Adapt, Test, and Improve." The module question is, "How can researchers decide whether a change actually improved the situation?" Students learn to check consequences before deciding whether a change was an improvement.

In class, students participate in Impact Investigator, discuss evidence from both passages, and write Body Paragraph 3 of the cumulative research work. They use R-E1-E2: state a reason, use evidence, and explain what the evidence proves. Ask your student to name one source detail and explain, "This matters because ..."

At home, choose a small decision, change, or question in your family or community. Ask what is known, what still needs to be checked, and whose viewpoint matters. Then ask, "What evidence would help us make a responsible choice?"

With appreciation, Your student's teacher, The Writing Academy®, LLC

6. Family Letter (Spanish) / Carta para las Familias

Estimadas familias:

Esta semana, su estudiante de quinto grado estudia Action, Consequence, and Revision en el proyecto de investigación de quinto grado, Grupo 8. Los estudiantes trabajan con "From Protest to Participation: How a Nation Changes" y "How Change Happens: Observe, Adapt, Test, and Improve." La pregunta del módulo es: "How can researchers decide whether a change actually improved the situation?" Los estudiantes aprenden a revisar las consecuencias antes de decidir si un cambio fue una mejora.

En clase, los estudiantes participarán en Impact Investigator, conversarán sobre la evidencia de los dos pasajes y escribirán el Párrafo 3 del trabajo de investigación acumulativo. Usarán R-E1-E2: presentar una razón, usar evidencia y explicar lo que demuestra la evidencia. Pida a su estudiante que nombre un detalle de una fuente y explique: "Esto importa porque ..."

En casa, elijan una decisión, cambio o pregunta pequeña de la familia o la comunidad. Pregunten qué se sabe, qué todavía se debe comprobar y qué punto de vista importa. Después pregunten: "¿Qué evidencia nos ayudaría a tomar una decisión responsable?"

Con aprecio, La maestra o el maestro de su estudiante, The Writing Academy®, LLC

7. Family Conversation Starters

- What challenge or change do you notice, and why does it matter?
- What do we know from an observation, and what are we only assuming?
- Whose perspective should we hear before making a decision?
- What might happen next, and how could we check whether the result is fair?

Conversación en Casa: ¿Qué desafío o cambio notas, y por qué importa? ¿Qué sabemos por una observación y qué solamente suponemos? ¿Qué punto de vista debemos escuchar antes de decidir? ¿Qué podría pasar después y cómo podríamos comprobar si el resultado es justo?

8. Simple Family Activities

Choose one small family or community decision. Make three notes: what we observe, what we wonder, and what evidence could help. Ask the student to explain which note is evidence and which is an assumption. Finish with: "Our careful choice would be ____ because ____." En español: "Nuestra decisión cuidadosa sería ____ porque ____."

Teacher Road Map

9. Teacher Navigation Key

- **TEACH** teacher explicitly teaches or models the TEKS
 - **LEARN** student practices or develops the TEKS
 - ✓ **ASSESS** student independently demonstrates or transfers learning
- Teacher Script** exact recommended teacher language
- Class Slide** corresponding slide cue

10. GRADUATE Evidence Alignment

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Students name a challenge and research purpose.
Reveal	■ TEACH	Teacher models how a detail becomes evidence.
Attempt	○ LEARN	Students defend an Impact Investigator match.
Discuss	○ LEARN	Students compare source details and viewpoints.
Use	✓ ASSESS	Students write an R-E1-E2 explanation.
Award	✓ ASSESS	Student recognizes a demonstrated strength.
Target	✓ ASSESS	Student identifies a precise next step.
Explain / Educate	✓ ASSESS	Student explains and transfers the learning.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 5, Cluster 8, Module 3
Module Question	How can researchers decide whether a change actually improved the situation?
Primary TEKS	5.11(A) , 5.11(B)(iv) , 5.12(B)(i) , 5.13(A) , 5.13(C)
Research HABIT	NOTICE then QUESTION then GATHER then COMPARE then DECIDE then ACT then CHECK
Passages	Two sustained informational research passages.
Products	Impact Investigator match, R-E1-E2 paragraph, Award and Target, oral explanation.

Standards, Learning & Rigor

12. Learning Destination

Objective: Students will check consequences, ask who was affected, compare viewpoints, and decide whether a plan needs revision. Students will use the two research passages as evidence banks and build a source-based explanation.

I Will Statements

- I will use the Research HABIT to study what happens next.
- I will build an R-E1-E2 explanation with source credit.
- I will revise my thinking when evidence asks me to reconsider.

I Can Statements

- I can check consequences before deciding whether a change was an improvement.
- I can identify a precise source detail that supports my thinking.
- I can explain what evidence proves rather than only repeat it.

TEACHER SCRIPT

"Say the target in your own words. Then show me the evidence that proves you reached it."

13. Success Criteria

- I name the challenge, question, choice, action, and consequence I am studying.
- I select a precise detail from one of the two passages.
- I credit the source by title and paragraph number.
- I explain what the detail proves about improvement, fairness, or revision.
- I ask who benefited, who was harmed, and whose voice was missing.
- I decide whether a plan should continue, change, or be checked again.

14. Evidence That Will Demonstrate Mastery

Mastery is visible when the student labels a source example, defends a match with evidence vocabulary, writes an R-E1-E2 paragraph using one quotation or quoted phrase and one paraphrase, compares two passages, names a consequence, and chooses a precise revision move.

Success criteria: focused reason, relevant evidence, source credit, explanation that begins with what the evidence proves, and a conclusion about whether the change was an improvement.

15. TEKS Correlations

TEKS	Module application
5.11(A)	Plan a first draft for topic, purpose, and audience through source logs and Body Paragraph 3.
5.11(B)(i)	Develop a focused, structured, coherent research explanation.
5.11(B)(iv)	Develop an engaging idea with specific facts and details.
5.11(C)(iii) , 5.11(C)(iv) , 5.11(C)(ix)	Add, delete, or combine ideas for coherence and clarity.
	Edit complete sentences and quotation marks in quotations.

5.11(D)(i), 5.11(D)(xxii)	
5.12(B)(i), 5.12(B)(ii)	Compose informational text with a clear central idea and genre characteristics.
5.13(A), 5.13(C)	Generate questions and identify and gather relevant source information.

Inquiry and Research TEKS

TEKS	Strand	Student Expectation (verbatim TEKS)	Where Taught
5.13(B)(ii)	Inquiry and Research	follow a research plan with adult assistance	Day 1

16. Standards Coverage Matrix

This is separate from the correlation table. It classifies each Cluster 8 standard as PRIMARY or RECURSIVE and names where it occurs in this module.

Classification	TEKS	Cluster 8 Application	Where It Occurs
PRIMARY	5.11(A)	plan a first draft for topic, purpose, and audience	Day 1
PRIMARY	5.11(B)(i)	develop a focused, structured, coherent draft	Research drafting and revision across the week
PRIMARY	5.11(B)(iv)	develop an engaging idea with specific facts and details	Day 2
PRIMARY	5.12(B)(i)	compose informational text with a clear central idea	Day 3, Day 5
PRIMARY	5.12(B)(ii)	use informational genre characteristics	Day 3, Day 5
PRIMARY	5.13(A)	generate and clarify questions for inquiry	Day 1
PRIMARY	5.13(C)	identify and gather relevant information from sources	Day 2, Day 3
RECURSIVE	5.11(C)(iii)	add ideas for coherence and clarity	Day 4
RECURSIVE	5.11(C)(iv)	delete ideas for coherence and clarity	Day 4
RECURSIVE	5.11(C)(ix)	combine ideas for clarity	Day 4
RECURSIVE	5.11(D)(i)	edit complete simple and compound sentences with subject-verb agreement	Day 5
RECURSIVE	5.11(D)(xxii)	edit quotation marks in dialogue and quotations	Day 5

17. ELPS Correlations

Domain	ELPS correlation	Evidence
Listening	1(E)(i)	Restate a partner's evidence and ask for clarification.
1(E)(i)	Listening	demonstrate listening comprehension from information presented orally during formal classroom interactions by restating, responding, paraphrasing, summarizing, or asking for clarification or additional details
Speaking	2(E)(i)	Defend a match and explain a consequence.
2(E)(i)	Speaking	

		narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic context or discourse
Reading	3(G)(i)	Identify relevant details and compare passages.
3(G)(ii)	Reading	paraphrase content-area text
Writing	4(C)(i), 4(F)(ix)	Use source credit and a because explanation.
4(F)(i)	Writing	write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for [a] specific purpose

Language move	Teacher support
Restate	Offer the frame, "The source says ____."
Clarify	Ask, "Which word or phrase made you think that?"
Explain	Require because and what the detail proves.

Student output	Evidence of language growth
Oral defense	Uses source, consequence, revise, and viewpoint accurately.
Written paragraph	Connects a source detail to a reason and conclusion.

18. ELPS Linguistic Accommodations

Need	Accommodation	Rigor preserved
Vocabulary	Preview consequence, viewpoint, evidence, assumption, revision, and improvement.	Student still chooses and explains a relevant detail.
Oral rehearsal	Use "This evidence matters because ____."	The reasoning remains student-generated.
Reading load	Read one manageable numbered section at a time.	Student still compares source meaning.
Writing	Provide R, E1, and E2 boxes before connected sentences.	Student supplies the evidence and explanation.

19. Language Domains

Domain	Student language move	Evidence
Listening	Listen for a claim, source detail, and consequence.	Restates the detail accurately.
Speaking	Defend how a detail supports a reason.	Uses because to connect evidence and reasoning.
Reading	Compare relevant details across both passages.	Marks evidence with a stated purpose.
Writing	Write an evidence-based research explanation.	Connects a source detail to a reason and conclusion.

20. Rigor Safeguard

Safeguard	Teacher action
	Ask students to cite the paragraph or phrase before calling a change good or bad.

Evidence before judgment	
Viewpoint before conclusion	Ask who benefited, who was harmed, and whose voice was missing.
Revision after checking	Require a next move when consequences do not match the plan.

21. Rigor & Cognitive Demand

Demand	Student work	Teacher prompt
Notice and recall	Locate an action or consequence.	What does the source actually say?
Analyze	Separate evidence from an assumption and compare two details.	How are these details connected?
Evaluate	Judge whether evidence shows improvement for affected groups.	What makes the evidence strong?
Create	Write and revise an R-E1-E2 explanation.	What does this evidence prove about the question?

22. The Five Thinking Levels

Level	Color	Student response	Next move
Foundational	Red	Names a source fact.	Add the consequence.
Emergent	Orange	States an answer with a general example.	Add source credit and a precise detail.
Visible	Yellow	Uses a detail but gives little explanation.	Tell what the detail proves.
Independent	Green	Uses evidence and explains the connection.	Compare a second source or viewpoint.
Reflective	Blue	Synthesizes evidence and evaluates consequences.	Name the broader lesson for researchers.

Thinking question	Answer key
What changed?	A law, plan, test, agreement, or action produced a new condition.
Was it an improvement?	Check consequences, affected groups, viewpoints, fairness, and the need for revision.

23. Possible Teacher Misconceptions

Misconception	Teacher correction
All change is progress.	Model that the Three-Fifths Compromise solved an immediate disagreement but did not make the situation just.
More details always mean stronger research.	Require the detail to prove a stated reason.
Revision means starting over.	Show that Kendrix changed the watering plan after new evidence.

24. Possible Student Misconceptions

Misconception	What it sounds like	Correction
An interesting detail is automatically evidence.	I liked this fact, so I used it.	Ask how it helps prove the reason.
An assumption is the same as an observation.	I think it happened, so it is proof.	Ask what can be checked in a source.
A quotation explains itself.	The quote proves my idea.	Prompt the student to explain why the words matter.
Change is automatically improvement.	Something changed, so it was better.	Ask who benefited, who was harmed, and what happened next.

Module Foundations: Review, Refresh & Readiness

25. TEKS Target

Students plan, draft, inquire, gather, compose, revise, and edit an informational research explanation. The most visible target is **5.13(C)**: identify and gather relevant information from sources, then explain how that information proves the reason.

26. How I Say the Standard!

TEKS says	How I say it
5.11(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.	I can decide what I am explaining, who will read it, and which source details I need.
5.11(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea reflecting depth of thought with specific facts and details.	I can keep my research explanation focused and put my ideas in an order that makes sense.
5.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.	I can add, remove, or combine ideas so my explanation is easier to follow.
	I can check my sentences and quotation marks before I share my research.

5.11(D) edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) collective nouns; (iv) adjectives, including their comparative and superlative forms; (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including indefinite; (viii) subordinating conjunctions to form complex sentences; (ix) capitalization of abbreviations, initials, acronyms, and organizations; (x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences; and (xi) correct spelling of words with grade-appropriate

orthographic patterns and rules and high-frequency words.	
[5.12(B)] compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.	I can state my central idea and use evidence that really proves it.
[5.13(A)] generate and clarify questions on a topic for formal and informal inquiry.	I can ask a research question that helps me investigate the change.
[5.13(C)] identify and gather relevant information from a variety of sources.	I can find the source detail that answers my question and record it accurately.

27. This Week I Can...

- I can check consequences before deciding whether a change was an improvement.
- I can identify a precise source detail that supports my thinking.
- I can explain what evidence proves rather than only repeat it.
- I can revise my thinking when evidence asks me to reconsider.

28. Before I Can... Prerequisites

- Read one section of each passage for meaning.
- Distinguish a source detail from an assumption.
- Name a challenge, action, consequence, and viewpoint.
- Use a source title in a sentence.
- Use because to explain why evidence matters.

29. Remember This! (60-Second Retrieval)

Students retrieve the Research HABIT: NOTICE then QUESTION then GATHER then COMPARE then DECIDE then ACT then CHECK. Passage 2 adds REVISE when the result is not expected. Students say one source example for CHECK: Kendrix watched the plants after changing the watering plan; citizens study whether a community plan solved the original problem and created a new one.

30. Vocabulary Infusion

Word	Meaning	Rehearsal frame
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consequence	what happens after an action	The consequence was ____.
evidence	information that supports an idea	This evidence proves ____.
viewpoint	a person's or group's way of seeing an issue	This viewpoint matters because ____.
revise	change a plan or idea after checking	I will revise ____ because ____.
improvement	a change that makes a situation better, fairly considered	The change was an improvement for ____ because ____.

31. Conventions Connection

Students edit complete simple and compound sentences with subject-verb agreement and edit quotation marks in direct quotations. Review the quotation marks around exact words, such as "Remember the Ladies" [5.11\(D\)\(i\)](#) [5.11\(D\)\(xxii\)](#)

32. Writing Connection

The research paragraph uses R-E1-E2: R states the reason, E1 gives an exact quotation or paraphrase with source credit, and E2 explains what the evidence proves. A strong explanation does not simply repeat the source.

33. Watch Out!

Watch for a student who selects a dramatic fact that does not prove the reason, treats an assumption as evidence, declares improvement without checking who was affected, or copies a quotation and stops. Redirect with one question: What does this detail prove?

34. Ready Check

Ask students to complete orally: "I notice _____. I wonder _____. I would gather _____. I would compare _____. I would check _____." **Answer key:** the first blank is an observable condition, the second is a research question, the third is evidence to gather, the fourth compares sources or viewpoints, and the fifth names a consequence to examine.

35. Teacher Look-Fors

- Student uses a source title accurately.
- Student points to an exact paragraph or detail.
- Student distinguishes an observation from an assumption.
- Student asks who was affected.
- Student explains a reason with because.
- Student names a revision that would improve clarity or fairness.

Vocabulary, Content & Preparation

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"Before we begin, preview the everyday words that will help you explain what happened after a choice."

Word	Definition	Oral frame
act	do something	I can use act to explain ____.
after	later than an action	After ____, ____ happened.
check	look to see what happened	I can check ____.
harm	hurt or damage	The choice harmed ____.
help	make something better	The plan helped ____.
fair	just and equal	A fair decision considers ____.
voice	a chance to be heard	Whose voice was missing?
group	people connected in some way	This group was affected by ____.
learn	gain understanding	Researchers learn from ____.
change	make or become different	The change happened when ____.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"Now preview the academic words that help you build a precise research explanation. Use each word to connect evidence to a decision."

Word	Definition	Oral frame
consequence	what happens after an action	The consequence of ____ was ____.
evidence	information that supports a conclusion	The evidence proves ____.
assumption	an idea accepted without enough checking	My assumption was ____, but I checked ____.
viewpoint	a way a person or group sees an issue	From this viewpoint, ____.
compare	look for similarities and differences	Both sources show ____, but ____.
evaluate	judge using evidence	I evaluate the change by checking ____.
revise	change after checking	I revised ____ because ____.
improvement	a change that makes a situation better	Improvement for ____ would mean ____.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"These passage and research words belong to the work you are doing as a Grade 5 researcher. Say them, use them, and show the exact source detail that fits."

Word	Meaning	Use it in research talk
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taxation without representation	The colonists' complaint that Parliament taxed them without elected representatives.	The question led to protest.
compromise	An agreement that may solve one problem while creating another.	The compromise helped delegates continue but harmed fairness.
consent of the governed	The idea that legitimate government power comes from the people.	Researchers compare an ideal with actions.
representative government	A system in which citizens choose leaders to make decisions.	Participation gives citizens a voice.
source credit	Naming the passage used for evidence.	Source credit makes evidence traceable.
R-E1-E2	Reason, evidence, and explanation.	R states the reason, E1 cites the source, and E2 tells what it proves.
Research HABIT	NOTICE then QUESTION then GATHER then COMPARE then DECIDE then ACT then CHECK.	The HABIT helps researchers decide what should happen next.

Teacher Resource: For more practice with academic words, see the Academic Vocabulary Companion App.

39. Background Knowledge & Teacher Context

Passage 1 is a civic evidence bank. It traces questions about rights, participation, and citizenship through protest, documents, government, compromise, written rights, immigration, and continuing civic work. Passage 2 is an evidence bank for observation, testing, evaluation, and revision. It connects living things, adaptation, historical contact, Kendrix's garden, Edison's workshop, cooperation, government revision, fairness, and checking results.

Maintain the distinction between change and improvement. Passage 1 states, "Compromise and fairness are not the same thing." Passage 2 states that a successful outcome for one group can be harmful to another.

40. Materials Needed

Material	Use
Clean copies of both passages	First reading before annotation
TRACKS copies	Evidence highlighting with paragraph numbers
Impact Investigator cards	Match challenge, question, evidence, consequence, and placement
Source log	Record source credit, detail, and explanation
R-E1-E2 organizer	Plan Body Paragraph 3
Highlighters	Use the fixed TRACKS colors
Progress tracker	Record attempts, explanations, and next step

41. Preparation Before Day 1

- ☐ Print or display both clean passages with paragraph numbers.
- ☐ Print the TRACKS annotation copies.

- ☐ Prepare the fixed TRACKS chart with no additional color chart.
- ☐ Prepare Impact Investigator cards and the answer key.
- ☐ Place the Research HABIT where students can see it.
- ☐ Prepare source logs and R-E1-E2 organizers.
- ☐ Review the direct quotation "Remember the Ladies"
- ☐ Prepare the Day 3 writing prompt and Day 5 oral frame.
- ☐ Set out the Award and Target reflection.

42. Weekly Timing & Transition Overview

Day	Focus	Minutes	Transition product
1	Gather + Reveal	15	Research purpose and modeled evidence explanation
2	Attempt	15	Defended Impact Investigator match
3	Discuss + Use	15	R-E1-E2 paragraph
4	Award + Target	15	Strength and precise revision target
5	Explain + Educate	15	Oral source-based explanation

43. Tiny Times Transition

Use a consistent transition: close the source log, point to the Research HABIT, and say the next move. Day 1 ends with "Tomorrow you will test a match." Day 2 ends with "Tomorrow you will explain what your evidence proves." Day 3 ends with "Tomorrow you will check your own research move." Day 4 ends with "Tomorrow you will teach the habit." Day 5 ends with "Your evidence has a job when you explain what it proves."

Citizenship & Content Connection

44. The Citizenship Connection

Connection	Passage evidence	Research question
Rights and voice	[18] Colonists asked why Parliament could tax them when the colonies did not elect representatives.	Whose voice is needed before a decision?
Participation	[113] People may attend public meetings, volunteer, contact representatives, sign petitions, and organize projects.	What action gives people a way to participate?
Consequence	[74] The compromise helped delegates continue, but [76] it increased political power while enslaved people remained without freedom or representation.	Did solving one problem make the result fair?
Revision	[153] A governing system can be both stable and changeable.	What should happen when a plan needs a new decision?

Citizenship question: How can informed participation and checking consequences help a community decide what should happen next?

TEACHER SCRIPT

"A citizen's voice is strongest when it is informed. You can ask who was affected, listen to viewpoints, check evidence, and help decide whether a plan should continue or change."

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

Research HABIT

Number	Move	Researcher asks
1	NOTICE	What is actually happening?
2	QUESTION	Why is this happening?
3	GATHER	What information can we find?
4	COMPARE	Do sources or observations agree?
5	DECIDE	What action is supported?
6	ACT	What solution will we try?
7	CHECK	What happened afterward?

R-E1-E2 Research Explanation

Part	Job	Frame
R	State the reason.	Researchers must check consequences because ____.
E1	Use source evidence and credit the source.	"Source title" explains ____.
E2	Explain what the evidence proves.	This evidence matters because ____.

Improvement Check

Question	Required thinking
What changed?	Name the new condition after the action.
Who was affected?	Compare groups and viewpoints.
Was it an improvement?	Check fairness, consequences, and the need for revision.

46. Core Habit / Strategy Explanation

TEACHER SCRIPT

"How Change Happens: Observe, Adapt, Test, and Improve names this pattern. The arrows remind students that strong thinking can return to an earlier step when new evidence appears."

Students use the Research HABIT to organize source reading and writing. The exact shared chain is NOTICE then QUESTION then GATHER then COMPARE then DECIDE then ACT then CHECK. Passage 2 adds REVISE when the outcome is not expected. Students must name the job each detail does in the research explanation.

CLASS SLIDE

Evidence is not enough. Explain what it proves.

47. Student Source Passage(s)

Passage use: read both research passages below at high stamina, first as a clean reading copy and then again for TRACKS highlighting. Keep the paragraph numbers for discussion, evidence banks, and citations.

Passage 1: "From Protest to Participation: How a Nation Changes" (Genre: Informational; Stamina: High)

[1] Central Question:

[2] How do ideas about freedom, rights, and citizenship become real changes in a nation?

[3] A nation can change in many ways. Borders can move. New inventions can transform daily life. New people can arrive and build communities. Laws can be written, challenged, or replaced.

[4] But some of the most important changes begin with something that cannot be seen on a map.

[5] They begin with a question.

[6] Is this fair?

[7] Who has a voice?

[8] What rights should people have?

[9] What should government be allowed to do?

[10] What should citizens do when they believe something needs to change?

[11] The history of the United States contains many examples of people asking these questions. Sometimes their answers led to protests. Sometimes they led to documents, laws, compromises, elections, or new amendments. Sometimes people discovered that an earlier solution had created another problem.

[12] Studying these examples helps us understand that democracy is not a single event. It is a continuing process of ideas, decisions, actions, and consequences.

[13] Change Begins With a Question

[14] Before the American Revolution, the thirteen colonies belonged to Great Britain.

[15] For many years, large numbers of colonists considered themselves loyal British subjects. They traded with Britain, followed British laws, and depended on British military protection.

[16] After the French and Indian War, however, Great Britain had large debts. Parliament passed new taxes affecting the colonies.

[17] The Stamp Act placed taxes on printed materials. Other taxes followed.

[18] Colonists began asking why Parliament could tax them when the colonies did not elect representatives to Parliament.

[19] Their complaint became known as taxation without representation.

[20] At first, many colonists were not demanding independence. They wanted the British government to change its policies and listen to colonial concerns.

[21] That distinction is important.

[22] A movement for major change may begin with a much smaller request.

[23] Questions Become Protest

[24] Colonists responded in different ways.

[25] Some wrote letters and newspaper articles.

- [26] Some signed petitions.
- [27] Some joined organizations such as the Sons of Liberty.
- [28] Merchants participated in boycotts by refusing to purchase certain British goods.
- [29] Families produced more goods at home rather than buying imported products.
- [30] These actions gave ordinary people ways to participate.
- [31] Tensions continued. The Boston Massacre increased distrust of British soldiers. The Tea Act led to the Boston Tea Party. Great Britain responded with laws the colonists called the Intolerable Acts.
- [32] British leaders hoped stronger control would stop resistance.
- [33] Instead, the punishment of Massachusetts helped bring several colonies closer together.
- [34] A problem that once seemed local began to feel shared.
- [35] That is one way movements grow: people discover that a concern affecting someone else could eventually affect them too.

[36] Ideas Become Words

- [37] By 1776, more colonial leaders believed independence was necessary.
- [38] The Declaration of Independence announced that the colonies intended to separate from Great Britain.
- [39] But the document did more than declare independence.
- [40] It explained ideas.
- [41] The Declaration stated that people possess rights that government should protect. It identified life, liberty, and the pursuit of happiness among those rights.
- [42] It also argued that governments receive their legitimate power from the consent of the governed.
- [43] That meant government existed to serve people, not the other way around.
- [44] These ideas created a standard against which government could be judged.
- [45] If a government was supposed to protect rights, people could ask:
- [46] Is it actually doing that?

[47] A Promise Can Be Larger Than Its Time

- [48] The Declaration proclaimed equality, yet American society in 1776 did not provide equal rights to everyone.
- [49] Women could not participate equally in political life.
- [50] Enslaved people were denied freedom.
- [51] Native American nations faced increasing pressure and conflict as colonial settlement expanded.
- [52] Abigail Adams recognized part of this contradiction. She urged her husband, John Adams, to “Remember the Ladies” as leaders considered the new government.
- [53] Her words reflected a larger question:
- [54] If liberty is a principle, who is included in it?
- [55] That question did not disappear.
- [56] Later generations repeatedly returned to the ideals expressed in the Declaration when arguing for expanded rights.
- [57] The document therefore had two kinds of influence.

[58] It described what the nation's leaders said they believed.

[59] It also gave future Americans language they could use to challenge the nation when its actions failed to match those beliefs.

[60] Words Become Government

[61] Winning independence did not automatically solve the problem of governing a new nation.

[62] Americans had to create a system that could unite the states while also protecting liberty.

[63] In 1787, delegates met at the Constitutional Convention.

[64] They disagreed about representation, federal power, state power, slavery, trade, and many other issues.

[65] The Constitution they produced created a stronger national government with separate branches and a system in which power was divided.

[66] The new system depended on representative government. Citizens would choose leaders to make many decisions on their behalf.

[67] However, creating a government required difficult choices.

[68] Not all of those choices were fair.

[69] A Compromise Can Solve One Problem and Create Another

[70] One of the most troubling agreements at the Constitutional Convention concerned slavery and representation.

[71] Southern states wanted enslaved people counted when determining representation in Congress because a larger population would give those states more representatives.

[72] Yet enslaved people themselves could not vote and had no political power.

[73] Under the Three-Fifths Compromise, for purposes including representation, every five enslaved people would be counted as three persons in the population calculation.

[74] The compromise helped delegates continue their work and complete the Constitution.

[75] But it did not solve the injustice of slavery.

[76] Instead, it increased political power for states where large numbers of people were enslaved while those enslaved people remained without freedom or representation.

[77] This teaches an important lesson:

[78] Compromise and fairness are not the same thing.

[79] A compromise may help people reach an agreement.

[80] Researchers must still ask:

[81] Who benefited?

[82] Who gave something up?

[83] Who had no voice in the decision?

[84] What consequences followed?

[85] Rights Are Written Down

[86] Some Americans worried that the Constitution gave the new federal government too much power.

[87] They wanted clear protections for individual liberties.

[88] The first ten amendments became known as the Bill of Rights.

[89] These amendments protect important freedoms and establish limits on government power.

[90] They address matters such as speech, religion, assembly, petitions, searches, legal protections, trials, punishment, and powers not given to the federal government.

[91] Written rights serve an important purpose.

[92] They make expectations visible.

[93] Citizens and leaders can examine what government does and compare those actions with the protections stated in law.

[94] Yet a written right is meaningful only when people understand it and when institutions respect it.

[95] That makes civic knowledge important.

[96] Freedom Can Become a Symbol

[97] More than a century after the Declaration, immigrants arriving in New York Harbor could see the Statue of Liberty.

[98] For many people, the statue became a symbol of freedom, hope, and opportunity.

[99] Its tablet connects it to July 4, 1776.

[100] Its torch suggests light and liberty.

[101] Immigrant families arriving through places such as Ellis Island often came for different reasons. Some hoped for work. Some wanted to join relatives. Some sought safety or opportunity.

[102] Their arrival added another question to the American story:

[103] What does it mean to become part of a nation built around ideals of liberty?

[104] The answer was not always simple.

[105] Newcomers often faced language barriers, difficult working conditions, crowded housing, discrimination, and uncertainty.

[106] Freedom did not guarantee an easy life.

[107] But immigration shows that national ideals can influence people far beyond the generation that first wrote them.

[108] Citizens Continue the Work

[109] Government is not shaped only by presidents, judges, legislators, or famous historical leaders.

[110] Citizens also participate.

[111] Voting is one important form of participation.

[112] But it is not the only one.

[113] People may attend public meetings, volunteer, contact representatives, sign petitions, serve on boards, help campaigns, organize projects, or learn about an issue affecting their community.

[114] Young people can participate too.

[115] Students can organize service projects, research local concerns, write respectfully to leaders, help improve school spaces, or explain an issue to others.

[116] Citizenship begins long before a person is old enough to vote.

[117] It begins with learning how communities make decisions.

[118] Voice Requires Information

- [119] Having a voice does not mean saying whatever comes to mind as loudly as possible.
- [120] Strong civic participation requires information.
- [121] Imagine that a town is debating whether to build a park, library, business area, or sports field on an empty piece of land.
- [122] Residents may feel strongly.
- [123] But feelings alone cannot answer every question.
- [124] People may need to know:
- [125] How much will each plan cost?
- [126] How many people could use it?
- [127] What environmental effects might occur?
- [128] What does the community already have?
- [129] What do residents need?
- [130] Are there other possible solutions?
- [131] Gathering evidence can make discussion more useful.
- [132] Reliable information also helps citizens recognize rumors or incomplete claims.
- [133] Listening Is Participation Too**
- [134] People in a democracy will disagree.
- [135] That is normal.
- [136] One resident may want lower taxes.
- [137] Another may want additional public services.
- [138] One family may support a new road.
- [139] Another may worry that the road will increase traffic near homes.
- [140] Listening to another viewpoint does not require agreeing with it.
- [141] It means understanding the reasons and evidence behind it.
- [142] Respectful disagreement allows people to continue working together even when they prefer different solutions.
- [143] That ability may be one of the most important skills in a representative government.
- [144] Change Does Not End With a Decision**
- [145] Suppose a community chooses a solution.
- [146] The work is not necessarily finished.
- [147] Citizens and leaders can study what happened next.
- [148] Did the plan work?
- [149] Did it solve the original problem?
- [150] Did it create a new problem?
- [151] Did some people benefit more than others?
- [152] Should the plan continue?
- [153] Should it be changed?

- [154] These questions apply to history too.
- [155] The American Revolution changed the relationship between the colonies and Great Britain.
- [156] The Declaration established ideals.
- [157] The Constitution created a government.
- [158] The Bill of Rights protected important freedoms.
- [159] But none of those events ended every disagreement about rights, representation, equality, or citizenship.
- [160] Later generations continued the work.
- [161] Democracy Is Never Completely Finished**
- [162] A democracy receives something from the past.
- [163] It receives laws.
- [164] Documents.
- [165] Institutions.
- [166] Traditions.
- [167] Successes.
- [168] Mistakes.
- [169] Promises.
- [170] Each generation must decide what to do with them.
- [171] Citizens can preserve principles they believe remain valuable.
- [172] They can question practices that produce unfair results.
- [173] They can use evidence to judge whether a policy is working.
- [174] They can participate in peaceful processes for change.
- [175] This is why the history of American democracy is not simply the story of government being created.
- [176] It is the story of people repeatedly asking:
- [177] Does what we are doing match what we say we believe?
- [178] A protest may begin the conversation.
- [179] A document may describe an ideal.
- [180] A law may create a system.
- [181] A citizen may challenge the system.
- [182] A vote may change a leader.
- [183] An amendment may change the law.
- [184] A new generation may ask the question differently.
- [185] That is how a nation continues changing.
- [186] The strongest democracy is not one that never faces disagreement. It is one in which informed people can use rights, evidence, participation, and respectful debate to keep working toward its ideals.

Passage 2: "How Change Happens: Observe, Adapt, Test, and Improve" (Genre: Informational; Stamina: High)

[1] Central Question:

[2] What do history and science teach us about responding to challenges?

[3] A drooping plant, a dangerous beach, an unfamiliar settlement, a broken light bulb, and an unfair law may seem to have very little in common.

[4] Yet each presents the same basic problem:

[5] Something about the current situation is not working. What should happen next?

[6] In science, people observe conditions, gather evidence, test explanations, and revise their thinking.

[7] In history, individuals and societies also face changing conditions. They gather information, debate choices, act, and experience consequences.

[8] The subjects are different, but the thinking pattern can be surprisingly similar.

[9] NOTICE · QUESTION · GATHER · COMPARE · DECIDE · ACT · CHECK

[10] Understanding this pattern helps explain not only how people solve problems, but also why some changes succeed while others create new difficulties.

[11] Change Begins With Conditions

[12] Before deciding what to do, it helps to understand the situation.

[13] That sounds simple.

[14] It is not always simple.

[15] People often notice a problem and immediately assume they know the cause.

[16] A plant looks weak, so it must need more water.

[17] A law causes anger, so everyone must want the same solution.

[18] An invention fails, so the entire idea must be impossible.

[19] Those conclusions may be correct.

[20] They may also be wrong.

[21] The first task is to observe.

[22] What is actually happening?

[23] Living Things Respond in Different Ways

[24] The natural world provides useful examples.

[25] A newly hatched sea turtle faces immediate danger.

[26] It must move from its nest toward the ocean.

[27] It cannot attend a lesson first.

[28] It cannot practice for several weeks.

[29] Its instinctive behavior helps it respond immediately.

[30] An orca faces different challenges.

[31] Young orcas can learn behaviors by observing older members of their pod. Hunting cooperatively may require practice, communication, and experience.

[32] Both animals survive through behavior.

[33] But they do not use the same kind of behavior.

[34] That matters.

[35] A useful response must fit the challenge.

[36] The lesson is not that instinct is better than learning or that learning is better than instinct.

[37] The lesson is that different conditions may require different responses.

[38] People Must Adapt Too

[39] Human beings also face unfamiliar conditions.

[40] When the Pilgrims arrived in Plymouth, they entered an environment they did not fully understand.

[41] The climate, growing seasons, plants, wildlife, and local geography differed from what they knew in England.

[42] Determination alone could not give them the information they lacked.

[43] The Wampanoag people possessed knowledge developed through generations of living in the region.

[44] That local knowledge mattered.

[45] Information about crops, fishing, seasons, and resources could make the difference between a poor decision and a better one.

[46] Adaptation therefore requires more than simply working harder.

[47] Sometimes it requires admitting:

[48] Someone else knows something I do not know.

[49] Learning from others can be a survival strategy.

[50] Contact Can Create Unequal Change

[51] Adaptation and cultural contact are not always peaceful or equal.

[52] Spanish settlement in Texas brought missions, presidios, roads, livestock, ranching traditions, language, religion, and new settlements.

[53] But those changes did not affect everyone in the same way.

[54] Many Native American communities faced pressure to change their religions, customs, locations, or ways of life.

[55] Some people cooperated.

[56] Some traded.

[57] Some adapted certain practices.

[58] Others resisted Spanish control.

[59] This illustrates another important principle:

[60] A change can produce different outcomes for different groups.

[61] If researchers ask only whether Spain successfully established settlements, they miss part of the story.

[62] They must also ask what those settlements meant for the people already living there.

[63] Observe Before You Act

[64] Kendrix's garden provides a smaller example of the same thinking skill.

[65] She noticed that the plants looked unhealthy.

[66] Their leaves were pale.

[67] Their stems drooped.

[68] She formed a reasonable first idea:

[69] Perhaps they needed more water.

[70] Then she acted.

[71] She watered more.

[72] But the garden became worse.

[73] The soil turned muddy.

[74] Leaves yellowed.

[75] Her original explanation did not match the new evidence.

[76] At that point Kendrix faced an important choice.

[77] She could continue adding water because she wanted her first idea to be correct.

[78] Or she could reconsider.

[79] She chose to reconsider.

[80] That is one of the most important habits in scientific thinking.

[81] Evidence Can Change an Answer

[82] Kendrix and her grandmother examined the soil.

[83] They recognized that plant roots need more than water. Roots also require access to air, and plants depend on a balance of conditions including sunlight, water, nutrients, and healthy soil.

[84] Kendrix changed her plan.

[85] She watered less often.

[86] She checked soil conditions before watering.

[87] She watched the plants.

[88] Their health improved.

[89] The important lesson is not simply:

[90] Do not overwater plants.

[91] The deeper lesson is:

[92] When evidence does not support your first explanation, change the explanation.

[93] That does not mean the thinking process failed.

[94] It means the thinking process worked.

[95] Failure Can Become Information

[96] Thomas Edison's workshop offers another example.

[97] Developing a practical electric lighting system required repeated testing.

[98] Materials had to be tried.

[99] Results had to be recorded.

[100] Bulbs could break.

- [101] Wires could fail.
- [102] A test that failed to produce a useful light still produced information.
- [103] Workers could ask:
- [104] What material was used?
- [105] How long did it last?
- [106] Why might it have failed?
- [107] What should be changed during the next test?
- [108] This transforms failure into evidence.
- [109] The broken bulb is no longer simply a disappointment.
- [110] It becomes a clue.
- [111] Innovation Is Often a Team Process**
- [112] Another important lesson from the workshop is that invention rarely depends on only one person's effort.
- [113] Workers prepared materials.
- [114] They kept notes.
- [115] They tested wires.
- [116] They watched clocks.
- [117] They compared results.
- [118] They built equipment.
- [119] They shared ideas.
- [120] The famous inventor's name may be remembered, but the process depended on many contributors.
- [121] The same is true of many kinds of change.
- [122] A scientific discovery may involve teams.
- [123] A community improvement may involve volunteers and leaders.
- [124] A political movement may involve thousands of ordinary participants.
- [125] Major changes often appear to have one famous face.
- [126] The evidence usually reveals many hands.
- [127] Cooperation Can Expand What Is Possible**
- [128] Cooperation appears repeatedly across science and history.
- [129] Orcas hunt in pods.
- [130] The Wampanoag shared knowledge with the Pilgrims.
- [131] Colonists coordinated protests and meetings.
- [132] Edison's workers contributed different skills.
- [133] Citizens cooperate in communities.
- [134] Working together can allow people to accomplish something that would be difficult alone.
- [135] But cooperation does not guarantee fairness.
- [136] People can cooperate toward a harmful goal too.

[137] That is why another question must follow:

[138] What did the cooperation produce?

[139] Societies Can Revise Their Thinking

[140] Scientific thinking changes when evidence changes.

[141] Societies can change too.

[142] Before the American Revolution, many colonists did not initially demand independence.

[143] They wanted reforms.

[144] As events continued, opinions changed.

[145] New laws, protests, punishments, meetings, violence, writings, and arguments affected what people believed.

[146] Eventually, many concluded that independence was necessary.

[147] That decision came after years of changing conditions.

[148] Government itself continued evolving afterward.

[149] The Articles of Confederation did not provide the national system many leaders believed the new nation needed.

[150] The Constitution created a different structure.

[151] Concerns about individual rights led to the Bill of Rights.

[152] Later amendments changed the Constitution again.

[153] A governing system can therefore be both stable and changeable.

[154] It may preserve a basic structure while allowing revision.

[155] Not Every Solution Is a Good Solution

[156] This may be the most important fifth-grade research lesson.

[157] Solving the immediate problem does not automatically make a decision good.

[158] At the Constitutional Convention, delegates needed agreements if they were going to create a new Constitution.

[159] The Three-Fifths Compromise helped resolve one disagreement about representation.

[160] But it strengthened political power tied to slavery while enslaved people themselves remained without freedom or political voice.

[161] The agreement helped the convention move forward.

[162] That does not make the agreement just.

[163] Students therefore need to ask more than:

[164] Did it work?

[165] They also need to ask:

[166] Was it fair?

[167] Who benefited?

[168] Who was harmed?

[169] Whose voice was missing?

[170] A successful outcome for one group can be a harmful outcome for another.

[171] Check What Happened Next

[172] Good problem solving does not stop when action begins.

[173] Suppose a community believes cars are traveling too quickly near a school.

[174] Residents might propose a stop sign.

[175] The city installs it.

[176] Problem solved?

[177] Maybe.

[178] Researchers would need to check.

[179] Did traffic slow?

[180] Did accidents decrease?

[181] Did drivers begin taking a different street and create another problem?

[182] Would a crossing guard or different road design work better?

[183] Action produces new evidence.

[184] That evidence becomes the beginning of the next decision.

[185] Reliable Information Matters

[186] People cannot evaluate change well if their information is poor.

[187] A rumor may sound convincing.

[188] A dramatic image may create a strong emotional response.

[189] A statement repeated many times may begin to feel true.

[190] But researchers need evidence.

[191] They ask where information came from.

[192] They compare sources.

[193] They distinguish facts from opinions.

[194] They examine dates and context.

[195] They notice when two people describe the same event differently.

[196] This is important in both science and history.

[197] A scientist should not depend on one observation if more testing is possible.

[198] A historian should not assume one source tells the entire story.

[199] A citizen should not make an important decision based only on an unverified claim.

[200] Changing Your Mind Can Be a Strength

[201] People sometimes believe that changing an opinion shows weakness.

[202] Evidence-based thinking suggests the opposite.

[203] Imagine Kendrix continuing to flood the garden simply because she did not want to admit her first idea was wrong.

[204] Imagine Edison's workers repeating exactly the same failed test again and again without learning from the result.

[205] Refusing to change would not show strength.

[206] It would prevent progress.

[207] A strong thinker can say:

[208] This is what I believed.

[209] This is the evidence I now have.

[210] The evidence suggests a better explanation.

[211] I am changing my conclusion.

[212] That is intellectual growth.

[213] **The Pattern of Change**

[214] Across these examples, a pattern emerges.

[215] **NOTICE**

[216] Something needs attention.

[217] **QUESTION**

[218] Why is this happening?

[219] **GATHER**

[220] What information or evidence can we find?

[221] **COMPARE**

[222] Do different sources or observations agree?

[223] **DECIDE**

[224] What action seems best supported?

[225] **ACT**

[226] Try the solution.

[227] **CHECK**

[228] What happened afterward?

[229] Then there may be one more step:

[230] **REVISE**

[231] If the outcome is not what was expected, change the plan.

[232] That final step keeps the cycle moving.

[233] **Progress Is Not Just Change**

[234] Something can change without improving.

[235] A new law can create an unintended problem.

[236] A new technology can solve one problem while creating another.

[237] A settlement can help one population while harming another.

[238] A compromise can produce agreement without producing justice.

[239] A scientific solution can need further testing.

[240] So researchers should not ask only:

[241] What changed?

[242] They should ask:

[243] Was the change an improvement?

[244] And then:

[245] Improvement for whom?

[246] That is a much harder question.

[247] It is also a much stronger research question.

[248] The Work Continues

[249] Sea turtles respond through instinct.

[250] Orcas learn through experience.

[251] People adapt to environments.

[252] Scientists test explanations.

[253] Inventors revise designs.

[254] Communities debate choices.

[255] Governments amend laws.

[256] Citizens examine outcomes.

[257] These examples do not prove that science and history operate exactly the same way.

[258] They do reveal a shared habit of mind:

[259] Pay attention to what happens next.

[260] Change should create new questions.

[261] What worked?

[262] What failed?

[263] What surprised us?

[264] Who was affected?

[265] What new evidence appeared?

[266] What should happen now?

[267] Progress does not come from changing simply for the sake of change.

[268] It comes from learning.

[269] Observe carefully. Question thoughtfully. Gather evidence. Choose responsibly. Check the result. And when the evidence demands it, be willing to change again.

[270] Source-to-Writing Reflection

[271] Choose one final question from this source that would help a researcher decide whether a change was an improvement. Record an exact phrase that makes the question worth asking.

[272] Then explain what the phrase shows about evidence, fairness, consequences, or revision. Do not summarize the source; explain why the detail matters.

[273] Compare that idea with one civic or scientific example from earlier in the source. Name the job the detail will do in your writing.

48. Student Annotation Guide

Students annotate both source texts with TRACKS and record paragraph number plus evidence job.

Passage 1 "From Protest to Participation: How a Nation Changes"

TRACKS	Evidence example
T Time	[14] Before the American Revolution
R Reactions	[33] punishment of Massachusetts helped bring several colonies closer together
A Actions	[25] Some wrote letters and newspaper articles
C Character, Concept, Creature	[38] The Declaration of Independence
K Key Knowledge	[19] taxation without representation
S Scenery / Setting	[63] In 1787, delegates met at the Constitutional Convention

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

TRACKS	Evidence example
T Time	[40] When the Pilgrims arrived in Plymouth
R Reactions	[88] Their health improved
A Actions	[85] She watered less often
C Character, Concept, Creature	[64] Kendrix's garden
K Key Knowledge	[83] Roots require access to air
S Scenery / Setting	[173] near a school

49. TRACKS Evidence Highlighting

Students TAP the TRACKS: they hunt for six kinds of evidence and mark each one.

Letter	Category	What to Look For	Highlight Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs or adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs or adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters, people, or animals, or major concepts as the central idea. Often nouns or proper nouns.	Pastel Yellow
K	Key Knowledge	All other important information needed for the meaning of the passage that is not in another TRACKS category.	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged or measured through the five senses.	Pastel Green

Writing color coding uses green for thesis (central idea) and reasons or ways, yellow for evidence, red or pink for explanation, and blue for a reflective, bluebird, or significant moment. Color never carries meaning alone.

50. Five-Day GRADUATE Lesson

Every day is exactly 15 minutes and includes its own TEKS, ELPS, scripts, student product, misconception correction, and success criteria.

DAY 1 | GATHER AND REVEAL | 15 MINUTES

Purpose: gather a research purpose and reveal the Research HABIT.

TEKS	ELPS	Student product
5.11(A), 5.13(A), 5.13(B)(ii)	1(E)(i), 2(E)(i)	Restated challenge, first question, and source example

TEACHER SCRIPT

"Do not tell the whole story yet. Start with the first detail that makes a thinker stop and notice."

TEACHER SCRIPT

"A strong researcher can name what is known and what still needs a question."

TEACHER SCRIPT

"This week we are studying one part of the change process: check consequences before deciding whether a change was an improvement."

TEACHER SCRIPT

"A feeling may begin a question, but evidence must guide the next decision."

Display the module question. Students read both passage titles and name their evidence-bank purposes: civic participation, rights, observation, testing, evaluation, and revision. Model NOTICE then QUESTION then GATHER then COMPARE then DECIDE then ACT then CHECK. Use Kendrix's pale leaves and drooping stems as observations, not an assumption. Use the colonists' question about representation as a civic question.

Answer Key: An observation is what the source says happened. An assumption is an untested explanation. The Kendrix example becomes evidence when the student cites [65], [66], or [67] and connects the detail to the question of what the plants needed.

Misconception correction: if a student says, "The plants needed water," ask whether that is an observation or a first explanation. **Success criteria:** one challenge, one question, and one source detail to gather.

Research Plan Check-In: Follow and Adjust the Plan (5.13(B)(ii))

SAY = read the Teacher Script box word for word. **DO** = teacher direction, not read aloud.

TEACHER SCRIPT

"Take out your Research Plan. Check the steps you finished in Weeks 1 and 2, and circle this week's step: check consequences."

TEACHER SCRIPT

"Researchers follow their plan, and they adjust it when new evidence appears. If you discover a new question about who gained or who lost, add it to your plan now."

DO: Students add at least one consequence question to Row 4 of the plan.

DO: Confer with students whose notes do not yet include both passages.

Student Task

Students check off finished steps, add one consequence question to Row 4, and write their next move.

DAY 2 | ATTEMPT | 15 MINUTES

Purpose: defend an Impact Investigator match using source evidence.

TEKS	ELPS	Student product
5.13(C), 5.11(B)(iv)	2(E)(i), 3(G)(i)	Defended match using evidence vocabulary

TEACHER SCRIPT

"Your job is not to match words that sound alike. Your job is to decide which evidence or question will help a researcher investigate."

TEACHER SCRIPT

"If your group disagrees, point to the wording of the card and explain your evidence."

Source-based card	Response card	Why it fits
Colonists had no elected representatives in Parliament.	Why did taxation without representation lead to organized protest?	The question investigates fairness and political voice.
Kendrix's soil became muddy and leaves turned yellow.	What evidence showed that more water was not the best solution?	The observations test the first explanation.
Edison's early tests failed or did not last long.	How can failed tests help an invention improve?	Results can guide the next attempt.
The Three-Fifths Compromise helped delegates continue.	Who benefited, who was harmed, and whose voice was missing?	A consequence question checks improvement.
Immigrants saw the Statue of Liberty as hope and faced hardship.	How can a symbol represent both hope and difficulty?	The question compares viewpoints.

Answer Key: Accept a match only when the speaker states, "This belongs because ____" and identifies the source detail that makes the connection. A correct match names the relevant action, consequence, or question, not just a shared word.

Misconception correction: a student who matches a dramatic detail without a research job must point to the part of the question the card answers. **Success criteria:** source title or paragraph, relevant detail, and because explanation.

DAY 3 | DISCUSS AND USE | 15 MINUTES

Purpose: discuss how evidence proves a reason, then independently write Body Paragraph 3.

TEKS	ELPS	Student product
5.12(B), 5.13(C)	4(C)(i), 4(F)(ix)	R-E1-E2 paragraph with source credit

TEACHER SCRIPT

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

Ask: Which card gave the strongest evidence, and why? Where might a writer confuse an assumption with evidence? How do the two passages help us understand the module question in different ways?

Independent writing assignment: Explain why researchers must check consequences before deciding whether a change was an improvement. Use evidence from at least two sources. State a focused reason, use one direct quotation or quoted phrase and one paraphrase, credit both source titles, and include explanation sentences that answer, "What does this evidence prove?"

TEACHER SCRIPT

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

TEACHER SCRIPT

"The thinking must be yours. You may use notes and source logs, but every E2 must explain your own reasoning."

TEACHER SCRIPT

"Before you write a new sentence, reread your reason. Does this source detail help prove it?"

Answer Key: A high response uses the Three-Fifths Compromise as evidence that an agreement can move work forward while harming fairness, and Kendrix as evidence that new information can prompt revision. The explanation states why checking consequences is necessary.

Success criteria: R is focused, E1 is accurate and credited, E2 explains what the detail proves, and the paragraph connects the two sources.

DAY 4 | AWARD AND TARGET | 15 MINUTES

Purpose: award a specific research strength and set a precise revision target.

TEKS	ELPS	Student product
5.11(C)	2(E)(i), 4(F)(ix)	One evidenced award and one precise target

TEACHER SCRIPT

"Award yourself for an exact research move you can prove you made."

TEACHER SCRIPT

"A specific strength helps you repeat the HABIT tomorrow."

TEACHER SCRIPT

"A target is not a complaint. It is a next move."

TEACHER SCRIPT

"Choose one place where you can make the evidence-to-reason connection clearer."

Target questions: Reason, did I prove my reason or only name facts? Evidence, did I choose a detail because it truly fits? Explanation, where did I explain too little? Viewpoint, whose perspective or consequence do I still need to consider? Revision, what will I add, delete, combine, or rearrange for clarity?

Success criteria: Award uses a specific source-based move, and Target names an exact reasoning gap plus one revision action. "Do better" is not sufficient.

DAY 5 | EXPLAIN TO OTHERS | 15 MINUTES

Purpose: present a source-based explanation and transfer the Research HABIT.

TEKS	ELPS	Student product
5.11(D), 5.12(B)	1(E)(i), 2(E)(i)	Clear oral source-based explanation

TEACHER SCRIPT

"Teach the big idea before you list the details."

Students use a Question Gallery, Evidence Court presentation, Impact Investigator roundtable, or Change Museum exhibit. They speak from this frame:

TEACHER SCRIPT

"Your audience should hear how your evidence works together, not only what happened."

TEACHER SCRIPT

"The challenge or action was _____. My research question or claim was _____. One source showed _____. This evidence matters because _____. A second source helped me understand _____. The larger lesson is _____."

TEACHER SCRIPT

"The source detail I will use is _____. It proves my reason because _____."

TEACHER SCRIPT

"Build one clear reason, one exact detail, and one explanation. Then add the next piece."

Listeners name one precise source detail and one explanation that made the evidence meaningful. Check that the speaker distinguishes what changed from whether it improved. The final transfer is the Final Research Prompt. Students explain how challenges, questions, evidence, choices, actions, consequences, and revision work together, then explain how researchers decide whether the change was an improvement.

Answer Key: A complete oral explanation names a challenge, a research question, a source detail, what that detail proves, a second source contribution, and a conclusion about improvement, fairness, or revision. **Success criteria:** source credit, accurate evidence, clear explanation, and a next question or decision.

Student Exemplars

51. Low / Developing Exemplar

Field	Detail
Student response	"Not every change is good. The compromise was bad. Kendrix changed her watering. People need to check."
What needs improvement	The response names examples but does not use precise source credit or explain how the details prove the reason.

52. Medium / Approaching Exemplar

Field	Detail
Student response	"Researchers must study consequences because not every change is an improvement. The Three-Fifths Compromise helped delegates continue their work, but enslaved people still had no voice. Kendrix's garden shows a better kind of checking because she changed her plan when the evidence showed more water was hurting the plants. These examples show that people need to check what happened next."
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.

53. High / Secure Exemplar

Field	Detail
Student response	"Researchers must study consequences because not every change is an improvement for everyone. "How Change Happens: Observe, Adapt, Test, and Improve" explains that the Three-Fifths Compromise helped delegates move forward at the Constitutional Convention, but it strengthened political power connected to slavery while enslaved people remained without freedom or political voice. This evidence shows why researchers cannot judge a decision only by asking whether it solved an immediate problem. They must also ask who was harmed and whose voice was missing. "How Change Happens: Observe, Adapt, Test, and Improve" also shows Kendrix checking new evidence after her first garden plan made the plants worse. Unlike the compromise, this example shows revision when evidence revealed the first decision was not working. Together, the sources prove that checking consequences is necessary before calling a change an improvement."
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.

Exemplar sequence	Model phrase
Thesis (central idea) and reason	Researchers must study consequences because not every change is an improvement for everyone.
Evidence	The Three-Fifths Compromise helped delegates move forward, but enslaved people remained without freedom or political voice.
Explanation	This evidence shows why researchers cannot judge a decision only by asking whether it solved an immediate problem.

Reflective moment	They must also ask who was harmed and whose voice was missing.
Evidence move	Success criteria
Source credit	Titles the source before or with the detail.
Quotation or paraphrase	Preserves the source meaning.
Explanation	Answers what the detail proves.
Connection	Explains how a second example adds to the conclusion.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

An adequate response explains that researchers evaluate a change by checking consequences, asking who was affected, comparing viewpoints, and deciding whether revision is needed. Accept varied wording when the source evidence is accurate and the explanation answers the module question. The response must move beyond retelling.

55. Standards Evidence Trail

Evidence ID	Location	Role	What it demonstrates
T1	Day 1 Gather	■ TEACH	Research purpose and source challenge.
T2	Day 1 Reveal	■ TEACH	Research HABIT modeled.
L3	Day 2 Attempt	○ LEARN	Defended source-based match.
L4	Day 3 Discuss	○ LEARN	Comparison of evidence and viewpoints.
A5	Day 3 Use	✓ ASSESS	R-E1-E2 paragraph with source credit.
A6	Day 4 Award	✓ ASSESS	Evidence-based strength.
A7	Day 4 Target	✓ ASSESS	Precise revision move.
A8	Day 5 Explain	✓ ASSESS	Transfer through oral teaching.

56. Assessment Opportunities

Assessment	Evidence collected	Answer key or success criteria
Informal	Day 1 observation versus assumption check	Student labels a source observation accurately and asks a checkable question.
Formative	Day 3 R-E1-E2 paragraph	Reason, relevant evidence, source credit, explanation, and connection.
Impact Investigator	Day 2 defended match	Match is accepted only with a because explanation grounded in the card.
Oral transfer	Day 5 explanation	Speaker names a source detail and tells what it proves.

Informal assessment: During Days 1 and 2, watch students distinguish an observation from an assumption and defend a relevant match.

Formative assessment: The Day 3 paragraph is formative evidence. Students use two sources, source credit, precise evidence, and explanation.

Prompt	Expected response
Explain why researchers must check consequences before deciding whether a change	Use the compromise and Kendrix examples to explain affected groups, fairness, and revision.

was an improvement.	
What does evidence prove?	It proves whether the action solved the problem, created another problem, or needs revision.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Name: _____ **Date:** _____

Explain why researchers must check consequences before deciding whether a change was an improvement. Use one detail from each passage. Credit each source. Explain what each detail proves.

Check: I named both sources. I used one quotation or quoted phrase and one paraphrase. I explained what the evidence proves. I considered who was affected.

58. Exit Ticket Answer Key

Required part	Answer key
Reason	Researchers must check consequences because a change can solve one problem while creating another or helping one group while harming another.
Passage 1 evidence	The Three-Fifths Compromise helped delegates continue but increased political power while enslaved people remained without freedom or representation, [74] to [76].
Passage 2 evidence	Kendrix changed her plan after muddy soil and yellow leaves showed that more water was making the garden worse, [72] to [88].
Explanation	The examples prove that researchers must check who benefited, who was harmed, and whether new evidence calls for revision.

59. Scoring Principle

Score prompt focus, accurate evidence, explanation, organization, and revision or editing. A response with two relevant details and no explanation is not secure.

60. Gradebook Conversion

Performance	Evidence	Conversion guidance
3 Strong	Focused reason, accurate two-source evidence, clear explanation, and evaluation.	Secure
2 Developing	Relevant evidence with explanation gaps.	Approaching
1 Beginning	Vague evidence or mostly retold facts.	Developing
0 Not demonstrated	Too little work to evaluate.	Re-teach and collect new evidence.

61. Recommended Gradebook Label

G5 C8 M3

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

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.
Required evidence	Use both research passages and source credit. Include a direct quotation or quoted phrase, a paraphrase, and explanations of what the evidence proves.
Audience	Readers who need to understand how researchers judge change responsibly.

63. Student Planning Frame

Reason or thesis (central idea): Researchers can decide whether a change was an improvement by ____.

Source 1, evidence: The passage "From Protest to Participation: How a Nation Changes" says, paragraph ____, " ____".

Explanation: This evidence proves ____ because ____.

Source 2, evidence: The passage "How Change Happens: Observe, Adapt, Test, and Improve" shows, paragraph ____, ____.

Explanation: This evidence proves ____ because ____.

Compare: Both sources show _____. They differ because _____.

Conclusion: Researchers should check ____, ask ____, compare ____, and revise ____.

64. Writing Assignment Rubric

Scoring area	3 Strong	2 Developing	1 Beginning	0 Not demonstrated
Answering the prompt	Directly answers the Final Research Prompt with a focused central idea.	Answers most of the prompt.	Partly answers or mostly reports facts.	Too little work to evaluate.
Evidence and explanation	Uses accurate evidence, source credit, and clear E2 explanation.	Uses evidence with some explanation gaps.	Evidence is vague or mostly unexplained.	No relevant evidence.
Organization	Uses R-E1-E2 coherently.	Structure is mostly clear.	Ideas may be disconnected.	No recognizable structure.
Revision and editing	Revises for clarity and edits conventions carefully.	Some errors remain but meaning is clear.	Frequent errors sometimes affect meaning.	Errors interfere with understanding.

65. Writing Gradebook Conversion

Score	Gradebook evidence
3	Ready to transfer the Research HABIT to the cumulative paper.

2	Uses evidence but needs a clearer explanation or consequence check.
1	Needs a supported R-E1-E2 rehearsal and source-credit conference.
0	Needs a new guided attempt with one source detail.

66. Teacher Feedback Shortcuts

Evidence: "Name the paragraph that supports this sentence."

Explanation: "Tell the reader what this detail proves."

Viewpoint: "Who was affected, and whose voice is missing?"

Revision: "Add, delete, combine, or rearrange one idea for clarity."

Response to Student Need

67. Intervention: Name the Thinking

Box	Student says	Teacher asks
R Reason	Researchers should check consequences because ____.	What are you trying to prove?
E1 Evidence	"Source title" explains ____.	Where is that in the source?
E2 Explanation	This evidence matters because ____.	What does the detail prove?
Check	Improvement for ____ would mean ____.	Who was affected?

TEACHER SCRIPT

"Build one clear reason, one exact detail, and one explanation. Then add the next piece."

68. Embedded Checks & Student Support

Moment	Prompt	Expected evidence
Before card match	What source detail makes this match fit?	Relevant detail and source title.
Before drafting	What does the evidence prove?	Because explanation.
Before revision	Who benefited or was harmed?	Viewpoint or consequence.
Before sharing	What should happen next?	Continue, change, or check again.

69. Student Support Quick Reference

Need	Support	Keep the rigor
Source selection	Offer two paragraph numbers.	Student chooses and explains.
Language	Rehearse the sentence frame.	Student supplies the thinking.
Organization	Use R-E1-E2 boxes.	Student connects boxes into a paragraph.
Revision	Circle the unclear sentence.	Student chooses add, delete, combine, or rearrange.

70. Enrichment: Connect Across Texts

Challenge	Student task	Success criteria
Two outcomes	Compare the Three-Fifths Compromise with Kendrix's revised watering plan.	Explains why one agreement harmed fairness while one plan improved after checking.
Two viewpoints	Compare colonists seeking a voice with Native American communities affected by settlement.	Names different outcomes and asks whose voice was missing.
New question	Write a question from [271] to [273] that would help evaluate improvement.	Question is evidence-based and names fairness, consequence, or revision.

71. Additional Writing Opportunity: Plan and Draft

Write one paragraph answering: Why is checking consequences necessary before a researcher calls a change an improvement? Plan R, E1, and E2. Use one detail about the compromise and one detail about Kendrix. Credit both passage titles.

Success criteria: the paragraph explains the contrast between moving forward and becoming fairer, not merely listing the examples.

72. Additional Writing Opportunity: Revise, Edit, and Share

Revise by adding one explanation sentence, deleting one repeated fact, combining two short ideas for clarity, or rearranging the evidence so the reason is clear first. Edit sentence completeness, subject-verb agreement, and quotation marks. Share the revised paragraph with a partner who names the strongest evidence-to-reason connection.

Engagement & Home Connection**73. Auditory Engagement Moments**

Teacher reads "Reason." Students respond, "What I will prove." Teacher reads "Evidence." Students respond, "What the source shows." Teacher reads "Explanation." Students respond, "Why it matters." Partners read one numbered source detail aloud and complete, "This evidence matters because ____." Call and response: Teacher, "Evidence is not enough." Students, "Explain what it proves!" Teacher, "A research paper is not a pile." Students, "It is a structure!"

74. Pause Points

Before choosing evidence: Does this detail prove my reason, or is it only interesting?

Before writing E2: Have I told the reader what the detail means and why it matters?

Before sharing: Did I name my source, explain my evidence, and consider what should happen next?

75. At-Home Connection

Choose a small family or community change. Record one observation, one question, one piece of evidence to gather, and one consequence to check. Discuss whose viewpoint should be heard. The answer key is not a particular decision. It is a complete chain from observable condition to question, evidence, consequence, and responsible next move.

Student Ownership

76. My Progress Tracker

Day	Learning target	I tried it	I can explain it	My next step
Day 1 Gather and Reveal	I can check consequences before deciding whether a change was an improvement.	☐	☐	
Day 2 Attempt	I can defend a match in Impact Investigator.	☐	☐	
Day 3 Discuss and Use	I can write an R-E1-E2 explanation.	☐	☐	
Day 4 Award and Target	I can name a strength and a precise next step.	☐	☐	
Day 5 Explain and Educate	I can teach how evidence supports my thinking.	☐	☐	

77. Student Award

Complete one with a source detail: "I found strong evidence when ____." "I explained my evidence well when ____." "I connected two sources when ____." The award is successful when the student names the exact research move and points to the paragraph or sentence that proves it.

78. Student Target

I can check consequences, ask who was affected, compare viewpoints, and revise my thinking when evidence shows that a change was not an improvement.

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER CLOSING SCRIPT

"This month, you did not just collect facts. You studied change."

TEACHER SCRIPT

"Strong thinkers notice a challenge, ask questions, use evidence, act, check consequences, and revise when needed."

TEACHER SCRIPT

"A change is not automatically an improvement. Researchers ask who benefited, who was harmed, whose voice was missing, and what should happen next."

Celebration: Students complete, "One Research HABIT I will carry forward is ____ because ____."

80. Essential / Overarching Question, Answered

Question: How can researchers decide whether a change actually improved the situation?

Answer: Researchers decide whether change improved the situation by checking consequences, asking who was affected, comparing viewpoints, and deciding whether the plan needs revision.

For the Final Research Prompt, researchers trace the work of change: challenges create questions, questions guide evidence gathering, evidence informs choices, choices produce actions, actions create consequences, and checking those consequences can lead to revision. Improvement must be judged for affected groups, not only by whether an immediate problem was solved.

81. Teacher Reflection

Use the student evidence collected this week to identify which part of the Research HABIT became visible and which part needs another model. Record a paragraph number or student phrase when making the decision.

82. Teacher Artifacts of Effectiveness

Retain the Day 2 defended match, Day 3 R-E1-E2 paragraph, Day 4 Award and Target, Day 5 oral explanation notes, one source-log entry, and the final research paragraph. Review for accurate source credit, relevant evidence, explanation, comparison, and a consequence-based judgment.

Production & Implementation Support

83. Module Slide Deck Build Sheet

Slide	Content	Teacher use
1	Action, Consequence, and Revision	Set Grade 5 Cluster 8 purpose.
2	Module question and Final Research Prompt	Frame the research work.
3	Research HABIT	Rehearse the numbered chain.
4	Two passage titles	Preview evidence-bank purposes.
5	Impact Investigator	Run the defended match.
6	R-E1-E2	Model evidence and explanation.
7	Improvement Check	Ask who benefited and who was affected.
8	Award and Target	Collect reflection evidence.
9	Explain and Educate	Launch oral frame.
10	Closing answer	Return to the module question.

84. Virtual / Online Adaptation

In-person move	Online adjustment	Visible evidence
Impact Investigator	Use a shared drag and drop slide in small groups.	Students place a card and type the because explanation.
Source log	Use an individual document with paragraph-number fields.	Source credit and evidence remain visible.
Award and Target	Submit a short form with one source detail.	Strength and next step can be reviewed.
Explain and Educate	Use a virtual gallery or a 90-second recording.	Speaker names source, evidence, explanation, and next move.

TEACHER SCRIPT

"Read the card aloud. Place it. Explain the evidence-to-claim connection. Leave a visible thinking trace for your partner."

Teacher Reflection

85. Teacher Reflection (This Module)

Fill this in after you teach the module. Your honest notes here are what make this module even stronger next year. Write right on the page.

What worked so well that I want to keep it	
What I would change next time	
My favorite moment this module	
A student who surprised me, and how	
Did the pacing fit? Where did we need more or less time?	
Students to pull for a quick small group next	
One standard worth a second pass	
One idea to make this module even better next year	
Open notes	

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Teacher Lesson Plan Guide

Synthesis and Publication

Grade 5 | Cluster 8 | Module 4

Grade: 5

Cluster: 8, Monthlong Cumulative Research Paper Unit

Module: 4 of the cluster

Primary Instructional Category: Informational Research Writing

Module Title: Synthesis and Publication

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

Passage Set: "From Protest to Participation: How a Nation Changes" and "How Change Happens: Observe, Adapt, Test, and Improve"

Final Research 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.

Primary TEKS: [5.11\(A\)](#), [5.11\(B\)\(i\)](#), [5.12\(B\)\(i\)](#), [5.13\(A\)](#), [5.13\(C\)](#)

Approximate Daily Instructional Time: exactly 15 minutes per day, across 5 days

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Response Strand (7-Strand) TEKS Woven Into This Module

Strand 7 is the Response strand. These Grade 5 response standards are woven through the reading, discussion, annotation, and writing in this module.

- **[5.7(A)]** describe personal connections to a variety of sources, including self-selected texts.
- **[5.7(B)]** write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.
- **[5.7(C)]** use text evidence to support an appropriate response.
- **[5.7(D)]** retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
- **[5.7(E)]** interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
- **[5.7(F)]** respond using newly acquired vocabulary as appropriate.
- **[5.7(G)]** discuss specific ideas in the text that are important to the meaning.

1. A Little Inspiration Goes a Long Way!

Cluster 8 is the research convergence point. Students use information as evidence for one clear answer, not as a list of disconnected facts. In Module 4, students select the strongest evidence, organize it around a thesis (central idea), explain how the sources work together, revise for coherence, edit for publication, and present.

TEACHER SCRIPT

"Research is not one more writing style added at the end of the year. Research is where all of our writing tools come together."

TEACHER SCRIPT

"This module asks students to use information as evidence for an answer, not as a list of disconnected facts."

Connection to this week's thinking: the class follows the Research HABIT: Notice then Question then Gather then Compare then Decide then Act then Check. A researcher uses the habit to decide which details belong in a coherent explanation.

2. Why This Module Matters

Students complete the monthlong cumulative research paper by selecting and organizing precise evidence from two substantial informational research passages. Passage 1 is a civic evidence bank about rights, participation, and citizenship. Passage 2 is an evidence bank about observation, testing, evaluation, and revision.

Where it fits into writing: this module brings the research paper to publication. Students build a thesis (central idea), connect reasons or ways to evidence and explanation, revise for coherence, edit quotations and sentences, and present the finished explanation.

Why it matters beyond this assignment: researchers must decide what evidence is strongest, explain how sources work together, evaluate consequences, and remain willing to revise a first idea when evidence changes the answer.

3. Module Essential / Overarching Question

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

Students record their first thinking, return to the question after selecting and organizing evidence, and answer it at the very end.

My First Thinking:

My Final Thinking:

What evidence changed or strengthened my thinking?

Family Communication

4. Parent Communication Purpose

Families are partners in the monthlong cumulative research paper. This week, students learn to turn a month of research into one clear answer about change. Send the family letter with the precise module question and invite a short evidence conversation about selecting evidence, explaining what it proves, and checking whether a change was an improvement.

5. Family Letter (English)

Dear Families,

This week your fifth grader studies Synthesis and Publication in the Grade 5 Cluster 8 research project, "What Makes Change Happen?" Students work with the two research evidence banks, "From Protest to Participation: How a Nation Changes" and "How Change Happens: Observe, Adapt, Test, and Improve." The module question is "How can we turn a month of research into one clear answer about change?" Students are learning to select the strongest evidence, organize it around a thesis (central idea), explain how the sources work together, revise for coherence, edit for publication, and present the evidence to others.

In class, students will participate in Human Research Paper and the Change Museum, discuss evidence from both passages, and write a complete research paper from the cumulative research work. They will practice R-E1-E2: state a reason, use evidence from a source, and explain what that evidence proves. Ask your student to name one source detail and explain, "This matters because ____."

At home, choose a small decision, change, or question in your family or community. Give your student time to name what is known, what still needs to be checked, and whose viewpoint matters. Then ask, "What evidence would help us make a responsible choice?"

With appreciation, Your student's teacher, The Writing Academy®, LLC

6. Family Letter (Spanish) / Carta para las Familias

Estimadas familias:

Esta semana su estudiante de quinto grado estudia Synthesis and Publication en el proyecto de investigación del Grupo 8, "¿Qué hace que ocurra el cambio?" Los estudiantes trabajan con los dos bancos de evidencia de investigación, "From Protest to Participation: How a Nation Changes" y "How Change Happens: Observe, Adapt, Test, and Improve". La pregunta del módulo es "How can we turn a month of research into one clear answer about change?" La clase aprende a seleccionar la evidencia más sólida, organizarla alrededor de una tesis (idea central), explicar cómo trabajan juntas las fuentes, revisar para lograr coherencia, editar para publicar y presentar la evidencia. La meta es usar evidencia para explicar el pensamiento, no solamente coleccionar datos ni volver a contar una fuente.

En clase, los estudiantes participarán en Human Research Paper and the Change Museum, conversarán sobre evidencia de los dos pasajes y escribirán un trabajo de investigación completo del trabajo acumulativo. Practicarán la estructura R-E1-E2: presentar una razón, usar evidencia de una fuente y explicar lo que esa evidencia demuestra. Pida a su estudiante que nombre un detalle de una fuente y explique: "Este detalle importa porque ____."

En casa, elijan una decisión, un cambio o una pregunta pequeña de la familia o de la comunidad. Denle tiempo a su estudiante para nombrar lo que se sabe, lo que todavía se debe comprobar y qué punto de vista importa. Después pregunte, "¿Qué evidencia nos ayudaría a tomar una decisión responsable?"

Con aprecio, La maestra o el maestro de su estudiante, The Writing Academy®, LLC

7. Family Conversation Starters

- What evidence would help us understand this before we decide?
- What challenge or change do you notice, and why does it matter?
- What do we know from an observation, and what are we only assuming?
- Whose perspective should we hear before making a decision?
- What might happen next, and how could we check whether the result is fair?

8. Simple Family Activities

This activity needs little or no material and ends in conversation.

At-Home Evidence Talk

Choose one small family or community decision. Make three short notes: what we observe, what we wonder, and what evidence could help. Ask your student to explain which note is evidence and which is an assumption. End with: "Our careful choice would be ____ because ____."

Teacher Road Map

9. Teacher Navigation Key

Use these symbols to identify the teacher's instruction, student learning, and assessment in every lesson.

- **TEACH** : teacher explicitly teaches or models the TEKS
- **LEARN** : student practices or develops the TEKS
- ✓ **ASSESS** : student independently demonstrates or transfers learning
- Teacher Script** : exact recommended teacher language

10. GRADUATE Evidence Alignment

This module connects each GRADUATE stage to the evidence students produce as they move from research selection to publication and presentation.

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Students gather the module question, the Final Research Prompt, and the evidence banks.
Reveal	■ TEACH	Students see how a thesis (central idea), selected evidence, and explanation become a coherent research answer.
Attempt	○ LEARN	Students select and organize evidence from both sources around a thesis (central idea).
Discuss	○ LEARN	Students compare source contributions and explain how the details work together.
Use	○ LEARN	Students use the evidence pattern in a complete research-paper draft.
Award	✓ ASSESS	Students name a strength with evidence. Students identify a strength, target a precise next move, and revise for coherence.
Target	✓ ASSESS	Students set one precise next step.
Explain / Educate	✓ ASSESS	Students edit for publication and present a source-based explanation to an audience.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 5, Cluster 8, Module 4
Module Category	Informational Research Writing
Primary TEKS	5.11(A) , 5.11(B)(i) , 5.12(B)(i) , 5.13(A) , 5.13(C)
Primary Breakout	Select the strongest evidence, organize it around a thesis (central idea), explain how sources work together, revise for coherence, edit for publication, and present.
Spiral TEKS	5.11(B)(iv) , 5.12(B)(ii) , 5.11(C)(iii) , 5.11(C)(iv) , 5.11(C)(ix) , 5.11(D)(i) , 5.11(D)(xxii)
Content Connection	

	"From Protest to Participation: How a Nation Changes" and "How Change Happens: Observe, Adapt, Test, and Improve"
Daily Lesson Time	15 minutes per day, 5 days
Weekly GRADUATE Map	Day 1 Gather + Reveal; Day 2 Attempt; Day 3 Discuss + Use; Day 4 Award + Target; Day 5 Explain + Educate
Student Product(s)	Selected evidence bank, thesis (central idea) plan, coherent research paper, Award and Target reflection, edited publication, and Change Museum presentation.
Formal Assessment Product	The complete research paper, an edited publication copy, and a source-based presentation with an improvement judgment.

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: Students will synthesize a month of research into a clear published explanation by selecting strong evidence, organizing it around a thesis (central idea), explaining how sources work together, revising for coherence, editing for publication, and presenting.

I Will Statements

- I will use the two research passages as evidence banks.
- I will select strong evidence and build an R-E1-E2 explanation with source credit.
- I will revise my paper for coherence and edit it for publication.

I Can Statements

- I can synthesize a month of research into a clear published explanation.
- I can organize evidence from both passages around a thesis (central idea).
- I can explain how the sources work together and what the evidence proves.

STUDENT TARGET

Select strong evidence, connect it to a thesis (central idea), revise for coherence, edit for publication, and present a clear answer about change.

13. Success Criteria

Students should know exactly what successful work looks like, stated in student language.

- I select relevant details from both research passages and record paragraph numbers.
- I organize reasons or ways around a thesis (central idea).
- I explain what each selected detail proves.
- I compare how the two sources contribute to the same answer.
- I add, delete, or combine ideas for coherence and clarity.
- I edit sentences and quotations before publication.

14. Evidence That Will Demonstrate Mastery

Identified before instruction begins so the teacher knows which products count as evidence.

- Day 1: a selected evidence set and a thesis (central idea) plan.
- Day 2: an organized R-E1-E2 explanation using evidence from both passages.
- Day 3: a complete coherent research-paper draft.
- Day 4: one evidenced award, one precise target, and a practice revision.
- Day 5: an edited publication and a clear oral source-based presentation.

15. TEKS Correlations

The Student Expectation column uses the lesson plan's Cluster 8 TEKS wording.

TEKS	Strand	Student Expectation (verbatim TEKS)	Where Taught	Where Practiced	Where Assessed
5.11(A)	Writing Process	plan a first draft for topic, purpose, and audience	Days 1-2	Days 1-3	

					Final research-paper plan
5.11(B)(i)	Writing Process	develop a focused, structured, coherent draft	Day 3	Days 3-5	Complete research-paper draft
5.11(B)(iv)	Writing Process	develop an engaging idea with specific facts and details	Day 2	Days 2-3	Source-log entry and paragraph
5.12(B)(i)	Writing Genre	compose informational text with a clear central idea	Day 3	Days 3-5	Research explanation
5.12(B)(ii)	Writing Genre	use informational genre characteristics	Day 3	Days 3-5	Research explanation
5.13(A)	Inquiry	generate and clarify questions for inquiry	Day 1	Days 1-2	Research question
5.13(C)	Inquiry	identify and gather relevant information from sources	Day 2	Days 2-3	Evidence banks
5.11(C)(iii) , 5.11(C)(iv) , 5.11(C)(ix)	Revising	add ideas for coherence and clarity; delete ideas for coherence and clarity; combine ideas for clarity	Day 4	Day 4	Practice revision
5.11(D)(i) , 5.11(D)(xxii)	Editing	edit complete simple and compound sentences with subject-verb agreement; edit quotation marks in dialogue and quotations	Day 5	Day 5	Oral and written explanation

Inquiry and Research TEKS

TEKS	Strand	Student Expectation (verbatim TEKS)	Where Taught
5.13(G)(i)	Inquiry and Research	develop a bibliography	Day 3
5.13(H)(i)	Inquiry and Research	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	Day 5

The Social Studies rows provide interdisciplinary context; they are not assessed as writing standards in this module.

16. Standards Coverage Matrix

This is separate from the correlation table. It classifies each Cluster 8 standard as PRIMARY or RECURSIVE and names where it occurs in this module.

Classification	TEKS	Cluster 8 Application	Where It Occurs
PRIMARY	5.11(A)	plan a first draft for topic, purpose, and audience	Day 1
PRIMARY	5.11(B)(i)	develop a focused, structured, coherent draft	Research drafting and revision across the week
PRIMARY	5.11(B)(iv)	develop an engaging idea with specific facts and details	Day 2
PRIMARY	5.12(B)(i)	compose informational text with a clear central idea	Day 3, Day 5
PRIMARY	5.12(B)(ii)	use informational genre characteristics	Day 3, Day 5
PRIMARY	5.13(A)	generate and clarify questions for inquiry	Day 1
PRIMARY	5.13(C)	identify and gather relevant information from sources	Day 2, Day 3
RECURSIVE	5.11(C)(iii)	add ideas for coherence and clarity	Day 4
RECURSIVE	5.11(C)(iv)	delete ideas for coherence and clarity	Day 4
RECURSIVE	5.11(C)(ix)	combine ideas for clarity	Day 4
RECURSIVE	5.11(D)(i)	edit complete simple and compound sentences with subject-verb agreement	Day 5
RECURSIVE	5.11(D)(xxii)	edit quotation marks in dialogue and quotations	Day 5

17. ELPS Correlations

Matched to the actual language demands of this module: students restate a partner's evidence, ask for clarification, distinguish a source detail from an assumption, defend a choice, compare two sources, and explain how evidence supports a reason.

ELPS	Domain	Language Pattern	Complete ELPS Student Expectation	Day Addressed
1(E)(i)	Listening	Restate a partner's evidence, ask for clarification, and distinguish a source detail from an assumption.	Days 1 and 5	
2(E)(i)	Speaking	Use evidence, source, consequence, revise, and the module vocabulary to defend a choice with increasing specificity.	Days 1, 2, 4, and 5	
3(G)(i)	Reading	Read one manageable source section at a time, identify the detail that answers a question, and compare how the two sources contribute to the same claim.	Days 2 and 3	
4(C)(i), 4(F)(ix)	Writing	Use source credit, a direct quotation or paraphrase, and a because explanation to make the connection between evidence and a research reason visible.	Days 3 and 4	

ELPS Woven Into Intervention

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
1(C)	Listening	Follow oral directions with accuracy.	Intervention, after Day 3
2(F)	Speaking	Restate, ask questions about, or respond to information during classroom interactions.	Intervention, after Day 3

ELPS Woven Into Enrichment

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
2(E)	Speaking	Narrate, describe, or explain information orally with increasing specificity and detail.	Enrichment, after Day 4
4(D)	Writing	Write using a variety of grade-appropriate sentence lengths and connecting words.	Enrichment, after Day 4

18. ELPS Linguistic Accommodations

These accommodations maintain grade-level rigor while opening clear language pathways for research talk and writing.

Proficiency Level	Language Objective (access changes; the thinking demand stays intact)
Pre-Production	Point to a source detail, a question, and an assumption while listening to a partner.
Beginning	Complete orally: "I notice ____ in the source, so I might use it as evidence."
Intermediate	Use the frame, "This detail matters because ____." to connect evidence and thinking.
High Intermediate	Explain in complete sentences how two source details are alike, different, or connected.
Advanced	Independently compare sources, evaluate a choice, and explain what the evidence proves about the module question.

Language Supports

- Pair each source title with a visual icon.
- Let students rehearse an evidence-and-because sentence with a partner before drafting.
- Accept a labeled organizer first, then expand it into connected sentences.
- Offer enlarged card text, read cards aloud, and provide a completed R-E1-E2 template with blanks for the student's own evidence and explanation.

Evidence of Access Without Reduced Rigor: students may use a visual, a word bank, and an oral frame, but each student still identifies relevant evidence and explains what it proves.

19. Language Domains

Domain	How This Module Builds It
Listening	Students listen for a partner's claim and source detail, then restate the detail accurately before responding.
Speaking	Students defend how a detail supports a claim, using because to connect evidence and reasoning.
Reading	Students compare relevant details across both passages and mark evidence with a stated purpose.
Writing	Students write an evidence-based research explanation that connects a source detail to a reason and conclusion.

20. Rigor Safeguard

Teachers MAY provide	Teachers MAY NOT do for students
Read a source card aloud, repeat it, define an unfamiliar word, and provide an oral frame for evidence and explanation.	Choose the evidence, supply the explanation, or write the research sentence for the student.

The student must still choose relevant evidence and explain what it proves.

21. Rigor & Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal		Supported on Days 1-2.	Selected details are recorded with accurate source credit.

	Locate relevant details, source titles, and paragraph numbers in the two evidence banks.		
Inferential	Explain how a detail supports a reason or way in the thesis (central idea).	Guided on Days 1-2; independent by Day 3.	The student writes an R-E1-E2 connection.
Evaluative	Judge which evidence is strongest and whether a change was an improvement for affected groups.	Partner discussion on Days 3-4.	The student defends evidence and checks consequences.
Synthesis	Combine evidence from both sources into a coherent published answer about what makes change happen.	Independent on Days 3-5.	A thesis (central idea), organized evidence, explanation, revision, editing, and presentation.

22. The Five Thinking Levels

Use this progression to name the level of thinking a student response requires.

Level	Color	Student Response	Next Move
Foundational	Red	Names a topic or source fact.	Add a reason that answers the module question.
Emergent	Orange	States an answer with a general example.	Add precise source credit and a relevant detail.
Visible	Yellow	Uses a source detail but gives little explanation.	Tell what the detail proves.
Independent	Green	Uses source evidence and explains the connection.	Compare a second source or viewpoint.
Reflective	Blue	Synthesizes evidence and evaluates consequences or revision.	Name the broader lesson for an audience.

The Progression of Thinking

Level	Hidden Question	Student Thinking	Thinking Focus
Foundational	What does the source actually say or show?	I can locate an observation, action, or consequence.	Notice and recall
Emergent	How are these details connected?	I can separate evidence from an assumption.	Analyze
Visible	What makes this evidence useful?	I can tell what a detail proves.	Explain relevance
Independent	What does the evidence suggest?	I can compare sources and explain a connection.	Evaluate
Reflective	What should happen next?	I can evaluate consequences or revision for an audience.	Create

Where this module primarily operates: Analyze, Evaluate, and Create. Students separate evidence from assumptions, compare sources, evaluate consequences, and write an R-E1-E2 explanation.

23. Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
An interesting detail is automatically evidence.	The teacher may collect facts without asking what each detail proves.	Ask for the detail's job in the evidence bank and require a because explanation.
An assumption is the same as an observation.	The teacher may treat an interpretation as proof.	Ask students to name what can be checked in a source.
Change automatically means improvement.	The teacher may celebrate an outcome without asking about consequences.	Ask who benefited, who was harmed, and what happened next.

24. Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
An interesting detail is automatically evidence.	The student says, "I liked this fact, so I used it."	Ask: "How does it help prove the reason?"
An assumption is the same as an observation.	The student says, "I think it happened, so it is proof."	Ask the student to name what can be checked in a source.
A quotation explains itself.	The student says, "The quote proves my idea."	Prompt: "Explain what the quoted words mean and why they matter."
Change is automatically improvement.	The student says, "Something changed, so it was better."	Ask who benefited, who was harmed, and what happened next.

Module Foundations: Review, Refresh & Readiness

25. TEKS Target

Exact standards being taught: **[5.11(A)]** plan a first draft for topic, purpose, and audience; **[5.11(B)(i)]** develop a focused, structured, coherent draft; **[5.11(B)(iv)]** develop an engaging idea with specific facts and details; **[5.12(B)(i)]** compose informational text with a clear central idea; **[5.12(B)(ii)]** use informational genre characteristics; **[5.13(A)]** generate and clarify questions for inquiry; **[5.13(C)]** identify and gather relevant information from sources; and the revising and editing standards used to prepare the final publication.

This module completes the research move: select the strongest evidence, organize it around a thesis (central idea), explain how sources work together, revise for coherence, edit for publication, and present.

26. How I Say the Standard!

TEKS says	How I say it
[5.11(A)] plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.	I can plan my answer about change for the readers who will use my publication.
[5.11(B)] develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea reflecting depth of thought with specific facts and details.	I can organize my research explanation so every part connects to the thesis (central idea).
[5.11(C)] revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.	I can revise by adding, deleting, combining, or rearranging ideas so my writing is clear and coherent.
[5.11(D)] edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) collective nouns; (iv) adjectives, including their comparative and superlative forms; (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including indefinite; (viii) subordinating conjunctions to form complex sentences; (ix) capitalization of abbreviations, initials, acronyms, and organizations; (x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.	I can edit my draft for complete sentences, grammar, capitalization, punctuation, and spelling.
[5.12(B)] compose informational texts, including brief compositions that convey information about a topic,	I can write a clear thesis (central idea) that answers what makes change happen.

using a clear central idea and genre characteristics and craft.	
5.13(A) generate and clarify questions on a topic for formal and informal inquiry.	I can use the Final Research Prompt to clarify what my paper must explain.
5.13(C) identify and gather relevant information from a variety of sources.	I can select the strongest details from both research passages and record paragraph numbers.

27. This Week I Can...

This week I can turn a month of research into one clear answer about change by selecting strong evidence, explaining how sources work together, revising for coherence, editing for publication, and presenting.

28. Before I Can... Prerequisites

What needs to be in place before this week's new learning will work:

- Read both Grade 5 informational research passages and locate paragraph numbers.
- Recognize a thesis (central idea), reason or way, evidence, and explanation in a research draft.
- Write complete simple and compound sentences with subject-verb agreement.
- Use source credit for a direct quotation or paraphrase.
- Know that evidence must prove a reason and that a change is not automatically an improvement.

5.7(C)

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"In 60 seconds, name one detail from each research passage that could support an answer about change. Then tell your partner what each detail proves."

30. Vocabulary Infusion

A short, immediate-use set for Day 1. The complete tiered vocabulary follows in Part VI.

Word	Student-Friendly Meaning	Use It Today
evidence	information that supports an idea	This evidence matters because ____.
thesis (central idea)	the central answer a paper proves	My thesis (central idea) explains ____.
coherence	clear, logical connection among ideas	My paper has coherence because ____.
revise	make writing clearer or more effective	I revise when ____.

31. Conventions Connection

Recursive conventions review for the week: a thesis (central idea) is a complete sentence. Retrieve capitalization of the first word, end punctuation, subject-verb agreement, and quotation marks around exact words from a source. When students draft, revise, and edit, have them check that the final publication is readable and accurate.

32. Writing Connection

Synthesizing a month of research is what makes a written response useful. When students select strong evidence, organize it around a thesis (central idea), and explain what each detail proves, the sources

become one coherent answer. Revision and editing make that answer ready for publication and presentation.

33. Watch Out!

Common misconception: students copy many facts, treat a quotation as its own explanation, or assume that any change is an improvement. **Teacher move:** ask which detail is strongest, what it proves, how the sources work together, and who benefited or was harmed.

34. Ready Check

Read the Final Research Prompt aloud. Ask students to name the required ideas, the two research passages, the audience, and the improvement judgment. Use responses to decide who needs the source-title key, paragraph-number bookmark, or oral rehearsal during Day 1.

35. Teacher Look-Fors

- Students select relevant details from both passages and record paragraph numbers.
- Students say what each detail proves about a reason or way.
- Students connect the sources instead of listing them separately.
- Students revise for coherence and edit complete sentences and quotations.

Vocabulary, Content & Preparation

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"Before we begin, preview the everyday words that will help you talk about the beginning, middle, and end of a research paper."

Word	Student-Friendly Definition	Oral Rehearsal Frame
paper	writing with connected ideas	I can use paper to explain ____.
part	one piece of a whole	I can use part to explain ____.
whole	all the parts together	I can use whole to explain ____.
proof	information that shows an idea is true	I can use proof to explain ____.
start	the beginning	I can use start to explain ____.
middle	the part between beginning and end	I can use middle to explain ____.
end	the final part	I can use end to explain ____.
fix	make something work better	I can use fix to explain ____.
show	help someone understand	I can use show to explain ____.
share	tell or give to others	I can use share to explain ____.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"These academic writing words help you explain how a source detail supports a thesis (central idea) and how revision prepares a paper for readers."

Word	Student-Friendly Definition	Oral Rehearsal Frame
thesis (central idea)	the central answer a paper proves	Evidence helps me explain my thesis (central idea) ____.
coherence	clear, logical connection among ideas	Evidence helps me create coherence ____.
synthesize	combine ideas into a new understanding	Evidence helps me synthesize ____.
transition	a word or phrase that connects ideas	Evidence helps me transition ____.
citation	information that gives credit to a source	Evidence helps me add citation ____.
revise	make writing clearer or more effective	Evidence helps me revise ____.
edit	correct conventions before publishing	Evidence helps me edit ____.
publish	prepare writing to share with readers	Evidence helps me publish ____.
presentation	a planned sharing of learning	Evidence helps me prepare a presentation ____.
reflection	thinking back on what was learned	Evidence helps me reflect ____.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"These passage and framework words help you talk about evidence, source credit, revision, and publication with precision."

Word	Pronunciation	Student-Friendly Definition
SET	ess-ee-tee	statement of purpose, evidence-reference transition, thesis (central idea)
R-E1-E2	ar-ee-one-ee-two	reason, evidence, explanation structure
R1-R2-R3	ar-one ar-two ar-three	restate, reference, reflect conclusion structure
source credit	sors KRED-it	words that name where evidence came from
direct quotation	dih-REKT kwoh-TAY-shun	an author's exact words
paraphrase	PAR-uh-frayz	a source idea written in new words
evidence bank	EV-uh-dens bank	a source read for useful proof
works cited	wurks SY-tid	a list of sources used in a paper
research convergence	ree-SURCH kun-VUR-jens	the point where writing tools come together
intellectual growth	in-tuh-LEK-choo-ul grohth	stronger thinking built through learning

Teacher Resource: For more practice with academic words, see the Academic Vocabulary Companion App.

39. Background Knowledge & Teacher Context

Source context. Passage 1 asks how ideas about freedom, rights, and citizenship become real changes in a nation. Passage 2 asks what history and science teach about responding to challenges. Together they provide civic and scientific evidence banks for the same Research HABIT.

Teacher stance. Preserve the intellectual work by asking what a detail proves and how it works with a detail from the other source. Students should select, organize, explain, revise, edit, and present rather than list everything in a passage.

40. Materials Needed

Category	Items
Core print materials	Clean and TRACKS-ready copies of both research passages; interactive notebooks; source logs.
Annotation materials	Sticky notes, pencils, and highlighters matched only to the fixed TRACKS chart.
Collaborative materials	Human Research Paper and the Change Museum materials, one set per partner group.
Writing materials	Thesis (central idea) planning frames, R-E1-E2 pages, editing checklists, and publication paper.

Accessibility supports	Paragraph-number bookmarks, vocabulary cards, oral rehearsal frames, and text-to-speech access when available.
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41. Preparation Before Day 1

- ☐ Prepare one clean and one TRACKS-ready copy of each research passage at every table.
- ☐ Post the module question, the Final Research Prompt, the Research HABIT, and the R-E1-E2 structure.
- ☐ Place Human Research Paper and the Change Museum materials in numbered sets and keep one teacher-key set for the debrief.
- ☐ Prepare a visible "Evidence matters because ____" strip for oral rehearsal.
- ☐ Prepare thesis (central idea), coherence, editing, and presentation checklists.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15	Gather + Reveal	Gather the monthlong research purpose and reveal the synthesis task.
Day 2	15	Attempt	Select and organize strong evidence around a thesis (central idea).
Day 3	15	Discuss + Use	Compare sources and use R-E1-E2 in a complete paper draft.
Day 4	15	Award + Target	Recognize a strength and revise for coherence.
Day 5	15	Explain + Educate	Edit for publication and present the answer to an audience.

43. Tiny Times Transition

Use a quick, under-one-minute routine when students need movement and retrieval.

- Signal: "Tiny Time! Research HABIT!"
- Students say: Notice then Question then Gather then Compare then Decide then Act then Check.
- Students point to the next step on the anchor chart and return to the evidence bank or paper draft.

Citizenship & Content Connection

44. The Citizenship Connection

Passage 1 is the civic evidence bank. It shows that citizenship includes questions, rights, participation, information, listening, and checking consequences. Passage 2 adds a second lens: history and science both require observation, evidence, choices, actions, and revision.

Element	This Module
Suitability	A natural fit for a cumulative research paper. Students bring the year's research tools together in a thesis (central idea), coherent explanation, publication, and presentation.
Focus	Rights, participation, citizenship, observation, testing, evaluation, and revision.
Historical / Content Connection	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.
Perspective Connection	Researchers ask whose voice is present, whose voice is missing, who benefited, who was harmed, and whether the result was an improvement.
Literacy-to-Citizenship Connection	Reading a civic source closely helps students distinguish a claim from evidence, connect a decision to its consequences, and explain how participation creates change.
Citizenship Question	What evidence should people gather before deciding that a change is fair or an improvement?
Teacher Script	<i>"Citizenship requires participation, and responsible participation requires information. Select evidence carefully, explain what it proves, and check what happens next."</i>

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

Research Synthesis Planning Chart

Planning Move	Question to Ask	Evidence of Readiness
Select	Which detail is strongest and most relevant?	Source title and paragraph number are recorded.
Organize	Which reason or way does the detail support?	The detail is placed under a thesis (central idea).
Connect	How does the other source add, extend, or complicate the idea?	The sources are explained together, not listed separately.

Research Explanation R-E1-E2 Thinking Chart

Letter	research explanation Part	What It Means
T	Thesis (central idea)	The answer to the prompt.
R	Reason/Way	Why or how the thesis (central idea) is true.
E	Evidence	Text proof. 5.7(C)
E	Explanation	How the evidence proves the thesis (central idea). 5.7(G)
S	Significance	Why the idea matters.

Publication and Presentation Checklist

Before Sharing	Student Check
Coherence	Each reason, evidence detail, explanation, and transition connects to the thesis (central idea).
Editing	Sentences have subject-verb agreement, and direct quotations use quotation marks.
Presentation	The speaker names sources, explains the answer, and answers whether the change was an improvement.

46. Core Habit / Strategy Explanation

TEACHER SCRIPT

"How Change Happens: Observe, Adapt, Test, and Improve names this pattern. The arrows remind students that strong thinking can return to an earlier step when new evidence appears."

CLASS SLIDE

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

Encouragement: "A strong researcher can change the explanation when the evidence demands it. Revision is part of intellectual growth."

CREATE THE ANCHOR CHART

Build an anchor chart titled "Synthesis and Publication." Add the Final Research Prompt, the Research HABIT, the thesis (central idea), R-E1-E2, the comparison frame, and the check questions: "What

changed? Was the change an improvement? Improvement for whom?" Keep source titles and paragraph numbers visible.

47. Student Source Passage(s)

Passage use: read both research passages below at very high stamina, first as a clean reading copy and then again for TRACKS highlighting. Keep the paragraph numbers for discussion, evidence banks, and citations.

Passage 1: "From Protest to Participation: How a Nation Changes" (Genre: Informational; Stamina: Very High)

[1] Central Question:

[2] How do ideas about freedom, rights, and citizenship become real changes in a nation?

[3] A nation can change in many ways. Borders can move. New inventions can transform daily life. New people can arrive and build communities. Laws can be written, challenged, or replaced.

[4] But some of the most important changes begin with something that cannot be seen on a map.

[5] They begin with a question.

[6] Is this fair?

[7] Who has a voice?

[8] What rights should people have?

[9] What should government be allowed to do?

[10] What should citizens do when they believe something needs to change?

[11] The history of the United States contains many examples of people asking these questions. Sometimes their answers led to protests. Sometimes they led to documents, laws, compromises, elections, or new amendments. Sometimes people discovered that an earlier solution had created another problem.

[12] Studying these examples helps us understand that democracy is not a single event. It is a continuing process of ideas, decisions, actions, and consequences.

[13] Change Begins With a Question

[14] Before the American Revolution, the thirteen colonies belonged to Great Britain.

[15] For many years, large numbers of colonists considered themselves loyal British subjects. They traded with Britain, followed British laws, and depended on British military protection.

[16] After the French and Indian War, however, Great Britain had large debts. Parliament passed new taxes affecting the colonies.

[17] The Stamp Act placed taxes on printed materials. Other taxes followed.

[18] Colonists began asking why Parliament could tax them when the colonies did not elect representatives to Parliament.

[19] Their complaint became known as taxation without representation.

[20] At first, many colonists were not demanding independence. They wanted the British government to change its policies and listen to colonial concerns.

[21] That distinction is important.

[22] A movement for major change may begin with a much smaller request.

[23] Questions Become Protest

[24] Colonists responded in different ways.

[25] Some wrote letters and newspaper articles.

- [26] Some signed petitions.
- [27] Some joined organizations such as the Sons of Liberty.
- [28] Merchants participated in boycotts by refusing to purchase certain British goods.
- [29] Families produced more goods at home rather than buying imported products.
- [30] These actions gave ordinary people ways to participate.
- [31] Tensions continued. The Boston Massacre increased distrust of British soldiers. The Tea Act led to the Boston Tea Party. Great Britain responded with laws the colonists called the Intolerable Acts.
- [32] British leaders hoped stronger control would stop resistance.
- [33] Instead, the punishment of Massachusetts helped bring several colonies closer together.
- [34] A problem that once seemed local began to feel shared.
- [35] That is one way movements grow: people discover that a concern affecting someone else could eventually affect them too.

[36] Ideas Become Words

- [37] By 1776, more colonial leaders believed independence was necessary.
- [38] The Declaration of Independence announced that the colonies intended to separate from Great Britain.
- [39] But the document did more than declare independence.
- [40] It explained ideas.
- [41] The Declaration stated that people possess rights that government should protect. It identified life, liberty, and the pursuit of happiness among those rights.
- [42] It also argued that governments receive their legitimate power from the consent of the governed.
- [43] That meant government existed to serve people, not the other way around.
- [44] These ideas created a standard against which government could be judged.
- [45] If a government was supposed to protect rights, people could ask:
- [46] Is it actually doing that?

[47] A Promise Can Be Larger Than Its Time

- [48] The Declaration proclaimed equality, yet American society in 1776 did not provide equal rights to everyone.
- [49] Women could not participate equally in political life.
- [50] Enslaved people were denied freedom.
- [51] Native American nations faced increasing pressure and conflict as colonial settlement expanded.
- [52] Abigail Adams recognized part of this contradiction. She urged her husband, John Adams, to “Remember the Ladies” as leaders considered the new government.
- [53] Her words reflected a larger question:
- [54] If liberty is a principle, who is included in it?
- [55] That question did not disappear.
- [56] Later generations repeatedly returned to the ideals expressed in the Declaration when arguing for expanded rights.
- [57] The document therefore had two kinds of influence.

[58] It described what the nation's leaders said they believed.

[59] It also gave future Americans language they could use to challenge the nation when its actions failed to match those beliefs.

[60] Words Become Government

[61] Winning independence did not automatically solve the problem of governing a new nation.

[62] Americans had to create a system that could unite the states while also protecting liberty.

[63] In 1787, delegates met at the Constitutional Convention.

[64] They disagreed about representation, federal power, state power, slavery, trade, and many other issues.

[65] The Constitution they produced created a stronger national government with separate branches and a system in which power was divided.

[66] The new system depended on representative government. Citizens would choose leaders to make many decisions on their behalf.

[67] However, creating a government required difficult choices.

[68] Not all of those choices were fair.

[69] A Compromise Can Solve One Problem and Create Another

[70] One of the most troubling agreements at the Constitutional Convention concerned slavery and representation.

[71] Southern states wanted enslaved people counted when determining representation in Congress because a larger population would give those states more representatives.

[72] Yet enslaved people themselves could not vote and had no political power.

[73] Under the Three-Fifths Compromise, for purposes including representation, every five enslaved people would be counted as three persons in the population calculation.

[74] The compromise helped delegates continue their work and complete the Constitution.

[75] But it did not solve the injustice of slavery.

[76] Instead, it increased political power for states where large numbers of people were enslaved while those enslaved people remained without freedom or representation.

[77] This teaches an important lesson:

[78] Compromise and fairness are not the same thing.

[79] A compromise may help people reach an agreement.

[80] Researchers must still ask:

[81] Who benefited?

[82] Who gave something up?

[83] Who had no voice in the decision?

[84] What consequences followed?

[85] Rights Are Written Down

[86] Some Americans worried that the Constitution gave the new federal government too much power.

[87] They wanted clear protections for individual liberties.

[88] The first ten amendments became known as the Bill of Rights.

[89] These amendments protect important freedoms and establish limits on government power.

[90] They address matters such as speech, religion, assembly, petitions, searches, legal protections, trials, punishment, and powers not given to the federal government.

[91] Written rights serve an important purpose.

[92] They make expectations visible.

[93] Citizens and leaders can examine what government does and compare those actions with the protections stated in law.

[94] Yet a written right is meaningful only when people understand it and when institutions respect it.

[95] That makes civic knowledge important.

[96] Freedom Can Become a Symbol

[97] More than a century after the Declaration, immigrants arriving in New York Harbor could see the Statue of Liberty.

[98] For many people, the statue became a symbol of freedom, hope, and opportunity.

[99] Its tablet connects it to July 4, 1776.

[100] Its torch suggests light and liberty.

[101] Immigrant families arriving through places such as Ellis Island often came for different reasons. Some hoped for work. Some wanted to join relatives. Some sought safety or opportunity.

[102] Their arrival added another question to the American story:

[103] What does it mean to become part of a nation built around ideals of liberty?

[104] The answer was not always simple.

[105] Newcomers often faced language barriers, difficult working conditions, crowded housing, discrimination, and uncertainty.

[106] Freedom did not guarantee an easy life.

[107] But immigration shows that national ideals can influence people far beyond the generation that first wrote them.

[108] Citizens Continue the Work

[109] Government is not shaped only by presidents, judges, legislators, or famous historical leaders.

[110] Citizens also participate.

[111] Voting is one important form of participation.

[112] But it is not the only one.

[113] People may attend public meetings, volunteer, contact representatives, sign petitions, serve on boards, help campaigns, organize projects, or learn about an issue affecting their community.

[114] Young people can participate too.

[115] Students can organize service projects, research local concerns, write respectfully to leaders, help improve school spaces, or explain an issue to others.

[116] Citizenship begins long before a person is old enough to vote.

[117] It begins with learning how communities make decisions.

[118] Voice Requires Information

- [119] Having a voice does not mean saying whatever comes to mind as loudly as possible.
- [120] Strong civic participation requires information.
- [121] Imagine that a town is debating whether to build a park, library, business area, or sports field on an empty piece of land.
- [122] Residents may feel strongly.
- [123] But feelings alone cannot answer every question.
- [124] People may need to know:
- [125] How much will each plan cost?
- [126] How many people could use it?
- [127] What environmental effects might occur?
- [128] What does the community already have?
- [129] What do residents need?
- [130] Are there other possible solutions?
- [131] Gathering evidence can make discussion more useful.
- [132] Reliable information also helps citizens recognize rumors or incomplete claims.
- [133] Listening Is Participation Too**
- [134] People in a democracy will disagree.
- [135] That is normal.
- [136] One resident may want lower taxes.
- [137] Another may want additional public services.
- [138] One family may support a new road.
- [139] Another may worry that the road will increase traffic near homes.
- [140] Listening to another viewpoint does not require agreeing with it.
- [141] It means understanding the reasons and evidence behind it.
- [142] Respectful disagreement allows people to continue working together even when they prefer different solutions.
- [143] That ability may be one of the most important skills in a representative government.
- [144] Change Does Not End With a Decision**
- [145] Suppose a community chooses a solution.
- [146] The work is not necessarily finished.
- [147] Citizens and leaders can study what happened next.
- [148] Did the plan work?
- [149] Did it solve the original problem?
- [150] Did it create a new problem?
- [151] Did some people benefit more than others?
- [152] Should the plan continue?
- [153] Should it be changed?

[154] These questions apply to history too.

[155] The American Revolution changed the relationship between the colonies and Great Britain.

[156] The Declaration established ideals.

[157] The Constitution created a government.

[158] The Bill of Rights protected important freedoms.

[159] But none of those events ended every disagreement about rights, representation, equality, or citizenship.

[160] Later generations continued the work.

[161] Democracy Is Never Completely Finished

[162] A democracy receives something from the past.

[163] It receives laws.

[164] Documents.

[165] Institutions.

[166] Traditions.

[167] Successes.

[168] Mistakes.

[169] Promises.

[170] Each generation must decide what to do with them.

[171] Citizens can preserve principles they believe remain valuable.

[172] They can question practices that produce unfair results.

[173] They can use evidence to judge whether a policy is working.

[174] They can participate in peaceful processes for change.

[175] This is why the history of American democracy is not simply the story of government being created.

[176] It is the story of people repeatedly asking:

[177] Does what we are doing match what we say we believe?

[178] A protest may begin the conversation.

[179] A document may describe an ideal.

[180] A law may create a system.

[181] A citizen may challenge the system.

[182] A vote may change a leader.

[183] An amendment may change the law.

[184] A new generation may ask the question differently.

[185] That is how a nation continues changing.

[186] The strongest democracy is not one that never faces disagreement. It is one in which informed people can use rights, evidence, participation, and respectful debate to keep working toward its ideals.

Passage 2: "How Change Happens: Observe, Adapt, Test, and Improve" (Genre: Informational; Stamina: Very High)

[1] Central Question:

[2] What do history and science teach us about responding to challenges?

[3] A drooping plant, a dangerous beach, an unfamiliar settlement, a broken light bulb, and an unfair law may seem to have very little in common.

[4] Yet each presents the same basic problem:

[5] Something about the current situation is not working. What should happen next?

[6] In science, people observe conditions, gather evidence, test explanations, and revise their thinking.

[7] In history, individuals and societies also face changing conditions. They gather information, debate choices, act, and experience consequences.

[8] The subjects are different, but the thinking pattern can be surprisingly similar.

[9] NOTICE · QUESTION · GATHER · COMPARE · DECIDE · ACT · CHECK

[10] Understanding this pattern helps explain not only how people solve problems, but also why some changes succeed while others create new difficulties.

[11] Change Begins With Conditions

[12] Before deciding what to do, it helps to understand the situation.

[13] That sounds simple.

[14] It is not always simple.

[15] People often notice a problem and immediately assume they know the cause.

[16] A plant looks weak, so it must need more water.

[17] A law causes anger, so everyone must want the same solution.

[18] An invention fails, so the entire idea must be impossible.

[19] Those conclusions may be correct.

[20] They may also be wrong.

[21] The first task is to observe.

[22] What is actually happening?

[23] Living Things Respond in Different Ways

[24] The natural world provides useful examples.

[25] A newly hatched sea turtle faces immediate danger.

[26] It must move from its nest toward the ocean.

[27] It cannot attend a lesson first.

[28] It cannot practice for several weeks.

[29] Its instinctive behavior helps it respond immediately.

[30] An orca faces different challenges.

[31] Young orcas can learn behaviors by observing older members of their pod. Hunting cooperatively may require practice, communication, and experience.

[32] Both animals survive through behavior.

[33] But they do not use the same kind of behavior.

[34] That matters.

[35] A useful response must fit the challenge.

[36] The lesson is not that instinct is better than learning or that learning is better than instinct.

[37] The lesson is that different conditions may require different responses.

[38] People Must Adapt Too

[39] Human beings also face unfamiliar conditions.

[40] When the Pilgrims arrived in Plymouth, they entered an environment they did not fully understand.

[41] The climate, growing seasons, plants, wildlife, and local geography differed from what they knew in England.

[42] Determination alone could not give them the information they lacked.

[43] The Wampanoag people possessed knowledge developed through generations of living in the region.

[44] That local knowledge mattered.

[45] Information about crops, fishing, seasons, and resources could make the difference between a poor decision and a better one.

[46] Adaptation therefore requires more than simply working harder.

[47] Sometimes it requires admitting:

[48] Someone else knows something I do not know.

[49] Learning from others can be a survival strategy.

[50] Contact Can Create Unequal Change

[51] Adaptation and cultural contact are not always peaceful or equal.

[52] Spanish settlement in Texas brought missions, presidios, roads, livestock, ranching traditions, language, religion, and new settlements.

[53] But those changes did not affect everyone in the same way.

[54] Many Native American communities faced pressure to change their religions, customs, locations, or ways of life.

[55] Some people cooperated.

[56] Some traded.

[57] Some adapted certain practices.

[58] Others resisted Spanish control.

[59] This illustrates another important principle:

[60] A change can produce different outcomes for different groups.

[61] If researchers ask only whether Spain successfully established settlements, they miss part of the story.

[62] They must also ask what those settlements meant for the people already living there.

[63] Observe Before You Act

[64] Kendrix's garden provides a smaller example of the same thinking skill.

[65] She noticed that the plants looked unhealthy.

[66] Their leaves were pale.

[67] Their stems drooped.

[68] She formed a reasonable first idea:

[69] Perhaps they needed more water.

[70] Then she acted.

[71] She watered more.

[72] But the garden became worse.

[73] The soil turned muddy.

[74] Leaves yellowed.

[75] Her original explanation did not match the new evidence.

[76] At that point Kendrix faced an important choice.

[77] She could continue adding water because she wanted her first idea to be correct.

[78] Or she could reconsider.

[79] She chose to reconsider.

[80] That is one of the most important habits in scientific thinking.

[81] Evidence Can Change an Answer

[82] Kendrix and her grandmother examined the soil.

[83] They recognized that plant roots need more than water. Roots also require access to air, and plants depend on a balance of conditions including sunlight, water, nutrients, and healthy soil.

[84] Kendrix changed her plan.

[85] She watered less often.

[86] She checked soil conditions before watering.

[87] She watched the plants.

[88] Their health improved.

[89] The important lesson is not simply:

[90] Do not overwater plants.

[91] The deeper lesson is:

[92] When evidence does not support your first explanation, change the explanation.

[93] That does not mean the thinking process failed.

[94] It means the thinking process worked.

[95] Failure Can Become Information

[96] Thomas Edison's workshop offers another example.

[97] Developing a practical electric lighting system required repeated testing.

[98] Materials had to be tried.

[99] Results had to be recorded.

[100] Bulbs could break.

- [101] Wires could fail.
- [102] A test that failed to produce a useful light still produced information.
- [103] Workers could ask:
- [104] What material was used?
- [105] How long did it last?
- [106] Why might it have failed?
- [107] What should be changed during the next test?
- [108] This transforms failure into evidence.
- [109] The broken bulb is no longer simply a disappointment.
- [110] It becomes a clue.
- [111] Innovation Is Often a Team Process**
- [112] Another important lesson from the workshop is that invention rarely depends on only one person's effort.
- [113] Workers prepared materials.
- [114] They kept notes.
- [115] They tested wires.
- [116] They watched clocks.
- [117] They compared results.
- [118] They built equipment.
- [119] They shared ideas.
- [120] The famous inventor's name may be remembered, but the process depended on many contributors.
- [121] The same is true of many kinds of change.
- [122] A scientific discovery may involve teams.
- [123] A community improvement may involve volunteers and leaders.
- [124] A political movement may involve thousands of ordinary participants.
- [125] Major changes often appear to have one famous face.
- [126] The evidence usually reveals many hands.
- [127] Cooperation Can Expand What Is Possible**
- [128] Cooperation appears repeatedly across science and history.
- [129] Orcas hunt in pods.
- [130] The Wampanoag shared knowledge with the Pilgrims.
- [131] Colonists coordinated protests and meetings.
- [132] Edison's workers contributed different skills.
- [133] Citizens cooperate in communities.
- [134] Working together can allow people to accomplish something that would be difficult alone.
- [135] But cooperation does not guarantee fairness.
- [136] People can cooperate toward a harmful goal too.

[137] That is why another question must follow:

[138] What did the cooperation produce?

[139] Societies Can Revise Their Thinking

[140] Scientific thinking changes when evidence changes.

[141] Societies can change too.

[142] Before the American Revolution, many colonists did not initially demand independence.

[143] They wanted reforms.

[144] As events continued, opinions changed.

[145] New laws, protests, punishments, meetings, violence, writings, and arguments affected what people believed.

[146] Eventually, many concluded that independence was necessary.

[147] That decision came after years of changing conditions.

[148] Government itself continued evolving afterward.

[149] The Articles of Confederation did not provide the national system many leaders believed the new nation needed.

[150] The Constitution created a different structure.

[151] Concerns about individual rights led to the Bill of Rights.

[152] Later amendments changed the Constitution again.

[153] A governing system can therefore be both stable and changeable.

[154] It may preserve a basic structure while allowing revision.

[155] Not Every Solution Is a Good Solution

[156] This may be the most important fifth-grade research lesson.

[157] Solving the immediate problem does not automatically make a decision good.

[158] At the Constitutional Convention, delegates needed agreements if they were going to create a new Constitution.

[159] The Three-Fifths Compromise helped resolve one disagreement about representation.

[160] But it strengthened political power tied to slavery while enslaved people themselves remained without freedom or political voice.

[161] The agreement helped the convention move forward.

[162] That does not make the agreement just.

[163] Students therefore need to ask more than:

[164] Did it work?

[165] They also need to ask:

[166] Was it fair?

[167] Who benefited?

[168] Who was harmed?

[169] Whose voice was missing?

[170] A successful outcome for one group can be a harmful outcome for another.

[171] Check What Happened Next

[172] Good problem solving does not stop when action begins.

[173] Suppose a community believes cars are traveling too quickly near a school.

[174] Residents might propose a stop sign.

[175] The city installs it.

[176] Problem solved?

[177] Maybe.

[178] Researchers would need to check.

[179] Did traffic slow?

[180] Did accidents decrease?

[181] Did drivers begin taking a different street and create another problem?

[182] Would a crossing guard or different road design work better?

[183] Action produces new evidence.

[184] That evidence becomes the beginning of the next decision.

[185] Reliable Information Matters

[186] People cannot evaluate change well if their information is poor.

[187] A rumor may sound convincing.

[188] A dramatic image may create a strong emotional response.

[189] A statement repeated many times may begin to feel true.

[190] But researchers need evidence.

[191] They ask where information came from.

[192] They compare sources.

[193] They distinguish facts from opinions.

[194] They examine dates and context.

[195] They notice when two people describe the same event differently.

[196] This is important in both science and history.

[197] A scientist should not depend on one observation if more testing is possible.

[198] A historian should not assume one source tells the entire story.

[199] A citizen should not make an important decision based only on an unverified claim.

[200] Changing Your Mind Can Be a Strength

[201] People sometimes believe that changing an opinion shows weakness.

[202] Evidence-based thinking suggests the opposite.

[203] Imagine Kendrix continuing to flood the garden simply because she did not want to admit her first idea was wrong.

[204] Imagine Edison's workers repeating exactly the same failed test again and again without learning from the result.

[205] Refusing to change would not show strength.

[206] It would prevent progress.

[207] A strong thinker can say:

[208] This is what I believed.

[209] This is the evidence I now have.

[210] The evidence suggests a better explanation.

[211] I am changing my conclusion.

[212] That is intellectual growth.

[213] **The Pattern of Change**

[214] Across these examples, a pattern emerges.

[215] **NOTICE**

[216] Something needs attention.

[217] **QUESTION**

[218] Why is this happening?

[219] **GATHER**

[220] What information or evidence can we find?

[221] **COMPARE**

[222] Do different sources or observations agree?

[223] **DECIDE**

[224] What action seems best supported?

[225] **ACT**

[226] Try the solution.

[227] **CHECK**

[228] What happened afterward?

[229] Then there may be one more step:

[230] **REVISE**

[231] If the outcome is not what was expected, change the plan.

[232] That final step keeps the cycle moving.

[233] **Progress Is Not Just Change**

[234] Something can change without improving.

[235] A new law can create an unintended problem.

[236] A new technology can solve one problem while creating another.

[237] A settlement can help one population while harming another.

[238] A compromise can produce agreement without producing justice.

[239] A scientific solution can need further testing.

[240] So researchers should not ask only:

[241] What changed?

[242] They should ask:

[243] Was the change an improvement?

[244] And then:

[245] Improvement for whom?

[246] That is a much harder question.

[247] It is also a much stronger research question.

[248] The Work Continues

[249] Sea turtles respond through instinct.

[250] Orcas learn through experience.

[251] People adapt to environments.

[252] Scientists test explanations.

[253] Inventors revise designs.

[254] Communities debate choices.

[255] Governments amend laws.

[256] Citizens examine outcomes.

[257] These examples do not prove that science and history operate exactly the same way.

[258] They do reveal a shared habit of mind:

[259] Pay attention to what happens next.

[260] Change should create new questions.

[261] What worked?

[262] What failed?

[263] What surprised us?

[264] Who was affected?

[265] What new evidence appeared?

[266] What should happen now?

[267] Progress does not come from changing simply for the sake of change.

[268] It comes from learning.

[269] Observe carefully. Question thoughtfully. Gather evidence. Choose responsibly. Check the result. And when the evidence demands it, be willing to change again.

[270] Source-to-Writing Reflection

[271] Choose one final question from this source that would help a researcher decide whether a change was an improvement. Record an exact phrase that makes the question worth asking.

[272] Then explain what the phrase shows about evidence, fairness, consequences, or revision. Do not summarize the source; explain why the detail matters.

[273] Compare that idea with one civic or scientific example from earlier in the source. Name the job the detail will do in your writing.

48. Student Annotation Guide

Students read each clean passage first, then use TRACKS to mark evidence and record paragraph numbers in the civic and scientific evidence banks.

Passage 1 "From Protest to Participation: How a Nation Changes"

Mark paragraph [18] as a question about representation, paragraph [30] as participation, paragraph [78] as a warning that compromise and fairness are not the same thing, and paragraph [131] as a reason reliable evidence matters.

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

Mark paragraph [21] as the first task to observe, paragraph [92] as revision when evidence changes an answer, paragraph [183] as action producing new evidence, and paragraph [243] as the improvement question.

Evidence Bank Planning: Civic Passage

Source	Research Question	Paragraph	What the detail must prove
From Protest to Participation: How a Nation Changes	How can we turn a month of research into one clear answer about change?		
From Protest to Participation: How a Nation Changes	How does civic participation create consequences that researchers can check?		

Evidence Bank Planning: Observation, Testing, Evaluation, and Revision

Source	Research Question	Paragraph	What the detail must prove
How Change Happens: Observe, Adapt, Test, and Improve	How can we turn a month of research into one clear answer about change?		
How Change Happens: Observe, Adapt, Test, and Improve	How does revision help researchers decide whether a change was an improvement?		

49. TRACKS Evidence Highlighting

TRACKS is the fixed reading annotation chart. Use the categories exactly as written while students build both evidence banks.

Letter	Category	What to Look For	Highlight Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs or adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs or adverbs.	Pastel Yellow

C	Character, Concept, Creature	Names of characters, people, or animals, or major concepts as the central idea. Often nouns or proper nouns.	Pastel Yellow
K	Key Knowledge	All other important information needed for the meaning of the passage that is not in another TRACKS category.	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged or measured through the five senses.	Pastel Green

50. Five-Day GRADUATE Lesson

Every day is exactly 15 minutes. The shared Research HABIT is Notice then Question then Gather then Compare then Decide then Act then Check. Students return to an earlier step when new evidence requires revision.

DAY 1 | GATHER AND REVEAL | 15 MINUTES

TEKS: [5.11\(A\)](#), [5.13\(A\)](#). **ELPS:** 1(E)(i), 2(E)(i). **Purpose:** Students gather the monthlong research purpose, reveal the Final Research Prompt, and plan a thesis (central idea) for an audience.

Evidence Role	What the teacher and students do
■ TEACH	Introduce the module question and the Final Research Prompt. Reveal that the paper must explain how challenges, questions, evidence, choices, actions, consequences, and revision work together to create change, then judge whether the change was an improvement.
○ LEARN	Students reread the prompt, name the required ideas, and place the two source titles beside possible reasons or ways for the thesis (central idea).
✓ ASSESS	Collect a one-sentence thesis (central idea) plan that answers what makes change happen and names an audience.

TEACHER SCRIPT

"Do not tell the whole story yet. Start with the first detail that makes a thinker stop and notice."

TEACHER SCRIPT

"A strong researcher can name what is known and what still needs a question."

TEACHER SCRIPT

"This week we are studying one part of the change process: synthesize a month of research into a clear published explanation."

TEACHER SCRIPT

"A feeling may begin a question, but evidence must guide the next decision."

DAY 2 | ATTEMPT | 15 MINUTES

TEKS: [5.13\(C\)](#), [5.11\(B\)\(iv\)](#). **ELPS:** 2(E)(i), 3(G)(i). **Purpose:** Students attempt Human Research Paper by selecting the strongest evidence from both substantial informational passages and organizing it around a thesis (central idea).

Evidence Role	What the teacher and students do
■ TEACH	Model a selection from Passage 1 [12], "democracy is not a single event. It is a continuing process of ideas, decisions, actions, and consequences," and Passage 2 [214] through [228], where the pattern moves from NOTICE through CHECK. Explain that the details work together because both sources connect change to action and consequences.
○ LEARN	Partners sort selected evidence into reason or way, source detail, explanation, and improvement check. They keep exact paragraph credit and reject details that cannot do a job.
✓ ASSESS	Students complete one R-E1-E2 strand using a direct quotation or paraphrase and a sentence explaining what the evidence proves.

TEACHER SCRIPT

"Your job is not to match words that sound alike. Your job is to decide which evidence or question will help a researcher investigate."

TEACHER SCRIPT

"If your group disagrees, point to the wording of the card and explain your evidence."

DAY 3 | DISCUSS AND USE | 15 MINUTES

TEKS: [5.12\(B\)\(i\)](#), [5.12\(B\)\(ii\)](#), [5.13\(C\)](#), [5.13\(G\)\(i\)](#). **ELPS:** 4(C)(i), 4(F)(ix). **Purpose:** Students discuss how the two sources work together and use the learning in a complete coherent research-paper draft.

Evidence Role	What the teacher and students do
■ TEACH	Model a comparison using Passage 1 [131], "Gathering evidence can make discussion more useful," and Passage 2 [192], "They compare sources." Show how the first detail names the value of evidence and the second names a research action.
○ LEARN	Students use the frame, "Passage 1 shows ____, while Passage 2 adds ____; together they prove ____." They then place the comparison inside the paper rather than leaving it in notes.
✓ ASSESS	Students submit a coherent draft with a thesis (central idea), organized reasons or ways, evidence from both passages, explanations, transitions, and a consequence or improvement judgment.

TEACHER SCRIPT

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

TEACHER SCRIPT

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

TEACHER SCRIPT

"The thinking must be yours. You may use notes and source logs, but every E2 must explain your own reasoning."

TEACHER SCRIPT

"Before you write a new sentence, reread your reason. Does this source detail help prove it?"

Mini-Lesson: Build the Works Cited List (5.13(G)(i))

SAY = read the Teacher Script box word for word. **DO** = teacher direction, not read aloud.

TEACHER SCRIPT

"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. It lets a reader find and check our sources."

TEACHER SCRIPT

"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."

TEACHER SCRIPT

"We put the entries in alphabetical order by the first word of each entry, not counting A, An, or The."

TEACHER SCRIPT

"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."

DO: Display the model works cited list. Point to each part of the first entry as you name it.

DO: Students build their own list from the source credit on their source notes, then check it with the checklist.

DO: Look for alphabetical order, titles in quotation marks, and a match between the list and the sources named in the paper.

Model Works Cited

- "From Protest to Participation: How a Nation Changes." Research passage. Grade 5 Cluster 8 research packet.
- "How Change Happens: Observe, Adapt, Test, and Improve." Research passage. Grade 5 Cluster 8 research packet.

Works Cited Checklist

- Every entry has a title in quotation marks.
- Entries are in alphabetical order.
- Every source named in my paper is on the list.
- Every source on the list is used in my paper.

Student Task

Students write a works cited list for their research paper with at least two entries, then use the checklist to correct it.

DAY 4 | AWARD AND TARGET | 15 MINUTES

TEKS: [5.11(C)(iii)], [5.11(C)(iv)], [5.11(C)(ix)]. **ELPS:** 2(E)(i), 4(F)(ix). **Purpose:** Students award a specific strength, target one next move, and revise the draft for coherence and clarity.

Evidence Role	What the teacher and students do
■ TEACH	Model the check in Passage 2 [157], "Solving the immediate problem does not automatically make a decision good," and [170], "A successful outcome for one group can be a harmful outcome for another." Add an explanation that distinguishes change from improvement.
○ LEARN	Students award a strength for precise evidence, source connection, or coherence. They target one place to add, delete, or combine an idea so the explanation answers the Final Research Prompt.
✓ ASSESS	Students submit a before-and-after revision and annotate the exact change that improved coherence, clarity, or fairness in the judgment.

TEACHER SCRIPT

"Award yourself for an exact research move you can prove you made."

TEACHER SCRIPT

"A specific strength helps you repeat the HABIT tomorrow."

TEACHER SCRIPT

"A target is not a complaint. It is a next move."

TEACHER SCRIPT

"Choose one place where you can make the evidence-to-reason connection clearer."

DAY 5 | EXPLAIN TO OTHERS | 15 MINUTES

TEKS: [5.11(D)(i)], [5.11(D)(xxii)], [5.12(B)(i)], [5.13(H)(i)]. **ELPS:** 1(E)(i), 2(E)(i). **Purpose:** Students edit the paper for publication, present the source-based answer, and educate an audience about how to decide whether change was an improvement.

Evidence Role	What the teacher and students do
■ TEACH	Model an edit for a complete sentence with subject-verb agreement and an edit that places quotation marks around exact words. Model how a presentation names the source before explaining the evidence.
○ LEARN	Students use the publication checklist, read the thesis (central idea), source credit, and improvement judgment aloud, and prepare a Change Museum explanation for a partner audience.
✓ ASSESS	Students present an edited answer that explains how sources work together and asks, "Was the change an improvement? Improvement for whom?" They submit the publication copy.

CLOSING SCRIPT

"Teach the big idea before you list the details."

TEACHER SCRIPT

"Your audience should hear how your evidence works together, not only what happened."

TEACHER SCRIPT

"The challenge or action was _____. My research question or claim was _____. One source showed _____. This evidence matters because _____. A second source helped me understand _____. The larger lesson is _____."

TEACHER SCRIPT

"The source detail I will use is _____. It proves my reason because _____."

TEACHER SCRIPT

"Build one clear reason, one exact detail, and one explanation. Then add the next piece."

Research HABIT Evidence Chain

Step	Question for the source log	Example from the research passages
Notice	What is unfair, unsafe, unsuccessful, confusing, or not working?	Passage 2 [65]: "Their leaves were pale."
Question	What do I need to find out?	Passage 1 [18]: "Colonists began asking why Parliament could tax them when the colonies did not elect representatives to Parliament."
Gather	Which exact detail answers the question?	Passage 2 [82]: "Kendrix and her grandmother examined the soil."
Compare	Do different sources or observations agree?	Passage 2 [191] through [195]: researchers compare sources, facts, dates, and context.

Decide	What action seems best supported?	Passage 1 [113]: citizens may attend meetings, volunteer, contact representatives, sign petitions, serve on boards, help campaigns, or organize projects.
Act	What did people try?	Passage 2 [84] through [87]: Kendrix changed her plan, watered less often, checked soil conditions, and watched the plants.
Check	What happened afterward, and was it an improvement?	Passage 2 [243] asks, "Was the change an improvement?" and [245] asks, "Improvement for whom?"

Mini-Lesson: Choose the Mode of Delivery (5.13(H)(i))

SAY = read the Teacher Script box word for word. **DO** = teacher direction, not read aloud.

TEACHER SCRIPT

"Researchers share their results in the way that best fits the audience and the purpose. Today you will choose one mode: written, oral, or multimodal."

TEACHER SCRIPT

"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."

TEACHER SCRIPT

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

DO: Display the Mode of Delivery chart and read one example for each mode.

DO: Students complete the Mode of Delivery Plan before the presentation task.

DO: Approve each plan only when the reason names both the audience and the purpose.

Mode of Delivery Chart

Mode	Best When	Change Museum Example
Written	Readers need to study details and sources	A published research paper with a works cited list
Oral	Listeners need to hear reasoning and ask questions	A two minute talk that explains the thesis (central idea) and evidence
Multimodal	Words plus images, charts, or objects make the idea clearer	An exhibit card, a labeled timeline, and a short spoken explanation

Student Task

Students circle a mode, justify it with the audience and purpose sentence frame, list the three parts they will present, and then present their results.

Student Exemplars

Deck slides 17-19 use the Final Research Prompt. The exemplars show how Very High stamina research writing moves from a topic statement to a coherent published answer.

51. Low / Developing Exemplar

Field	Detail
Student response	"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.

52. Medium / Approaching Exemplar

Field	Detail
Student response	"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.

53. High / Secure Exemplar

Field	Detail
Student response	"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.

Additional Secure Exemplars

Type	Clue Word	Strong Thesis (central idea)	Why It Works
Source synthesis	How	Passage 1 shows that democracy is a continuing process of ideas, decisions, actions, and consequences, while Passage 2 shows that researchers notice, gather, compare, decide, act, check, and revise.	Connects the two evidence banks to one thesis (central idea).

Improvement judgment 5.7(B)	Check	Researchers should ask, "Was the change an improvement?" and "Improvement for whom?"	Evaluates consequences and fairness instead of assuming that change is improvement.
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Secure Response: Evidence and Explanation (Deck Slide 19)

Response Part	Text from the Secure Model	Why It Works
Evidence	Passage 2 [183]: "Action produces new evidence."	Gives exact proof that an action creates information for the next decision.
Explanation	This matters because a researcher can check the consequence of an action and use the new evidence to decide whether to continue or revise the change.	Connects the source detail to the thesis (central idea) and improvement judgment.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

What an adequate final understanding should include: a student who understands this module can (1) state a thesis (central idea) that answers the Final Research Prompt, (2) select relevant evidence from both substantial informational passages with paragraph credit, (3) explain how the sources work together, (4) revise for coherence, (5) edit complete sentences and quotations, and (6) present an answer that checks whether change was an improvement. Accept varied wording when the student proves the answer with accurate source details and explanation.

55. Standards Evidence Trail

Evidence ID	Location	Role	What It Demonstrates
T1	Day 1 Gather	■ TEACH	Module question, Final Research Prompt, source titles, and audience are made visible.
T2	Day 1 Reveal	■ TEACH	Thesis (central idea), strongest evidence, source connection, and improvement check are modeled.
L3	Day 2 Attempt	○ LEARN	Students select paragraph-numbered details and build an R-E1-E2 strand.
L4	Day 3 Discuss	○ LEARN	Students explain how the civic and scientific sources work together.
A5	Day 3 Use	✓ ASSESS	Students submit a complete coherent research-paper draft.
A6	Day 4 Award	✓ ASSESS	Student names a demonstrated strength with evidence from the draft.
A7	Day 4 Target	✓ ASSESS	Student adds, deletes, or combines an idea for coherence and clarity.
A8	Day 5 Explain	✓ ASSESS	Student edits the publication and explains the source-based answer orally.
A9	Day 5 Educate	✓ ASSESS	Student presents how researchers decide whether change was an improvement.

56. Assessment Opportunities

Field	Detail
Purpose	Determine whether students can synthesize the monthlong evidence banks into a coherent, edited, source-based answer about change.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	Student notebooks, source logs, both research passages, thesis (central idea) frames, editing checklists, and publication paper.
Related TEKS Breakout	[5.11(A)] planning; [5.11(B)(i)] coherent draft; [5.12(B)(i)] clear central idea; [5.13(C)] relevant information; [5.11(C)(iii)] , [5.11(C)(iv)] , [5.11(C)(ix)] revising.
Task	

	Students select strong evidence, organize it around a thesis (central idea), compare source roles, draft, revise for coherence, edit sentences and quotations, and present.
Expected Response	A coherent research paper uses evidence from both passages, explains what each detail proves, includes a fair improvement judgment, and is edited for publication.

Informal Assessment. During Days 1-2, watch students select evidence and listen as they explain why a detail belongs under a reason or way for the thesis (central idea).

Formative Assessment. The Day 3 coherent draft is the formative check. Students must connect both passages with source credit, explanation, transitions, and an improvement judgment.

Exit Ticket Assessment. The Day 5 publication and presentation are the exit assessment. Review the edited paper, the source-to-writing explanation, and the answer to "Improvement for whom?"

Assessment Prompt Bank (Teacher Reference)

Prompt	Prompt Type	Expected Thesis (central idea)
Explain what makes change happen in the two research passages.	Synthesis	Meaningful change happens when people notice a challenge, ask a question, gather and compare evidence, act, check consequences, and revise when needed.
How do the two sources work together?	Comparison	Passage 1 shows civic participation and consequences; Passage 2 shows observation, testing, evaluation, and revision. Together they explain a shared habit for responsible change.
How can researchers decide whether the change was an improvement?	Evaluation	Researchers check what happened, who benefited, who was harmed, whose voice was missing, and whether the result improved conditions.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Name: _____ **Date:** _____

TEKS: 5.12(B)(i), 5.11(C)(iii), 5.11(D)(xxii) | **Student-Friendly Target:** I can explain how strong evidence supports my thesis (central idea), revise for coherence, and edit quotations for publication.

Directions: 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.

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 [] 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

58. Exit Ticket Answer Key

Item	Answer	Expected Thinking	Points	TEKS Evidence
1	Select and explain evidence. Award 2 for choosing the evidence-and-explanation pair.	A research paper must use evidence for a purpose.	2	<u>5.13(C)</u>
2	Secure example: Meaningful change happens when people notice a challenge, ask a focused question, gather and compare evidence, choose and take action, check the consequences, and revise when needed. Award 4 for a clear thesis (central idea) plus one accurate R-E1-E2 strand; 3 for a clear thesis (central idea) with partial	States a central answer and begins to prove it with a source detail.	4	<u>5.12(B)(i)</u>

	development; 2 for related details without the central answer; 1 for a topic only; 0 for no response.			
3	Underline the sentence that explains what the evidence proves. Award 2 for a clear connection; 1 for a partial connection; 0 if absent.	Explanation makes the evidence's job visible.	2	5.12(B)(i)
4	Accept "Was the change an improvement?" or "Improvement for whom?" from Passage 2 [243] and [245], or an accurate check question based on Passage 1 [148] through [153].	Checks consequences and fairness rather than assuming change is improvement.	2	5.7(C)

59. Scoring Principle

Score the primary TEKS, source accuracy, thesis (central idea), explanation, revision, and editing. Minor handwriting or convention errors should not remove the evidence or explanation points if they do not change the meaning. A student who selects relevant details and explains their job earns the evidence points even when a small spelling or punctuation slip is present.

60. Gradebook Conversion

Raw Score	Percent	Interpretation	Next Instructional Step
9-10	90-100%	Secure	Route to source synthesis and Change Museum presentation extension.
7-8	70-89%	Developing	Reteach source connection, explanation, or the improvement check.
5-6	50-69%	Emerging	Small-group evidence-bank and coherence intervention.
0-4	Below 50%	Beginning	Reread short passage sections, model paragraph credit, and rehearse "This detail matters because ____."

61. Recommended Gradebook Label

Gradebook label: "G5 C8 M4 Synthesis and Publication."

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Field	Detail
Primary TEKS	5.11(B)(i) , 5.12(B)(i) , 5.13(C)
Spiral TEKS	5.11(A) , 5.11(B)(iv) , 5.12(B)(ii) , 5.11(C)(iii) , 5.11(C)(iv) , 5.11(C)(ix) , 5.11(D)(i) , 5.11(D)(xxii)
Purpose	Students write the complete Final Research Prompt answer and connect a thesis (central idea) to selected evidence, explanation, revision, editing, and presentation.
Exact Student 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.
Exact Student Directions	Select evidence from both passages. Write a thesis (central idea), organize reasons or ways, add paragraph-numbered quotations or paraphrases, explain what each detail proves, compare the source roles, revise for coherence, edit complete sentences and quotations, and prepare the paper for publication and presentation.
Non-Negotiable Expectations	A focused, structured, coherent informational research paper that uses both substantial passages, explains the connection among challenge, question, evidence, choice, action, consequence, and revision, and evaluates whether the change was an improvement.

WRITING REQUIREMENT **5.7(F)**

Use at least two vocabulary words from this module's vocabulary list in your written response.

63. Student Planning Frame

Optional access support without lowering rigor. The student still writes every part.

1. Reread the Final Research Prompt and name the audience and purpose. **5.11(A)**
2. Write a thesis (central idea) that answers what makes change happen. **5.12(B)(i)**
3. Choose the strongest detail from Passage 1 and Passage 2 and record paragraph numbers. **5.13(C)**
4. Organize each detail under a reason or way in the R-E1-E2 frame.
5. Explain what each detail proves and how the sources work together. **5.7(G)**
6. Write the consequence and improvement check, including who benefited or was harmed.
7. Revise for coherence, then edit subject-verb agreement and quotation marks before publishing.
5.11(C)(iii)

64. Writing Assignment Rubric

Five criteria, four levels, converting to 20 points (each criterion worth up to 4). The thesis (central idea) row follows the synthesis target, and the evidence, coherence, revision, and publication rows make the research process visible.

Criterion	4 Secure	3 Developing	2 Emerging	1 Beginning
Thesis (central idea) 5.12(B)(i)	Focused answer explains how challenges, evidence, action, consequences, and revision create change.	Clear answer with one missing link.	Topic and general answer, little structure.	Names only a topic.
Evidence and source credit 5.13(C)	Strong, accurate details from both passages with paragraph credit.	Details from both sources, one credit or relevance issue.	One source or vague details.	No usable evidence.
Explanation and coherence 5.11(B)(i)	Explains what each detail proves and how the sources work together.	Explains most links; one connection is thin.	Mostly lists evidence or repeats it.	No explanation.
Revision and improvement judgment 5.11(C)(iii)	Revises for coherence and evaluates who benefited, who was harmed, and whether change improved conditions.	Revises or evaluates with limited detail.	Names a change without checking its result.	No revision or judgment.
Editing and publication 5.11(D)(i)	Complete sentences, subject-verb agreement, quotation marks, and a presentation-ready publication.	Mostly edited with minor errors.	Several errors distract from meaning.	Publication is incomplete or difficult to follow.

65. Writing Gradebook Conversion

Rubric Score	Percent	Instructional Interpretation	Next Step
18-20	90-100%	Secure research explanation writer	Enrichment: compare an additional consequence from both evidence banks and prepare a stronger Change Museum presentation.
14-17	70-89%	Developing	Confer on the weakest criterion; re-draft one part.
10-13	50-69%	Emerging	Intervention on thesis (central idea), source credit, and explanation.
Below 10	Below 50%	Beginning	Reread the evidence banks in short sections and rebuild one R-E1-E2 strand with oral rehearsal.

66. Teacher Feedback Shortcuts

- Strength: "You selected a precise detail and recorded the paragraph number."
- Strength: "You explained how the two sources work together in your thesis (central idea)."
- Target: "Add the missing explanation. Tell the reader what this evidence proves."
- Target: "Revise this section so every reason, detail, and consequence connects to the thesis (central idea)."
- Evidence: "You chose relevant evidence. Now explain how it proves your answer about change."

- Vocabulary: "Add coherence, consequence, revise, or publish where the word makes your explanation more precise."

Response to Student Need

67. Intervention: Name the Evidence Job

Field	Detail
Purpose	Support students who need help selecting evidence, explaining its job, comparing sources, or writing a complete thesis (central idea).
Group Size	Small group (3-6 students)
Time	10-12 minutes
Materials	Source-title key, paragraph-number bookmarks, evidence cards, R-E1-E2 frames, and both research passages
Relevant TEKS Breakout	[5.11(A)] planning; [5.12(B)(i)] clear central idea; [5.13(C)] relevant information; [5.11(C)(iii)] revising
Relevant ELPS	1(C) follow oral directions; 2(F) restate and respond

Step 1: Name the Evidence Job. Students read one source detail at a time and complete the frame.

CLASS SLIDE

This detail matters because it proves _____.

TEACHER SCRIPT

"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."

Use one detail at a time. Have students touch the paragraph number, place the detail under a reason or way, and state whether it shows a challenge, question, evidence, choice, action, consequence, or revision.

Step 2: Build a Thesis (central idea).

CLASS SLIDE

Meaningful change happens when people _____, _____, and _____.

Use the Build It frame: "The challenge was _____. The evidence showed _____. The action was _____. The consequence was _____. Researchers revised by _____." Help students connect the pieces to one thesis (central idea).

Step 3: Fix It. Give students "Change happens when people act." Ask what the two sources add. Revise to "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." Add Passage 1 [12] and Passage 2 [213] through [232] as source support.

Step 4: Say It. Students turn to a partner and rehearse the frame: "Passage 1 shows _____. Passage 2 adds _____. Together they prove _____." Each student then writes the explanation and marks the sentence to revise or edit.

Small Group Teacher Table: Ask "What is the source and paragraph?" "What job can this detail do?" "What does it prove?" "How does the other source add or complicate the idea?" Keep the evidence choice and final writing with the student.

68. Embedded Checks & Student Support

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask students to name a source detail.	Students identify the source, paragraph, and exact detail.	Students give a topic or an uncredited fact.	Return to the source and ask, "Where does the passage say that?"
Ask students to select evidence.	Students choose a detail that supports a reason or way for the thesis (central idea).	Students choose the most interesting detail instead of the most useful one.	Ask, "What job will this detail do?"
Ask students to compare sources.	Students state what Passage 1 shows and what Passage 2 adds.	Students summarize each source without connecting them.	Use the frame, "Together they prove ____."
Ask how evidence proves a thesis (central idea).	Students connect a text detail to the central idea.	Students repeat the evidence.	Use the frame, "This shows _____ because _____."

69. Student Support Quick Reference

If a student...	Support to Provide
Chooses a detail without a paragraph number	Use the source-title key and paragraph-number bookmark before drafting.
Copies a quotation without explaining it	Complete, "This detail matters because ____."
Writes a topic statement such as "Change happens because people act"	Add the challenge, evidence, consequence, and revision pattern to the thesis (central idea).
Masters quickly	Route to the cross-source improvement judgment and Change Museum presentation extension.

Supporting Materials in This Book: the Research HABIT chart, source-title key, R-E1-E2 chart, sentence frames, exemplar thesis (central idea), editing checklist, and My Progress Tracker support this module's checks.

70. Enrichment: Connect Across Texts

Field	Detail
Purpose	Challenge students who select and explain evidence accurately to compare how the civic and scientific sources build one thesis (central idea), then present the improvement judgment.
Group Size	Pairs or small groups
Materials	Both rendered passages, notebooks, source logs, evidence cards, and publication checklist
Relevant TEKS Breakout	5.12(B)(i) clear central idea, 5.12(B)(ii) informational genre characteristics, 5.11(C)(ix) combine ideas, 5.7(B) compare across sources
Relevant ELPS	2(E) explain information; 4(D) grade-appropriate sentences

Part 1: Compare the Source Roles. Students identify what Passage 1 contributes about civic participation and what Passage 2 contributes about observation, testing, evaluation, and revision. [5.7\(B\)](#)

CLASS SLIDE

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

Use the dual lens: Passage 1 shows people asking whether actions match ideals and participating in peaceful processes for change. Passage 2 shows researchers observing, gathering evidence, checking results, and revising. Students record one exact detail and one explanation from each source.

Part 2: Write a Synthesis Thesis (central idea). Students combine the source roles in a complete thesis (central idea): "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." Partners check that both source contributions appear in the paper.

Part 3: Develop and Transfer. Use R-E1-E2 to plan evidence, explanation, consequence, and improvement judgment. Then prepare a Change Museum card that names the source title, paragraph number, evidence job, and audience-facing conclusion.

Expert Reflection: have students explain how each source contributes a different lens to the same thesis (central idea), and how checking consequences prevents change from being treated as automatic improvement.

71. Additional Writing Opportunity: Plan and Draft

Writing 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.

Connection to This Module: this week you learned to select strong evidence, organize it around a thesis (central idea), explain how sources work together, revise for coherence, edit for publication, and present with the Research HABIT.

Planning Support

1. Reread the Final Research Prompt and name the purpose and audience. [5.11(A)]
2. Write a thesis (central idea) that answers what makes change happen.
3. Plan a reason or way from Passage 1 and a reason or way from Passage 2.
4. Record exact evidence, paragraph numbers, and source credit. [5.13(C)]
5. Explain how each detail proves the thesis (central idea) and how the sources work together. [5.7(G)]
6. Plan consequences, fairness, and the improvement judgment.
7. Revise, edit, and prepare the publication for an audience. [5.11(C)(iii)]

WRITING REQUIREMENT [5.7(F)]

Use at least two vocabulary words from this module's vocabulary list in your written response.

Drafting Space: write your informational research paper. Start with your thesis (central idea), then add organized reasons or ways, source evidence, explanations, transitions, consequences, revision, and an improvement judgment.

Success Criteria

- My thesis (central idea) answers the Final Research Prompt.
- I use relevant evidence from both research passages with paragraph numbers.
- I explain what each detail proves and how the sources work together.
- I revise for coherence and edit sentences and quotations.
- I explain whether the change was an improvement and for whom.

72. Additional Writing Opportunity: Revise, Edit, and Share

Revise. Read your paper aloud. Add, delete, or combine one idea so the source evidence, explanation, and thesis (central idea) connect (TEKS [5.11(C)(iii)], [5.11(C)(iv)], [5.11(C)(ix)]).

Edit. Check complete sentences, capitalization, punctuation, subject-verb agreement, quotation marks, and correctly spelled grade-appropriate high-frequency words (TEKS [5.11(D)(i)], [5.11(D)(xxii)]).

Share. Present the publication to a partner. Your partner identifies the thesis (central idea), evidence from each source, explanation, consequence, revision, and improvement judgment.

Companion Resources: additional revising, editing, publication, and presentation daily slides, teacher lesson plans, student interactive workbooks, and Module 4 answer keys are available in the companion resources.

Engagement & Home Connection

73. Auditory Engagement Moments

Give every learner a chance to hear and say the thinking, not only read it. These moments are built around selecting evidence, comparing source roles, explaining coherence, revising, editing, and presenting a thesis (central idea).

- Read one source detail aloud. Students name the source, paragraph number, and evidence job.
- "Say what it proves": partners explain how one detail supports a reason or way in the thesis (central idea).
- Read the comparison frame aloud; partners say what Passage 1 shows and what Passage 2 adds.
- A student reads a thesis (central idea) and improvement judgment aloud; the class listens for evidence, consequence, and revision.

74. Pause Points

Pause the lesson at these moments and give students a few quiet seconds to think before they answer.

PAUSE POINT: BEFORE WRITING

What is the Final Research Prompt asking me to prove? Name the thesis (central idea), audience, and source jobs before you write.

PAUSE POINT: MIDWAY

Does each selected detail have a source title, paragraph number, and explanation? Does the comparison make the thesis (central idea) clearer? Revise any missing link.

PAUSE POINT: BEFORE YOU FINISH

Does the publication explain what changed, what happened next, and whether the change was an improvement? Edit the sentences and quotations before presenting.

75. At-Home Connection

These at-home tasks turn a student into a source synthesizer and thesis (central idea) writer. They need little or no materials and each ends in a short conversation, not a worksheet. When a student explains the learning to someone at home, the learning grows stronger. Time: a few minutes each. Materials: none needed.

TEACHER INFORMATION: TASK CARD 1

Send this card home first. It practices identifying an observation, question, and evidence detail in an everyday decision.

Task Card 1: Evidence Before Deciding. Ask a family member, "What evidence would help us understand this before we decide?" Have your student name one observation, one question, and one detail that could be gathered. Family signature: _____

TEACHER INFORMATION: TASK CARD 2

This card helps students explain what a source detail proves and how another viewpoint matters.

Task Card 2: Source-to-Answer Talk. Choose one small family or community change. Have your student complete, "This detail matters because ____; another viewpoint that matters is ____; we should check ____ next." Family signature: _____

TEACHER INFORMATION: TASK CARD 3

Card 3 provides language support without reducing the thinking demand.

Task Card 3: Improvement Check. Ask, "What changed? Was the change an improvement? Improvement for whom?" Have your student answer with one reason and one check question. Family signature: _____

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"Use this tracker as a private reflection tool. Check one response for each research and publication skill after you practice it. Be honest so you can see your growth."

Directions: This tracker is for YOU. As you practice turning a month of research into a publication, look at each skill below. If you can do it all by yourself without help, check the box that matches how you feel. Be honest with yourself. This helps you see your growth.

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

77. Student Award

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

78. Student Target

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.

Use this clean target as the student's own statement during the Award and Target routine.

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

"This month, you did not just collect facts. You studied change."

TEACHER SCRIPT

"Strong thinkers notice a challenge, ask questions, use evidence, act, check consequences, and revise when needed."

TEACHER SCRIPT

"A change is not automatically an improvement. Researchers ask who benefited, who was harmed, whose voice was missing, and what should happen next."

80. Essential / Overarching Question, Answered

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

We turn research into one clear answer by selecting the strongest evidence, organizing it around a thesis (central idea), explaining how sources work together, revising for coherence, editing for publication, and presenting the evidence to others. Researchers then check consequences, fairness, and whose voice is missing to decide whether the change was an improvement.

81. Teacher Reflection

- Which students selected strong evidence from both passages with accurate paragraph credit?
- Which students explained what the evidence proves instead of repeating it?
- Which students connected the source roles into one coherent thesis (central idea)?
- Who revised for coherence, and who edited sentences and quotations independently?
- Who needs Name the Evidence Job intervention, and who is ready for cross-source improvement enrichment?
- Which publication or presentation evidence should I preserve?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

Collect and date evidence that shows the skill was taught and learned:

- Student evidence banks with source titles and paragraph numbers
- Day 3 complete research-paper drafts with source comparison
- Day 4 before-and-after coherence revisions
- Day 5 edited publications and Change Museum presentations
- The Module 4 My Progress Tracker
- Low, Medium, and High writing samples so a reviewer can see the range of the class

Production & Implementation Support

83. Module Slide Deck Build Sheet

Slide	Title	Required Content	Lesson Location
1	Synthesis and Publication	Module 4; Grade 5 Cluster 8; Week 4; Very High stamina; informational research writing	Cover
2	Meet Our Week!	Module question, I Will statements, I Can statements, and Final Research Prompt	Learning Destination; Day 1
3	What Makes Change Happen?	Two evidence banks, shared Research HABIT, and the purpose of synthesis	Day 1 Gather
4	Reveal the Research Job	Select evidence, organize it around a thesis (central idea), and explain source roles	Day 1 Reveal
5	Watch the Sources Work Together	Model Passage 1 [12] and Passage 2 [213] through [232] as connected evidence	Day 1 Reveal
6	The Research Explanation R-E1-E2 Chart	Thesis (central idea), reason or way, evidence, explanation, consequence, and improvement check	Day 1 Reveal
7	Evidence Selection Studio	Choose the strongest detail, record paragraph credit, and name its evidence job	Day 2 Attempt
8	Talk It Over!	Compare what Passage 1 shows and what Passage 2 adds	Day 3 Discuss
9	Use It in the Paper!	Write a coherent R-E1-E2 strand with evidence from both sources	Day 3 Use
10	The Moment They Figured It Out	Award a specific strength for evidence, source connection, or coherence	Day 4 Award
11	What Do I Still Need to Grow?	Target one place to add, delete, or combine an idea for coherence	Day 4 Target
12	Turn and Teach!	Teach how selected evidence and source connections create one answer	Day 5 Educate / Explain
13	Exit Ticket	Edit one sentence, place quotation marks around exact words, and state an improvement check	Day 5 Transfer
14	Build It, Fix It, Say It	Challenge to evidence to action to consequence to revision; rehearse source credit	Small-group support; Day 4

15	Think Like a Researcher, Write for an Audience	Compare both passages and prepare a Change Museum explanation	Enrichment; Day 5
16	My Progress Tracker	Reflect honestly on evidence selection, coherence, editing, and presentation	Day 5 reflection
17	Let's Look at an Answer!	LOW: broad topic statement; thesis (central idea), evidence, and explanation are missing	Sections 50-53
18	Let's Look at Another Answer!	MEDIUM: relevant answer but source credit, comparison, and improvement judgment are incomplete	Sections 50-53
19	Our Strongest Answer!	HIGH: thesis (central idea), paragraph-numbered evidence from both sources, coherence, revision, and improvement judgment	Sections 50-53

Guide routines: Retrieval, the overarching question, the Research HABIT, and citizenship reconnection are taught through the guide routines in this module. **Standards Slide Deck triplets** carry the retell, paraphrase, or summarize work (**5.7(D)**). **Evidence cards** support Human Research Paper and the Change Museum; slide 7 supplies the directions and sample evidence set.

84. Virtual / Online Adaptation

Keep the skill and rigor identical; change only the delivery and access method. Teaching this module to remote learners? Keep every activity and adjust how students share and respond.

Element	Adaptation
Shared-screen adaptation	Screen-share one student's evidence map and thesis (central idea) for live, whole-class feedback.
Annotation	Students mark source details and paragraph numbers on a shared document using the fixed TRACKS categories.
Breakout discussion	Send pairs to breakout rooms to compare what Passage 1 shows and what Passage 2 adds, then share back.
Oral response	Students say the R-E1-E2 frame aloud on camera before typing the explanation.
Asynchronous option	Students submit a thesis (central idea), one paragraph-numbered detail from each source, an explanation of the connection, and an improvement check.
LMS submission	Collect the draft, revision, editing checklist, and publication through a shared document so the teacher can give the same feedback as in person.
Digital tracking	Keep the Pause Points; students update My Progress Tracker and record a short Change Museum presentation digitally.

PART XIX

Teacher Reflection

85. Teacher Reflection (This Module)

Fill this in after you teach the module. Your honest notes here are what make this module even stronger next year. Write right on the page.

What worked so well that I want to keep it	
What I would change next time	
My favorite moment this module	
A student who surprised me, and how	
Did the pacing fit? Where did we need more or less time?	
Students to pull for a quick small group next	
One standard worth a second pass	

One idea to make this module even better next year	
Open notes	