

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 5

Cluster 7 - Modules 1 to 4

Module 1: Notice, Question, Speak

Module 2: Voices and Responses

Module 3: Evidence Can Change the Story

Module 4: Informed Voices Create Responsible Change



Name: _____



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THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 5

Cluster 7 - Module 1

Notice, Question, Speak



Name: _____



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Grade 5 • Cluster 7 • Module 1

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How to Use My Workbook

This book holds my reading, thinking, writing, and reflection for this module.

My Name and My Goal for This Module

Pocket Practice

Attach a sheet of paper along the left, right, and bottom sides of this box to make a pocket. Store your game cards here throughout each module.



Meet My Week

Notice, Question, Speak



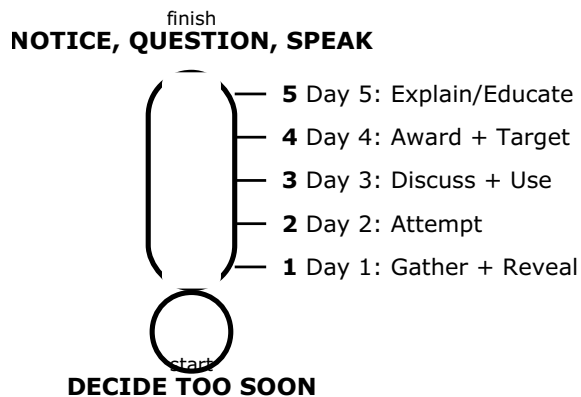
Why This Matters to Me

Some groups decide too fast. Other groups stop to notice, ask a thoughtful question, and gather evidence before they decide. In this module I read two poems, notice what the words show, and turn one thoughtful question into a narrative and a rhyming four-line stanza.

Essential Question

What can happen when someone notices something and asks a thoughtful question?

My Five Day Progress



Mark the line as my thinking climbs from deciding too fast to noticing, questioning, and speaking.

My First Thinking

I Can

- I can tell an observation apart from an assumption.
- I can begin a narrative with TRAILS T Topic/Experience and S Setting.
- I can begin a poem with LEAVES L Lines/Layout and E Emotion/Experience.
- I can give a thoughtful question, gather evidence, and explain a connection between two poems.

I Will

- I will notice before I decide.
- I will ask a question that needs evidence, not a one word answer.
- I will copy the exact words that support my idea.
- I will plan with T and S before I draft my narrative, and with L and E before I draft my stanza.
- I will listen when someone shares a different idea.

The I Can I want to reach first, and why

My Week at a Glance

What I learn	What I read	What I make
Notice, ask a thoughtful question, and gather evidence.	Two poems: One Voice Can Start a Wave and Try, Learn, Change.	A narrative and a rhyming four-line stanza.

Where We Are Going

We gather what I know, try and discuss the habit, then collect my growth and teach it to someone else.

I'll Know I've Got It When...

- ☐ I can say the standard in my own words.
- ☐ I can tell an observation apart from an assumption.
- ☐ I can begin a narrative with T and S.
- ☐ I can begin a poem with L and E.
- ☐ I can explain a connection between two poems with exact evidence.

Check Myself

- ☐ I noticed before I decided.
- ☐ I asked a question that needs evidence.
- ☐ I copied exact words from the poems.
- ☐ I planned with T and S and with L and E.
- ☐ I explained my central idea out loud.

How I Will Show What I Know

My narrative, my stanza, and my explanation are my proof.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	I gather what I already know and notice what the words show.
Reveal	Day 1	I name the habit and the two frameworks, TRAILS and LEAVES.
Attempt	Day 2	I try the framework with a partner and check what I missed.
Discuss	Day 3	I sort observations and assumptions and talk about my thinking.
Use	Day 3	I use the poems and my plan to build my own writing.
Award	Day 4	I collect evidence of my growth.
Target	Day 4	I choose one revision that will help most.
Explain/Educate	Day 5	I explain my central idea and teach it to someone else.

Say It Together!

These are the exact TEKS this module teaches. Read the code, then say the job in your own words.

5.11A:

5.11A 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.

How I say it: I choose a genre for my topic, purpose, and audience, then plan before I draft.

5.11B(i-iv):

5.11B(i-iv) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion, and by developing an engaging idea reflecting depth of thought with specific facts and details.

How I say it: I organize my writing with a purposeful structure and develop my idea with specific details.

5.12A(i-ii):

5.12A(i-ii) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.

How I say it: I write a narrative and a poem so my genre choices help the reader understand.

Call and Response

Read this together as a class before we start.

Teacher asks: "What comes first, deciding or noticing?"

Class answers: "Notice first. Ask a thoughtful question. Gather evidence. Then speak with reasons."

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

['Say the standard in my own words.', 'Name my Writer Notebook and my poetry page.', 'Remember that noticing is different from assuming.']

A connection I can make

Remember It!

- ☐ An observation is a detail I can point to in the poem.
- ☐ An assumption is a belief formed before enough evidence is gathered.
- ☐ A thoughtful question helps a thinker gather evidence before deciding.

One idea I remember

Ready Check

- ☐ I can tell an observation apart from an assumption.
- ☐ I can begin a narrative with T and S.
- ☐ I can begin a poem with L and E.

Watch Out! Common Mix-Up

Adding a detail the poem never gave, or deciding before I look for facts.

Where This Fits in My Writing

Both genres start with noticing. A narrative grows from a place and time I know. A poem grows from one idea I want to sound memorable. My exact words from the poems give both products their evidence.

What I want to remember before I start

Where I Am Starting



Parts 1 and 2

These pages show me what I already know before we begin. I answer on my own first, then we talk about it as a class.

Part 1: Observation or Assumption

Read each statement. Write OBSERVATION if the words prove it. Write ASSUMPTION if it is a belief formed before enough evidence is gathered.

Statement	O or A
A poem can have more than one stanza.	
The speaker in a poem can feel different from the poet.	
Every poem has to rhyme.	
A thoughtful question helps a thinker gather evidence.	
An observation is a detail I can point to in the text.	
Assuming means deciding before I look for facts.	

One statement I want to talk about, and why

Part 2: Ask a Thoughtful Question

A thoughtful question needs more than one word to answer. Write one thoughtful question about a poem you have read.

My thoughtful question

Part 3: Plan My Narrative with TRAILS T and S

T is Topic/Experience. S is Setting. A narrative starts with one experience and one place and time.

TRAILS part	My plan
T: Topic/Experience	
S: Setting	
My thoughtful question	

The place and time I know best

Part 4: Plan My Stanza with LEAVES L and E

L is Lines/Layout. E is Emotion/Experience. Four intentional lines and one emotion carry my idea.

LEAVES part	My plan
L: Lines/Layout	
E: Emotion/Experience	
One pair of rhyming end words	

My four lines so far

Part 5: Name My Central Idea

One sentence names the idea that both of my products will carry.

My central idea in one sentence

Part 6: Gather One Piece of Evidence

Copy one exact phrase from a poem that supports my central idea.

The exact words I will use as evidence

Part 6: Explain the Connection

Explain one connection between the two poems. Use one exact phrase from each poem as evidence.

My connection and my evidence

STOP & THINK

What does a thoughtful question help me do before I decide?

My thinking

Look at My Starting Point

Read my answers on these pages. Circle one answer that already shows strong thinking, and tell why.

What I check	I can show it
I noticed before I decided.	
I asked a question that needs evidence.	
I planned with T and S.	
I planned with L and E.	
I used exact words as evidence.	

What I want to get better at in this module



Words I Need

Tier 1, everyday words



These are everyday words we will use all week. I say each word, then I use it in a sentence.

Word	Say it	What it means	Sentence frame
observe	observe	To look closely and notice what is really there.	I observe the leaves before I decide.
question	question	Something I ask when I need to understand more.	My question helps me gather evidence.
evidence	evidence	The exact words or facts that support an idea.	The evidence can guide my way.
choose	choose	To pick one thing after thinking about it.	I choose my words carefully.
guess	guess	A first idea I try before I know.	I make a guess, then I test it.
change	change	To make something different after learning more.	New information helps me change.
notice	notice	To see or hear something and think about it.	I notice what the words show.
speak	speak	To share my idea with others.	People can gather, write, and speak.
listen	listen	To pay attention to what someone else says.	Another stops to listen there.
gather	gather	To bring ideas or people together.	We gather our evidence first.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

These are the thinking words for this module. I say each word, then I use it with a partner.

Word	Say it	What it means	Sentence frame
observe	observe	To watch or read closely and name exactly what is there.	I observe one detail in the poem before I decide.
evidence	evidence	The exact words or facts that support a claim.	I copy the evidence into my notes.
question	question	A sentence that asks something and needs an answer.	My thoughtful question needs more than one word.
voice	voice	The person or feeling speaking in a text.	I can tell whose voice speaks in the poem.
fairness	fairness	The idea of being just and treating people the same way.	The poem asks whether this thing is fair.
influence	influence	The power to change what someone thinks or does.	One voice can influence a whole group.
respond	respond	To answer or react to something.	I respond to my partner with a reason.
experience	experience	Something that happens to me or to a character.	My narrative is built on one experience.
perspective	perspective	The way one person sees or thinks about something.	A new perspective can change my answer.
assumption	assumption	A belief formed before enough evidence is gathered.	I check my assumption against the facts.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

These are the poem words from One Voice Can Start a Wave and Try, Learn, Change. I say each word, then I use it in a sentence.

Word	Say it	What it means	Sentence frame
stanza	STAN-zuh	A group of lines in a poem.	I can use this word: This poem has four stanzas.
rhyme	RYME	Words that end with the same sound.	I can use this word: My four lines share one rhyme.
layout	LAY-out	The way the lines are arranged on the page.	I can use this word: The layout of a poem helps the reader.
emotion	ee-MOH-shun	A feeling the poem shows or gives the reader.	I can use this word: The emotion in the poem is hope.
significance	sig-NIF-i-kunce	Why something matters.	I can use this word: The significance of the poem is clear.
narrative	NAIR-uh-tiv	A story about an experience.	I can use this word: I wrote a narrative about a place I know.
setting	SET-ing	Where and when a story happens.	I can use this word: My setting is a school on a Friday.
observation	ob-zur-VAY-shun	A detail I can point to in the text.	I can use this word: My observation comes from one line.
central idea	SEN-truhl eye-DEE-uh	The main idea the whole text is about.	I can use this word: My central idea connects both products.
dialogue	DYE-uh-log	The words characters say to each other.	I can use this word: My dialogue shows what the character wants.
TRAILS and LEAVES	trails and leaves	The two frameworks: one for narrative, one for poetry.	I can use this word: T and S come from TRAILS and L and E come from LEAVES.

Use one Tier 3 word in a sentence

My Strategy Tools

Notice, Question, Speak



Notice, Question, Speak

My ideas grow when I slow down. I notice what the words show, I ask a thoughtful question, and I gather evidence before I speak.

Notice, Question, Speak Chart

Step	Student Move	Example from the Poems
Notice	Name what the words show.	Look at the leaves, observe the ground.
Question	Ask what you need to understand.	Is this thing fair?
Speak	Share an idea after listening and gathering evidence.	People can gather, write, and speak.

Observation and Assumption Key

Observation	Assumption	Thoughtful Question
A detail you can point to in the poem.	A belief formed before enough evidence is gathered.	A question that helps a thinker gather evidence before deciding.

One observation I can point to right now

TRAILS and LEAVES Anchor Chart

TRAILS T and S establish the narrative. LEAVES L and E establish the poem. Both hold one central idea.

Framework	Letter	Exact meaning
TRAILS	T	Topic/Experience
TRAILS	R	Relationship
TRAILS	A	Actions, Thoughts, and Dialogue
TRAILS	I	Important Moment
TRAILS	L	Lasting Effect
TRAILS	S	Setting
LEAVES	L	Lines/Layout
LEAVES	E	Emotion/Experience
LEAVES	A	Artistic Language
LEAVES	V	Voice
LEAVES	E	Echo/Sound
LEAVES	S	Significance

My plan: one experience, one setting, four lines, one emotion

The Core Habit

NOTICE, QUESTION, GATHER EVIDENCE, SPEAK. Before I decide what a detail means, I name what I observe. Then I ask a thoughtful question and name the evidence I would gather.

An Assumption Is Not an Observation

An assumption is a belief formed before enough evidence is gathered. An observation is a detail I can point to in the text.

How I Say the Standard!

5.11A:

5.11A 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.

How I say it: I choose a genre for my topic, purpose, and audience, then plan before I draft.

5.11B(i-iv):

5.11B(i-iv) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion, and by developing an engaging idea with specific facts and details.

How I say it: I organize my writing with a purposeful structure and develop my idea with specific details.

5.12A(i-ii):

5.12A(i-ii) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.

How I say it: I write a narrative and a poem so my genre choices help the reader understand.

The habit step I want to practice first

Five Thinking Levels

Each level has a symbol in black and white. This module works mostly at Apply, Analyze, and Evaluate/Create.

Level	Symbol	Thinking Stage	Student Thinking	Evidence in This Module
Remember	circle	Name T, S, L, and E.	I can name the framework labels.	Correct framework labels.
Understand	square	Explain notice versus assume.	I can explain the difference.	Oral defense with poem evidence.
Apply	inverted triangle	Build a narrative and stanza.	I can use the framework in my products.	Independent product.
Analyze	triangle	Connect the two poems.	I can explain a connection with evidence.	Written comparison.
Evaluate/ Create	diamond	Revise using exact self-evidence.	I can choose a high-impact revision.	Award/Target reflection.

The Progression of Thinking

Level	Hidden Question	Student Thinking	Thinking Focus
Remember	What are T, S, L, and E?	I can name the framework labels.	Framework Recall
Understand	What is the difference between noticing and assuming?	I can explain the difference.	Observation and Assumption
Apply	How can I use the framework?	I can build a narrative and stanza.	Independent Product
Analyze	How are the poems connected?	I can compare the two poems with evidence.	Written Comparison
Evaluate/ Create	What revision will help most?	I can revise using exact self-evidence.	Award and Target Reflection

A thinking level I want to reach this week

Check My Writing

- ☐ My narrative has one clear experience and one developed setting.
- ☐ My four lines are intentional, and they are not my narrative cut into short lines.
- ☐ My central idea holds both products together.

Watch Out! Two Common Mix-Ups

Mix-Up 1

Adding a detail the poem never gave. The words I use as evidence must be exact words from the poem.

Mix-Up 2

Deciding before I look for facts. I notice first, then I decide.

My Strategy Plan

Name my genre, my experience or idea, and the emotion I want my reader to feel.

My genre, my central idea, and my evidence



Read & Interact

Read with a purpose



Dot, Discover, Drop

DOT: Place a small dot above any unfamiliar word. DISCOVER: Find the pronunciation or the meaning. DROP: Erase the dot once the word is understood.

TRACKS Legend

Letter	Category	Definition and Examples	Required Pastel Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs/adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs/adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters/people/animals, or major concepts as the central idea. Often nouns/proper nouns.	Pastel Yellow
K	Key Knowledge	All other important info needed for the passage's meaning not in another TRACKS category (background knowledge).	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged/measured through the five senses.	Pastel Green

TRACKS marks evidence in the passage. Highlight the smallest meaningful phrase. The shapes Circle, Box, and Triangle are used only to analyze the prompt.

Connect It to Our World

One voice can start a wave. When one person notices something and asks a thoughtful question, other people can gather, write, and speak. I can see that same habit in my own classroom when someone asks a fair question about how we treat one another.

Background I Need

A narrative is a story about an experience. Poetry uses short lines, a layout, and sometimes rhyme. A framework is a set of letters that reminds me what to plan. TRAILS helps me plan a narrative. LEAVES helps me plan a poem.

Words I dotted while reading

One Voice Can Start a Wave

Poem. Low Stamina. Read each stanza. Use Dot, Discover, Drop.

[1] One voice speaks, another hears, A question grows and conquers fears. One person asks, "Is this thing fair?" Another stops to listen there.

[2] A whisper travels down the street, Then other voices rise to meet. A thought once spoken all alone Can quickly find a stronger tone.

[3] People can gather, write, and speak, To help protect the change they seek. They share their thoughts and make them known, So leaders hear more than their own.

[4] A voice may start out soft and small, Yet one brave question can reach all. When people listen, learn, and say, One voice can start a mighty wave.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Try, Learn, Change

Poem. Low Stamina. Read each stanza. Use Dot, Discover, Drop.

[1] Look at the leaves, observe the ground; Important clues are all around. Before you choose what you should do, First stop and see what facts tell you.

[2] You make a guess, you test your way, Then watch what happens day by day. If something fails, do not turn away; The evidence can guide your way.

[3] A wrong first answer is not strange; New information helps us change. Observe, then question, test, arrange, We try, we learn, and then we change.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: One Voice Can Start a Wave

Look for the movement from one voice to a wider wave. Mark the words that show what people do together.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

Mark the smallest meaningful phrase. If I cannot say why I marked it, I should not mark it.

My clearest piece of evidence and why I chose it

Annotate: Try, Learn, Change

Look for the steps the speaker gives: observe, guess, test, and change. Mark the exact words that tell the reader to use facts.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

STOP & THINK

What did the speaker notice before other voices rose to meet?

My thinking

My Prompt Marking Notes

The writing task tells me a genre and a job. I name the genre first, then I find the exact words that tell me what to do.

Shape	Word	Question I ask myself
Story	Narrative	What experience will I tell about?
Poem	Poetry	What one idea do I want my four lines to carry?
Key words	T and S	Where and when does my narrative happen?
Key words	L and E	How will my lines and my emotion carry the idea?

Notice first. Then name the genre and the job before you write.

Write a 10 to 12 sentence narrative about a fifth grader who notices a problem or an unexpected result. Begin with TRAILS T Topic/Experience and S Setting. Include a thoughtful question.

The genre and the job in my own words

STUDENT WORKBOOK



Day 1: Gather + Reveal

DAY 1 | GATHER + REVEAL | 15 MINUTES



Our Question for Today

Why do some groups decide too fast, while other groups stop to notice, question, and gather evidence first?

1. Gather: What Do I Already Know?

I gather what I already know about noticing and asking questions. Then I name the habit.

- I notice what the words show before I decide what they mean.
- I ask a question that needs more than a yes or no.
- I gather exact words that support my idea.
- I speak with a reason, and I listen when someone shares a different idea.

2. Reveal: The Habit

Step	Student Move	Example from the Poems
Notice	Name what the words show.	Look at the leaves, observe the ground.
Question	Ask what you need to understand.	Is this thing fair?
Speak	Share an idea after listening and gathering evidence.	People can gather, write, and speak.

The habit step I already use, and where I use it

3. Reveal: The Two Frameworks

TRAILS T and S establish the narrative. LEAVES L and E establish the poem.

Framework	Letter	Exact meaning
TRAILS	T	Topic/Experience
TRAILS	R	Relationship
TRAILS	A	Actions, Thoughts, and Dialogue
TRAILS	I	Important Moment
TRAILS	L	Lasting Effect
TRAILS	S	Setting
LEAVES	L	Lines/Layout
LEAVES	E	Emotion/Experience
LEAVES	A	Artistic Language
LEAVES	V	Voice
LEAVES	E	Echo/Sound
LEAVES	S	Significance

4. Connect the Thinking

The same noticing habit feeds both products. I use exact poem evidence in each one.

T and S and L and E in my own words

5. Notice and Question

Read the two poems with me. Notice one exact detail, then ask one thoughtful question about it.

What I noticed	My thoughtful question

6. Watch Me!

First stop and see what facts tell you. One person asks, Is this thing fair? The question is what starts the wave.

STOP & THINK

What has to happen before a group can make a fair decision?

My answer

STUDENT WORKBOOK



Notice or Assume?

Day 2: Attempt

✂ Cut out these cards (sheet 1 of 2)

Cut on the dashed lines. Keep the four habit cards and the six evidence cards together. Sort each evidence card under NOTICE and GATHER or under ASSUME and DECIDE TOO SOON. Store all cards in your Pocket Practice.

Notice	Question
Gather Evidence	Speak
One voice speaks	Look at the leaves, observe the ground

Self-Check (back of cards) (sheet 1 of 2)

This page prints on the back of the card page. Each answer sits behind its own card, so flip a card over to check yourself. Keep the cards in Pocket Practice when you finish.

Question

Ask what you need to understand. (Is this thing fair?)

Notice

Name what the words show. (Look at the leaves, observe the ground.)

Speak

Share an idea after listening and gathering evidence. (People can gather, write, and speak.)

Gather Evidence

Copy the exact words that support my idea. (The evidence can guide your way.)

Observation. I can point to these exact words.

Observation. I can point to these exact words.

STUDENT WORKBOOK



Notice or Assume?

Day 2: Attempt

✂ Cut out these cards (sheet 2 of 2)

Cut on the dashed lines. Keep the four habit cards and the six evidence cards together. Sort each evidence card under NOTICE and GATHER or under ASSUME and DECIDE TOO SOON. Store all cards in your Pocket Practice.

The evidence can guide your way

People can gather, write, and speak

down the street

A question grows and conquers fears

Self-Check (back of cards) (sheet 2 of 2)

This page prints on the back of the card page. Each answer sits behind its own card, so flip a card over to check yourself. Keep the cards in Pocket Practice when you finish.

Observation. I can point to these exact words.

Observation. I can point to these exact words.

Observation. I can point to these exact words.

Observation. I can point to these exact words.

STUDENT WORKBOOK



Day 2: Attempt

DAY 2 | ATTEMPT | 15 MINUTES



Our Question for Today

How can I tell an observation apart from an assumption in a poem?

1. Read the Situation

Read this situation. A student discovers the class recycling plan is not working in the classroom after lunch on Friday.

2. Sort the Responses

Look at the cut cards from Day 1 and Day 2. Sort every response under NOTICE and GATHER or under ASSUME and DECIDE TOO SOON. Then check the Self-Check key on the back of the cards.

NOTICE and GATHER	ASSUME and DECIDE TOO SOON
The response copies or points to exact words.	The response adds a belief that the words do not show.

One response I sorted, and the exact words that helped me

3. My Turn: Plan Both Products

- Step 1: Name the Topic/Experience and Setting with TRAILS T and S.
- Step 2: Ask a thoughtful question about what I noticed.
- Step 3: Copy the exact words I will use as evidence.
- Step 4: Use LEAVES L and E. Do not simply cut the narrative into shorter lines.

4. My Attempt

My plan	My work so far
T: Topic/Experience	
S: Setting	
My thoughtful question	
My evidence	
L and E for my stanza	

What I finished, and what I still need

STUDENT WORKBOOK



Day 3: Discuss + Use

DAY 3 | DISCUSS + USE | 15 MINUTES



Our Question for Today

Why does noticing before deciding make my writing stronger?

1. Discuss with a Partner

Turn to your partner. Explain your reason, not just your answer. Then take one whole page of notes on what your partner taught you.

Question	My thinking
Which words in the poem are an observation, and how do you know?	
Which sentence in the poem is an assumption, and where would you look for evidence?	
What did the speaker notice before other voices rose to meet?	
What happens after a guess does not fit the evidence?	
How are the two poems connected?	

My discussion notes

2. Use: Compare the Two Poems

One Voice Can Start a Wave shows how one question reaches a wider community. Try, Learn, Change shows how evidence makes a thinker change an answer.

Poem	Exact words I marked	What the words show
One Voice Can Start a Wave		
Try, Learn, Change		

3. The Connection

In both poems a first answer meets new evidence. Write one sentence that names the connection.

The connection between the poems

[illegible]

4. Use It: Build My Own Writing

Use my plan from Day 2. Write my narrative opening with T and S. Then write my four stanza lines with L and E.

My narrative opening

My four stanza lines

Partner Check

- ☐ My partner can point to my T and my S.
- ☐ My partner can say what my four lines are about.
- ☐ My partner can find my exact evidence.

What my partner noticed about my writing

STUDENT WORKBOOK



Day 4: Award + Target



DAY 4 | AWARD + TARGET | 15 MINUTES

Our Question for Today

What did my thinking learn to do this week that it could not do before?

1. Award the Best Parts

Draw a small tree in the box. On the roots write, I noticed before I decided. On the trunk write, My central idea. On the branches write, Evidence and Explanation. Place a star on the branch that shows your strongest work.

My Award Tree (draw it here)

Roots and ground: I noticed before I decided.

Something I did well, and exactly where I did it

2. Target My Next Step

Choose one goal for my writing. Then name the exact revision that will help me reach it.

- ☐ Next time I will find the experience before I draft.
- ☐ Next time I will copy the exact words before I explain them.
- ☐ Next time I will check that my four lines are intentional, not my narrative cut short.

Target	The revision I will make

My target: Next time I will

STUDENT WORKBOOK



Day 5: Explain/Educate



DAY 5 | EXPLAIN/EDUCATE | 15 MINUTES

Our Question for Today

How would I teach someone else to notice, question, and speak with evidence?

1. Explain the Habit

- First I notice one exact detail in the text.
- Then I ask a thoughtful question about what I noticed.
- Next I gather the exact words that support my idea.
- Last I speak, and I explain my reason.

The habit in my own words

4. Speak: Share and Listen

Read your narrative opening and your stanza to a partner. Your partner identifies T and S, then L and E.

Question	My partner said
Where is the Topic/Experience in my narrative?	
Where is the Setting?	
How do my four lines carry the emotion?	
What is one revision that would help my writing most?	

What I heard and what I will change

6. My Writing Check

Read each line. Check it when I can show it in my own writing.

- ☐ My narrative has 10 to 12 sentences.
- ☐ My narrative begins with T Topic/Experience and S Setting.
- ☐ My narrative includes a thoughtful question.
- ☐ My stanza has four intentional lines and one pair of rhyming end words.
- ☐ My stanza keeps my central idea and is not my narrative cut into short lines.
- ☐ My evidence is copied exactly from the poems.

Part	I can show it	Check
My narrative		
My stanza		
My evidence		

The part of my writing I am proudest of

7. Show My Score

Round	1	2	3	4	5
My partner					
My point					

 STOP & THINK

What can happen when one person notices something, asks a thoughtful question, and invites others to listen?

My final Day 5 thinking

What I Learned This Week

I learned	My evidence
To notice before I decide	
To use T and S in a narrative	
To use L and E in a poem	



Write More

Plan, draft, revise, edit, and share



My Writing Assignment

Begin with TRAILS T Topic/Experience and S Setting. Include a thoughtful question. Then use LEAVES L Lines/Layout and E Emotion/Experience in a four-line stanza. Do not simply cut the narrative into shorter lines.

Notice first. Then name the genre and the job before you write.

Write a 10 to 12 sentence narrative about a fifth grader who notices a problem or an unexpected result. Then write one rhyming four-line stanza with the same central idea.

My Plan

- Name my Topic/Experience and Setting with TRAILS T and S.
- Include a thoughtful question in my narrative.
- Copy the exact words from the poems that support my idea.
- Use LEAVES L and E for my four stanza lines.
- Do not simply cut my narrative into shorter lines.

Two observations from the poems and the exact words for each

The stronger observation, and why it matters

My Draft



Use my plan. Write my narrative first, then my four stanza lines.

Draft, page 1

A line or sentence I want to keep

Revise, Edit, and Share

Revise

- ☐ My narrative answers the assignment with one clear experience and one setting.
- ☐ My stanza has four intentional lines and one pair of rhyming end words.
- ☐ My central idea holds both products together.
- ☐ I replaced one plain word with a more exact word.

Edit

- ☐ Every sentence is complete.
- ☐ Names of people and places begin with a capital letter.
- ☐ Common nouns are spelled correctly.
- ☐ High-frequency words are spelled correctly.

My improved line

Share

Choose one: read my narrative and stanza to a partner, share in author chair, join a gallery walk, or add my stanza to a class poem.

My sharing plan

Before I Turn It In

Read each line. Check it when I can show it in my work.

Part	I can show...	Check
TRAILS T and S	My narrative has a focused experience and a developed setting.	
Thoughtful question	My question grows from one exact observation.	
LEAVES L and E	My four intentional lines and one emotion carry the central idea.	
Evidence	My evidence is copied exactly from the poems.	
Connection	My stanza keeps the same central idea as my narrative.	
Conventions	My sentences are complete and my capital letters are correct.	

Study the Samples

Read the Low and Medium responses. Notice what improves.

Explain what a thoughtful question and exact evidence show in the two poems.

Low

The poem is about a voice.

Names a broad idea from the poem.

Medium

The poem says, One person asks, Is this thing fair?

This shows that a question starts the voice in the poem.

Quotes an exact detail and states what it shows.

What improves from Low to Medium?

Study the High Sample

This is the target. Notice how one central idea holds both poems together.

High

One Voice Can Start a Wave shows that a thoughtful question can grow into shared action. The speaker explains that people gather, write, and speak, so the question becomes stronger when other people listen and add their voices. In the same way, Try, Learn, Change shows that new evidence helps a thinker change an answer.

Connects the thoughtful question and exact evidence to the poems larger meaning.

High Sample Key

Part	Evidence from the High sample	Why it works
Central idea	One Voice Can Start a Wave shows that a thoughtful question can grow into shared action.	States one clear central idea for the first poem.
Evidence	The speaker explains that people gather, write, and speak, so the question becomes stronger when other people listen and add their voices.	Copies exact words from the poem to prove the central idea.
Second poem	Try, Learn, Change shows that new evidence helps a thinker change an answer.	Brings the second poem in to hold the idea across both texts.
Connection	In the same way, both poems show how a question or new evidence leads to change.	Links the two poems and explains the meaning they share.

One sentence in my own writing I want to make stronger



Look Back & Look Forward

I own my learning



My Progress Tracker

I can...	Not yet	Growing	Got it
I can tell an observation from an assumption.	☐	☐	☐
I can notice before I decide.	☐	☐	☐
I can copy exact words from a poem.	☐	☐	☐
I can begin a narrative with T and S.	☐	☐	☐
I can begin a poem with L and E.	☐	☐	☐
I can explain a connection between two poems.	☐	☐	☐
I can explain my central idea out loud.	☐	☐	☐
I can teach the habit to someone else.	☐	☐	☐
I can name my next step.	☐	☐	☐

Something I Did Well

What I did well, and exactly where I did it

My Next Step

Why this is my next step

Essential Question Answered

What can happen when someone notices something and asks a thoughtful question?

The answer

A thoughtful question can grow into a strong idea. When I notice carefully, gather evidence, and speak with reasons, one idea can reach other people and change what we decide.

My Final Thinking (in my own words)

What Changed in My Thinking?

At first I thought

Now I think

Try It Another Way

Choose one thing that happened today. Name what you noticed, ask a thoughtful question, and name the evidence you would gather before you decide.

My notice, my question, and my evidence

Take It Further! Add the Rest of the Framework

Grow both products with the full frameworks: add R Relationship and A Actions, Thoughts, and Dialogue, I Important Moment, and L Lasting Effect to your narrative. Add A Artistic Language, V Voice, E Echo/Sound, and S Significance to your stanza.

- Narrative: add R Relationship and A Actions, Thoughts, and Dialogue.
- Narrative: add I Important Moment and L Lasting Effect.
- Poem: add A Artistic Language and V Voice.
- Poem: add E Echo/Sound and S Significance.
- Read your narrative and stanza to a partner.
- Ask your partner to name one strong choice and one choice to revise.
- Revise that one choice, then read it aloud again.
- Find one choice a classmate made differently from yours, and tell why theirs also works.

My plan: R, A, I, L for my narrative and A, V, E, S for my stanza

My Framework Challenge

Draw or list your full framework plan in the box. Label each letter and what it adds.

At-Home Connection

Choose one card to talk about with someone at home. End with a conversation, not a worksheet.

Task Card 1: Notice, Question, Explain

Choose an ordinary situation at home. Name one observation, ask one thoughtful question, and explain what evidence would be useful before deciding.

Success criteria: one observation, one question, and one useful piece of evidence.

Family member signature: _____

Task Card 2: Turn a Thought into a Narrative

Choose a place and time that would make an experience meaningful. Name the Topic/Experience and Setting for a personal or fictional narrative.

Success criteria: the experience is specific, and the setting names a meaningful place and time.

Family member signature: _____

Task Card 3: Turn a Thought into a Stanza

Say one sentence about noticing carefully. Turn it into four short lines with one pair of rhyming end words. Ask how the line breaks and the rhyme help the idea sound memorable.

Success criteria: four intentional lines, one audible rhyme, and the same central idea as the sentence.

Family member signature: _____

My Family Conversation Notes

What did I teach? What did my family member remember?

Notes

Track My Progress

Every time I get a score or a grade on my work in this module, I write it here. This can be an exit ticket, a short answer, or a rubric score from my teacher.

Date	What I did (for example exit ticket, short answer, rubric)	My score	My next goal

Why This Helps Me

This chart shows how my scores change over the whole module, not just on one day.

- ☐ I keep this chart up to date.
- ☐ I can tell if my scores are growing.
- ☐ I ask for help when I need it.
- ☐ I show this chart to my teacher or a family member.

Add a new row every time I get feedback, a score, or a grade on my work.

My Module Snapshot

I can keep this page with my other work. It shows how my thinking grew.

The most useful word I learned

The framework part I can use fastest

My Strong Roots

I am a writer who notices before deciding.

A note to my future writer self

My Proud Moment This Week

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 5

Cluster 7 - Module 2

Voices and Responses



Name: _____



The Writing Academy®, LLC

Grade 5 • Cluster 7 • Module 2

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How to Use My Workbook

This book holds my reading, thinking, writing, and reflection for this module.

My Name and My Goal for This Module

Pocket Practice

Attach a sheet of paper along the left, right, and bottom sides of this box to make a pocket. Store your game cards here throughout each module.



Meet My Week

Voices and Responses



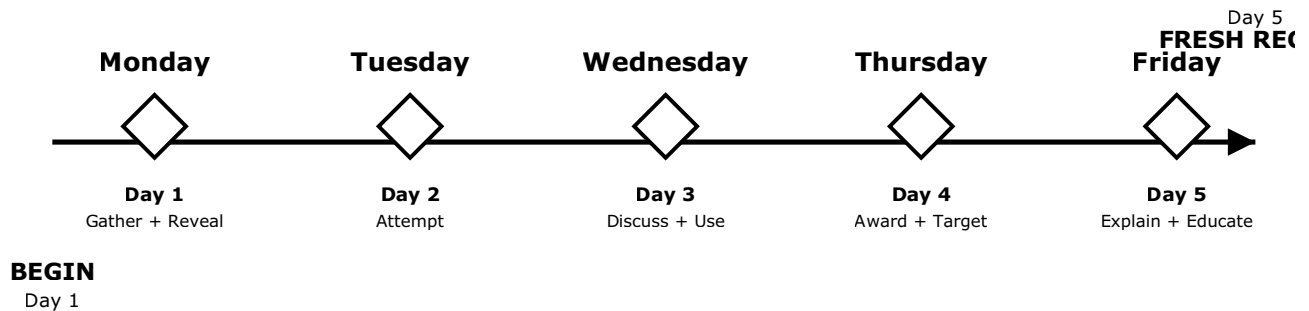
Why This Matters to Me

A believable response grows from a deliberate plan. This module focuses on TRAILS R and A, which are Relationship and Actions, Thoughts, and Dialogue, and on LEAVES E and V, which are Emotion/Experience and Voice. You will notice how a concern can lead to more than one response, choose a relationship or belief that shapes each choice, and make actions, thoughts, and dialogue visible. In poetry, you will name emotion and experience, then revise line breaks, word choice, and sound until the speaker's voice is unmistakable.

Essential Question

How do people respond when they believe something should change?

My Progress Tracker



Use evidence from your work, not just a feeling. Growth, not first-attempt perfection.

My First Thinking

I Can

- I can use TRAILS R and A in a narrative.
- I can use LEAVES E and V in a poem.
- I can connect a character's response to a relationship, belief, or evidence.
- I can make one speaker's voice recognizable.

I Will

- I will identify relationships that influence character responses.
- I will show responses through actions, thoughts, and dialogue.
- I will use exact poem evidence to explain a response.
- I will make emotion and experience clear in a poem.
- I will shape an unmistakable voice through attitude and perspective.

The I Can I want to reach first, and why

My Week at a Glance

What I learn	What I read	What I make
How a relationship, belief, or evidence shapes a response.	One Voice Can Start a Wave and Try, Learn, Change.	A narrative with two responses and two rhyming four-line stanzas.

Where We Are Going

I will read two poems, build a response chain, write two different responses, and shape two rhyming stanzas with one clear voice.

I'll Know I've Got It When...

- ☐ I name a relationship that shapes a response.
- ☐ I show a response through an action, a thought, and dialogue.
- ☐ I explain a response with exact poem evidence.
- ☐ I connect an emotion to an experience or image.
- ☐ I shape voice with word choice, line layout, sound, and attitude.
- ☐ I revise so the two characters do not respond alike.

Check Myself

- ☐ I can name a relationship that shapes a response.
- ☐ I can explain how evidence makes a response believable.

How I Will Show What I Know

I will annotate with TRACKS, build a response chain, write and revise a narrative and two stanzas, and use Fresh Recall.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	Notice questions and responses in both poems.
Reveal	Day 1	Find TRAILS R + A and LEAVES E + V in a model.
Attempt	Day 2	Build a character-response-evidence chain and defend it.
Discuss	Day 3	Compare how a concern leads to more than one response.
Use	Day 3	Draft a narrative with two responses and rehearse two stanzas.
Award	Day 4	Prove one deliberate response move in my writing.
Target	Day 4	Choose one measurable revision in response, dialogue, or voice.
Explain + Educate	Day 5	Teach the response pathway from notes, then from memory.

Say It Together!

These are the exact TEKS this module teaches. Read the code, then say the job in your own words.

5.11(A):

I can plan a first draft for a topic, purpose, and audience by brainstorming and mapping.

5.11(B)(i-iv):

I can develop a focused, structured, and coherent draft with an engaging idea, purposeful organization, voice, and appropriate language.

5.12(A)(i-ii):

I can write a narrative and a poem that use the features of each genre and the craft a writer chooses, like line breaks, voice, and dialogue.

Call and Response

Read this together as a class before we start.

Teacher asks: "What shapes the way a person responds?"

Class answers: "A relationship, a belief, or a piece of evidence shapes a response, and emotion and voice make it recognizable!"

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

A response is what someone says, thinks, or does after an event. A poem often shows a response and the relationship, belief, or evidence behind it.

A connection I can make

Remember It!

- ☐ A response can be shown through an action, a thought, or dialogue.
- ☐ Voice is attitude and perspective, not volume.
- ☐ Exact evidence makes a response believable.

One idea I remember

Ready Check

- ☐ I can name a response in a poem.
- ☐ I can point to the detail that supports it.
- ☐ I can explain why the response makes sense.

Watch Out! Common Mix-Up

Naming a character trait is not the same as showing a response. A trait tells what someone is like; a response tells what someone says, thinks, or does. Add an action, a thought, and a line of dialogue.

Where This Fits in My Writing

A believable response grows from a deliberate plan. When you name the relationship, response, evidence, emotion, and voice before you draft, your narrative and poem show decisions instead of a list of events.

What I want to remember before I start

Before I Begin



Show what you already know. This is not for a grade.

Part 1: Name the Response

Name one response in a poem and explain the relationship, belief, or evidence that influenced it.

The response I noticed in a poem

Part 2: Build the Response Chain

Character

Response

Evidence or reason

Possible effect the evidence or reason creates

Part 3: Put the Response in Order

Number these sentences from 1 to 4 so the response chain makes sense.

Sentence	My Order
A character faces a shared problem.	
The relationship or evidence shapes the character's response.	
The character acts, thinks, and speaks.	
The response becomes believable and shows a possible effect.	

Part 4: Name the Relationship

The relationship and why it matters to the character

Part 5: Shape the Voice

One word, line break, or sound that would make a voice clear



Words I Need

Tier 1, everyday words



These are everyday words you need so you can read about our topic and talk about it clearly.

Word	Say it	What it means	Sentence frame
act		to do something	A character may act by _____.
think		to use the mind to form an idea	I think _____ because _____.
say		to speak words	The character says _____.
feel		to have an emotion	The character feels _____.
friend		a person with whom someone has a relationship	A friend might respond by _____.
choose		to pick between options	I would choose _____ because _____.
help		to make something easier or better	This response could help _____.
worry		to feel concern about a possible problem	The character worries that _____.
hope		to want something good to happen	The character hopes _____.
voice		a person's way of sharing ideas and feelings	The speaker's voice sounds _____.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

These thinking words help you understand prompts and explain answers. Say each word, then use it with a partner.

Word	Say it	What it means	Sentence frame
response		what someone says, thinks, or does after an event	My response is _____.
relationship		the way people are connected to one another	Their relationship affects _____.
dialogue		words spoken by characters	The dialogue reveals _____.
perspective		a particular way of seeing or understanding	From this perspective, _____.
evidence		facts or details that support an idea	The evidence shows _____.
reason		an explanation for why something happens or is believed	One reason is _____.
revise		to change something to make it stronger or more accurate	I can revise by _____.
behavior		the way a person or animal acts	The behavior suggests _____.
experiment		a planned test used to learn something	The experiment helps us learn _____.
citizen		a member of a community or country	A citizen can _____.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

These special words belong to our topic. Knowing them helps you talk about our texts like an expert.

Word	Say it	What it means	Sentence frame
petition	puh-TISH-uhn	a written request signed by people	
protest	PROH-test	an action that publicly objects to something	
liberty	LIB-er-tee	freedom protected by rights and laws	
natural rights	NACH-er-uhl ryts	rights believed to belong to every person	
taxation	tak-SAY-shun	the act of collecting money through taxes	
representation	rep-rih-zen-TAY-shuhn	having someone speak for a group in government	
instinct	IN-stingkt	a behavior an animal is born ready to do	
learned behavior	LERND bih-HAYV-yer	an action learned through experience or teaching	
Kendrix	KEN-driks	the problem solver in Try, Learn, Change	
experimentation	ek-sper-uh-men-TAY-shuhn	trying planned tests to learn from results	

Use one Tier 3 word in a sentence



My Strategy Tools

TRAILS and LEAVES Spotlight: Response and Voice



Strong writers show how a relationship, action, thought, and dialogue shape a response, then use emotion and voice to make a poem recognizable.

TRAILS R + A make the response visible; LEAVES E + V make the speaker recognizable.

TRAILS and LEAVES Framework

Mark	What it means
TRAILS R: Relationship	Name who matters to the character, and why it influences the response.
TRAILS A: Actions, Thoughts, Dialogue	Show what the character does, thinks, and says so the response becomes visible.
LEAVES E: Emotion/Experience	Name the feeling and the lived moment the poem should communicate.
LEAVES V: Voice	Name the attitude and perspective that make the speaker sound like one person.

Narrative voice makes a character's response audible; poetic voice makes a speaker's attitude and perspective recognizable.

How the response path works

Response Part and Job

Response Part	Job
Shared problem	Give both characters a meaningful situation.
Different response	Show how relationship, belief, or evidence shapes each choice.
Action, thought, and dialogue	Make the response visible to the reader.
Voice and emotion	Make one character's perspective unmistakable.

Each part makes the response more believable.

How I Say the Standard!

5.11(A):

I can plan a first draft for a topic, purpose, and audience by brainstorming and mapping.

5.11(B)(i-iv):

I can develop a focused, structured, and coherent draft with an engaging idea, purposeful organization, voice, and appropriate language.

5.12(A)(i-ii):

I can write a narrative and a poem that use the features of each genre and the craft a writer chooses, like line breaks, voice, and dialogue.

Check My Writing

- ☐ I revise for meaning before I edit the surface.
- ☐ I revise so the two characters do not respond in the same way.

How each part supports the next

Five Thinking Levels

Move from naming a response to a complete, believable response path.

Level	Symbol	Hidden Question	Student Thinking	Thinking Focus
Recall	○	What happened?	I can name the response.	Recall
Explain	□	What does one detail mean?	I can explain the evidence-to-thinking connection.	Meaning
Connect	▽	What relationship does the transition name?	I can make a coherent link.	Connection
Analyze	△	Which order is stronger?	I can defend a sequence.	Analysis
Synthesize	◇	How do the parts work together?	I can explain a complete response path.	Synthesis

Red, Orange, Yellow, Green, and Blue name the progression.

The thinking level I use

Five Thinking Levels

Use the same guide rows to see how the parts work together.

Level	Symbol	Hidden Question	Student Thinking	Thinking Focus
Recall	○	What happened?	I can name the response.	Recall
Explain	□	What does one detail mean?	I can explain the evidence-to-thinking connection.	Meaning
Connect	▽	What relationship does the transition name?	I can make a coherent link.	Connection
Analyze	△	Which order is stronger?	I can defend a sequence.	Analysis
Synthesize	◇	How do the parts work together?	I can explain a complete response path.	Synthesis

The Difference Between WHY and HOW

Prompt type	What it asks me to do	Example
WHY	Explain a reason, a purpose, or why something matters.	Write a personal or fictional narrative in which two characters initially respond differently to the same problem. Then write two rhyming four-line stanzas from one character's point of view.
HOW	Analyze how parts work together or how something happens.	Explain how a relationship, a belief, or a piece of evidence shapes one character's response.

A response becomes believable when a relationship, belief, or piece of evidence explains it. Voice is attitude and perspective, not volume.

How I will move to the next level



Read & Interact

Read with a purpose



Dot, Discover, Drop

DOT: Place a small dot above any unfamiliar word. DISCOVER: Find the pronunciation or the meaning. DROP: Erase the dot once the word is understood.

TRACKS Legend

Letter	Category	Definition and Examples	Required Pastel Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs/adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs/adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters/people/animals, or major concepts as the central idea. Often nouns/proper nouns.	Pastel Yellow
K	Key Knowledge	All other important info needed for the passage's meaning not in another TRACKS category (background knowledge).	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged/measured through the five senses.	Pastel Green

TRACKS marks evidence in the passage. Highlight the smallest meaningful phrase. The shapes Circle, Box, and Triangle are used only to analyze the prompt.

Connect It to Our World

One poem moves from colonial taxation and limited representation to petitions, protest, the Declaration, natural rights, the Bill of Rights, and civic participation today. The other poem follows Kendrix's garden, animal instinct and learned behavior, and Edison's experiments.

Background I Need

The same word, response, works across both poems. People respond from beliefs, relationships, and reasons. Problem solvers revise a response when evidence challenges a first idea. Narrative voice makes those differences audible, while poetic voice makes a speaker's attitude and perspective recognizable.

Words I dotted while reading

One Voice Can Start a Wave

Poetry passage. Medium Stamina. Read every stanza. Use Dot, Discover, Drop.

My
marks

- 1 One voice speaks, another hears, A question grows and conquers fears. One person asks, "Is this thing fair?" Another stops to listen there.
- 2 Before our nation came to be, The colonies faced a distant decree. New taxes came from far away, Though colonists had little say.
- 3 They spoke in homes and meeting halls, They printed words on papers and walls. A question traveled town to town: "Should distant rulers hold us down?"
- 4 Some wrote petitions, some would meet, Some joined in protest in the street. Their separate voices formed a call, And one by one they joined them all.
- 5 Then words were written, strong and clear, Of liberty the people held dear. The Declaration made the claim That natural rights should guide the frame.
- 6 But words alone could not complete The promise written on the sheet. People continued asking why Some freedoms reached while others passed by.
- 7 Later, rights were written too, To state what government could not do. The Bill of Rights became a guide To help keep liberty beside.
- 8 Today we still can speak and learn, Attend a meeting, wait our turn. We vote, we serve, we read, we weigh, And one voice still can start a wave.

A phrase I want to remember

My Words: One new word I learned today: _____

Try, Learn, Change

Poetry passage. Medium Stamina. Read every stanza. Use Dot, Discover, Drop.

- 1 Look at the leaves, observe the ground; Important clues are all around. Before you choose what you should do, First stop and see what facts tell you.
- 2 Kendrix saw her garden fade; More water was the choice she made. But yellow leaves and muddy ground Showed different clues were all around.
- 3 She checked the soil and changed her plan, And healthier growth at last began. She learned that guessing can't explain What careful evidence can make plain.
- 4 A turtle hatches near the sea, Then crawls by instinct naturally. An orca learns from older guides, And practices while with its pod it glides.
- 5 Different problems may require Different ways to reach desire. Some answers come from traits within; Some grow from learning where we begin.
- 6 In Edison's workshop, bulbs would break, But every failure helped them make A better guess, a stronger test, Until a brighter light worked best.
- 7 A wrong first answer isn't strange; New information helps us change. Observe, then question, test, arrange, We try, we learn, and then we change.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: One Voice Can Start a Wave

Notice the question, the reactions, the actions, the key knowledge, and the scenery that show how a concern becomes a response.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

Highlight the smallest meaningful phrase. If I cannot say why I highlighted it, I should not highlight it.

My best TRACKS phrase and why it supports a response

Annotate: Try, Learn, Change

Notice the observation, the changed plan, instinct, learned behavior, and how evidence shapes a response.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

STOP & THINK

Which detail helps a reader understand why this response makes sense?

My thinking

My Prompt Marking Notes

The prompt gives me a topic, a charge, and a focus. I can use the shapes to slow down and see the job.

Shape	Word	Question I ask myself
Red circle	Topic	What is this prompt about?
Yellow box	Charge	What does the topic do?
Green triangle	Focus	Does the prompt ask me to explain, narrate, or argue?

Mark the topic, the charge, and the focus of the prompt. Explain what the prompt asks you to do.

Write a personal or fictional narrative in which two characters initially respond differently to the same problem. Then write two rhyming four-line stanzas from one character's point of view.

My three marks in words

STUDENT WORKBOOK



Day 1: Gather + Reveal



DAY 1 | Gather + Reveal | 15 MINUTES: Notice and question, then identify different responses in both poems

Today's Standards:

TEKS 5.11(A): plan a first draft by selecting a genre for a particular topic, purpose, and audience. TEKS 5.12(A)(i-ii): compose narrative and poetry using genre characteristics and craft. ELPS 1(E), 2(B), 4(C).

Listen with pencils down to a poem in which one voice asks a question and another stops to listen, and to a poem in which a problem solver changes a plan after the soil gives new evidence.

Gather: Listen and Sketch

- Listen once with pencils down.
- Listen again and sketch a shared problem, a response, an action, and a thought.
- Add the relationship, belief, or evidence that shapes the response.
- Compare sketches and explain one connection.
- Turn the page over and redraw the response path from memory.

My response path sketch

Reveal: Make TRAILS and LEAVES Visible

TRAILS R names the Relationship that influences a character. TRAILS A names the Actions, Thoughts, and Dialogue that make a response visible. LEAVES E names Emotion/ Experience, and LEAVES V names Voice.

Framework Element	What It Means	Writer Question
TRAILS R: Relationship	A connection that influences a character or experience.	Who matters to this character, and why?
TRAILS A: Actions, Thoughts, and Dialogue	What the character does, thinks, and says.	How does the response become visible?
LEAVES E: Emotion/ Experience	The feeling and lived moment communicated.	What should the reader feel or understand?
LEAVES V: Voice	The speaker's attitude and perspective.	How does this person sound, and what reveals it?

How the evidence connects to a response in one poem

- ☐ I can name a relationship that influences a response.
- ☐ I can point to an action, a thought, and a line of dialogue.
- ☐ I can name an emotion or experience in a poem.
- ☐ I can explain what makes a speaker's voice recognizable.

The one response move I can already control

Fresh Recall

Close your notes and reconstruct the response path from memory. Name the shared problem, the response, the evidence, and the effect. Show that the evidence is not a repeated detail.

Partner Question	My Explanation
What response does each poem show?	
Which poem detail helps you understand a response?	
How does the relationship or evidence shape the response?	
What makes a speaker's voice recognizable?	

My fresh-recall response path and one connection I can explain

Access Without Lowering Rigor

Reread one stanza aloud and rehearse your response orally. You still choose the evidence and the framework element. Your job is to name one response in each poem and explain what relationship, belief, or evidence influenced it.

My two evidence notes and one response explanation

- ☐ I named one response in each poem.
- ☐ I pointed to the exact detail that supports it.
- ☐ I explained what belief, relationship, or evidence influenced it.

A question I still have about how a response works

STUDENT WORKBOOK



HOW WOULD THEY RESPOND?

Day 2: Attempt

✂ Cut out these cards (sheet 1 of 2)

Cut on the dotted lines. Sort the Character, Response, Evidence, and Thinking cards. Build one response chain, read it aloud, name each relationship, and rearrange any part that does not make sense together.

CHARACTER	RESPONSE
EVIDENCE	THINKING
RELATIONSHIP	DIALOGUE
EMOTION	VOICE

HOW WOULD THEY RESPOND? Self-Check (sheet 1 of 2)

Flip each card after building the chain. Check that the reason supports the response, the evidence supports the reason, and the thinking explains how the response becomes believable.

RESPONSE What the character says, thinks, or does.	CHARACTER A person who faces the shared problem.
THINKING How and why the evidence makes the response believable.	EVIDENCE An exact poem detail that supports the response.
DIALOGUE Words spoken by a character.	RELATIONSHIP A connection that influences the character's choice.
VOICE The attitude and perspective that make a speaker recognizable.	EMOTION The feeling or lived moment the poem should communicate.

STUDENT WORKBOOK



HOW WOULD THEY RESPOND?

Day 2: Attempt

✂ Cut out these cards (sheet 2 of 2)

Cut on the dotted lines. Sort the Character, Response, Evidence, and Thinking cards. Build one response chain, read it aloud, name each relationship, and rearrange any part that does not make sense together.

What does TRAILS R name?

What does TRAILS A name?

What does LEAVES E name?

What does LEAVES V name?

What does it mean when a response is believable?

How can two characters respond differently to the same problem?

HOW WOULD THEY RESPOND? Self-Check (sheet 2 of 2)

Flip each card after building the chain. Check that the reason supports the response, the evidence supports the reason, and the thinking explains how the response becomes believable.

Actions, thoughts, and dialogue.

The relationship that influences a character.

The speaker's voice, which is attitude and perspective.

Emotion and experience.

Their relationship, belief, or evidence shapes each response.

A relationship, belief, or piece of evidence explains it.

STUDENT WORKBOOK



Day 2: Attempt



DAY 2 | Attempt | 15 MINUTES: Build a character-response-evidence chain with How Would They Respond?

Today's Standards:

TEKS 5.11(B)(i-iv): develop a focused, structured, coherent draft with an engaging idea, purposeful organization, voice, and appropriate language. TEKS 5.12(A)(i-ii): compose narrative and poetry using genre characteristics and craft. ELPS 2(B), 2(E), 3(D).

Groups receive one Situation Card, one Character Card, one Response Card, and one Evidence Card. Build the chain and defend why the response fits the character. Then express the same situation in two voices: confident and uncertain or questioning.

How Would They Respond? Steps

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

My situation and the shared problem

Build My Response Chain

Write one card in each box. Every part must make sense with the part above it.

CHARACTER and the relationship or perspective

RESPONSE: the action that fits

EVIDENCE or REASON that supports the response

POSSIBLE EFFECT, stated without certainty

The thought and line of dialogue that make the response visible

Voice Challenge

Express the same situation in two voices: one confident and one uncertain or questioning. Decide what changed and what stayed the same.

The confident voice, in my own words

The uncertain or questioning voice, in my own words

- ☐ I built a complete character-response-evidence chain.
- ☐ My evidence supports the reason.
- ☐ My possible effect is stated without certainty.
- ☐ I kept the facts stable when I changed the voice.

STUDENT WORKBOOK



Day 3: Discuss + Use



DAY 3 | Discuss + Use | 15 MINUTES: Draft a narrative with two contrasting responses and rehearse two rhyming four-line stanzas

Today's Standards:

TEKS 5.11(B)(i-iv): develop a focused, structured, coherent draft with purposeful organization and voice. TEKS 5.12(A)(i-ii): compose narrative and poetry using genre characteristics and craft. ELPS 2(E), 4(D), 4(F).

Discuss: Compare the Poems

Both poems show that a concern can lead to more than one response. One voice asks and listens; Kendrix observes, changes her plan, and learns from evidence. Compare how each poem makes a response visible.

Poem	The Response It Shows	The Evidence Behind It
One Voice Can Start a Wave	Question, petitions, meetings, protest, voting, service.	Some wrote petitions, some would meet.
Try, Learn, Change	Observe, change the plan, learn from testing.	She checked the soil and changed her plan.

One difference between the two responses, and why each makes sense

Personal Connection

What small problem has made you respond differently from someone else? What relationship, belief, or evidence influenced each response? Connect your idea without changing the meaning of the poems.

My personal connection and the evidence that influenced each response

Use: Try It On Your Own

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

- Step 1: Plan the shared problem and the relationship that matters.
- Step 2: Give each character an action, a thought, and a line of dialogue.
- Step 3: Add one exact evidence detail from a poem that helps you understand response, emotion, or voice.
- Step 4: Write two rhyming four-line stanzas from one character's point of view.

My narrative plan: shared problem, relationship, and each character's response

My Two Stanzas

Name the emotion and experience. Make the speaker's attitude and perspective unmistakable. Use LEAVES E and V.

Stanza 1

Stanza 2

- ☐ My narrative has a shared problem and two believable responses.
- ☐ I show a relationship, an action, a thought, and dialogue.
- ☐ My stanzas use rhyme and communicate emotion.
- ☐ My speaker's voice is unmistakable.

Poetry Craft Check

Use the LEAVES Poetry Check to test each stanza. Then fix at least one line where the craft can be stronger.

Letter	Element	Student Check
L	Lines/Layout	Do line breaks help the meaning?
E	Emotion/Experience	What feeling or lived moment comes through?
A	Artistic Language	Which words create an image or comparison?
V	Voice	What attitude and perspective are unmistakable?
E	Echo/Sound	Where do rhyme or repetition help the message?
S	Significance	What should the reader carry away?

Fix One Line

The line I will strengthen and my stronger version

- ☐ I checked both stanzas with all six LEAVES letters.
- ☐ My line breaks help the meaning.
- ☐ My rhyme or repetition helps the message.
- ☐ My speaker's voice is unmistakable.

STUDENT WORKBOOK



Day 4: Award + Target



DAY 4 | Award + Target | 15 MINUTES: Award one controlled writing move and target one measurable revision

Today's Standards:

TEKS 5.11(C)(i-viii): revise drafts by adding, deleting, combining, and rearranging ideas for coherence and clarity. TEKS 5.11(D)(i, ii, iv, xiv, xv, xxviii, xxix): edit drafts using standard English conventions. ELPS 2(E), 3(D), 4(F).

Award one controlled move. Target one measurable next step. Prove both with your own writing.

Award: One Move I Control

Highlight one sentence that best shows a deliberate relationship or response choice. Point to your own writing as evidence for the strength you name.

The sentence I am proud of, and the exact words that prove the move

Target: One Measurable Next Step

Target a place where both characters sound too much alike. Underline the relationship evidence, actions, thoughts, and dialogue before you decide on a target. Compare the questioning voice in "Is this thing fair?" with the instructional voice in "First stop and see what facts tell you."

My target, and the line I will revise to reach it

Revise for Clarity

Add a relationship, combine or rearrange an idea, strengthen a line of dialogue, or make the speaker's attitude more precise.

One original line, my revision, and why it is clearer

My revised line

Build It, Fix It, Say It

- Build It: The shared problem was _____. This character cared about _____. So the character _____.
- Fix It: Add one thought and one line of dialogue.
- Say It: "Because _____ matters to this character, _____."

My Build It sentence

- ☐ I named one move I control and pointed to my own words.
- ☐ I named one measurable target.
- ☐ I revised one line so the response or voice is clearer.

How I will know I reached my target

STUDENT WORKBOOK

Day 5: Explain + Educate



DAY 5 | Explain + Educate | 15 MINUTES: Teach the pathway from memory and explain how relationship and voice influence meaning

Today's Standards:

TEKS 5.11(B)(i-iv): develop a focused, structured, coherent draft. TEKS 5.12(A)(i-ii): compose narrative and poetry using genre characteristics and craft. ELPS 1(E), 2(F), 4(F).

Teach: Evidence is _____. Thinking is _____. Voice is _____. Relationship matters because _____.

My teach-back sentence for each blank

Educate: Teach the Pathway

Partners demonstrate the response path: character, response, evidence or reason, possible effect. Add voice and emotion. Explain one exact poem detail and teach how relationship influences a character and how voice influences poetry. Round 1 uses notes. Round 2 closes notes. Your listener asks one clarifying question and names one accurate idea.

My pathway explanation from memory

My partner's clarifying question and the accurate idea they named

- ☐ I explained a relationship and how it shapes a response.
- ☐ I pointed to one exact poem detail.
- ☐ I explained what makes a speaker's voice recognizable.

Fresh Recall and Transfer

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

One stanza's central idea, in my own words

What poetry adds beyond the ideas

Study the Samples

Compare a developing response, an approaching response, and a secure response. Notice what improves from one level to the next.

Level	Response	What It Does
Developing	The colonists responded to taxes.	Names the topic of the response.
Approaching	The poem says, "Some wrote petitions, some would meet, Some joined in protest in the street." This shows that colonists used different responses.	Uses an exact detail and connects it to different responses.
Secure	The civic poem demonstrates that a shared concern can lead to different actions, from petitions and meetings to voting and service.	Explains the response with exact details and connects them to an idea.

One move from the secure response I will use in my own writing

My Response and Voice Award

What can I already do? Name one relationship, response, evidence, emotion, or voice move you wrote successfully, and the evidence in your work.

The move I can prove with my own writing

My Student Target

What do I want to practice next? Name one next step for making a response believable or a voice unmistakable.

My next step

Return to the Overarching Question

Compare your first thinking to your final thinking. Explain how the poems answer the question: How do people respond when they believe something should change?

My final thinking, in my own words

- ☐ I taught the response pathway from memory.
- ☐ I explained what poetry adds through emotion and voice.
- ☐ I compared my first thinking to my final thinking.



Write More

Plan, Draft, Revise, Edit, and Share



Write Your Narrative and Two Stanzas

Write a personal or fictional narrative in which two characters initially respond differently to the same problem. Then write two rhyming four-line stanzas from one character's point of view.

Mark the topic, the charge, and the focus of the prompt. Explain what the prompt asks you to do.

Write a personal or fictional narrative in which two characters initially respond differently to the same problem. Then write two rhyming four-line stanzas from one character's point of view.

My Plan

- Name the shared problem and introduce two characters.
- State the relationship that influences each character.
- Plan an action, a thought, and a line of dialogue for each character.
- Choose one exact detail from either poem as evidence.
- Name the emotion or experience the poem should communicate.
- Choose words, line breaks, rhyme, or repetition that make voice unmistakable.
- Plan a conclusion that shows the lasting effect of the response.

My shared problem and the relationship that influences each character

The exact poem detail that supports one response

Track the Response Parts

Use labels or symbols so the shared problem, the two responses, the evidence, the emotion, and the voice are clear without depending on color alone.

[illegible]

My Narrative Draft



Use exact evidence from one of the poems. Show an action, a thought, and a line of dialogue for each character.

Draft, page 1

One part I will keep because it makes a response believable

Revise, Edit, and Share

Revise

- ☐ I revised so the two characters do not respond in the same way.
- ☐ I checked that my evidence supports the response.
- ☐ I strengthened one line of dialogue.
- ☐ I made the speaker's attitude more precise.

Edit

- ☐ I checked quotation marks and punctuation in dialogue.
- ☐ I checked complete sentences and consistent verb tense.
- ☐ I checked line breaks and title formatting in the poem.
- ☐ I checked capitalization, punctuation, and sentence boundaries.
- ☐ I checked grade-appropriate spelling.

The line I revised and why it is clearer

Share

Read your response to a partner. Your partner names the relationship, action, thought, dialogue, emotion, and voice evidence, then asks one clarifying question and names one accurate idea heard.

My partner's feedback

Final Narrative and Poetry Check

Score the response and the voice before surface polish. A small convention error should not remove meaning points if the response and voice still work.

Part	I can show...	Check
TRAILS R + A	A relationship, an action, a thought, and dialogue make the response believable.	
LEAVES E + V	Emotion and experience are clear and the voice is unmistakable.	
Evidence 5.7C	An exact poem detail supports the response or craft choice.	
Organization and craft	A focused narrative sequence and two purposeful rhyming stanzas.	
Revision and conventions	Meaning revision strengthens clarity, dialogue, emotion, and voice.	

Study the Samples

Read the responses to this prompt. Notice what improves from Developing to Approaching to Secure.

Write a personal or fictional narrative in which two characters initially respond differently to the same problem. Then write two rhyming four-line stanzas from one character's point of view.

Low

The colonists responded to taxes.

What is working: Names the topic of the response.

What needs improvement: Name an exact detail from a poem and explain how it supports the response. Write This detail shows ____ because ____.

Medium

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

What is working: Uses an exact detail and connects it to different responses. What needs improvement: Explain the larger meaning of the quoted detail instead of stopping at a retell. Add a sentence that begins This shows that ____ because ____.

One move from the secure response I will use in my own writing

Study the Secure Sample

This is the target. Notice how every part makes the response believable.

High

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

Why it works: The response develops the meaning of the evidence and reaches the target level of explanation. It connects exact source details to an idea.

Secure Response Key

Response Part	Evidence From the Secure Sample	Why It Works
Shared problem	A civic concern about how decisions were made.	Gives both characters a meaningful situation.
Different response	Some colonists wrote petitions, met, or protested, while later citizens vote and serve.	Shows how a belief or piece of evidence shapes each choice.
Evidence	"We vote, we serve, we read, we weigh."	Gives an exact detail from the civic poem.
Voice and emotion	The speaker sounds hopeful and determined.	Makes one perspective unmistakable.
Significance	A voice can respond through more than one form of civic participation.	Explains why the response matters.

One secure response move I will use in my own writing



Look Back & Look Forward

Reflect on the Path From Problem to Response to Voice



My Progress Tracker

I can...	Not yet	Growing	Got it
Identify a relationship that influences a response.	☐	☐	☐
Show actions, thoughts, and dialogue.	☐	☐	☐
Use exact poem evidence.	☐	☐	☐
Name emotion and experience.	☐	☐	☐
Shape an unmistakable voice.	☐	☐	☐
Revise so two characters respond differently.	☐	☐	☐
Write two rhyming four-line stanzas.	☐	☐	☐
Explain significance or lasting effect.	☐	☐	☐

My Response Path Award

The response or voice move I can prove with exact words from my writing

My Student Target

One measurable next step that will make a response believable or a voice unmistakable

Essential Question Answered

How do people respond when they believe something should change?

The answer

People respond through questions, listening, petitions, meetings, protest, voting, service, observation, testing, and revision. Relationships, beliefs, actions, thoughts, dialogue, emotion, and voice shape which response feels believable. Exact evidence helps a reader understand why the response makes sense, and new information can help a person change.

A believable response grows from a relationship, a belief, or exact evidence, and poetry adds emotion and an unmistakable voice that make one perspective recognizable.

How My Thinking Changed

At first, I thought a response was

Now I understand that a believable response

Try Another Response

Choose one poem and explain how one character or speaker responds to a problem. Use one relationship, one exact detail, and one sentence of thinking.

My response, evidence, and thinking

Connect Across Texts

Compare civic participation and evidence-based problem solving while preserving the differences between the poems. Compare how civic participation and evidence-based problem solving each show a believable response, while preserving the differences between the poems.

- Name one response from each poem.
- Use exact evidence from both poems.
- Preserve the differences between civic voices and evidence-based problem solving.
- Explain how each response becomes believable.
- Compare how each speaker's voice shapes the meaning.
- Explain one lasting effect or significance.

My connected response comparison

Draw the Response Path

Draw and label the shared problem, the response, the evidence, the thinking, the emotion, and the voice.

At-Home Connection

Choose one card to talk about with someone at home. End with a conversation, not a worksheet.

How Would We Respond?

Name a small shared problem. Each person chooses a role and states an action, a thought, and one line of dialogue.

Discuss why each response fits that person's perspective.

Family member signature: _____

Evidence Changes a Plan

Reread the Kendrix stanza. Ask why yellow leaves and muddy ground lead her to change her plan.

Name the exact evidence and the response it influences.

Family member signature: _____

Voice Switch

Say the same sentence twice, once confidently and once uncertainly or questioningly.

Explain which word choice or tone made the speaker's perspective clear.

Family member signature: _____

My Family Conversation Notes

What did I teach? What did my family member remember?

Notes

Track My Progress

Every time I get a score or a grade on my work in this module, I write it here. This can be an exit ticket, a short answer, or a rubric score from my teacher.

Date	What I did (for example exit ticket, short answer, rubric)	My score	My next goal

Why This Helps Me

This chart shows how my scores change over the whole module, not just on one day.

- ☐ I keep this chart up to date.
- ☐ I can tell if my scores are growing.
- ☐ I ask for help when I need it.
- ☐ I show this chart to my teacher or a family member.

Add a new row every time I get feedback, a score, or a grade on my work.

My Response and Voice Snapshot

I can keep this page with my other work. It shows how my thinking grew.

The most useful word I learned

The response move I can use fastest

My Strong Roots

I am ready to show a believable response and an unmistakable voice.

A note to my future writer self

My Proud Moment This Week

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 5

Cluster 7 - Module 3

Evidence Can Change the Story



Name: _____



The Writing Academy®, LLC

Grade 5 • Cluster 7 • Module 3

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How to Use My Workbook

This book holds my reading, thinking, writing, and reflection for this module.

My Name and My Goal for This Module

Pocket Practice

Attach a sheet of paper along the left, right, and bottom sides of this box to make a pocket. Store your game cards here throughout each module.



Meet My Week

Evidence Can Change the Story



Why This Matters to Me

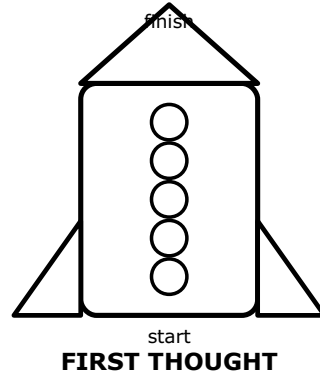
A responsible thinker does not change merely because someone disagrees. A responsible thinker changes when relevant evidence supports a stronger conclusion. In this module I read two poems, gather evidence, and use the Important Moment and Lasting Effect in a narrative, and Artistic Language and Echo/Sound in a poem.

Essential Question

What should happen when new evidence challenges what we first believed?

My Five Day Progress

EVIDENCE-EARNED CHANGE



1

Day 1: Gather + Reveal

2

Day 2: Attempt

3

Day 3: Discuss + Use

4

Day 4: Award + Target

5

Day 5: Explain/Educate

Color one section at the END of each day, after I finish that day's work. Watch my thinking launch from a first thought to an evidence-earned change.

My First Thinking

I Can

- I can distinguish disagreement from evidence that challenges an idea.
- I can reconsider and revise an idea when evidence supports a stronger conclusion.
- I can build an Important Moment and show its Lasting Effect.
- I can use metaphor, repetition, rhyme, rhythm, imagery, and symbolism purposefully.

I Will

- I will gather, compare, and explain evidence before deciding to keep or revise an idea.
- I will let readers experience evidence arriving through setting, relationships, actions, thoughts, and dialogue.
- I will use precise language and sound choices to make a changed understanding memorable.
- I will teach a partner how evidence can change thinking.

The I Can I want to reach first, and why

My Week at a Glance

What I learn	What I read	What I make
Distinguish disagreement from evidence, and change an idea only when evidence supports a stronger conclusion.	Two poems, high stamina: One Voice Can Start a Wave and Try, Learn, Change.	A 3–4 paragraph narrative with an Important Moment and Lasting Effect, and three rhyming four-line stanzas with Artistic Language and Echo/Sound.

Where We Are Going

We move from gathering a first thought and evidence, to sorting keep, revise, or wait decisions, to discussing and drafting the Important Moment and Lasting Effect, to strengthening one craft move, and finally to explaining and teaching the evidence habit to someone else. Each day we practice the Evidence-to-Revision Path: first thought, evidence, Important Moment, and Lasting Effect, in both the narrative and the poem.

I'll Know I've Got It When...

- ☐ My narrative establishes a clear Topic/Experience, Relationship, Setting, and first thought.
- ☐ My Actions, Thoughts, and Dialogue make evidence visible.
- ☐ My Important Moment is earned by a specific detail, not a sudden unsupported announcement.
- ☐ My Lasting Effect shows what the character or speaker now does, believes, or understands.
- ☐ My poem uses Artistic Language and Echo/Sound to support meaning.
- ☐ I revise when evidence or a peer response shows that a stronger choice is needed.

Check Myself

- ☐ I can name the first thought.
- ☐ I can name the evidence.
- ☐ I can explain why the evidence matters.
- ☐ I can show what changes afterward.
- ☐ I can name one language or sound choice that strengthens meaning.

How I Will Show What I Know

I can distinguish disagreement from evidence. I can identify the evidence that earns an Important Moment. I can show a Lasting Effect. I can use Artistic Language and Echo/Sound to make a changed understanding memorable. I explain the causal link between the evidence and the change, not just the change itself.

My GRADUATE Learning Path

Say It Together!

These are the exact TEKS this module teaches. Read the code, then say the job in your own words.

5.11A:

5.11A 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.

How I say it: I can choose a narrative or poem for my topic, purpose, and audience, then plan before I draft.

5.11B(i-iv):

5.11B(i-iv) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion, and by developing an engaging idea reflecting depth of thought with specific facts and details.

How I say it: I can organize my draft with an introduction, transitions, and a conclusion, and develop my idea with specific facts and details.

5.11C(i-viii):

5.11C(i-viii) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.

How I say it: I can reread my work, add, delete, combine, or rearrange ideas, and make my meaning clearer.

5.11D(i, ii, iv, xiv, xv, xxviii, xxix):

5.11D(i, ii, iv, xiv, xv, xxviii, xxix) edit drafts using standard English conventions.

How I say it: I can edit my sentences, verbs, adjectives, conjunctions, punctuation, and spelling.

5.12A(i-ii):

5.12A(i-ii) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.

How I say it: I can write a narrative and a poem that use the moves readers expect from each genre.

Call and Response



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

['Say the standard in my own words.', 'Name my Writer Notebook and my poetry page.', 'Remember that disagreement is not the same as evidence.']

A connection I can make

Remember It!

- ☐ Evidence is a detail that supports or challenges a first thought.
- ☐ An Important Moment is earned by evidence, not announced without support.
- ☐ A Lasting Effect shows what the character or speaker now does, believes, or understands.

One idea I remember

Ready Check

- ☐ I can name the first thought.
- ☐ I can name the evidence.
- ☐ I can build an Important Moment and show its Lasting Effect.

Watch Out! Common Mix-Up

Believing any disagreement is evidence, or ending a story right after the realization instead of showing the Lasting Effect.

Where This Fits in My Writing

Both genres start with a first thought that meets evidence. A narrative shows the change through setting, relationships, actions, thoughts, and dialogue. A poem shows the same change through Artistic Language and Echo/Sound. My exact words from the poems give both products their evidence.

What I want to remember before I start

Where I Am Starting

Parts 1 and 2



These pages show me what I already know before we begin. I answer on my own first, then we talk about it as a class.

Part 1: Disagreement or Evidence

Read each statement. Write EVIDENCE if it is a detail that supports or challenges an idea. Write DISAGREEMENT if it is only an opinion with no detail behind it.

Statement	E or D
Muddy soil and yellow leaves did not support what Kendrix believed.	
I just do not like that plan.	
A wrong first answer is not strange; new information helps us change.	
Someone disagrees without pointing to a detail.	
An Important Moment is earned by evidence, not announced without support.	
A Lasting Effect shows what the thinker now does, believes, or understands.	

One statement I want to talk about, and why

Part 2: State My First Thought

A first thought is a belief, expectation, or plan. Write one first thought a fifth grader might have.

My first thought

Part 3: Plan My Narrative with TRAILS I and L

I is Important Moment. L is Lasting Effect. A narrative shows a first thought meeting evidence.

TRAILS part	My plan
I: Important Moment	
L: Lasting Effect	
The evidence that earns the change	

The experience I know best

Part 4: Plan My Stanza with LEAVES A and E

A is Artistic Language. E is Echo/Sound. Three rhyming stanzas carry my transformation.

LEAVES part	My plan
A: Artistic Language	
E: Echo/Sound	
One pair of rhyming end words	

My four lines so far

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Part 5: Name My Evidence

Copy one exact phrase from a poem that could support or challenge a first thought.

The exact words I will use as evidence

Part 6: Keep, Revise, or Wait

Decide whether the evidence means keep the first thought, revise it, or wait for more information. Explain why.

My decision and why

Part 6: Explain the Connection

Explain one connection between the two poems. Use one exact phrase from each poem as evidence.

My connection and my evidence

STOP & THINK

What should happen when new evidence challenges what we first believed?

My thinking

Look at My Starting Point

Read my answers on these pages. Circle one answer that already shows strong thinking, and tell why.

What I check	I can show it
I can name the first thought.	
I can name the evidence.	
I can build an Important Moment.	
I can show a Lasting Effect.	
I used exact words as evidence.	

What I want to get better at in this module



Words I Need

Tier 1, everyday words



These are everyday words we will use all week. I say each word, then I use it in a sentence.

Word	Say it	What it means	Sentence frame
think	think	Use the mind to form an idea.	At first, I think the plants need water.
check	check	Look carefully to find out if something is true.	I check the soil before I decide.
change	change	Become or make something different.	I changed my idea because of the evidence.
keep	keep	Continue using or believing something.	I would keep the idea when the evidence still fits.
learn	learn	Gain knowledge or skill.	I learned that muddy soil means too much water.
show	show	Make something clear.	The detail shows what really happened.
ask	ask	Say or write a question.	I would ask what the evidence proves.
compare	compare	Notice what is alike or different.	I compare the two poems and their evidence.
decide	decide	Make a choice after thinking.	I decide to revise because the evidence is strong.
explain	explain	Tell why or how something works.	I can explain why the change was earned.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

These are the thinking words for this module. I say each word, then I use it with a partner.

Word	Say it	What it means	Sentence frame
claim	claim	An idea a person says is true.	The claim is that the plants need more water.
evidence	evidence	Facts or details that support or challenge an idea.	This evidence suggests the claim needs revising.
revise	revise	Change thinking or writing to make it stronger.	I will revise my first thought.
informed	informed	Guided by reliable knowledge or evidence.	An informed decision uses real facts.
viewpoint	viewpoint	A way of understanding an issue.	From this viewpoint, the plan needs evidence.
conclusion	conclusion	A judgment reached after considering evidence.	My conclusion is based on the roots, not the leaves.
implication	implication	A result or meaning suggested by evidence.	One implication is that watering less will help.
adaptation	adaptation	A change that helps solve a problem or fit conditions.	The adaptation helps the settlers learn the land.
principle	principle	A guiding belief or rule.	A principle in the poem is that evidence should guide a decision.
contradiction	contradiction	Two ideas or realities that do not fit together easily.	The contradiction is between stated rights and lived reality.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

These are the words from *One Voice Can Start a Wave* and *Try, Learn, Change*. I say each word, then I use it in a sentence.

Word	Say it	What it means	Sentence frame
consent of the governed	kon-SENT of the GUV-erned	The idea that government power comes from the people.	I can use this word: Consent of the governed means people agree to be led.
Abigail Adams	AB-uh-gayl AD-ums	A historical figure named in the civic poem.	I can use this word: Abigail Adams asks that rights reach women.
enslaved Americans	en-SLAYVD uh-MER-ih-kunz	People in America who were forced into slavery.	I can use this word: The poem shows a contradiction because enslaved Americans knew promised freedom was not true for them.
civic participation	SIV-ik par-tiss-uh-PAY-shun	Taking part in community life and decisions.	I can use this word: Civic participation can include a vote, a letter, or service.
Kendrix	KEN-driks	The problem solver in <i>Try, Learn, Change</i> .	I can use this word: Kendrix reconsiders when the evidence does not fit.
metaphor	MET-uh-for	A comparison that says one thing is another to create meaning.	I can use this word: The metaphor suggests a stronger understanding.
imagery	IM-ij-ree	Words that help readers picture, hear, or feel.	I can use this word: The imagery helps me see the muddy soil.
repetition	rep-uh-TISH-un	A word, phrase, or sound used again on purpose.	I can use this word: The repetition emphasizes the change.
rhythm	RITH-um	A pattern of beats or flow in language.	I can use this word: The rhythm makes the poem memorable.
symbolism	SIM-buh-liz-um	Using an object, action, or image to stand for a larger idea.	I can use this word: The symbol may represent a stronger answer.

Use one Tier 3 word in a sentence

My Strategy Tools

Evidence Can Change the Story



First Thought, Evidence, Important Moment, Lasting Effect

I begin with a first thought. I make the evidence visible. I slow down at the Important Moment. Then I show the Lasting Effect through what changes afterward.

Evidence-to-Revision Path

Step	Student Move
First thought	State a belief, expectation, or plan.
Evidence	Notice details that support or challenge it.
Important Moment	Show the realization rather than merely announcing it.
Lasting Effect	Show what the thinker now does, believes, or understands.

One first thought I can point to right now

TRAILS Narrative Chart

This module's required focus is TRAILS I Important Moment and L Lasting Effect.

Letter	Exact Meaning	Writer Question
T	Topic/Experience	What experience or situation begins the story?
R	Relationship	Who matters to the experience?
A	Actions, Thoughts, and Dialogue	What happens, is thought, or is said?
I	Important Moment	When does evidence change understanding or direction?
L	Lasting Effect	What remains afterward?
S	Setting	Where and when can readers experience the situation?

LEAVES Poetry Chart

This module's required focus is LEAVES A Artistic Language and E Echo/Sound.

Letter	Exact Meaning	Writer Question
L	Lines/Layout	How does the arrangement shape the reading?
E	Emotion/Experience	What feeling or lived experience moves through the poem?
A	Artistic Language	Which image, metaphor, or comparison makes meaning vivid?
V	Voice	Who is speaking and how does that voice sound?
E	Echo/Sound	How do rhyme, repetition, rhythm, or sound support meaning?
S	Significance	Why does the poem matter?

My plan: one first thought, one Important Moment, one Lasting Effect

The Core Habit

Begin with the first thought. Make the evidence visible through a detail, image, action, thought, or line of dialogue. Slow down at the Important Moment. Then show the Lasting Effect through what changes afterward.

Do Not Announce a Change

Do not announce a change before you have shown the evidence that earned it. Let your reader experience the moment, then show what remains.

How I Say the Standard!

5.11A:

5.11A plan a first draft by selecting a genre for a particular topic, purpose, and audience.

How I say it: I can choose a narrative or poem for my topic, purpose, and audience, then plan before I draft.

5.11C(i-viii):

5.11C revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.

How I say it: I can reread my work, add, delete, combine, or rearrange ideas, and make my meaning clearer.

5.12A(i-ii):

5.12A compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.

How I say it: I can write a narrative and a poem that use the moves readers expect from each genre.

The habit step I want to practice first

The Five Thinking Levels

This module works mostly at Connect, Analyze, and Synthesize.

Level	Student Move	Evidence of Thinking
Recall	Name first thought, evidence, Important Moment, Lasting Effect.	Correct labels.
Explain	Tell what one detail means.	Evidence-to-thinking sentence.
Connect	Link a source detail to a narrative or poetic choice.	Coherent link.
Analyze	Compare two possible orders or sound choices.	Defended sequence.
Synthesize	Build a complete evidence-earned change.	Independent response.

Thinking Prompts

Thinking Prompt	Expected Direction
What did the speaker first believe?	State the first thought without judging it.
What detail changed the picture?	Name reliable, relevant evidence.
What remains afterward?	Show the Lasting Effect in action or understanding.

A thinking level I want to reach this week

Check My Writing

- ☐ My narrative shows a first thought, evidence, an Important Moment, and a Lasting Effect.
- ☐ My three stanzas are intentional, and they are not my narrative cut into short lines.
- ☐ My evidence is copied exactly from the poems.

Watch Out! Two Common Mix-Ups

Mix-Up 1

Believing any disagreement is evidence. The detail I use as evidence must be reliable and relevant.

Mix-Up 2

Writing only, I changed my mind. The Important Moment must show the thought, action, or dialogue that earned the change.

My Strategy Plan

Name my genre, my first thought, and the evidence that will earn my Important Moment.

My genre, my first thought, and my evidence



Read & Interact

Read with a purpose



Dot, Discover, Drop

DOT: Place a small dot above any unfamiliar word. DISCOVER: Find the pronunciation or the meaning. DROP: Erase the dot once the word is understood.

TRACKS Legend

Letter	Category	Definition and Examples	Required Pastel Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs/adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs/adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters/people/animals, or major concepts as the central idea. Often nouns/proper nouns.	Pastel Yellow
K	Key Knowledge	All other important info needed for the passage's meaning not in another TRACKS category (background knowledge).	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged/measured through the five senses.	Pastel Green

TRACKS marks evidence in the passage. Highlight the smallest meaningful phrase. The shapes Circle, Box, and Triangle are used only to analyze the prompt.

Connect It to Our World

A citizen's voice can take a form that is not loud, such as a vote, a letter, or service. But speaking should not end the task. A thoughtful citizen also asks what facts support a statement and what other viewpoints should be weighed. I can see that same habit when I decide whether to keep, revise, or wait on my own first thought.

Background I Need

One Voice Can Start a Wave moves from colonial taxation and limited representation to petitions, the Declaration, natural rights, the Bill of Rights, and civic participation, and it asks readers to notice a contradiction between stated principles and lived reality. Try, Learn, Change develops evidence-based response through the turtle and the orca, Wampanoag knowledge at Plymouth, Kendrix's garden, and Edison's experiments. TRAILS I is Important Moment and L is Lasting Effect. LEAVES A is Artistic Language and E is Echo/Sound.

One Voice Can Start a Wave

Poem. High Stamina. Read each stanza. Use TRACKS to mark evidence.

My
marks

[1] One voice speaks, another hears, A question grows and conquers fears. One person asks, "Is this thing fair?" Another stops to listen there.

[2] Before the Revolution grew, Many colonists still felt loyal too. They did not all demand a break; At first, they asked for change to make.

[3] But taxes came without their voice, And Parliament still made the choice. The colonists began to say, "Why can't we help decide the way?"

[4] A printer's page, a meeting room, Could help an idea start to bloom. A neighbor's question, shared aloud, Could travel quickly through a crowd.

[5] Some chose boycotts, some would write, Some argued morning into night. Not everyone agreed on how, Or whether independence should start now.

[6] Yet conversations crossed each line Between the colonies over time. A problem felt by one alone Became a cause that all had known.

[7] Then delegates put words to page That still are studied age to age. They wrote of liberty and right, And government with powers not slight.

[8] They said that government should stand With people's consent across the land. Its purpose was to guard each right, Not rule by uncontrolled might.

[9] But even then, a question grew: Did those great promises ring true? Abigail Adams used her pen To ask that rights reach women then.

[10] Enslaved Americans also knew That promised freedom was not true For every person in the land, A contradiction hard to understand.

[11] The nation's words became a test: Would future people do their best To make those stated principles grow Beyond what happened long ago?

[12] The Constitution built a frame, Yet arguments and questions came. The Bill of Rights helped clearly state Some freedoms government must protect.

[13] A citizen's voice can take a form That isn't loud or full of storm. A vote, a letter, service too Can show what one believes is true.

[14] But speaking should not end the task; A thoughtful citizen must also ask. What facts support the things we say? What other viewpoints should we weigh?

[15] A stronger voice has learned to hear, To seek what's true and make it clear. For change grows stronger day by day When informed voices shape the wave.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Try, Learn, Change

Poem. High Stamina. Read each stanza. Use TRACKS to mark evidence.

My
marks

- [1] Look at the leaves, observe the ground; Important clues are all around. Before you choose what you should do, First stop and see what facts tell you.
- [2] A turtle reaches toward the sea, Its instinct guiding naturally. It does not need to watch or train; That behavior helps it live again.
- [3] An orca learns another way, By watching older ones each day. Through practice, signals, sound, and team, It learns to hunt within the stream.
- [4] Two animals face life at sea, Yet different pathways help them be. The lesson isn't, "One is best," But how each answer fits its test.
- [5] At Plymouth, settlers found the land Was not a place they understood firsthand. The Wampanoag knew the ground, The seasons, plants, and waters found.
- [6] That knowledge helped the settlers learn Where crops might grow and seasons turn. Adaptation did not mean they knew; It meant they learned from something new.
- [7] Kendrix thought her plants were dry, And more water seemed the reason why. But muddy soil and yellow leaves Did not support what she believed.
- [8] She had to let her first thought go, Observe the roots and watch them grow. Changing her answer did not mean Her thinking failed or was unseen.
- [9] It meant the evidence had shown A stronger answer than she'd known. Good thinkers do not guard a guess; They change when facts suggest what's best.
- [10] Edison's workers tested wire, Hoping longer light would fire. A broken bulb was not the end; Its failure helped the next test mend.
- [11] They measured, wrote, compared, and tried, Then checked what every test implied. Each failed attempt became a clue That helped them choose what next to do.
- [12] Communities can work this way; A problem may require a say. People gather facts and views, Then weigh the different paths to choose.
- [13] A plan may work, or it may not; New evidence can change the thought. A town can study what occurred Instead of clinging to its first word.
- [14] A wrong first answer isn't strange; New information helps us change. Observe, then question, test, arrange, We try, we learn, and then we change.

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: One Voice Can Start a Wave

Look for the moment when a first thought meets evidence. Mark the exact words that show a viewpoint, a contradiction, or informed civic participation.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

Star the Important Moment, box the Lasting Effect, underline Artistic Language, and circle Echo/Sound. If I cannot say why I marked it, I should not mark it.

My clearest piece of evidence and why I chose it

Annotate: Try, Learn, Change

Look for the steps the speaker gives: observe, guess, test, and change. Mark the exact words that show the Important Moment and the Lasting Effect.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

? STOP & THINK

Which detail supports or challenges the speaker's or character's first thought?

My thinking

My Prompt Marking Notes

The writing task tells me a genre and a job. I name the genre first, then I find the exact words that tell me what to do.

Shape	Word	Question I ask myself
Story	Narrative	What belief, expectation, or plan will evidence challenge?
Poem	Poetry	What first thought will become a new understanding?
Key words	I and L	Where is my Important Moment, and what is my Lasting Effect?
Key words	A and E	What image or sound choice will make my change memorable?

Notice the first thought first. Then find the exact evidence that earns the change.

Write a 3-4 paragraph fictional narrative in which a belief, expectation, or plan meets evidence that challenges it. Develop the Important Moment and Lasting Effect using TRAILS I and L.

The genre and the job in my own words



Day 1: Gather + Reveal

DAY 1 | GATHER + REVEAL | 15 MINUTES



Our Question for Today

What should happen when new evidence challenges what we first believed?

1. Gather: What Do I Already Know?

I read both poems at high stamina and notice a first thought and a detail that could challenge it.

- In the civic poem, I notice disagreement, consent of the governed, and contradictions between stated rights and lived reality.
- In the problem-solving poem, I identify Kendrix's Important Moment and Lasting Effect.
- Changing my mind because better evidence gives me a stronger conclusion is different from changing for no reason.

2. Reveal: The Evidence-to-Revision Path

Step	Student Move
First thought	State a belief, expectation, or plan.
Evidence	Notice details that support or challenge it.
Important Moment	Show the realization rather than merely announcing it.
Lasting Effect	Show what the thinker now does, believes, or understands.

Kendrix's first thought and the detail that challenges it

3. Modeled Annotation

Passage 14, stanzas 7 and 8: Kendrix thought her plants were dry, and more water seemed the reason why. But muddy soil and yellow leaves did not support what she believed. She had to let her first thought go, observe the roots and watch them grow.

Framework	Letter	Exact meaning
TRAILS	I	Important Moment
TRAILS	L	Lasting Effect
LEAVES	A	Artistic Language
LEAVES	E	Echo/Sound

4. Connect the Thinking

The same evidence habit feeds both products. I use exact poem evidence in each one.

I and L, and A and E, in my own words

5. Notice and Name the Evidence

Read the two poems with me. Notice one exact detail, then name whether it supports or challenges a first thought.

What I noticed	Supports or challenges?

6. Watch Me!

A wrong first answer isn't strange; new information helps us change. Observe, then question, test, arrange, we try, we learn, and then we change.

STOP & THINK

Why is changing your mind because of evidence different from changing your mind for no reason?

My answer

7. Check for Understanding

Require a visible evidence-to-decision trace and an oral explanation. Changing your mind because better evidence gives you a stronger conclusion is different from changing for no reason.

Day 1 Vocabulary	Meaning in the Lesson
evidence	A detail that supports or challenges a first thought.
reconsider	Think again after examining new information.
revise	Change an idea or draft to make it stronger.

My evidence-to-decision trace

[illegible]



Day 2: Attempt

✂ Cut out these cards (sheet 1 of 2)

Cut on the dashed lines. Keep the four habit cards and the six evidence cards together. Read the Kendrix claim. Sort each evidence card under KEEP CLAIM, REVISE CLAIM, or NOT ENOUGH EVIDENCE. Store all cards in your Pocket Practice.

First Thought	Evidence
Important Moment	Lasting Effect
Muddy soil and yellow leaves did not support what she believed	She had to let her first thought go, observe the roots and watch them grow

Self-Check (back of cards) (sheet 1 of 2)

This page prints on the back of the card page. Each answer sits behind its own card, so flip a card over to check yourself. Keep the cards in Pocket Practice when you finish.

Evidence

Notice details that support or challenge it.
(Muddy soil and yellow leaves did not support what she believed.)

First Thought

State a belief, expectation, or plan. (Kendrix thought her plants were dry.)

Lasting Effect

Show what the thinker now does, believes, or understands. (A wrong first answer isn't strange; new information helps us change.)

Important Moment

Show the realization rather than merely announcing it. (She had to let her first thought go, observe the roots and watch them grow.)

Important Moment. This shows the realization earned by evidence.

Revise claim. This evidence challenges the first thought.



Day 2: Attempt

✂ Cut out these cards (sheet 2 of 2)

Cut on the dashed lines. Keep the four habit cards and the six evidence cards together. Read the Kendrix claim. Sort each evidence card under KEEP CLAIM, REVISE CLAIM, or NOT ENOUGH EVIDENCE. Store all cards in your Pocket Practice.

A wrong first answer isn't strange; new
information helps us change

One person asks, is this thing fair

A citizen's voice can take a form that isn't
loud or full of storm

Communities can work this way; a problem
may require a say

Self-Check (back of cards) (sheet 2 of 2)

This page prints on the back of the card page. Each answer sits behind its own card, so flip a card over to check yourself. Keep the cards in Pocket Practice when you finish.

First thought. This is a question, not yet evidence.

Lasting Effect. This shows what the thinker learns.

Not enough evidence yet. The community must still gather facts and views.

Keep claim. This detail supports informed, varied participation.



Day 2: Attempt

DAY 2 | ATTEMPT | 15 MINUTES



Our Question for Today

How do I decide to keep, revise, or wait on a claim?

1. Read the Claim

The claim is that Kendrix's plants need more water.

2. Sort the Evidence

Look at the Keep It or Revise It cards. Read each evidence card and decide KEEP CLAIM, REVISE CLAIM, or NOT ENOUGH EVIDENCE. Then check the Self-Check key on the back of the cards.

Decision	Evidence-Based Explanation
Keep	The available details continue to support the first thought.
Revise	A reliable detail makes the first explanation less strong.
Wait	The idea has not yet been tested with enough relevant facts.

One card I sorted, and the exact words that helped me

3. My Turn: Plan Both Products

- Step 1: Name a first thought, belief, expectation, or plan.
- Step 2: Name the evidence that will challenge it.
- Step 3: Plan the Important Moment and Lasting Effect with TRAILS I and L.
- Step 4: Plan Artistic Language and Echo/Sound with LEAVES A and E. Do not simply cut the narrative into shorter lines.

4. My Attempt

My plan	My work so far
My first thought	
My evidence	
I: Important Moment	
L: Lasting Effect	
A and E for my stanzas	

What I finished, and what I still need

5. TRACKS Practice

Mark one Time, Reactions, Actions, Character, Concept, Creature, Key Knowledge, or Scenery / Setting detail in each poem. Keep the color rules fixed. Decide whether a detail supports the first thought or challenges it.

Decision	Evidence-Based Explanation
Keep	The available details continue to support the first thought.
Revise	A reliable detail makes the first explanation less strong.
Wait	The idea has not yet been tested with enough relevant facts.

One TRACKS detail I marked, and what it shows

[illegible]



Day 3: Discuss + Use

DAY 3 | DISCUSS + USE | 15 MINUTES



Our Question for Today

How do both poems value listening to evidence?

1. Discuss with a Partner

Compare the two poems. Passage 13 shows voices growing through questions, conversations, and informed participation. Passage 14 shows observation, learning, testing, and changed answers.

Question	My thinking
What did the speaker or character first believe?	
What detail changed the picture?	
What remains afterward, in the Lasting Effect?	
Why does a change earned by evidence show strong thinking?	
How are the two poems connected?	

My discussion notes

2. Use: Write My Narrative

Write a 3–4 paragraph fictional narrative in which a belief, expectation, or plan meets evidence that challenges it. Show the Important Moment and the Lasting Effect. Do not simply write, Then I changed my mind.

My narrative

Prompt	Secure Response Includes
What changed?	A specific belief, expectation, or plan.
Why did it change?	A relevant detail or observation.
What remains?	An action, thought, belief, or understanding afterward.

3. Use: Write My Stanzas

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

My three stanzas

Partner Check

- ☐ My partner can point to my Important Moment.
- ☐ My partner can point to my Lasting Effect.
- ☐ My partner can find my exact evidence.

What my partner noticed about my writing



Day 4: Award + Target

DAY 4 | AWARD + TARGET | 15 MINUTES



Our Question for Today

What successful framework move can I award in my own writing?

1. Award the Best Parts

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

My Award Tree (draw it here)

Roots and ground: My first thought met evidence.

Something I did well, and exactly where I did it

2. Target My Next Step

Choose the most useful next move: stronger evidence in the narrative, or stronger metaphor, repetition, rhyme, or emotional transformation in the poem. Your target should identify the most useful next move, not the easiest correction.

Craft Move	Revision Target
Important Moment	Add the thought, action, or dialogue that shows realization.
Lasting Effect	Show what the changed understanding causes next.
Artistic Language	Replace a general statement with a precise image or comparison.
Echo/Sound	Choose repetition, rhyme, or rhythm that reinforces the turn.

- ☐ I edited for complete sentences.
- ☐ I checked verbs, adjectives, and conjunctions.
- ☐ I checked punctuation and grade-appropriate spelling.

My target: Next time I will



Day 5: Explain/Educate

DAY 5 | EXPLAIN/EDUCATE | 15 MINUTES



Our Question for Today

How did a specific piece of evidence cause or support my changed conclusion?

1. Explain the Change

- First I state my first thought.
- Then I name the exact evidence that challenged it.
- Next I show the Important Moment when I recognized the evidence.
- Last I show the Lasting Effect, what remains afterward.

The change in my own words

2. Connect the Two Poems

Use exact words from both poems. Name what each set of words shows.

Poem	My exact words	What the words show
One Voice Can Start a Wave		
Try, Learn, Change		

3. Educate Someone Else

Teach one person outside this class one concept: claim, evidence, revision, contradiction, Important Moment, Lasting Effect, metaphor, or repetition. If your partner can repeat your definition but cannot use the idea, you have explained but not yet taught.

What I taught and what my partner asked me

[illegible]

4. Speak: Share and Listen

Read your narrative and your stanzas to a partner. Your partner identifies your Important Moment, your Lasting Effect, and one Artistic Language or Echo/Sound choice.

Question	My partner said
Where is the Important Moment in my narrative?	
What is the Lasting Effect?	
How do my stanzas carry the transformation?	
What is one revision that would help my writing most?	

What I heard and what I will change

5. My Writing Check

Read each line. Check it when I can show it in my own writing.

- ☐ My narrative has 3 to 4 paragraphs.
- ☐ My narrative establishes a first thought, then shows evidence challenging it.
- ☐ My Important Moment is earned by a specific detail, not a sudden unsupported announcement.
- ☐ My Lasting Effect shows what I now do, believe, or understand.
- ☐ My three stanzas rhyme and use metaphor, repetition, rhyme, and emotion.
- ☐ My evidence is copied exactly from the poems.

Part	I can show it	Check
My narrative		
My stanzas		
My evidence		

The part of my writing I am proudest of

6. Show My Score

Round	1	2	3	4	5
My partner					
My point					

STOP & THINK

What should happen when new evidence challenges what we first believed?

My final Day 5 thinking

What I Learned This Week

I learned	My evidence
To distinguish disagreement from evidence	
To build an Important Moment and Lasting Effect	
To use Artistic Language and Echo/Sound	



Write More

Plan, draft, revise, edit, and share



My Writing Assignment

Write a 3–4 paragraph fictional narrative in which a belief, expectation, or plan meets evidence that challenges it. Develop the Important Moment and Lasting Effect using TRAILS I and L. Then write three rhyming four-line stanzas using LEAVES A and E. Show setting, relationship, actions, thoughts, and dialogue so the reader experiences the evidence arriving, not just the announcement of a change.

Notice the first thought first. Then find the exact evidence that earns the change.

Write a 3–4 paragraph fictional narrative in which a belief, expectation, or plan meets evidence that challenges it. Then write three rhyming four-line stanzas about the same change.

My Plan

- Name my first thought, belief, expectation, or plan.
- Plan the evidence that will arrive through action, thought, dialogue, or a concrete image.
- Draft the Important Moment and Lasting Effect with TRAILS I and L.
- Use LEAVES A and E for my three stanzas.
- Do not simply cut my narrative into shorter lines.

Two pieces of evidence from the poems and the exact words for each

The stronger piece of evidence, and why it matters

The Writing Checklist

My narrative needs a first thought, evidence, an Important Moment, and a Lasting Effect. My three stanzas need rhyme, metaphor, repetition, and emotion. My evidence must be copied exactly from the poems. Keep the writing colors separate from TRACKS, which mark evidence categories in reading.

My first thought starter

My Draft



Use my plan. Write my narrative first, then my three stanzas.

Draft, page 1

A line or sentence I want to keep

Revise, Edit, and Share

Revise

- ☐ My narrative answers the assignment with a clear first thought and evidence-earned change.
- ☐ My three stanzas rhyme and use metaphor, repetition, rhyme, and emotion.
- ☐ My Important Moment and Lasting Effect are both visible.
- ☐ I replaced one plain word with a more exact word.

Edit

- ☐ Every sentence is complete.
- ☐ Names of people and places begin with a capital letter.
- ☐ Common nouns are spelled correctly.
- ☐ High-frequency words are spelled correctly.

My improved line

Share

Choose one: read my narrative and stanzas to a partner, share in author chair, join a gallery walk, or add my stanza to a class poem.

My sharing plan

Before I Turn It In

Read each line. Check it when I can show it in my work.

Part	I can show...	Check
TRAILS	Framework elements are purposeful; Important Moment and Lasting Effect are developed.	
LEAVES	Artistic Language and Echo/Sound strengthen significance.	
Evidence	Specific detail clearly earns the change.	
Revision and editing	Revision improves clarity and craft; editing is controlled.	

Study the Samples

Read the three responses about the poem. Notice what improves from Low to Medium to High.

Explain what evidence shows in the two poems, and what it earns.

Low

Kendrix changed her mind.

Name an exact detail from the poem and explain how it supports the response.

Medium

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

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

High

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

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

What improves from Low to High?



Look Back & Look Forward

I own my learning



My Progress Tracker

I can...	Not yet	Growing	Got it
I can state a first thought.	☐	☐	☐
I can identify evidence that supports or challenges it.	☐	☐	☐
I can build an Important Moment.	☐	☐	☐
I can show a Lasting Effect.	☐	☐	☐
I can use TRAILS accurately.	☐	☐	☐
I can use LEAVES Artistic Language and Echo/Sound purposefully.	☐	☐	☐
I can revise when evidence or feedback warrants it.	☐	☐	☐
I can explain why my change matters.	☐	☐	☐

Something I Did Well

What I did well, and exactly where I did it

My Next Step

Why this is my next step

Essential Question Answered

What should happen when new evidence challenges what we first believed?

The answer

We should stop, examine the evidence, and decide whether to keep the first thought, revise it, or wait for more information. A responsible thinker changes when relevant evidence supports a stronger conclusion. In writing, that change becomes an Important Moment, and what follows becomes the Lasting Effect.

My Final Thinking (in my own words)

What Changed in My Thinking?

At first I thought

Now I think

Try It Another Way

Choose one thing that happened today. Name your first thought, the evidence, and whether you decided to keep, revise, or wait.

My first thought, my evidence, and my decision

Take It Further! Add More Craft

Grow both products with deeper evidence and craft: add a second piece of evidence that complicates the Important Moment, and add one more stanza using symbolism to extend the Lasting Effect.

- Narrative: add a second piece of evidence that complicates the Important Moment.
- Narrative: use a physical object or setting detail as symbolism for the change.
- Poem: add one more rhyming stanza that shows what happens after the Lasting Effect.
- Poem: choose one more Echo/Sound choice that reinforces the transformation.
- Read your narrative and stanzas to a partner.
- Ask your partner to name one strong choice and one choice to revise.
- Revise that one choice, then read it aloud again.
- Compare your narrative's evidence to your poem's Echo/Sound choice and explain how they work together.

My plan: a second piece of evidence, one symbol, and one more stanza

My Evidence Challenge

Draw or list your deeper evidence and craft plan in the box. Label each choice and what it adds.

At-Home Connection

Choose one card to talk about with someone at home. End with a conversation, not a worksheet.

Task Card 1

At first, I thought _____. The evidence was _____. Now I think _____ because _____.

Success criteria: The statement names a first thought, evidence, changed thought, and reason.

Family member signature: _____

Task Card 2

Ask why Kendrix's muddy soil and yellow leaves matter, and explain how those details challenge her first explanation.

Success criteria: The response names both details and connects them to Kendrix's changed thinking.

Family member signature: _____

Task Card 3

Write four lines with a repeated phrase. Explain how the Echo/Sound supports the meaning.

Success criteria: The repeated phrase is purposeful and the explanation connects sound to meaning.

Family member signature: _____

My Family Conversation Notes

What did I teach? What did my family member remember?

Notes

Track My Progress

Every time I get a score or a grade on my work in this module, I write it here. This can be an exit ticket, a short answer, or a rubric score from my teacher.

Date	What I did (for example exit ticket, short answer, rubric)	My score	My next goal

Why This Helps Me

This chart shows how my scores change over the whole module, not just on one day.

- ☐ I keep this chart up to date.
- ☐ I can tell if my scores are growing.
- ☐ I ask for help when I need it.
- ☐ I show this chart to my teacher or a family member.

Add a new row every time I get feedback, a score, or a grade on my work.

My Module 3 Snapshot

I can keep this page with my other work. It shows how my thinking grew.

The most useful word I learned

The framework part I can use fastest

My Strong Roots

I am a writer who changes my thinking when evidence earns it.

A note to my future writer self

My Proud Moment This Week

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 5

Cluster 7 - Module 4

Informed Voices Create Responsible
Change



Name: _____



The Writing Academy®, LLC

Grade 5 • Cluster 7 • Module 4

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How to Use My Workbook

This book holds my reading, thinking, writing, and reflection for this module.

My Name and My Goal for This Module

Pocket Practice

Attach a sheet of paper along the left, right, and bottom sides of this box to make a pocket. Store your game cards here throughout each module.



Meet My Week

Informed Voices Create Responsible Change



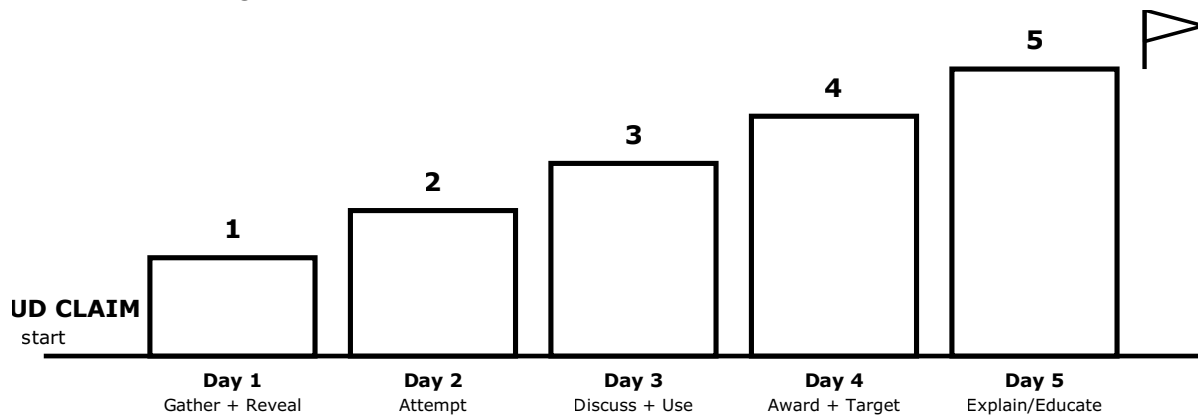
Why This Matters to Me

A loud claim is not automatically a reliable one. In this module I read two poems and weigh source reliability, viewpoints, and consequences. Then I use exact evidence to create a complete TRAILS narrative and a connected full LEAVES poem that show responsible change.

Essential Question

What responsibilities come with using our voices and making decisions that affect others?

My Five Day Progress



Color one bar at the END of each day, after I finish that day's work. Watch my thinking climb from a loud claim to a responsible voice.

My First Thinking

I Can

- I can evaluate a source by checking the evidence and another viewpoint.
- I can explain how a decision may help one group while affecting another group differently.
- I can write a complete TRAILS narrative with an Important Moment and a Lasting Effect.
- I can create a full LEAVES poem whose lines, language, voice, sound, and significance work together.

I Will

- I will gather, compare, decide, act, check, and revise when new evidence appears.
- I will show responsible change through actions, thoughts, dialogue, relationships, and setting.
- I will use exact details from both poems to weigh sources, viewpoints, and consequences.
- I will write a complete TRAILS narrative and a connected full LEAVES poem, and explain my craft choices.

The I Can I want to reach first, and why

My Week at a Glance

What I learn	What I read	What I make
Weigh source reliability, viewpoints, and consequences, then use evidence to create responsible change.	Two poems, very high stamina: One Voice Can Start a Wave and Try, Learn, Change.	A complete 5 to 7 paragraph TRAILS narrative and a connected full LEAVES poem of at least five four-line stanzas.

Where We Are Going

We move from reading both poems and checking sources, to playing Source Check Showdown, to planning a complete narrative and poem from one exact detail, to revising one craft choice, and finally to teaching the source-check habit. Each day we practice the Source-Check Path: source detail, viewpoint, consequence, and decision, in both the narrative and the poem.

I'll Know I've Got It When...

- ☐ My narrative establishes a clear Topic/Experience, Relationship, Setting, and first claim.
- ☐ My Actions, Thoughts, and Dialogue make the evidence visible.
- ☐ My Important Moment is earned by a specific detail, not a sudden unsupported announcement.
- ☐ My Lasting Effect shows what the character or speaker now does, believes, or understands.
- ☐ My poem uses Artistic Language, Voice, Echo/Sound, and Significance to carry the change.
- ☐ I revise when evidence or a peer response shows that a stronger choice is needed.

Check Myself

- ☐ I can name the source and the exact detail.
- ☐ I can name a viewpoint and ask who is affected.
- ☐ I can explain what happened next, the consequence.
- ☐ I can show what changes afterward in narrative and in poetry.
- ☐ I can name one language, voice, or sound choice that strengthens meaning.

How I Will Show What I Know

I can evaluate a source, name a viewpoint, and ask who is affected. I can show a consequence and use it in a complete TRAILS narrative and a full LEAVES poem. I explain how exact evidence earns the change, not just that a change happened.

My GRADUATE Learning Path

Say It Together!

These are the exact TEKS this module teaches. Read the code, then say the job in your own words.

5.11A:

5.11A 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.

How I say it: I can choose a narrative or a poem for my topic, purpose, and audience, then plan before I draft.

5.11B(i):

5.11B(i) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion.

How I say it: I can organize my narrative and my poem with an introduction, transitions, and a conclusion or closing.

5.11B(ii):

5.11B(ii) develop an engaging idea reflecting depth of thought with specific facts, details, and examples.

How I say it: I can develop my idea with exact details from the poems instead of general statements.

5.12A(i):

5.12A(i) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.

How I say it: I can use narrative and poetry craft to shape a responsible response.

5.12A(ii):

5.12A(ii) compose correspondence such as thank-you notes, letters, and emails using genre characteristics and craft.

How I say it: I can use a written message to ask a question or request a change from a real audience.

Call and Response

Read this together as a class before we start.



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

['Say the standard in my own words.', 'Name my Writer Notebook and my poetry page.', 'Remember that a loud claim is not the same as a reliable source.']

A connection I can make

Remember It!

- ☐ A reliable source is a place where facts can be checked.
- ☐ A viewpoint is who is speaking, benefiting, losing, or being constrained.
- ☐ A consequence is what happens next and who is affected.

One idea I remember

Ready Check

- ☐ I can name the source and the exact detail.
- ☐ I can name a viewpoint and ask who is affected.
- ☐ I can build a consequence and decide to keep, repair, or revise.

Watch Out! Common Mix-Up

Treating a loud claim as a reliable one, or ending a response before asking who was affected or what happened next.

Where This Fits in My Writing

The source-check habit becomes my narrative when a character's first plan meets evidence and must change, and it becomes my poem when a line, image, or sound carries that change.

What I want to remember before I start

Where I Am Starting



Parts 1 and 2

These pages show me what I already know before we begin. I answer on my own first, then we talk about it as a class.

Part 1: Source or Loud Claim

Read each statement. Write SOURCE if it can be checked. Write CLAIM if it is only a loud opinion with nothing behind it.

Statement	S or C
"Different accounts were people's lens."	
I just know that plan is bad.	
A rumor shouted through a room can spread confusion all too soon.	
Someone repeats a claim without naming where it came from.	
"A wrong first answer isn't strange; new information helps us change."	
A consequence is named and explained.	

One statement I was not sure about, and why

Part 2: Order the Chain

Source-Check Path



Number the steps in order from 1 to 4.

Step	Order
Explain what happened next, the consequence.	
Check the source and name the exact evidence.	
Decide to keep, repair, or revise.	
Name the viewpoint and who is affected.	

Why the Order Matters

Why checking the source comes before deciding

Part 3: Name the Viewpoint



Who Is Affected?

For each decision, name who gained, who was affected differently, and one thing that happened next.

Decision	Who gained	Who was affected differently
Taxes on the colonists without a voice		
Tea dumped in the bay at night		
Spanish settlement in Texas		
Kendrix adding more water		

The decision with the most different effects, and why

Part 4: My First Try



Plan a Response

Underline the exact words in each line that could earn a change.

- "The evidence refused to fit the answer she had chosen first."
- "Abigail Adams raised her voice: Remember women in your choice."
- "But louder doesn't equal right; strong claims require more than might."

The exact words I would use in my own writing

Part 5: My First Try



Plan a Response

Write a complete TRAILS narrative and a full LEAVES poem showing how an informed voice uses evidence, listening, and reasoning to create responsible change.

- First I check the source and name the exact evidence.
- Then I name a viewpoint and ask who is affected.
- Next I explain what happened next, the consequence.
- Last I plan and draft the TRAILS narrative and the LEAVES poem.

My first try: one exact detail and the change it earns

Part 6: What I Notice About Myself



My Starting Level

I mark where my thinking is today, then I name one goal for the week.

Level	Symbol	Hidden Question	Student Thinking	Thinking Focus
Level 1 • Red	○	What detail do I see?	I can locate exact evidence.	Evidence
Level 2 • Orange	◻	Whose viewpoint is present?	I can name a person's or group's position.	Viewpoint
Level 3 • Yellow	▽	What happened next?	I can explain a consequence in the text.	Consequence
Level 4 • Green	△	How should a responsible voice respond?	I can use evidence, listening, and reasoning to choose.	Responsible Action
Level 5 • Blue	◊	Why does this matter beyond the moment?	I can explain the significance and lasting effect.	Significance

My starting level and my goal for this module



Words I Need

Tier 1, everyday words



These are everyday words we will use all week. I say each word, then I use it in a sentence.

Word	Say it	What it means	Sentence frame
voice	voice	The words a person uses to speak up.	One voice can start a wave.
source	source	Where a fact comes from.	I check the source before I believe a claim.
fact	fact	Something that can be checked and shown to be true.	I look for a fact I can check.
view	view	What a person thinks or sees.	Listening can change my view.
change	change	Become or make something different.	New evidence helped me change my plan.
check	check	Look carefully to see if something is true.	I check each source before I decide.
voice	voice	The way a writer or speaker sounds.	My poem has a clear voice.
listen	listen	Pay attention to what someone says.	I listen to another viewpoint.
decide	decide	Make a choice after thinking.	I decide after I gather the facts.
help	help	Make something easier or better.	My actions can help my community.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

These are the thinking words for this module. I say each word, then I use it with a partner.

Word	Say it	What it means	Sentence frame
source	source	The place a fact comes from, such as a person, book, or record.	I name the source of my evidence.
viewpoint	viewpoint	The position or way of seeing something that a person or group holds.	The poem shows more than one viewpoint.
consequence	consequence	What happens next because of a choice or event.	New taxes had consequences for the colonists.
evidence	evidence	A detail that supports or challenges a claim.	I use evidence before I decide.
reliable	reliable	Able to be trusted because facts can be checked.	I check whether the source is reliable.
responsible	responsible	Acting with care for how a choice affects others.	A responsible voice checks facts first.
revise	revise	Change something after looking at it again.	I revise my plan when the facts change.
evaluate	evaluate	Judge something using evidence.	I evaluate the source, not just the volume.
significance	significance	Why something matters.	The last line shows the significance.
informed	informed	Having the facts you need.	An informed voice gathers facts first.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

These are the words from *One Voice Can Start a Wave* and *Try, Learn, Change*. I say each word, then I use it in a sentence.

Word	Say it	What it means	Sentence frame
consent	consent	Agreement or permission.	The writers asked who gave consent to be governed.
contradiction	contradiction	Two ideas or facts that do not match.	The poem names a contradiction between rights and reality.
delegate	delegate	A person chosen to speak or act for others.	A delegate can carry a group's voice.
petition	petition	A written request signed by many people.	A petition can carry a shared request.
boycott	boycott	Refusing to buy or use something to push for change.	A boycott was one way to show common action.
compromise	compromise	An agreement where each side gives up something.	A compromise may end a debate but leave injustice.
adapt	adapt	Change to fit new conditions.	Living things adapt to a challenge.
observe	observe	Watch carefully to gather information.	I observe the leaves before I decide.
outcome	outcome	The result of an action or plan.	I check the outcome against the plan.
principle	principle	A basic rule or belief that guides choices.	The principle was written before it was practiced.

Use one Tier 3 word in a sentence

My Strategy Tools

Evidence Earns the Change



Source, Viewpoint, Consequence, Decision

I begin with a claim. I check where it came from. I name who is affected. I ask what happens next. Then I decide to keep, repair, or revise.

Source-Check Path

Step	Student Move
Source	Name where the fact comes from and whether it can be checked.
Viewpoint	Name who is speaking, gaining, losing, or being constrained.
Consequence	Explain what happens next because of the choice.
Decision	Keep, repair, or revise the response using the evidence.

One claim I can check right now

Two Frameworks

TRAILS + LEAVES



TRAILS: My Narrative

Letter	Element	Student Move
T	Topic/Experience	Name the experience that will change.
R	Relationship	Show who is connected to the change.
A	Actions	Show what the character does.
I	Important Moment	Show the realization earned by evidence.
L	Lasting Effect	Show what now remains.
S	Setting	Place the change where it can be seen.

LEAVES: My Poem

Letter	Element	Student Move
L	Lines	Shape the lines on purpose.
E	Emotion	Build the feeling.
A	Artistic Language	Choose figurative language.
V	Voice	Let one speaker sound clear.
E	Echo/Sound	Repeat a sound or phrase to carry meaning.
S	Significance	Show why the change matters.

The one framework element I will plan first

The Core Habit



How I Say the Standard

- I check the source before I trust the claim.
- I name a viewpoint and ask who is affected.
- I explain what happened next.
- I revise when stronger evidence appears.

5.12A(i):

5.12A(i) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.

How I say it: I can use narrative and poetry craft to shape a responsible response.

Watch Out For

Watch Out

A loud claim is not a reliable source. Volume is not evidence.

One time a source changed what I thought

The Five Thinking Levels



How My Thinking Grows

Level	Symbol	Hidden Question	Student Thinking	Thinking Focus
Level 1 • Red	○	What detail do I see?	I can locate exact evidence.	Evidence
Level 2 • Orange	□	Whose viewpoint is present?	I can name a person's or group's position.	Viewpoint
Level 3 • Yellow	▽	What happened next?	I can explain a consequence in the text.	Consequence
Level 4 • Green	△	How should a responsible voice respond?	I can use evidence, listening, and reasoning to choose.	Responsible Action
Level 5 • Blue	◇	Why does this matter beyond the moment?	I can explain the significance and lasting effect.	Significance

Level 1 finds the detail. Level 2 names the viewpoint. Level 3 explains the consequence. Level 4 chooses a responsible response. Level 5 explains why it matters beyond the moment.

Which level I am on right now, and why

Check My Writing

My Strategy Plan



- ☐ I named the source and the exact detail.
- ☐ I named a viewpoint and who was affected.
- ☐ I explained what happened next.
- ☐ I decided to keep, repair, or revise.
- ☐ I used one craft choice with a purpose.

? The source I will use, the viewpoint I will name, and the craft choice I will try.

My plan in two or three sentences



Read & Interact

Read with a purpose



Dot, Discover, Drop

DOT: Place a small dot above any unfamiliar word. DISCOVER: Find the pronunciation or the meaning. DROP: Erase the dot once the word is understood.

TRACKS Legend

Letter	Category	Definition and Examples	Required Pastel Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs/adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs/adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters/people/animals, or major concepts as the central idea. Often nouns/proper nouns.	Pastel Yellow
K	Key Knowledge	All other important info needed for the passage's meaning not in another TRACKS category (background knowledge).	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged/measured through the five senses.	Pastel Green

TRACKS marks evidence in the passage. Highlight the smallest meaningful phrase. The shapes Circle, Box, and Triangle are used only to analyze the prompt.

Connect It to Our World

A voice can be a vote, a letter, or service, but speaking should not end the task. A thoughtful citizen asks what facts support a statement, which viewpoints are missing, and who is affected.

Background I Need

One Voice Can Start a Wave moves from colonial taxation to petitions, the Declaration, the Bill of Rights, and civic participation. Try, Learn, Change develops evidence-based response through the turtle, the orca, Wampanoag knowledge at Plymouth, Kendrix's garden, and Edison's workshop.

Words I dotted while reading

One Voice Can Start a Wave

Poem. Very High Stamina. Read each stanza. Use TRACKS to mark evidence.

My
marks

- [1] One voice speaks, another hears, A question grows and conquers fears. One person asks, "Is this thing fair?" Another stops to listen there.
- [2] History rarely turns because One person simply gives a cause. A change may start with one small sound, But grows as others gather round.
- [3] Before a revolution came, The colonists did not think the same. Some honored Britain and the crown; Some feared their rights were wearing down.
- [4] New taxes caused the people pain, But taxes were not all their claim. They questioned who should have a say In making laws they must obey.
- [5] "What gives a government its right To tax, command, or start a fight? Should people governed from afar Have voices where their laws are?"
- [6] The questions moved from home to shop, And once they started, did not stop. A newspaper or spoken word Could carry what a neighbor heard.
- [7] The Stamp Act angered many then; Protests spread by voice and pen. Boycotts became a way to show That common action too could grow.
- [8] The Boston Massacre brought fear; Different accounts were people's lens. Images helped shape what people thought, Reminding us that sources must be checked.
- [9] Then tea was dumped into the bay; Some praised the bold and risky way. While others questioned whether right Could grow from property destroyed at night.
- [10] So even people on one side Could disagree on how to decide. A shared goal does not always mean The same solution will be seen.
- [11] The Intolerable Acts were meant To punish those whom Britain blamed. Instead, the colonies drew near As one town's trouble spread its fear.
- [12] Their separate voices formed a choir; Their shared concerns became a fire. But even then, some hoped that peace Could make the growing conflict cease.
- [13] Eventually, the colonies chose A road from which great change arose. The Declaration boldly said That natural rights should guide instead.
- [14] It claimed that people had a right To life and liberty held tight. And government, the writers said, Gets power from the people led.
- [15] Those words became a nation's claim, But practice did not match the frame. Equality was written there, While many people lacked its share.
- [16] Abigail Adams raised her voice: Remember women in your choice. Enslaved people could clearly see The contradiction with liberty.

Try, Learn, Change

Poem. Very High Stamina. Read each stanza. Use TRACKS to mark evidence.

- [1] Look at the leaves, observe the ground; Important clues are all around. Before you choose what you should do, First stop and see what facts tell you.
- [2] A challenge tells us something's new, But not exactly what to do. The first response that comes to mind May not be best when facts are found.
- [3] A turtle breaking through the sand Has no instructor close at hand. Its instinct helps it seek the sea, A born behavior naturally.
- [4] That quick response can help it live When little time is there to give. A hatchling cannot stop to train Before it crosses danger's plain.
- [5] An orca's challenge isn't quite The same as that first turtle flight. It watches elders in its pod And learns through practice as they travel abroad.
- [6] Its complicated hunting skill Develops through observing still. It listens, practices, and grows, Until it understands what elders know.
- [7] So adaptation has no rule That says each creature needs one tool. A useful response fits the need, The place, the challenge, and the speed.
- [8] People also have to learn When unfamiliar seasons turn. At Plymouth, English settlers found A different climate, coast, and ground.
- [9] The Wampanoag had long known How local crops and foods were grown. Their knowledge of that place could show What newcomers did not yet know.
- [10] Survival required more than will; It also needed local skill. When people listen, learn, adapt, A challenge can reveal a path.
- [11] Yet history also makes us see That contact is not always equally Helpful, fair, or freely made; Some people lose while others gain.
- [12] Spanish settlement in Texas too Brought roads and ranching, customs new. But Native peoples also faced Loss of freedom, land displaced.
- [13] Some cooperated, some would trade; Some resisted choices Spain had made. Different people faced the change From different places in the range.
- [14] That matters when we judge a plan: We cannot ask just, "Did it stand?" We also ask, "For whom was this A gain, a loss, a benefit?"
- [15] In Kendrix's garden, leaves grew pale; Her first solution seemed to fail. She added water, sure and fast, But muddy soil appeared at last.

My
marks

[illegible]

One Voice Can Start a Wave (continued)

Poem. Very High Stamina. Read each stanza. Use TRACKS to mark evidence.

My
marks

[17]Native peoples also faced Loss of land as borders changed. The nation's promise, broad and bright, Had not yet reached each person's life.

[18]That tension matters even now: A principle can become a vow. A nation may be judged in part By whether actions match its heart.

[19]The Constitution formed a plan For government across the land. Yet compromises helped it start That also caused enormous harm.

[20]The Three-Fifths Compromise would count Enslaved people for representation's amount, While those same people had no vote, A contradiction history notes.

[21]A compromise may move things through, But that alone does not make it true That every person has been served, Or every person's rights preserved.

[22]Later, the Bill of Rights made clear Important freedoms people held dear. Speech and religion, courts and law Placed limits on what power saw.

[23]Still, written rights require a role For citizens who guard the whole. A right to speak brings duties too: To seek good facts and test what's true.

[24]Today a voice can take its place At school, in town, or civic space. A citizen might cast a vote, Attend a meeting, write a note.

[25]A student too can make a start, By serving others, doing a part. Young people can research a need, Then use strong evidence before they lead.

[26]But louder doesn't equal right; Strong claims require more than might. A rumor shouted through a room Can spread confusion all too soon.

[27]An informed voice should stop and check: What source is this? What comes next? Are other trusted sources there? Does evidence make the reasoning fair?

[28]A thoughtful citizen also knows That listening helps an idea grow. To hear another point of view May teach us something we never knew.

[29]We do not have to all agree To practice strong democracy. Respectful questions help us see Why others think so differently.

[30]A nation's story keeps being made By choices people haven't weighed. Each generation gets a say In what it keeps or changes someday.

[31]One voice can challenge what seems wrong; Another voice can make it strong. But voices reach their greatest height When facts and listening guide what's right.

[32]One voice speaks, then others say, "Let's learn before we choose our way." And when informed voices join each day, One voice can start a lasting wave.

Try, Learn, Change (continued)

Poem. Very High Stamina. Read each stanza. Use TRACKS to mark evidence.

My
marks

[16]The evidence refused to fit The answer she had chosen first. She had a choice: defend her view, Or change because the facts were new.

[17]She touched the soil and watched each leaf, Then changed the plan she'd first believed. The plants recovered day by day Because new evidence changed her way.

[18]This isn't weakness; this is growth. Good thinking values facts and truth. To change a claim when facts demand Shows stronger thinking, not less stand.

[19]Inside a workshop, Edison And many workers carried on. A wire broke, a bulb went black; They studied why, then circled back.

[20]They wrote results and checked each test, Compared which materials lasted best. A broken bulb could still provide A clue about what next to try.

[21]The light that finally filled a room Did not appear from sudden bloom. It followed testing, notes, mistakes, And many choices teams would make.

[22]A government can learn this too; A law may bring results anew. A policy intended well May cause effects no one could tell.

[23]A compromise can end debate, Yet leave injustice in its wake. A choice that helps a meeting end May still require repair or amend.

[24]So citizens should ask what's changed: Who gained? Who lost? Who was constrained? Did evidence support the plan? Did outcomes match what leaders planned?

[25]A community may vote one day To solve a problem in one way. But if new facts appear in sight, It may need to adjust what's right.

[26]Being firm does not require Ignoring facts that change the fire. Wisdom sometimes means we say, "We've learned. Let's choose another way."

[27]Strong problem solving has a chain: We NOTICE first what brings the strain. We QUESTION what may cause the change, Then GATHER facts within our range.

[28]We COMPARE what sources show, Then DECIDE which way to go. We ACT upon the plan we choose, Then CHECK the outcome for new clues.

[29]And if the outcome isn't right, We do not hide from what is in sight. We learn, revise, and rearrange, Because good thinkers know to change.

[30]A wrong first answer isn't strange; New information helps us change. Observe, then question, test, arrange, We try, we learn, and then we change.

[illegible]

Annotate: One Voice Can Start a Wave

Mark sources, viewpoints, and consequences in this civic poem.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

Mark Time, Reactions, Actions, Character/Concept/Creature, Key Knowledge, and Scenery/Setting. If I cannot say why I marked it, I should not mark it.

My clearest piece of evidence and why I chose it

Annotate: Try, Learn, Change

Mark observe, question, gather, compare, decide, act, check, and revise in this problem-solving poem.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

? STOP & THINK

Which detail shows a viewpoint or a consequence in this poem?

My thinking

My Prompt Marking Notes

The writing task tells me two genres and a job. I name the genres first, then I find the exact words that tell me what to do.

Shape	Word	Question I ask myself
Genres	Two forms	Is the response a narrative and a poem?
Narrative	TRAILS	What experience shows responsible change?
Poem	LEAVES	What line, image, or sound shows significance?
Key words	Evidence and viewpoint	Which exact detail earns the change?

Notice the claim first. Then find the exact detail that shows the source, the viewpoint, or the consequence.

Write a complete TRAILS narrative and a full LEAVES poem showing how an informed voice uses evidence, listening, and reasoning to create responsible change.

The genres and the job in my own words

STUDENT WORKBOOK



Day 1: Gather + Reveal

DAY 1 | GATHER + REVEAL | 15 MINUTES



Our Question for Today

What responsibilities come with using our voices and deciding for others?

1. Gather: What Do I Already Notice?

I read both poems at very high stamina and mark a source detail, a viewpoint, and a consequence.

- In the civic poem, I notice disagreement over taxation, consent of the governed, and stated rights that did not match lived reality.
- In the problem-solving poem, I notice Kendrix's evidence and Edison's testing chain.
- A loud claim is not automatically a reliable source.

2. Reveal: The Source-Check Path

Step	Student Move
Source	Name where the fact comes from and whether it can be checked.
Viewpoint	Name who is speaking, gaining, losing, or being constrained.
Consequence	Explain what happens next because of the choice.
Decision	Keep, repair, or revise using the evidence.

One source detail and one viewpoint I found today

STUDENT WORKBOOK

Day 1: Reading Check

DAY 1 | GATHER + REVEAL



Where Is the Evidence?

I reread and find the exact words that show a source, a viewpoint, and a consequence.

In the poem	What it shows
"Different accounts were people's lens."	Sources must be checked.
"Abigail Adams raised her voice."	A viewpoint that had not been heard.
"The evidence refused to fit the answer she had chosen first."	A consequence: the plan had to change.
"A wrong first answer isn't strange; new information helps us change."	Revision is stronger thinking.

The detail I marked as my best evidence

STUDENT WORKBOOK

Day 1: Mark My Thinking



DAY 1 | GATHER + REVEAL

The Five Thinking Levels

Level	Symbol	Hidden Question	Student Thinking	Thinking Focus
Level 1 • Red	○	What detail do I see?	I can locate exact evidence.	Evidence
Level 2 • Orange	◻	Whose viewpoint is present?	I can name a person's or group's position.	Viewpoint
Level 3 • Yellow	▽	What happened next?	I can explain a consequence in the text.	Consequence
Level 4 • Green	△	How should a responsible voice respond?	I can use evidence, listening, and reasoning to choose.	Responsible Action
Level 5 • Blue	◊	Why does this matter beyond the moment?	I can explain the significance and lasting effect.	Significance

I mark the highest level my evidence reaches today, then I name the level I want to reach next.

The level I reached today, and one level higher

STUDENT WORKBOOK



Day 2: Attempt

DAY 2 | ATTEMPT | 20 MINUTES



Our Goal

I practice checking evidence and tracing one detail into a narrative choice and a poetry choice.

1. Check the Source

2

Notice the claim first. Then find the exact detail that shows the source, the viewpoint, or the consequence.

Notice one detail in *One Voice Can Start a Wave* and decide whether it shows a reliable source, a missing viewpoint, or a consequence. Name the evidence you used.

WHY or HOW: _____

2. Trace One Detail

For whom?	At what cost?	What happened next?
Who gained	Who lost or was constrained	What the outcome shows

The one detail I will build on

STUDENT WORKBOOK



Source Check Showdown

Day 2: Attempt

✂ Cut out these cards (sheet 1 of 2)

Cut on the dashed lines. Keep the four habit cards and the six evidence cards together. Read the claim, then sort each card under TRUST IT, CHECK IT, or NOT ENOUGH EVIDENCE. Store all cards in your Pocket Practice.

Source	Viewpoint
Consequence	Decision
Different accounts were people's lens	Abigail Adams raised her voice

Self-Check (back of cards) (sheet 1 of 2)

This page prints on the back of the card page. Each answer sits behind its own card, so flip a card over to check yourself. Keep the cards in Pocket Practice when you finish.

Viewpoint

Name who is speaking, gaining, losing, or constrained. (Abigail Adams raised her voice.)

Source

Name where the fact comes from and whether it can be checked. ("Different accounts were people's lens.")

Decision

Keep, repair, or revise using the evidence. ("Let's learn before we choose our way.")

Consequence

Explain what happens next and who is affected. (The colonies drew near as one town's trouble spread its fear.)

Viewpoint. This shows whose voice had not yet been heard.

Source. Different accounts must be checked before they are trusted.

STUDENT WORKBOOK



Source Check Showdown

Day 2: Attempt

✂ Cut out these cards (sheet 2 of 2)

Cut on the dashed lines. Keep the four habit cards and the six evidence cards together. Read the claim, then sort each card under TRUST IT, CHECK IT, or NOT ENOUGH EVIDENCE. Store all cards in your Pocket Practice.

The evidence refused to fit the answer
she had chosen first

A shared goal does not always mean the
same solution will be seen

But louder doesn't equal right; strong
claims require more than might

A wrong first answer isn't strange; new
information helps us change

Self-Check (back of cards) (sheet 2 of 2)

This page prints on the back of the card page. Each answer sits behind its own card, so flip a card over to check yourself. Keep the cards in Pocket Practice when you finish.

Viewpoint. One goal can hold more than one viewpoint.

Consequence. The facts did not support the first plan, so it had to change.

Decision. Changing with evidence is stronger thinking.

Source check. A strong claim still needs evidence.

STUDENT WORKBOOK

Day 2: Plan It

DAY 2 | ATTEMPT



Plan My Narrative

TRAILS	My Plan
Topic/Experience	
Relationship	
Actions	
Important Moment	
Lasting Effect	
Setting	

Plan My Poem

LEAVES	My Plan
Lines	
Emotion	
Artistic Language	
Voice	
Echo/Sound	
Significance	

The Important Moment I will build toward

STUDENT WORKBOOK

Day 2: Share It



DAY 2 | ATTEMPT

Share My Plan

I read my plan to a partner. My partner names the evidence and the viewpoint, then asks what happened next.

- What my partner heard as my evidence
- The viewpoint they named
- One question they asked

What I will add or revise after sharing

STUDENT WORKBOOK



Day 3: Discuss + Use

DAY 3 | DISCUSS + USE | 20 MINUTES



Discuss the Two Poems

Question	My Response
How does One Voice Can Start a Wave show that a source must be checked?	
How does Try, Learn, Change show that a first answer may need to change?	
Who is affected differently by one decision in either poem?	

What the two poems say together about responsible change

STUDENT WORKBOOK

Day 3: Use It

DAY 3 | DISCUSS + USE



Use the Frameworks

I draft the Important Moment so the reader experiences the evidence arriving, not just the announcement of a change.

My Plan	What It Shows
TRAILS: complete narrative	TRAILS: complete narrative
LEAVES: full poem	LEAVES: full poem
The exact evidence that earns the change	The exact evidence that earns the change
A responsible central idea	A responsible central idea

My draft of the Important Moment

STUDENT WORKBOOK

Day 3: Check It

DAY 3 | DISCUSS + USE



Self-Check Before Drafting On

- ☐ My source detail is exact.
- ☐ My viewpoint names who is affected.
- ☐ My consequence explains what happened next.
- ☐ My decision uses the evidence.

? If I cannot point to the exact words that earn my change, I have a claim, not evidence.

One thing I will fix before I keep drafting

STUDENT WORKBOOK



Day 4: Award + Target

DAY 4 | AWARD + TARGET | 20 MINUTES



Award the Craft Choice

I name one craft choice in my narrative or poem that the evidence earned, and I point to the evidence.

My Award

The evidence that earned my award

My award: the choice and its evidence

STUDENT WORKBOOK

Day 4: Name My Target



DAY 4 | AWARD + TARGET

Target My Next Step

I choose one next step for my narrative or my poem and say how I will know it worked.

Round	1	2	3	4	5
My partner					
My point					

My next step and how I will check it

STUDENT WORKBOOK



Day 5: Explain/Educate

DAY 5 | EXPLAIN/EDUCATE | 20 MINUTES



Explain the Habit

I explain the source-check habit to someone who has not read the poems.

- Check the source.
- Name the viewpoint and who is affected.
- Explain what happened next.
- Revise when stronger evidence appears.

How I explained the habit in my own words

STUDENT WORKBOOK

Day 5: Publish + Share



DAY 5 | EXPLAIN/EDUCATE

Publish My Writing

I finish my complete TRAILS narrative and my full LEAVES poem, then read them aloud.

I will share	Why
My narrative	It shows how evidence earns the change.
My poem	It carries the significance through voice and sound.

The line I am proudest to read aloud

STUDENT WORKBOOK

Day 5: Teach It

DAY 5 | EXPLAIN/EDUCATE



Teach the Evidence Habit

I teach a partner to ask three questions before trusting a claim: What is the source? Who is affected? What happened next?

- ☐ I checked the source.
- ☐ I named a viewpoint.
- ☐ I explained a consequence.
- ☐ I revised with stronger evidence.
- ☐ I explained my craft choice.

What my partner now understands about responsible voices

STUDENT WORKBOOK

Day 5: My Snapshot



DAY 5 | EXPLAIN/EDUCATE

My Module 4 Snapshot

I write what I now understand about informed voices and responsible change.

- ⬡ **An informed voice gathers facts, checks sources, listens to another viewpoint, and revises when stronger evidence appears.**

My snapshot in my own words



Write More

Plan, draft, revise, edit, and share



My Writing Assignment

Write a complete 5 to 7 paragraph TRAILS narrative in which a claim or plan meets evidence that challenges it. Develop the Important Moment and Lasting Effect using TRAILS I and L. Then write a connected full LEAVES poem of at least five four-line stanzas using Voice, Artistic Language, and Echo/Sound. Show setting, relationships, actions, thoughts, and dialogue so the reader experiences the evidence arriving, then let the poem carry the significance.

Notice the claim first. Then find the exact detail that shows the source, the viewpoint, or the consequence.

Write a complete TRAILS narrative and a full LEAVES poem showing how an informed voice uses evidence, listening, and reasoning to create responsible change.

My Plan

- Name the exact detail, its source, and the viewpoint it shows.
- Plan what happened next and who was affected.
- Plan all six TRAILS elements for my narrative, with an Important Moment and Lasting Effect.
- Plan all six LEAVES elements for my poem, with Voice, Echo/Sound, and Significance.
- Do not simply cut my narrative into shorter lines.

Two exact details from the poems, with the source and the viewpoint for each

The stronger piece of evidence, and why it matters

The Writing Checklist

My narrative needs a first thought, evidence, an Important Moment, and a Lasting Effect. My three stanzas need rhyme, metaphor, repetition, and emotion. My evidence must be copied exactly from the poems. Keep the writing colors separate from TRACKS, which mark evidence categories in reading.

My first thought starter

My Draft



Use my plan. Write my narrative first, then my three stanzas.

Draft, page 1

A line or sentence I want to keep

Revise, Edit, and Share

Revise

- ☐ My narrative answers the assignment with a clear first thought and evidence-earned change.
- ☐ My three stanzas rhyme and use metaphor, repetition, rhyme, and emotion.
- ☐ My Important Moment and Lasting Effect are both visible.
- ☐ I replaced one plain word with a more exact word.

Edit

- ☐ Every sentence is complete.
- ☐ Names of people and places begin with a capital letter.
- ☐ Common nouns are spelled correctly.
- ☐ High-frequency words are spelled correctly.

My improved line

Share

Choose one: read my narrative and stanzas to a partner, share in author chair, join a gallery walk, or add my stanza to a class poem.

My sharing plan

Before I Turn It In

Read each line. Check it when I can show it in my work.

Part	I can show...	Check
TRAILS	All six elements are present; the Important Moment and Lasting Effect are developed.	
LEAVES	At least five four-line stanzas; Voice and Echo/Sound strengthen significance.	
Evidence	The change is earned by an exact detail, not announced.	
Conventions	Names and sentence beginnings are capitalized; common nouns are correct.	

Study the Samples

Read the three responses about the poem. Notice what improves from Low to Medium to High.

Explain how a responsible voice uses evidence, listening, and reasoning.

Low

A loud claim is not always right.
Name an exact detail from a poem and explain how it supports the response instead of repeating the claim.

Medium

The poem says, "A rumor shouted through a room / Can spread confusion all too soon." This shows why a citizen should check a source.

This response names an exact detail and connects it to source checking. Explain the larger meaning of the detail instead of stopping at the quotation.

High

The poem warns that "louder doesn't equal right," then asks source-checking questions and turns to another point of view. Its problem-solving chain also requires a thinker to check outcomes and revise when new facts appear.

It explains the responsible voice with evidence, listening, source checking, another viewpoint, checking outcomes, and revision when new facts appear.

What improves from Low to High?



Look Back & Look Forward

I own my learning



My Progress Tracker

I can...	Not yet	Growing	Got it
I can name the source and the exact detail.	☐	☐	☐
I can name a viewpoint and who is affected.	☐	☐	☐
I can explain a consequence.	☐	☐	☐
I can decide to keep, repair, or revise.	☐	☐	☐
I can write a complete TRAILS narrative.	☐	☐	☐
I can write a full LEAVES poem with Voice, Artistic Language, and Echo/Sound.	☐	☐	☐
I can revise when stronger evidence appears.	☐	☐	☐
I can explain why the change matters.	☐	☐	☐

Something I Did Well

What I did well, and exactly where I did it

My Next Step

Why this is my next step

Essential Question Answered

What responsibilities come with using our voices and making decisions that affect others?

The answer

An informed voice gathers facts, checks credible sources, listens to different viewpoints, considers consequences, and revises when stronger evidence appears. In writing, that responsible change becomes a complete TRAILS narrative and a connected full LEAVES poem.

My Final Thinking (in my own words)

What Changed in My Thinking?

At first I thought

Now I think

Try It Another Way

Choose one thing that happened today. Name your first thought, the evidence, and whether you decided to keep, revise, or wait.

My first thought, my evidence, and my decision

Challenge Prompt

Grow both products with deeper evidence and craft: add a second exact detail that complicates the Important Moment, show one viewpoint fairly, and end with a LEAVES sound or image that carries the significance.

- Narrative: add a second exact detail that complicates the Important Moment, show one viewpoint fairly, and end with a LEAVES sound or image that carries the significance.
- Poem: add one more stanza whose Echo/Sound carries the significance.
- Name one viewpoint you showed fairly, and one that changed your mind.

My plan: a second piece of evidence, one symbol, and one more stanza

My Evidence Challenge

Draw or list your deeper evidence and craft plan in the box. Label each choice and what it adds.

At-Home Connection

Choose one card to talk about with someone at home. End with a conversation, not a worksheet.

Task Card 1

At first, I thought _____. The source was _____. Another viewpoint is _____. Now I think _____ because _____.
Success criteria: The statement names a claim, a source, another viewpoint, and a reason.

Family member signature: _____

Task Card 2

Ask who was affected by one decision in *One Voice Can Start a Wave*, and explain how the poem shows it.

Success criteria: The response names who gained, who was affected differently, and the exact words that show it.

Family member signature: _____

Task Card 3

Write four lines with a repeated phrase. Explain how the Echo/Sound or Image supports the meaning.

Success criteria: The repeated phrase is purposeful and the explanation connects sound or image to meaning.

Family member signature: _____

My Conversation About Responsible Voices

What did I teach? What did my family member remember?

Notes

Track My Progress

Every time I get a score or a grade on my work in this module, I write it here. This can be an exit ticket, a short answer, or a rubric score from my teacher.

Date	What I did (for example exit ticket, short answer, rubric)	My score	My next goal

Why This Helps Me

This chart shows how my scores change over the whole module, not just on one day.

- ☐ I keep this chart up to date.
- ☐ I can tell if my scores are growing.
- ☐ I ask for help when I need it.
- ☐ I show this chart to my teacher or a family member.

Add a new row every time I get feedback, a score, or a grade on my work.

My Module 4 Snapshot

I can keep this page with my other work. It shows how my thinking grew.

The most useful word I learned

The framework part I can use fastest

My Strong Roots

I am a writer who changes my thinking when evidence earns it.

A note to my future writer self

My Proud Moment This Week
