

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 5

Cluster 8 - Modules 1 to 4

Module 1: Challenge and Question

Module 2: Evidence and Choice

Module 3: Action, Consequence, and Revision

Module 4: Synthesis and Publication



Name: _____



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THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 5

Cluster 8 - Module 1

Challenge and Question



Name: _____



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Grade 5 • Cluster 8 • 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

Challenge and Question



Why This Matters to Me

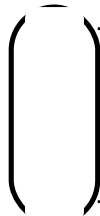
This week, you learn to notice a challenge, ask a research question, and gather evidence from two research passages. You use evidence to explain thinking rather than simply collect facts or retell a source.

Essential Question

How do people know that something needs to change?

My Five Day Progress

finish
EXPLAIN



5 Day 5: Explain + Educate

4 Day 4: Award + Target

3 Day 3: Discuss + Use

2 Day 2: Attempt

1 Day 1: Gather + Reveal



start
NOTICE

Color or check one response for each skill after you practice it. Be honest so you can see your growth.

My First Thinking

I Can

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

I Will

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

The I Can I want to reach first, and why

[illegible]

My Week at a Glance

What I learn	What I read	What I make
Notice a challenge, ask a question, and gather evidence.	Two research passages about civic and scientific change.	Two evidence banks and an R-E1-E2 paragraph.

Where We Are Going

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

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

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

Check Myself

- ☐ I distinguish an observation from an assumption.
- ☐ I explain what evidence proves.

How I Will Show What I Know

You will show what you know with an R-E1-E2 paragraph and a source-based explanation.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	I notice how a challenge becomes a question.
Reveal	Day 1	I name what is known and what still needs a question.
Attempt	Day 2	I defend a Challenge-to-Question Match with evidence.
Discuss	Day 3	I discuss evidence from both passages.
Use	Day 3	I write Body Paragraph 1 with source credit.
Award	Day 4	I award a specific strength I can prove.
Target	Day 4	I target a precise next move.
Explain/Educate	Day 5	I explain how evidence supports my research answer.

Say It Together!

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

5.13(A):

5.13(A) generate and clarify questions on a topic for formal and informal inquiry.

How I say it: I can turn what I notice into a question that guides my research.

5.13(C):

5.13(C) identify and gather relevant information from a variety of sources.

How I say it: I can choose relevant details from both research passages and record the paragraph numbers.

Call and Response

Read this together as a class before we start.

Teacher asks: "What is the Research HABIT?"

Class answers: "Notice, Question, Gather, Compare, Decide, Act, Check."

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

['Read a manageable source section and identify what it actually says or shows.', 'Distinguish an observation from an assumption.', 'Record a source title, paragraph number, and relevant detail.']

A connection I can make

Remember It!

- ☐ Use a because sentence to explain what evidence proves.
- ☐ Know that a change is not automatically an improvement.
- ☐ Evidence has a job: it must help explain a claim.

One idea I remember

Ready Check

- ☐ I can name an observation and distinguish it from an assumption.
- ☐ I can record source credit and a paragraph number.
- ☐ I can explain what a selected detail proves.

Watch Out! Common Mix-Up

An interesting detail is not automatically evidence. Ask how the detail helps prove the reason.

Where This Fits in My Writing

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

What I want to remember before I start

Where I Am Starting



Notice and Question

Read one source detail: Their leaves were pale. Write what the source actually shows and what question the observation could guide.

What the Source Shows	Research Question	Assumption to Check

Build One Research Move

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

My reason, evidence with source credit, and explanation

- ☐ I named a reason.
- ☐ I recorded source credit.
- ☐ I explained what the evidence proves.

Check My Starting Point

Read one source detail. Name the observation, write the question it could guide, and explain what the evidence proves.

Source Detail	Observation	Research Question
Their leaves were pale.		
Colonists began asking why Parliament could tax them.		

This evidence matters because...

Ready Check

- ☐ I distinguish an observation from an assumption.
- ☐ I record a source title, paragraph number, and relevant detail.
- ☐ I use a because sentence to explain what evidence proves.
- ☐ I know that a change is not automatically an improvement.

One research move I am ready to practice



Words I Need

Tier 1, everyday words



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

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

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

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

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

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

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

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

Use one Tier 3 word in a sentence



My Strategy Tools

Research HABIT and R-E1-E2



Research HABIT

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

R-E1-E2

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

One source detail and what it proves

Five Thinking Levels

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

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

This module primarily operates at Analyze, Evaluate, and Create. You separate evidence from assumptions, compare sources, evaluate consequences, and write an R-E1-E2 explanation.

The thinking level I used 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

Citizenship includes questions, rights, participation, information, listening, and checking consequences. History and science both require observation, evidence, choices, actions, and revision.

Background I Need

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

Words I dotted while reading

From Protest to Participation: How a Nation Changes

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

[1] Central Question: [2] How do ideas about freedom, rights, and citizenship become real changes in a nation? [3] A nation can change in many ways. Borders can move. New inventions can transform daily life. New people can arrive and build communities. Laws can be written, challenged, or replaced. [4] But some of the most important changes begin with something that cannot be seen on a map. [5] They begin with a question. [6] Is this fair? [7] Who has a voice? [8] What rights should people have? [9] What should government be allowed to do? [10] What should citizens do when they believe something needs to change? [11] The history of the United States contains many examples of people asking these questions. Sometimes their answers led to protests. Sometimes they led to documents, laws, compromises, elections, or new amendments. Sometimes people discovered that an earlier solution had created another problem. [12] Studying these examples helps us understand that democracy is not a single event. It is a continuing process of ideas, decisions, actions, and consequences. [13] Change Begins With a Question [14] Before the American Revolution, the thirteen colonies belonged to Great Britain. [15] For many years, large numbers of colonists considered themselves loyal British subjects. They traded with Britain, followed British laws, and depended on British military protection. [16] After the French and Indian War, however, Great Britain had large debts. Parliament passed new taxes affecting the colonies. [17] The Stamp Act placed taxes on printed materials. Other taxes followed. [18] Colonists began asking why Parliament could tax them when the colonies did not elect representatives to Parliament. [19] Their complaint became known as taxation without representation.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

From Protest to Participation: How a Nation Changes (continued)

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

[20]At first, many colonists were not demanding independence. They wanted the British government to change its policies and listen to colonial concerns. [21] That distinction is important. [22] A movement for major change may begin with a much smaller request. [23] Questions Become Protest [24] Colonists responded in different ways. [25] Some wrote letters and newspaper articles. [26] Some signed petitions. [27] Some joined organizations such as the Sons of Liberty. [28] Merchants participated in boycotts by refusing to purchase certain British goods. [29] Families produced more goods at home rather than buying imported products. [30] These actions gave ordinary people ways to participate. [31] Tensions continued. The Boston Massacre increased distrust of British soldiers. The Tea Act led to the Boston Tea Party. Great Britain responded with laws the colonists called the Intolerable Acts. [32] British leaders hoped stronger control would stop resistance. [33] Instead, the punishment of Massachusetts helped bring several colonies closer together. [34] A problem that once seemed local began to feel shared. [35] That is one way movements grow: people discover that a concern affecting someone else could eventually affect them too. [36] Ideas Become Words [37] By 1776, more colonial leaders believed independence was necessary. [38] The Declaration of Independence announced that the colonies intended to separate from Great Britain. [39] But the document did more than declare independence. [40] It explained ideas. [41] The Declaration stated that people possess rights that government should protect. It identified life, liberty, and the pursuit of happiness among those rights.

My
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From Protest to Participation: How a Nation Changes (continued)

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

[42] It also argued that governments receive their legitimate power from the consent of the governed. [43] That meant government existed to serve people, not the other way around. [44] These ideas created a standard against which government could be judged. [45] If a government was supposed to protect rights, people could ask: [46] Is it actually doing that? [47] A Promise Can Be Larger Than Its Time [48] The Declaration proclaimed equality, yet American society in 1776 did not provide equal rights to everyone. [49] Women could not participate equally in political life. [50] Enslaved people were denied freedom. [51] Native American nations faced increasing pressure and conflict as colonial settlement expanded. [52] Abigail Adams recognized part of this contradiction. She urged her husband, John Adams, to “Remember the Ladies” as leaders considered the new government. [53] Her words reflected a larger question: [54] If liberty is a principle, who is included in it? [55] That question did not disappear. [56] Later generations repeatedly returned to the ideals expressed in the Declaration when arguing for expanded rights. [57] The document therefore had two kinds of influence. [58] It described what the nation's leaders said they believed. [59] It also gave future Americans language they could use to challenge the nation when its actions failed to match those beliefs. [60] Words Become Government [61] Winning independence did not automatically solve the problem of governing a new nation. [62] Americans had to create a system that could unite the states while also protecting liberty. [63] In 1787, delegates met at the Constitutional Convention. [64] They disagreed about representation, federal power, state power, slavery, trade, and many other issues.

My
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From Protest to Participation: How a Nation Changes (continued)

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

[65]The Constitution they produced created a stronger national government with separate branches and a system in which power was divided. [66] The new system depended on representative government. Citizens would choose leaders to make many decisions on their behalf. [67] However, creating a government required difficult choices. [68] Not all of those choices were fair. [69] A Compromise Can Solve One Problem and Create Another [70] One of the most troubling agreements at the Constitutional Convention concerned slavery and representation. [71] Southern states wanted enslaved people counted when determining representation in Congress because a larger population would give those states more representatives. [72] Yet enslaved people themselves could not vote and had no political power. [73] Under the Three-Fifths Compromise, for purposes including representation, every five enslaved people would be counted as three persons in the population calculation. [74] The compromise helped delegates continue their work and complete the Constitution. [75] But it did not solve the injustice of slavery. [76] Instead, it increased political power for states where large numbers of people were enslaved while those enslaved people remained without freedom or representation. [77] This teaches an important lesson: [78] Compromise and fairness are not the same thing. [79] A compromise may help people reach an agreement. [80] Researchers must still ask: [81] Who benefited? [82] Who gave something up? [83] Who had no voice in the decision? [84] What consequences followed? [85] Rights Are Written Down [86] Some Americans worried that the Constitution gave the new federal government too much power. [87] They wanted clear protections for individual liberties.

My
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From Protest to Participation: How a Nation Changes (continued)

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

[88]The first ten amendments became known as the Bill of Rights. [89] These amendments protect important freedoms and establish limits on government power. [90] They address matters such as speech, religion, assembly, petitions, searches, legal protections, trials, punishment, and powers not given to the federal government. [91] Written rights serve an important purpose. [92] They make expectations visible. [93] Citizens and leaders can examine what government does and compare those actions with the protections stated in law. [94] Yet a written right is meaningful only when people understand it and when institutions respect it. [95] That makes civic knowledge important. [96] Freedom Can Become a Symbol [97] More than a century after the Declaration, immigrants arriving in New York Harbor could see the Statue of Liberty. [98] For many people, the statue became a symbol of freedom, hope, and opportunity. [99] Its tablet connects it to July 4, 1776. [100] Its torch suggests light and liberty. [101] Immigrant families arriving through places such as Ellis Island often came for different reasons. Some hoped for work. Some wanted to join relatives. Some sought safety or opportunity. [102] Their arrival added another question to the American story: [103] What does it mean to become part of a nation built around ideals of liberty? [104] The answer was not always simple. [105] Newcomers often faced language barriers, difficult working conditions, crowded housing, discrimination, and uncertainty. [106] Freedom did not guarantee an easy life. [107] But immigration shows that national ideals can influence people far beyond the generation that first wrote them. [108] Citizens Continue the Work

My
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From Protest to Participation: How a Nation Changes (continued)

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

[109] Government is not shaped only by presidents, judges, legislators, or famous historical leaders. [110] Citizens also participate. [111] Voting is one important form of participation. [112] But it is not the only one. [113] People may attend public meetings, volunteer, contact representatives, sign petitions, serve on boards, help campaigns, organize projects, or learn about an issue affecting their community. [114] Young people can participate too. [115] Students can organize service projects, research local concerns, write respectfully to leaders, help improve school spaces, or explain an issue to others. [116] Citizenship begins long before a person is old enough to vote. [117] It begins with learning how communities make decisions. [118] Voice Requires Information [119] Having a voice does not mean saying whatever comes to mind as loudly as possible. [120] Strong civic participation requires information. [121] Imagine that a town is debating whether to build a park, library, business area, or sports field on an empty piece of land. [122] Residents may feel strongly. [123] But feelings alone cannot answer every question. [124] People may need to know: [125] How much will each plan cost? [126] How many people could use it? [127] What environmental effects might occur? [128] What does the community already have? [129] What do residents need? [130] Are there other possible solutions? [131] Gathering evidence can make discussion more useful. [132] Reliable information also helps citizens recognize rumors or incomplete claims. [133] Listening Is Participation Too [134] People in a democracy will disagree. [135] That is normal. [136] One resident may want lower taxes. [137] Another may want additional public services. [138] One family may support a new road.

My
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From Protest to Participation: How a Nation Changes (continued)

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

[139]Another may worry that the road will increase traffic near homes. [140] Listening to another viewpoint does not require agreeing with it. [141] It means understanding the reasons and evidence behind it. [142] Respectful disagreement allows people to continue working together even when they prefer different solutions. [143] That ability may be one of the most important skills in a representative government. [144] Change Does Not End With a Decision [145] Suppose a community chooses a solution. [146] The work is not necessarily finished. [147] Citizens and leaders can study what happened next. [148] Did the plan work? [149] Did it solve the original problem? [150] Did it create a new problem? [151] Did some people benefit more than others? [152] Should the plan continue? [153] Should it be changed? [154] These questions apply to history too. [155] The American Revolution changed the relationship between the colonies and Great Britain. [156] The Declaration established ideals. [157] The Constitution created a government. [158] The Bill of Rights protected important freedoms. [159] But none of those events ended every disagreement about rights, representation, equality, or citizenship. [160] Later generations continued the work. [161] Democracy Is Never Completely Finished [162] A democracy receives something from the past. [163] It receives laws. [164] Documents. [165] Institutions. [166] Traditions. [167] Successes. [168] Mistakes. [169] Promises. [170] Each generation must decide what to do with them. [171] Citizens can preserve principles they believe remain valuable. [172] They can question practices that produce unfair results. [173] They can use evidence to judge whether a policy is working. [174] They can participate in peaceful processes for change.

My
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From Protest to Participation: How a Nation Changes (continued)

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

[175]This is why the history of American democracy is not simply the story of government being created. [176] It is the story of people repeatedly asking: [177] Does what we are doing match what we say we believe? [178] A protest may begin the conversation. [179] A document may describe an ideal. [180] A law may create a system. [181] A citizen may challenge the system. [182] A vote may change a leader. [183] An amendment may change the law. [184] A new generation may ask the question differently. [185] That is how a nation continues changing. [186] The strongest democracy is not one that never faces disagreement. It is one in which informed people can use rights, evidence, participation, and respectful debate to keep working toward its ideals.

My
marks

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How Change Happens: Observe, Adapt, Test, and Improve

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

[1] Central Question: [2] What do history and science teach us about responding to challenges? [3] A drooping plant, a dangerous beach, an unfamiliar settlement, a broken light bulb, and an unfair law may seem to have very little in common. [4] Yet each presents the same basic problem: [5] Something about the current situation is not working. What should happen next? [6] In science, people observe conditions, gather evidence, test explanations, and revise their thinking. [7] In history, individuals and societies also face changing conditions. They gather information, debate choices, act, and experience consequences. [8] The subjects are different, but the thinking pattern can be surprisingly similar. [9] NOTICE · QUESTION · GATHER · COMPARE · DECIDE · ACT · CHECK [10] Understanding this pattern helps explain not only how people solve problems, but also why some changes succeed while others create new difficulties. [11] Change Begins With Conditions [12] Before deciding what to do, it helps to understand the situation. [13] That sounds simple. [14] It is not always simple. [15] People often notice a problem and immediately assume they know the cause. [16] A plant looks weak, so it must need more water. [17] A law causes anger, so everyone must want the same solution. [18] An invention fails, so the entire idea must be impossible. [19] Those conclusions may be correct. [20] They may also be wrong. [21] The first task is to observe. [22] What is actually happening? [23] Living Things Respond in Different Ways [24] The natural world provides useful examples. [25] A newly hatched sea turtle faces immediate danger. [26] It must move from its nest toward the ocean. [27] It cannot attend a lesson first. [28] It cannot practice for several weeks.

My
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How Change Happens: Observe, Adapt, Test, and Improve (continued)

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

[29] Its instinctive behavior helps it respond immediately. [30] An orca faces different challenges. [31] Young orcas can learn behaviors by observing older members of their pod. Hunting cooperatively may require practice, communication, and experience. [32] Both animals survive through behavior. [33] But they do not use the same kind of behavior. [34] That matters. [35] A useful response must fit the challenge. [36] The lesson is not that instinct is better than learning or that learning is better than instinct. [37] The lesson is that different conditions may require different responses. [38] People Must Adapt Too [39] Human beings also face unfamiliar conditions. [40] When the Pilgrims arrived in Plymouth, they entered an environment they did not fully understand. [41] The climate, growing seasons, plants, wildlife, and local geography differed from what they knew in England. [42] Determination alone could not give them the information they lacked. [43] The Wampanoag people possessed knowledge developed through generations of living in the region. [44] That local knowledge mattered. [45] Information about crops, fishing, seasons, and resources could make the difference between a poor decision and a better one. [46] Adaptation therefore requires more than simply working harder. [47] Sometimes it requires admitting: [48] Someone else knows something I do not know. [49] Learning from others can be a survival strategy. [50] Contact Can Create Unequal Change [51] Adaptation and cultural contact are not always peaceful or equal. [52] Spanish settlement in Texas brought missions, presidios, roads, livestock, ranching traditions, language, religion, and new settlements. [53] But those changes did not affect everyone in the same way.

My
marks

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How Change Happens: Observe, Adapt, Test, and Improve (continued)

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

[54] Many Native American communities faced pressure to change their religions, customs, locations, or ways of life. [55] Some people cooperated. [56] Some traded. [57] Some adapted certain practices. [58] Others resisted Spanish control. [59] This illustrates another important principle: [60] A change can produce different outcomes for different groups. [61] If researchers ask only whether Spain successfully established settlements, they miss part of the story. [62] They must also ask what those settlements meant for the people already living there. [63] Observe Before You Act [64] Kendrix's garden provides a smaller example of the same thinking skill. [65] She noticed that the plants looked unhealthy. [66] Their leaves were pale. [67] Their stems drooped. [68] She formed a reasonable first idea: [69] Perhaps they needed more water. [70] Then she acted. [71] She watered more. [72] But the garden became worse. [73] The soil turned muddy. [74] Leaves yellowed. [75] Her original explanation did not match the new evidence. [76] At that point Kendrix faced an important choice. [77] She could continue adding water because she wanted her first idea to be correct. [78] Or she could reconsider. [79] She chose to reconsider. [80] That is one of the most important habits in scientific thinking. [81] Evidence Can Change an Answer [82] Kendrix and her grandmother examined the soil. [83] They recognized that plant roots need more than water. Roots also require access to air, and plants depend on a balance of conditions including sunlight, water, nutrients, and healthy soil. [84] Kendrix changed her plan. [85] She watered less often. [86] She checked soil conditions before watering. [87] She watched the plants. [88] Their health improved. [89] The important lesson is not simply:

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

How Change Happens: Observe, Adapt, Test, and Improve (continued)

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

[90] Do not overwater plants. [91] The deeper lesson is: [92] When evidence does not support your first explanation, change the explanation. [93] That does not mean the thinking process failed. [94] It means the thinking process worked. [95] Failure Can Become Information [96] Thomas Edison's workshop offers another example. [97] Developing a practical electric lighting system required repeated testing. [98] Materials had to be tried. [99] Results had to be recorded. [100] Bulbs could break. [101] Wires could fail. [102] A test that failed to produce a useful light still produced information. [103] Workers could ask: [104] What material was used? [105] How long did it last? [106] Why might it have failed? [107] What should be changed during the next test? [108] This transforms failure into evidence. [109] The broken bulb is no longer simply a disappointment. [110] It becomes a clue. [111] Innovation Is Often a Team Process [112] Another important lesson from the workshop is that invention rarely depends on only one person's effort. [113] Workers prepared materials. [114] They kept notes. [115] They tested wires. [116] They watched clocks. [117] They compared results. [118] They built equipment. [119] They shared ideas. [120] The famous inventor's name may be remembered, but the process depended on many contributors. [121] The same is true of many kinds of change. [122] A scientific discovery may involve teams. [123] A community improvement may involve volunteers and leaders. [124] A political movement may involve thousands of ordinary participants. [125] Major changes often appear to have one famous face. [126] The evidence usually reveals many hands. [127] Cooperation Can Expand What Is Possible [128] Cooperation appears repeatedly across science and history.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

How Change Happens: Observe, Adapt, Test, and Improve (continued)

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

[129] Orcas hunt in pods. [130] The Wampanoag shared knowledge with the Pilgrims. [131] Colonists coordinated protests and meetings. [132] Edison's workers contributed different skills. [133] Citizens cooperate in communities. [134] Working together can allow people to accomplish something that would be difficult alone. [135] But cooperation does not guarantee fairness. [136] People can cooperate toward a harmful goal too. [137] That is why another question must follow: [138] What did the cooperation produce? [139] Societies Can Revise Their Thinking [140] Scientific thinking changes when evidence changes. [141] Societies can change too. [142] Before the American Revolution, many colonists did not initially demand independence. [143] They wanted reforms. [144] As events continued, opinions changed. [145] New laws, protests, punishments, meetings, violence, writings, and arguments affected what people believed. [146] Eventually, many concluded that independence was necessary. [147] That decision came after years of changing conditions. [148] Government itself continued evolving afterward. [149] The Articles of Confederation did not provide the national system many leaders believed the new nation needed. [150] The Constitution created a different structure. [151] Concerns about individual rights led to the Bill of Rights. [152] Later amendments changed the Constitution again. [153] A governing system can therefore be both stable and changeable. [154] It may preserve a basic structure while allowing revision. [155] Not Every Solution Is a Good Solution [156] This may be the most important fifth-grade research lesson. [157] Solving the immediate problem does not automatically make a decision good.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

How Change Happens: Observe, Adapt, Test, and Improve (continued)

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

[158]At the Constitutional Convention, delegates needed agreements if they were going to create a new Constitution. [159] The Three-Fifths Compromise helped resolve one disagreement about representation. [160] But it strengthened political power tied to slavery while enslaved people themselves remained without freedom or political voice. [161] The agreement helped the convention move forward. [162] That does not make the agreement just. [163] Students therefore need to ask more than: [164] Did it work? [165] They also need to ask: [166] Was it fair? [167] Who benefited? [168] Who was harmed? [169] Whose voice was missing? [170] A successful outcome for one group can be a harmful outcome for another. [171] Check What Happened Next [172] Good problem solving does not stop when action begins. [173] Suppose a community believes cars are traveling too quickly near a school. [174] Residents might propose a stop sign. [175] The city installs it. [176] Problem solved? [177] Maybe. [178] Researchers would need to check. [179] Did traffic slow? [180] Did accidents decrease? [181] Did drivers begin taking a different street and create another problem? [182] Would a crossing guard or different road design work better? [183] Action produces new evidence. [184] That evidence becomes the beginning of the next decision. [185] Reliable Information Matters [186] People cannot evaluate change well if their information is poor. [187] A rumor may sound convincing. [188] A dramatic image may create a strong emotional response. [189] A statement repeated many times may begin to feel true. [190] But researchers need evidence. [191] They ask where information came from. [192] They compare sources. [193] They distinguish facts from opinions. [194] They examine dates and context.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

How Change Happens: Observe, Adapt, Test, and Improve (continued)

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

[195] They notice when two people describe the same event differently. [196] This is important in both science and history. [197] A scientist should not depend on one observation if more testing is possible. [198] A historian should not assume one source tells the entire story. [199] A citizen should not make an important decision based only on an unverified claim. [200] Changing Your Mind Can Be a Strength [201] People sometimes believe that changing an opinion shows weakness. [202] Evidence-based thinking suggests the opposite. [203] Imagine Kendrix continuing to flood the garden simply because she did not want to admit her first idea was wrong. [204] Imagine Edison's workers repeating exactly the same failed test again and again without learning from the result. [205] Refusing to change would not show strength. [206] It would prevent progress. [207] A strong thinker can say: [208] This is what I believed. [209] This is the evidence I now have. [210] The evidence suggests a better explanation. [211] I am changing my conclusion. [212] That is intellectual growth. [213] The Pattern of Change [214] Across these examples, a pattern emerges. [215] NOTICE [216] Something needs attention. [217] QUESTION [218] Why is this happening? [219] GATHER [220] What information or evidence can we find? [221] COMPARE [222] Do different sources or observations agree? [223] DECIDE [224] What action seems best supported? [225] ACT [226] Try the solution. [227] CHECK [228] What happened afterward? [229] Then there may be one more step: [230] REVISE [231] If the outcome is not what was expected, change the plan. [232] That final step keeps the cycle moving. [233] Progress Is Not Just Change [234] Something can change without improving. [235] A new law can create an unintended problem.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

How Change Happens: Observe, Adapt, Test, and Improve (continued)

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

[236] A new technology can solve one problem while creating another. [237] A settlement can help one population while harming another. [238] A compromise can produce agreement without producing justice. [239] A scientific solution can need further testing. [240] So researchers should not ask only: [241] What changed? [242] They should ask: [243] Was the change an improvement? [244] And then: [245] Improvement for whom? [246] That is a much harder question. [247] It is also a much stronger research question. [248] The Work Continues [249] Sea turtles respond through instinct. [250] Orcas learn through experience. [251] People adapt to environments. [252] Scientists test explanations. [253] Inventors revise designs. [254] Communities debate choices. [255] Governments amend laws. [256] Citizens examine outcomes. [257] These examples do not prove that science and history operate exactly the same way. [258] They do reveal a shared habit of mind: [259] Pay attention to what happens next. [260] Change should create new questions. [261] What worked? [262] What failed? [263] What surprised us? [264] Who was affected? [265] What new evidence appeared? [266] What should happen now? [267] Progress does not come from changing simply for the sake of change. [268] It comes from learning. [269] Observe carefully. Question thoughtfully. Gather evidence. Choose responsibly. Check the result. And when the evidence demands it, be willing to change again. [270] Source-to-Writing Reflection [271] Choose one final question from this source that would help a researcher decide whether a change was an improvement. Record an exact phrase that makes the question worth asking.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

How Change Happens: Observe, Adapt, Test, and Improve (continued)

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

[272] Then explain what the phrase shows about evidence, fairness, consequences, or revision. Do not summarize the source; explain why the detail matters. [273] Compare that idea with one civic or scientific example from earlier in the source. Name the job the detail will do in your writing.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: From Protest to Participation: How a Nation Changes

Read both research passages at low stamina. Keep the paragraph numbers for discussion, evidence banks, and citations.

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 evidence and record paragraph numbers in the civic and scientific evidence banks.

The source title, paragraph number, and precise detail

Annotate: From Protest to Participation: How a Nation Changes (continued)

Read both research passages at low stamina. Keep the paragraph numbers for discussion, evidence banks, and citations.

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 does this detail prove?

My thinking

My Prompt Marking Notes

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

Shape	Word	Question I ask myself
Research question	Source detail	What the detail proves
What do I need to find out?	Which exact detail answers the question?	This detail matters because...

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

How do people know that something needs to change?

My research question and the evidence I need

[illegible]

STUDENT WORKBOOK



Day 1: Gather + Reveal

15 Minutes



5.11(A), 5.13(A):

I can notice a challenge and turn it into a research question.

Notice the First Detail

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

Challenge and Question

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

A strong researcher can name what is known and what still needs a question. A feeling may begin a question, but evidence must guide the next decision.

My challenge, question, and evidence to gather

My Research Plan

5.13(8)(i):

I can develop a research plan with adult assistance.

Researchers make a plan before they read and write. Our research question is: What makes change happen? Complete each row with your partner and your teacher.

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

The step I will start today

My Research Plan: Questions and Sources

5.13(B)(i):

I can develop a research plan with adult assistance.

Step 1 and Step 2 of my plan. Write the big question, two smaller questions, and where I will look for each answer.

Big question: What makes change happen? My first smaller question:

My second smaller question:

My Question	Source I Will Use	What I Hope to Find
Smaller question 1		
Smaller question 2		

How I will know my plan is working

Check for Understanding

Label each source-based example as evidence, assumption, choice, change, or improvement question. Then justify the label with a partner.

Source-Based Example	My Label and Why
muddy soil	
yellow leaves	
a compromise	
a boycott	
a question about representation	
a revised watering plan	

One label I defended with evidence

Remember

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

STUDENT WORKBOOK



Challenge-to-Question Match

Day 2: Attempt

✂ **Cut out these cards (sheet 1 of 2)**

Read each source-based challenge. Match it with the research question that will help a researcher investigate. Defend the match with evidence.

Notice	Question
Gather	Compare
Decide	Act and Check

Self-Check (sheet 1 of 2)

Each answer sits behind its own card. Flip a card over to check your match, then explain the connection.

Question

What do we need to find out?

Notice

Something needs attention.

Compare

Do different sources or observations agree?

Gather

What information or evidence can we find?

Act and Check

Try the solution and check what happened afterward.

Decide

What action seems best supported?

STUDENT WORKBOOK



Challenge-to-Question Match

Day 2: Attempt

✂ Cut out these cards (sheet 2 of 2)

Read each source-based challenge. Match it with the research question that will help a researcher investigate. Defend the match with evidence.

Colonists had no elected representatives in Parliament.	Kendrix's soil became muddy and leaves turned yellow.
Edison's early tests failed or did not last long.	The Three-Fifths Compromise helped delegates continue.
Immigrants saw the Statue of Liberty as hope and faced hardship.	

Self-Check (sheet 2 of 2)

Each answer sits behind its own card. Flip a card over to check your match, then explain the connection.

What evidence showed that more water was not the best solution? The observations test the first explanation.

Why did taxation without representation lead to organized protest? The question investigates fairness and political voice.

Who benefited, who was harmed, and whose voice was missing? A consequence question checks improvement.

How can failed tests help an invention improve? Results can guide the next attempt.

How can a symbol represent both hope and difficulty? The question compares viewpoints.

STUDENT WORKBOOK



Day 2: Attempt

15 Minutes



5.13(C), 5.11(B)(iv):

I can defend a Challenge-to-Question Match with evidence.

Your job is not to match words that sound alike. Decide which evidence or question will help a researcher investigate. If your group disagrees, point to the wording of the card and explain your evidence.

Challenge-to-Question Match

Source-Based Challenge	Research Question
Colonists had no elected representatives in Parliament.	Why did taxation without representation lead to organized protest?
Kendrix's soil became muddy and leaves turned yellow.	What evidence showed that more water was not the best solution?
Edison's early tests failed or did not last long.	How can failed tests help an invention improve?
The Three-Fifths Compromise helped delegates continue.	Who benefited, who was harmed, and whose voice was missing?
Immigrants saw the Statue of Liberty as hope and faced hardship.	How can a symbol represent both hope and difficulty?

The match I defended and the evidence for my connection

Clarify the Question

5.13(A)(iii), 5.13(A)(iv):

I can clarify questions on a topic for formal and informal inquiry.

A formal inquiry question guides a long investigation with many sources. An informal inquiry question is a quick question we ask to understand something right now. A clarified question names who or what, and why or how.

Type of Inquiry	Fuzzy Question	Clarified Question
Formal	Why do things change?	Why did taxation without representation lead colonists to protest?
Informal	What is a boycott?	What did merchants refuse to buy during a boycott, and why?

Fuzzy formal question: Does change help people? My clarified formal question:

Fuzzy informal question: What happened to the garden? My clarified informal question:

STUDENT WORKBOOK



Day 3: Discuss + Use

15 Minutes



5.12(B)(i), 5.13(C):

I can discuss evidence from both passages and explain what each detail proves.

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

My strongest evidence and why it fits the reason

What the second source adds

Paraphrase or Plagiarism?

5.13(F)(i):

I can differentiate between paraphrasing and plagiarism when I use source materials.

A paraphrase puts a source idea in new words and a new sentence shape and gives the source credit. Plagiarism uses someone else's words or ideas as if they were your own. Write P for paraphrase or X for plagiarism, then tell why.

Student Version	P or X	Why
Merchants participated in boycotts by refusing to buy certain British goods.		
"From Protest to Participation" explains that some merchants protested by not buying products from Britain.		
Her original explanation did not match the evidence.		
In "How Change Happens," Kendrix learns that her first idea about watering was wrong once she saw the muddy soil.		

- Read the sentence.
- Cover it.
- Write the idea from memory in your own words.
- Compare it with the source.
- Credit the source.

My paraphrase of one new sentence, with source credit

Write Body Paragraph 1

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

R-E1-E2 Part	My Plan
Reason	
Evidence with source credit	
Explanation	
Second source	
What the evidence proves together	

My R-E1-E2 paragraph

STUDENT WORKBOOK



Day 4: Award + Target

15 Minutes



5.11(C)(iii), 5.11(C)(iv), 5.11(C)(ix):

I can award a specific strength and target a precise next move.

Award yourself for an exact research move you can prove you made. A target is not a complaint. It is a next move.

I found strong evidence when...

I explained my evidence well when...

I connected two sources when...

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

STUDENT WORKBOOK

Day 5: Explain + Educate



15 Minutes

5.11(D)(i), 5.11(D)(xxii), 5.12(B)(i):

I can educate an audience about how evidence supports a research explanation.

Teach the big idea before you list the details. Listeners name one precise source detail they heard and one explanation that made the evidence meaningful.

The challenge or action and my research question or claim

One source detail and why it matters

What a second source adds and the larger lesson

Student Exit Ticket

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

1. Source title and paragraph number

2. An exact phrase or faithful paraphrase

3. This evidence matters because...

- ☐ I credited the source and located the evidence.
- ☐ I recorded precise, relevant evidence.
- ☐ I connected the evidence to my reasoning.

Research HABIT Evidence Chain

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

The larger lesson I will teach my audience

Prepare My Source-Based Explanation

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

Part	My Oral Explanation
Challenge or action	
Research question or claim	
One source showed	
This evidence matters because	
A second source helped me understand	
The larger lesson	

My complete source-based explanation

Audience Feedback

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

Audience Feedback	My Note
One precise source detail I heard	
One explanation that made the evidence meaningful	

My Progress and Pause Points

Check the box that matches how you feel after you practice gathering evidence and explaining what it proves.

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

Pause Before Choosing Evidence

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

Pause Before Writing E2

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

Pause Before Sharing

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

Remember

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

Essential Question Answered

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

At-Home Evidence Talk

Choose one small family or community decision. Make three short notes: what you observe, what you wonder, and what evidence could help.

Finish with: Our careful choice would be ____ because ____.

Exit Ticket Self-Check

Review source credit, evidence accuracy, relevance, and explanation.

Item	Accurate Example	Expected Thinking
Source and paragraph	How Change Happens: Observe, Adapt, Test, and Improve, paragraph 65.	Credit the source and locate the evidence.
Evidence	Their leaves were pale. Or: Kendrix's soil became muddy and leaves yellowed.	Record precise, relevant evidence.
Explanation	This evidence matters because it showed that the first explanation did not fit the conditions.	Connect evidence to reasoning.

Plan the Next Explanation

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

Minor handwriting or convention errors should not remove evidence points if they do not change the meaning.

Assessment Prompt Bank

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



Write More

Plan, Draft, Revise, Edit, and Share



Explain What Makes Change Happen

Use R-E1-E2: state a reason, use evidence from a source, and explain what that evidence proves.

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

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

My Plan

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

My reason

My strongest evidence

Evidence and Explanation

Use evidence from a source and explain what it proves.

My source credit

Draft My Research Explanation



Start with a reason, then add source evidence and an explanation.

Draft, page 1

What I will keep

Revise, Edit, and Share

Revise

- ☐ I add, delete, or combine an idea for coherence and clarity.
- ☐ I compare a second source or viewpoint.
- ☐ I consider a consequence or revision.

Edit

- ☐ I check complete simple and compound sentences with subject-verb agreement.
- ☐ I edit quotation marks in dialogue and quotations.

My improved explanation

Share

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

My partner's evidence note

My Final Research Explanation

Use relevant evidence with source credit. Explain what the evidence proves.

Part	I can show...	Check
Reason and central idea	I state a focused reason that answers the research question.	
Evidence	I use accurate, precise source evidence and credit.	
Explanation	I explain what the evidence proves and why it matters.	
Organization	I use R-E1-E2 coherently.	
Revision and Editing	I revise for clarity and edit conventions carefully.	

Low, Medium, and High Exemplars

Compare how each response uses source credit, evidence, and explanation.

How do people know that something needs to change?

Low

Change begins with a question. The colonists asked questions. Kendrix had a garden problem. They both changed.

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

Medium

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

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

One move from the high exemplar I will use

Study the High Sample

This is the target. Notice how every part of the narrative has a job for the reader.

High

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

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

High Sample TRAILS Key

TRAILS	Evidence from the High sample	Why it works
--------	-------------------------------	--------------

One sentence in my own narrative I want to make stronger



Look Back & Look Forward

Check Evidence, Consequences, and Revision



My Progress Tracker

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

One research move I completed successfully

The evidence in my work

My Next Move

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

Essential Question Answered

How do people know that something needs to change?

The answer

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

A change is not automatically an improvement.

How My Thinking Changed

At first I believed...

The evidence now suggests...

One New Question

Name what should happen next and what evidence could guide the decision.

My question and the evidence I need

Source-Based Explanation Challenge

Teach how evidence works together in an explanation. How can the same change look helpful to one group and harmful to another group?

- Teach the big idea before listing details.
- Name one precise source detail.
- Explain why the evidence is meaningful.
- Add what a second source contributes.
- State the larger lesson.

My source-based explanation

Research HABIT Evidence Chain

Connect Notice, Question, Gather, Compare, Decide, Act, and Check.

At-Home Connection

Choose one small family or community decision and end in a short conversation.

At-Home Evidence Talk

Choose one small family or community decision. Make three short notes: what you observe, what you wonder, and what evidence could help.

Explain which note is evidence and which is an assumption.

Family member signature: _____

My Progress Tracker

Check the response that matches how you feel after you practice.

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.

- ☐ I keep this chart up to date.
- ☐ I show this chart to my teacher.

My Module 1 Snapshot

I can keep this page with my other work.

The most useful word I learned

The craft move I can use fastest

My Strong Roots

I am a prepared writer.

My Proud Moment This Week

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 5

Cluster 8 - Module 2

Evidence and Choice



Name: _____



The Writing Academy®, LLC

Grade 5 • Cluster 8 • 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

Evidence and Choice



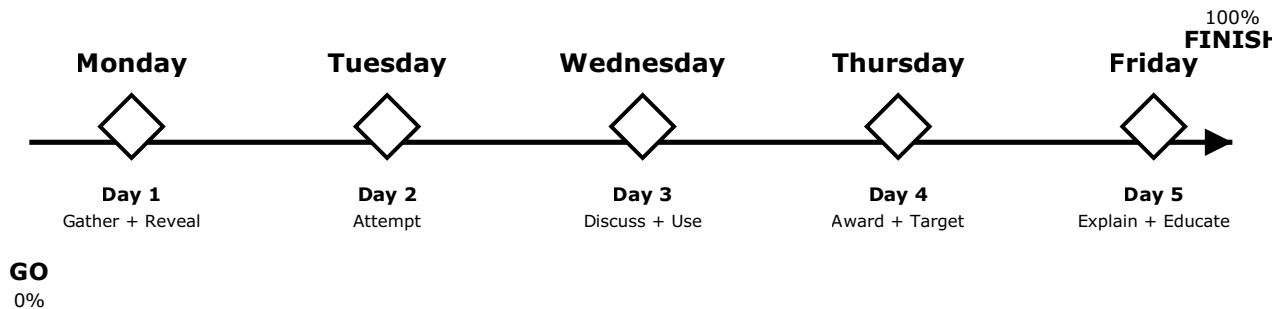
Why This Matters to Me

Students continue the monthlong cumulative research paper by gathering and comparing precise evidence from two substantial informational passages. This module develops Body Paragraph 2. Students practice R-E1-E2: state a reason, use evidence from a source, and explain what that evidence proves.

Essential Question

How does evidence help people make stronger choices?

My Week Tracker



Color in one stop on the timeline at the **END** of each day, after I finish that day's work.
Watch my timeline move from **GO** to **FINISH**!

My First Thinking

I Can

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

I Will

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

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 to gather and compare evidence and connect it to a stronger choice.	Passages 1 and 2 at Medium stamina as civic and scientific evidence banks.	Body Paragraph 2 using R-E1-E2 with source credit and comparison.

Where We Are Going

I will gather exact evidence, compare both passages, and revise my thinking.

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

- ☐ I record a source, paragraph number, and detail.
- ☐ I separate a fact from an assumption.
- ☐ I write R-E1-E2 with source credit.
- ☐ I check and revise when evidence changes the answer.

Check Myself

- ☐ I record a source and paragraph number.
- ☐ I separate an observation from an assumption.
- ☐ I compare evidence from both passages.
- ☐ I check and revise when evidence changes.

How I Will Show What I Know

I will show what I know with Evidence Court, Body Paragraph 2, and my exit ticket.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	I restate the challenge and ask what evidence is needed.
Reveal	Day 1	I learn that an observation and an assumption are not the same.
Attempt	Day 2	I gather and defend a precise source detail in Evidence Court.
Discuss	Day 3	I compare one civic detail and one scientific detail with a partner.
Use	Day 3	I write Body Paragraph 2 independently using R, E1, and E2.
Award	Day 4	I recognize a precise source credit or explanation as a strength.
Target	Day 4	I revise a sentence so the evidence and explanation connect.
Explain/Educate	Day 5	I teach the Research HABIT and explain if a change was an improvement.

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.

5.13(C):

I can identify and gather relevant information from a variety of sources.

Call and Response

Read this together as a class before we start.

Teacher asks: "What do we do with evidence?"

Class answers: "Gather it, compare it, and explain what it proves!"

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

I already know that researchers gather information from sources. I know that evidence supports an idea. I know that a thesis (central idea) states the exact answer.

A connection I can make

Remember It!

- ☐ A source detail becomes evidence when it has a job: it must prove something.
- ☐ An assumption is an idea accepted before enough proof is gathered.
- ☐ R-E1-E2 means Reason, Evidence, and Explanation.

One idea I remember

Ready Check

- ☐ I know the difference between an observation and an assumption.
- ☐ I know what R, E1, and E2 mean in a research explanation.
- ☐ I know that E2 explains what the evidence proves about the reason and choice.

Watch Out! Common Mix-Up

Watch out! An interesting detail is not automatically evidence. And listing two sources is not the same as comparing them and explaining what each proves.

Where This Fits in My Writing

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

What I want to remember before I start

Where I Am Starting

This shows my teacher what I already know. It is not for a grade. Work on your own. You may reread the research passages as often as you want.

Part 1: Prompt Analysis

Read the prompt. Circle the topic in red. Draw a yellow box around the charge. Draw a green triangle around the clue word.

How does evidence help people make stronger choices?

Part 2: Thesis (Central Idea)

Write one sentence that answers the prompt above. Use the topic, use the charge, and add your own answer.

My thesis (central idea)

Part 3: Informative Organization

Number these four sentences 1, 2, 3, 4 to show the order they belong in an informative response.

Number	Sentence
_____	Passage 1 [131] states that gathering evidence can make discussion more useful.
_____	Evidence helps people make stronger choices because they gather relevant details and compare viewpoints.
_____	This shows that a stronger choice depends on comparing information, not on an assumption.
_____	One reason is that evidence lets people check consequences and revise a choice.

Part 4: Introduction

Write the first sentence of a response to the prompt. Remember that the first sentence tells the reader what you will prove.

My first sentence

Part 5: Relevant Details and Evidence

Reason: Evidence helps people make stronger choices because it lets them compare details and check consequences. Copy one sentence from a passage that proves this reason. Then explain in one sentence why it proves the reason.

The sentence I copied from the passage

Why it proves the reason

Part 6: Passage-Based Paragraph

Write three or four sentences that answer the prompt from Part 1. Use your thesis (central idea), one reason, and one piece of evidence.

My paragraph



Words I Need

Tier 1, everyday words



Say each word. Then use one word in a sentence about gathering or comparing evidence.

Word	Say it	What it means	Sentence frame
gather	GATH-er	collect useful information	I can use gather to explain ____.
compare	kum-PAIR	look for what is alike and different	I can use compare to explain ____.
choose	CHOOZ	pick after thinking carefully	I can use choose to explain ____.
decide	dih-SYD	make a choice	I can use decide to explain ____.
test	TEST	try something to learn from the result	I can use test to explain ____.
check	CHEK	look carefully to see what happened	I can use check to explain ____.
listen	LIS-un	pay attention to another idea	I can use listen to explain ____.
reason	REE-zun	a why behind an idea	I can use reason to explain ____.
better	BET-er	more helpful or effective	I can use better to explain ____.
wrong	RAWNG	not matching the evidence	I can use wrong to explain ____.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

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

Word	Say it	What it means	Sentence frame
reliable	ri-LY-uh-bul	worthy of trust because it can be checked	Evidence helps me explain what is reliable.
assumption	uh-SUMP-shun	an idea accepted before enough proof is gathered	Evidence helps me test an assumption.
observation	ob-zer-VAY-shun	something noticed carefully	Evidence helps me record an observation.
explanation	ek-splu-NAY-shun	thinking about what evidence means	Evidence helps me build an explanation.
compare	kum-PAIR	study similarities and differences	Evidence helps me compare sources.
option	OP-shun	one possible choice	Evidence helps me consider an option.
viewpoint	VYOO-poynt	a person's way of seeing an issue	Evidence helps me understand a viewpoint.
evaluate	ih-VAL-yoo-ayt	make a careful judgment using information	Evidence helps me evaluate a choice.
judgment	JUJ-ment	a decision based on careful thinking	Evidence helps me make a judgment.
reasoning	REE-zun-ing	the thinking that connects evidence to a choice	Evidence helps me show my reasoning.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

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

Word	Say it	What it means	Sentence frame
taxation without representation	being taxed without elected representatives	tak-SAY-shun with-OUT rep-rih-zen-TAY-shun	Colonists protested ____ because they had no voice in Parliament.
Stamp Act	a British law that placed a tax on printed paper	STAMP akt	The ____ taxed printed materials.
Parliament	the lawmaking body of Great Britain	PAR-luh-ment	____ passed new taxes on the colonies.
boycott	refusing to buy or use something as a protest	BOY-kot	Merchants organized a ____ of British goods.
Declaration of Independence	the 1776 statement that the colonies would be independent	dek-luh-RAY-shun uv in-di-PEN-dens	The ____ explained ideas, not only a decision.
consent of the governed	the idea that government power comes from the people	kun-SENT uv thuh GUV-ernd	The document introduced the idea of ____.
Constitution	the plan for the United States government	kon-stih-TOO-shun	The ____ organized the new government.
Bill of Rights	the first ten amendments protecting freedoms	bil uv RYTS	The ____ protects freedoms of speech and religion.
representation	having someone speak or act for a group	rep-rih-zen-TAY-shun	Colonists wanted fair ____ in government.
revision	a change made after checking evidence	ree-VIZH-un	A researcher makes a ____ when evidence does not fit.

Use one Tier 3 word in a sentence

My Strategy Tools

R-E1-E2 Thinking Chart



The R-E1-E2 chart shows how strong evidence supports a body paragraph.

E1: EVIDENCE Yellow	E2: EXPLANATION Red or Pink	CHECK Blue
R: REASON Green		
MODULE QUESTION: HOW DOES EVIDENCE HELP PEOPLE MAKE STRONGER CHOICES?		

Every fact must earn its place. Before including evidence, ask: What does this detail prove?

Evidence Court Decision Chart

Mark	What it means
What do we know?	A precise source detail with paragraph credit. The detail is relevant to the research question.
What should we do?	Compared evidence and viewpoints. The choice is responsible and can be checked.

Every E1 requires paragraph credit from the source.

How this strategy works for me

Research Writing Move and What It Means

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

Naming a detail is not the same as explaining why it matters. This module's prompts are HOW or WHAT.

How I Say the Standard!

5.11(A):

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

5.13(C):

I can identify and gather relevant information from a variety of sources.

Check My Writing

- ☐ My sentence has a subject and a verb.
- ☐ I use a capital letter for Parliament, the Declaration of Independence, and the Constitution.
- ☐ I use a period or another ending mark.

A WHY or HOW sentence I can try

Five Thinking Levels: WHY

Read from the bottom up. Each level shows deeper research thinking.

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

Each level has a color label: Red, Orange, Yellow, Green, Blue.

A thinking level I used

Five Thinking Levels: HOW

HOW prompts ask about the way something works or the way parts fit together.

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

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.	How does evidence help people make stronger choices?
HOW	Analyze how parts work together or how something happens.	What should researchers ask before calling a change an improvement?

Naming a detail is not the same as explaining why it matters. This module's prompts ask HOW evidence helps people make stronger choices.

A thinking level I want to try



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

Citizenship requires participation, and responsible participation requires information. Notice the challenge, ask a question, gather evidence, and check what happens next.

Background I Need

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

Words I dotted while reading

From Protest to Participation: How a Nation Changes

Research source. Medium Stamina. This is an evidence bank. Read with a research purpose and keep the paragraph numbers for citations.

My
marks

[1] Central Question: [2] How do ideas about freedom, rights, and citizenship become real changes in a nation? [3] A nation can change in many ways. Borders can move. New inventions can transform daily life. New people can arrive and build communities. Laws can be written, challenged, or replaced. [4] But some of the most important changes begin with something that cannot be seen on a map. [5] They begin with a question. [6] Is this fair? [7] Who has a voice?

[8] What rights should people have? [9] What should government be allowed to do? [10] What should citizens do when they believe something needs to change? [11] The history of the United States contains many examples of people asking these questions. Sometimes their answers led to protests. Sometimes they led to documents, laws, compromises, elections, or new amendments. Sometimes people discovered that an earlier solution had created another problem.

[12] Studying these examples helps us understand that democracy is not a single event. It is a continuing process of ideas, decisions, actions, and consequences. [13] Change Begins With a Question [14] Before the American Revolution, the thirteen colonies belonged to Great Britain. [15] For many years, large numbers of colonists considered themselves loyal British subjects. They traded with Britain, followed British laws, and depended on British military protection.

[16] After the French and Indian War, however, Great Britain had large debts. Parliament passed new taxes affecting the colonies. [17] The Stamp Act placed taxes on printed materials. Other taxes followed. [18] Colonists began asking why Parliament could tax them when the colonies did not elect representatives to Parliament. [19] Their complaint became known as taxation without representation. [20] At first, many colonists were not demanding independence. They wanted the British government to change its policies and listen to colonial concerns.

[21] That distinction is important. [22] A movement for major change may begin with a much smaller request. [23] Questions Become Protest [24] Colonists responded in different ways. [25] Some wrote letters and newspaper articles. [26] Some signed petitions. [27] Some joined organizations such as the Sons of Liberty.

A phrase I want to remember

My Words: One new word I learned today: _____

From Protest to Participation: How a Nation Changes (continued)

Research source. Medium Stamina. This is an evidence bank. Read with a research purpose and keep the paragraph numbers for citations.

My
marks

[28] Merchants participated in boycotts by refusing to purchase certain British goods. [29] Families produced more goods at home rather than buying imported products. [30] These actions gave ordinary people ways to participate. [31] Tensions continued. The Boston Massacre increased distrust of British soldiers. The Tea Act led to the Boston Tea Party. Great Britain responded with laws the colonists called the Intolerable Acts. [32] British leaders hoped stronger control would stop resistance.

[33] Instead, the punishment of Massachusetts helped bring several colonies closer together. [34] A problem that once seemed local began to feel shared. [35] That is one way movements grow: people discover that a concern affecting someone else could eventually affect them too. [36] Ideas Become Words [37] By 1776, more colonial leaders believed independence was necessary. [38] The Declaration of Independence announced that the colonies intended to separate from Great Britain. [39] But the document did more than declare independence.

[40] It explained ideas. [41] The Declaration stated that people possess rights that government should protect. It identified life, liberty, and the pursuit of happiness among those rights. [42] It also argued that governments receive their legitimate power from the consent of the governed. [43] That meant government existed to serve people, not the other way around. [44] These ideas created a standard against which government could be judged. [45] If a government was supposed to protect rights, people could ask: [46] Is it actually doing that?

[47] A Promise Can Be Larger Than Its Time [48] The Declaration proclaimed equality, yet American society in 1776 did not provide equal rights to everyone. [49] Women could not participate equally in political life. [50] Enslaved people were denied freedom. [51] Native American nations faced increasing pressure and conflict as colonial settlement expanded. [52] Abigail Adams recognized part of this contradiction. She urged her husband, John Adams, to "Remember the Ladies" as leaders considered the new government.

A phrase I want to remember

My Words: One new word I learned today: _____

From Protest to Participation: How a Nation Changes (continued)

Research source. Medium Stamina. This is an evidence bank. Read with a research purpose and keep the paragraph numbers for citations.

My
marks

[53] Her words reflected a larger question: [54] If liberty is a principle, who is included in it? [55] That question did not disappear. [56] Later generations repeatedly returned to the ideals expressed in the Declaration when arguing for expanded rights. [57] The document therefore had two kinds of influence. [58] It described what the nation's leaders said they believed. [59] It also gave future Americans language they could use to challenge the nation when its actions failed to match those beliefs.

[60] Words Become Government [61] Winning independence did not automatically solve the problem of governing a new nation. [62] Americans had to create a system that could unite the states while also protecting liberty. [63] In 1787, delegates met at the Constitutional Convention. [64] They disagreed about representation, federal power, state power, slavery, trade, and many other issues. [65] The Constitution they produced created a stronger national government with separate branches and a system in which power was divided.

[66] The new system depended on representative government. Citizens would choose leaders to make many decisions on their behalf. [67] However, creating a government required difficult choices. [68] Not all of those choices were fair. [69] A Compromise Can Solve One Problem and Create Another [70] One of the most troubling agreements at the Constitutional Convention concerned slavery and representation.

[71] Southern states wanted enslaved people counted when determining representation in Congress because a larger population would give those states more representatives. [72] Yet enslaved people themselves could not vote and had no political power. [73] Under the Three-Fifths Compromise, for purposes including representation, every five enslaved people would be counted as three persons in the population calculation. [74] The compromise helped delegates continue their work and complete the Constitution.

[75] But it did not solve the injustice of slavery. [76] Instead, it increased political power for states where large numbers of people were enslaved while those enslaved people remained without freedom or representation. [77] This teaches an important lesson: [78] Compromise and fairness are not the same thing. [79] A compromise may help people reach an agreement. [80] Researchers must still ask: [81] Who benefited?

A phrase I want to remember

My Words: One new word I learned today: _____

From Protest to Participation: How a Nation Changes (continued)

Research source. Medium Stamina. This is an evidence bank. Read with a research purpose and keep the paragraph numbers for citations.

My
marks

[82]Who gave something up? [83] Who had no voice in the decision? [84] What consequences followed? [85] Rights Are Written Down [86] Some Americans worried that the Constitution gave the new federal government too much power. [87] They wanted clear protections for individual liberties. [88] The first ten amendments became known as the Bill of Rights.

[89]These amendments protect important freedoms and establish limits on government power. [90] They address matters such as speech, religion, assembly, petitions, searches, legal protections, trials, punishment, and powers not given to the federal government. [91] Written rights serve an important purpose. [92] They make expectations visible. [93] Citizens and leaders can examine what government does and compare those actions with the protections stated in law.

[94]Yet a written right is meaningful only when people understand it and when institutions respect it. [95] That makes civic knowledge important. [96] Freedom Can Become a Symbol [97] More than a century after the Declaration, immigrants arriving in New York Harbor could see the Statue of Liberty. [98] For many people, the statue became a symbol of freedom, hope, and opportunity. [99] Its tablet connects it to July 4, 1776. [100] Its torch suggests light and liberty.

[101]Immigrant families arriving through places such as Ellis Island often came for different reasons. Some hoped for work. Some wanted to join relatives. Some sought safety or opportunity. [102] Their arrival added another question to the American story: [103] What does it mean to become part of a nation built around ideals of liberty? [104] The answer was not always simple. [105] Newcomers often faced language barriers, difficult working conditions, crowded housing, discrimination, and uncertainty.

[106]Freedom did not guarantee an easy life. [107] But immigration shows that national ideals can influence people far beyond the generation that first wrote them. [108] Citizens Continue the Work [109] Government is not shaped only by presidents, judges, legislators, or famous historical leaders. [110] Citizens also participate. [111] Voting is one important form of participation. [112] But it is not the only one.

A phrase I want to remember

My Words: One new word I learned today: _____

From Protest to Participation: How a Nation Changes (continued)

Research source. Medium Stamina. This is an evidence bank. Read with a research purpose and keep the paragraph numbers for citations.

My
marks

[113] People may attend public meetings, volunteer, contact representatives, sign petitions, serve on boards, help campaigns, organize projects, or learn about an issue affecting their community. [114] Young people can participate too. [115] Students can organize service projects, research local concerns, write respectfully to leaders, help improve school spaces, or explain an issue to others. [116] Citizenship begins long before a person is old enough to vote. [117] It begins with learning how communities make decisions.

[118] Voice Requires Information [119] Having a voice does not mean saying whatever comes to mind as loudly as possible. [120] Strong civic participation requires information. [121] Imagine that a town is debating whether to build a park, library, business area, or sports field on an empty piece of land. [122] Residents may feel strongly. [123] But feelings alone cannot answer every question. [124] People may need to know:

[125] How much will each plan cost? [126] How many people could use it? [127] What environmental effects might occur? [128] What does the community already have? [129] What do residents need? [130] Are there other possible solutions? [131] Gathering evidence can make discussion more useful.

[132] Reliable information also helps citizens recognize rumors or incomplete claims. [133] Listening Is Participation Too [134] People in a democracy will disagree. [135] That is normal. [136] One resident may want lower taxes. [137] Another may want additional public services. [138] One family may support a new road.

[139] Another may worry that the road will increase traffic near homes. [140] Listening to another viewpoint does not require agreeing with it. [141] It means understanding the reasons and evidence behind it. [142] Respectful disagreement allows people to continue working together even when they prefer different solutions. [143] That ability may be one of the most important skills in a representative government. [144] Change Does Not End With a Decision [145] Suppose a community chooses a solution.

[146] The work is not necessarily finished. [147] Citizens and leaders can study what happened next. [148] Did the plan work? [149] Did it solve the original problem? [150] Did it create a new problem? [151] Did some people benefit more than others? [152] Should the plan continue?

A phrase I want to remember

My Words: One new word I learned today: _____

From Protest to Participation: How a Nation Changes (continued)

Research source. Medium Stamina. This is an evidence bank. Read with a research purpose and keep the paragraph numbers for citations.

My
marks

[153]Should it be changed? [154] These questions apply to history too. [155] The American Revolution changed the relationship between the colonies and Great Britain. [156] The Declaration established ideals. [157] The Constitution created a government. [158] The Bill of Rights protected important freedoms. [159] But none of those events ended every disagreement about rights, representation, equality, or citizenship.

[160]Later generations continued the work. [161] Democracy Is Never Completely Finished [162] A democracy receives something from the past. [163] It receives laws. [164] Documents. [165] Institutions. [166] Traditions.

[167]Successes. [168] Mistakes. [169] Promises. [170] Each generation must decide what to do with them. [171] Citizens can preserve principles they believe remain valuable. [172] They can question practices that produce unfair results. [173] They can use evidence to judge whether a policy is working.

[174]They can participate in peaceful processes for change. [175] This is why the history of American democracy is not simply the story of government being created. [176] It is the story of people repeatedly asking: [177] Does what we are doing match what we say we believe? [178] A protest may begin the conversation. [179] A document may describe an ideal. [180] A law may create a system.

[181]A citizen may challenge the system. [182] A vote may change a leader. [183] An amendment may change the law. [184] A new generation may ask the question differently. [185] That is how a nation continues changing. [186] The strongest democracy is not one that never faces disagreement. It is one in which informed people can use rights, evidence, participation, and respectful debate to keep working toward its ideals.

A phrase I want to remember

My Words: One new word I learned today: _____

How Change Happens: Observe, Adapt, Test, and Improve

Research source. Medium Stamina. This is an evidence bank. Read with a research purpose and keep the paragraph numbers for citations.

My
marks

[1] Central Question: [2] What do history and science teach us about responding to challenges? [3] A drooping plant, a dangerous beach, an unfamiliar settlement, a broken light bulb, and an unfair law may seem to have very little in common. [4] Yet each presents the same basic problem: [5] Something about the current situation is not working. What should happen next? [6] In science, people observe conditions, gather evidence, test explanations, and revise their thinking.

[7] In history, individuals and societies also face changing conditions. They gather information, debate choices, act, and experience consequences. [8] The subjects are different, but the thinking pattern can be surprisingly similar. [9] NOTICE · QUESTION · GATHER · COMPARE · DECIDE · ACT · CHECK [10] Understanding this pattern helps explain not only how people solve problems, but also why some changes succeed while others create new difficulties. [11] Change Begins With Conditions

[12] Before deciding what to do, it helps to understand the situation. [13] That sounds simple. [14] It is not always simple. [15] People often notice a problem and immediately assume they know the cause. [16] A plant looks weak, so it must need more water. [17] A law causes anger, so everyone must want the same solution. [18] An invention fails, so the entire idea must be impossible.

[19] Those conclusions may be correct. [20] They may also be wrong. [21] The first task is to observe. [22] What is actually happening? [23] Living Things Respond in Different Ways [24] The natural world provides useful examples. [25] A newly hatched sea turtle faces immediate danger.

[26] It must move from its nest toward the ocean. [27] It cannot attend a lesson first. [28] It cannot practice for several weeks. [29] Its instinctive behavior helps it respond immediately. [30] An orca faces different challenges. [31] Young orcas can learn behaviors by observing older members of their pod. Hunting cooperatively may require practice, communication, and experience. [32] Both animals survive through behavior.

[33] But they do not use the same kind of behavior. [34] That matters. [35] A useful response must fit the challenge. [36] The lesson is not that instinct is better than learning or that learning is better than instinct. [37] The lesson is that different conditions may require different responses. [38] People Must Adapt Too [39] Human beings also face unfamiliar conditions.

A phrase I want to remember

My Words: One new word I learned today: _____

How Change Happens: Observe, Adapt, Test, and Improve (continued)

Research source. Medium Stamina. This is an evidence bank. Read with a research purpose and keep the paragraph numbers for citations.

My
marks

[40]When the Pilgrims arrived in Plymouth, they entered an environment they did not fully understand. [41] The climate, growing seasons, plants, wildlife, and local geography differed from what they knew in England. [42] Determination alone could not give them the information they lacked. [43] The Wampanoag people possessed knowledge developed through generations of living in the region. [44] That local knowledge mattered.

[45]Information about crops, fishing, seasons, and resources could make the difference between a poor decision and a better one. [46] Adaptation therefore requires more than simply working harder. [47] Sometimes it requires admitting: [48] Someone else knows something I do not know. [49] Learning from others can be a survival strategy. [50] Contact Can Create Unequal Change [51] Adaptation and cultural contact are not always peaceful or equal.

[52]Spanish settlement in Texas brought missions, presidios, roads, livestock, ranching traditions, language, religion, and new settlements. [53] But those changes did not affect everyone in the same way. [54] Many Native American communities faced pressure to change their religions, customs, locations, or ways of life. [55] Some people cooperated. [56] Some traded. [57] Some adapted certain practices. [58] Others resisted Spanish control.

[59]This illustrates another important principle: [60] A change can produce different outcomes for different groups. [61] If researchers ask only whether Spain successfully established settlements, they miss part of the story. [62] They must also ask what those settlements meant for the people already living there. [63] Observe Before You Act [64] Kendrix's garden provides a smaller example of the same thinking skill. [65] She noticed that the plants looked unhealthy.

[66]Their leaves were pale. [67] Their stems drooped. [68] She formed a reasonable first idea: [69] Perhaps they needed more water. [70] Then she acted. [71] She watered more. [72] But the garden became worse.

[73]The soil turned muddy. [74] Leaves yellowed. [75] Her original explanation did not match the new evidence. [76] At that point Kendrix faced an important choice. [77] She could continue adding water because she wanted her first idea to be correct. [78] Or she could reconsider. [79] She chose to reconsider.

A phrase I want to remember

My Words: One new word I learned today: _____

How Change Happens: Observe, Adapt, Test, and Improve (continued)

Research source. Medium Stamina. This is an evidence bank. Read with a research purpose and keep the paragraph numbers for citations.

My
marks

[80]That is one of the most important habits in scientific thinking. [81] Evidence Can Change an Answer [82] Kendrix and her grandmother examined the soil. [83] They recognized that plant roots need more than water. Roots also require access to air, and plants depend on a balance of conditions including sunlight, water, nutrients, and healthy soil. [84] Kendrix changed her plan. [85] She watered less often. [86] She checked soil conditions before watering.

[87]She watched the plants. [88] Their health improved. [89] The important lesson is not simply: [90] Do not overwater plants. [91] The deeper lesson is: [92] When evidence does not support your first explanation, change the explanation. [93] That does not mean the thinking process failed.

[94]It means the thinking process worked. [95] Failure Can Become Information [96] Thomas Edison's workshop offers another example. [97] Developing a practical electric lighting system required repeated testing. [98] Materials had to be tried. [99] Results had to be recorded. [100] Bulbs could break.

[101]Wires could fail. [102] A test that failed to produce a useful light still produced information. [103] Workers could ask: [104] What material was used? [105] How long did it last? [106] Why might it have failed? [107] What should be changed during the next test?

[108]This transforms failure into evidence. [109] The broken bulb is no longer simply a disappointment. [110] It becomes a clue. [111] Innovation Is Often a Team Process [112] Another important lesson from the workshop is that invention rarely depends on only one person's effort. [113] Workers prepared materials. [114] They kept notes.

[115]They tested wires. [116] They watched clocks. [117] They compared results. [118] They built equipment. [119] They shared ideas. [120] The famous inventor's name may be remembered, but the process depended on many contributors. [121] The same is true of many kinds of change.

A phrase I want to remember

My Words: One new word I learned today: _____

How Change Happens: Observe, Adapt, Test, and Improve (continued)

Research source. Medium Stamina. This is an evidence bank. Read with a research purpose and keep the paragraph numbers for citations.

My
marks

[122] A scientific discovery may involve teams. [123] A community improvement may involve volunteers and leaders. [124] A political movement may involve thousands of ordinary participants. [125] Major changes often appear to have one famous face. [126] The evidence usually reveals many hands. [127] Cooperation Can Expand What Is Possible [128] Cooperation appears repeatedly across science and history.

[129] Orcas hunt in pods. [130] The Wampanoag shared knowledge with the Pilgrims. [131] Colonists coordinated protests and meetings. [132] Edison's workers contributed different skills. [133] Citizens cooperate in communities. [134] Working together can allow people to accomplish something that would be difficult alone. [135] But cooperation does not guarantee fairness.

[136] People can cooperate toward a harmful goal too. [137] That is why another question must follow: [138] What did the cooperation produce? [139] Societies Can Revise Their Thinking [140] Scientific thinking changes when evidence changes. [141] Societies can change too. [142] Before the American Revolution, many colonists did not initially demand independence.

[143] They wanted reforms. [144] As events continued, opinions changed. [145] New laws, protests, punishments, meetings, violence, writings, and arguments affected what people believed. [146] Eventually, many concluded that independence was necessary. [147] That decision came after years of changing conditions. [148] Government itself continued evolving afterward. [149] The Articles of Confederation did not provide the national system many leaders believed the new nation needed.

[150] The Constitution created a different structure. [151] Concerns about individual rights led to the Bill of Rights. [152] Later amendments changed the Constitution again. [153] A governing system can therefore be both stable and changeable. [154] It may preserve a basic structure while allowing revision. [155] Not Every Solution Is a Good Solution [156] This may be the most important fifth-grade research lesson.

[157] Solving the immediate problem does not automatically make a decision good. [158] At the Constitutional Convention, delegates needed agreements if they were going to create a new Constitution. [159] The Three-Fifths Compromise helped resolve one disagreement about representation. [160] But it strengthened political power tied to slavery while enslaved people themselves remained without freedom or political voice. [161] The agreement helped the convention move forward. [162] That does not make the agreement just.

[illegible]

How Change Happens: Observe, Adapt, Test, and Improve (continued)

Research source. Medium Stamina. This is an evidence bank. Read with a research purpose and keep the paragraph numbers for citations.

My
marks

[163]Students therefore need to ask more than: [164] Did it work? [165] They also need to ask: [166] Was it fair? [167] Who benefited? [168] Who was harmed? [169] Whose voice was missing?

[170]A successful outcome for one group can be a harmful outcome for another. [171] Check What Happened Next [172] Good problem solving does not stop when action begins. [173] Suppose a community believes cars are traveling too quickly near a school. [174] Residents might propose a stop sign. [175] The city installs it. [176] Problem solved?

[177]Maybe. [178] Researchers would need to check. [179] Did traffic slow? [180] Did accidents decrease? [181] Did drivers begin taking a different street and create another problem? [182] Would a crossing guard or different road design work better? [183] Action produces new evidence.

[184]That evidence becomes the beginning of the next decision. [185] Reliable Information Matters [186] People cannot evaluate change well if their information is poor. [187] A rumor may sound convincing. [188] A dramatic image may create a strong emotional response. [189] A statement repeated many times may begin to feel true. [190] But researchers need evidence.

[191]They ask where information came from. [192] They compare sources. [193] They distinguish facts from opinions. [194] They examine dates and context. [195] They notice when two people describe the same event differently. [196] This is important in both science and history. [197] A scientist should not depend on one observation if more testing is possible.

[198]A historian should not assume one source tells the entire story. [199] A citizen should not make an important decision based only on an unverified claim. [200] Changing Your Mind Can Be a Strength [201] People sometimes believe that changing an opinion shows weakness. [202] Evidence-based thinking suggests the opposite. [203] Imagine Kendrix continuing to flood the garden simply because she did not want to admit her first idea was wrong.

A phrase I want to remember

My Words: One new word I learned today: _____

How Change Happens: Observe, Adapt, Test, and Improve (continued)

Research source. Medium Stamina. This is an evidence bank. Read with a research purpose and keep the paragraph numbers for citations.

My
marks

[204]Imagine Edison's workers repeating exactly the same failed test again and again without learning from the result. [205] Refusing to change would not show strength. [206] It would prevent progress. [207] A strong thinker can say: [208] This is what I believed. [209] This is the evidence I now have. [210] The evidence suggests a better explanation.

[211]I am changing my conclusion. [212] That is intellectual growth. [213] The Pattern of Change [214] Across these examples, a pattern emerges. [215] NOTICE [216] Something needs attention. [217] QUESTION

[218]Why is this happening? [219] GATHER [220] What information or evidence can we find? [221] COMPARE [222] Do different sources or observations agree? [223] DECIDE [224] What action seems best supported?

[225]ACT [226] Try the solution. [227] CHECK [228] What happened afterward? [229] Then there may be one more step: [230] REVISE [231] If the outcome is not what was expected, change the plan.

[232]That final step keeps the cycle moving. [233] Progress Is Not Just Change [234] Something can change without improving. [235] A new law can create an unintended problem. [236] A new technology can solve one problem while creating another. [237] A settlement can help one population while harming another. [238] A compromise can produce agreement without producing justice.

[239]A scientific solution can need further testing. [240] So researchers should not ask only: [241] What changed? [242] They should ask: [243] Was the change an improvement? [244] And then: [245] Improvement for whom?

A phrase I want to remember

My Words: One new word I learned today: _____

How Change Happens: Observe, Adapt, Test, and Improve (continued)

Research source. Medium Stamina. This is an evidence bank. Read with a research purpose and keep the paragraph numbers for citations.

My
marks

[246] That is a much harder question. [247] It is also a much stronger research question. [248] The Work Continues [249] Sea turtles respond through instinct. [250] Orcas learn through experience. [251] People adapt to environments. [252] Scientists test explanations.

[253] Inventors revise designs. [254] Communities debate choices. [255] Governments amend laws. [256] Citizens examine outcomes. [257] These examples do not prove that science and history operate exactly the same way. [258] They do reveal a shared habit of mind: [259] Pay attention to what happens next.

[260] Change should create new questions. [261] What worked? [262] What failed? [263] What surprised us? [264] Who was affected? [265] What new evidence appeared? [266] What should happen now?

[267] Progress does not come from changing simply for the sake of change. [268] It comes from learning. [269] Observe carefully. Question thoughtfully. Gather evidence. Choose responsibly. Check the result. And when the evidence demands it, be willing to change again. [270] Source-to-Writing Reflection [271] Choose one final question from this source that would help a researcher decide whether a change was an improvement. Record an exact phrase that makes the question worth asking.

[272] Then explain what the phrase shows about evidence, fairness, consequences, or revision. Do not summarize the source; explain why the detail matters. [273] Compare that idea with one civic or scientific example from earlier in the source. Name the job the detail will do in your writing.

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: From Protest to Participation: How a Nation Changes

How a nation's changes begin with a question, not just an event on a map.

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 I chose it

Annotate: From Protest to Participation: How a Nation Changes (continued)

How colonists moved from questions to protest actions like boycotts and petitions.

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 these everyday moments matter?

My thinking

My Prompt Marking Notes

The research question tells me what to prove about evidence and choice. I decide what evidence helps answer the question.

Shape	Word	Question I ask myself
Research question	What to prove	What evidence am I looking for?
Evidence	Source and paragraph	Is this an observation or an assumption?
Explanation	What it proves	How does this connect to a stronger choice?

Circle the topic in red. Box the charge in yellow. Triangle the clue word in green.

How does evidence help people make stronger choices?

My three marks in words

STUDENT WORKBOOK

Q Day 1: Gather + Reveal



5.11(A):

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

Gather: What Does the Source Actually Say?

Read Passage 2 [65], "Their leaves were pale," beside [68], "Perhaps they needed more water." An observation tells what the source states. An assumption is an idea accepted before enough proof is gathered.

Which sentence is the observation, and which is the assumption? Explain how you know.

Gather Question

A strong researcher can name what is known and what still needs a question. What do you need to know before choosing what to do?

One challenge I notice and one question I would ask about it

Follow My Research Plan

5.13(B)(ii):

I can follow a research plan with adult assistance.

- ☐ Step 1: Research question
- ☐ Step 2: Sources
- ☐ Step 3: Gather and take notes
- ☐ Step 4: Check consequences
- ☐ Step 5: Write and present

Check each step you finished in Week 1. Circle this week's step: gather and take notes.

My next move for today

Primary and Secondary Sources

5.13(D)(i), 5.13(D)(ii):

I can understand the credibility of primary and secondary sources.

A primary source is made by someone who was there at the time. A secondary source is made later by someone who studied the event. Write Primary or Secondary for each source card.

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

Credibility Question	My Primary Source	My Secondary Source
Who made it?		
When was it made?		
How does the maker know?		
Can I check it against another source?		

[illegible]

Reveal: Build an Evidence Bank

This week we are studying one part of the change process: gather and compare evidence before choosing what to do. A feeling may begin a question, but evidence must guide the next decision.

R-E1-E2 Thinking Chart

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

In my own words: why is an evidence bank more useful than a list of facts?

? Naming a detail is not evidence until it has a job. Name one reason why a detail must connect to a reason before it counts as evidence.

Check for Understanding: Observation or Assumption?

Read each sample below. Write Observation or Assumption beside each one.

Sample	Observation or Assumption?
"Their leaves were pale."	
"Perhaps they needed more water."	
Passage 1 [18]: colonists asked why Parliament could tax them without elected representatives.	

One observation from Passage 1 or Passage 2 and its paragraph number

One assumption a researcher should check before trusting it

Research HABIT Key

Notice then Question then Gather then Compare then Decide then Act then Check.
Strong thinking can return to an earlier step when new evidence appears.

Step	Question for the Source Log
Notice	What is unfair, unsafe, unsuccessful, confusing, or not working?
Question	What do I need to know before choosing?
Gather	Which exact detail answers the question?
Compare	Do sources or observations agree, differ, or add a viewpoint?
Decide	What action is best supported?
Act	What did people try?
Check	What happened afterward, and was it an improvement?

One thing I learned about gathering research evidence today

- Is this fair?
- Who has a voice?
- What evidence would help me decide?
- What should happen next?

[illegible]

STUDENT WORKBOOK



Evidence Court

Day 2: Attempt

✂ **Cut out these cards (sheet 1 of 2)**

Read the card. Decide whether it is a Reason, Evidence, an Explanation, or a Check. Match it to the correct section on the game board.

REASON (R)	EVIDENCE (E1)
EXPLANATION (E2)	CHECK
Passage 1 [131] states, "Gathering evidence can make discussion more useful."	This shows that a stronger choice depends on comparing information, not on an assumption.

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 (E1) a relevant detail from a source with paragraph credit. 5.7(C)	REASON (R) the idea the paragraph will prove.
CHECK whether the result was an improvement and what should happen next.	EXPLANATION (E2) what the evidence proves about the reason and choice. 5.7(G)
E2 (explanation)	E1 (evidence)

STUDENT WORKBOOK



Evidence Court

Day 2: Attempt

✂ Cut out these cards (sheet 2 of 2)

Read the card. Decide whether it is a Reason, Evidence, an Explanation, or a Check. Match it to the correct section on the game board.

Evidence helps people make stronger choices because they gather relevant details and compare viewpoints.

Passage 2 [192] says, "They compare sources."

Researchers can then check consequences and revise if the result is not an improvement.

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.

E1 (evidence)	R (reason)
	Check

STUDENT WORKBOOK

Day 2: Attempt



Attempt: Evidence Court

Model Passage 1 [18], where colonists ask why Parliament could tax the colonies without elected representatives, and Passage 2 [82], where Kendrix and her grandmother examine the soil. Your job is not to match words that sound alike. Your job is to decide which evidence will help a researcher investigate.

Source and Paragraph	Exact Detail or Faithful Paraphrase	What the Detail Proves
Passage 1 [18]		
Passage 2 [82]		

Evidence Court Decision Chart

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

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

One thing I still need to know before I can defend my evidence

Defend Your Evidence

In Evidence Court, students record a source title, paragraph number, exact detail or faithful paraphrase, and the job the detail may do.

The evidence I chose and its source and paragraph number

THIS DETAIL MATTERS BECAUSE ____.

My defense: this detail matters because...

- ☐ I named the source and paragraph number.
- ☐ I explained what the detail proves.
- ☐ My explanation is a complete sentence.

STUDENT WORKBOOK

Day 3: Discuss + Use



Discuss: Compare the Evidence

Compare Passage 1 [131], "Gathering evidence can make discussion more useful," with Passage 2 [192], "They compare sources." Both sources show ____, but Passage 1 emphasizes ____ while Passage 2 emphasizes ____.

Passage 1 Detail	Passage 2 Detail	Alike, Different, or Connected?
[131] Gathering evidence can make discussion more useful.	[192] They compare sources.	

What does each detail prove about a stronger choice?

3 2 1 Understanding Check

5.13(E)(i):

I can demonstrate understanding of information gathered.

Use your source notes. Write each fact in your own words and name the source.

3 facts I gathered, in my own words, with the source named

2 ways the sources agree, disagree, or add to each other

1 question I still need to answer

My two sentence answer to the module question so far

Explain What I Gathered

5.13(E)(i):

I can demonstrate understanding of information gathered.

Close your notes for the middle column. Show that you understand each source, then tell what it proves about the module question.

Source	What I Learned (in my own words)	What It Proves
"From Protest to Participation: How a Nation Changes"		
"How Change Happens: Observe, Adapt, Test, and Improve"		
The Change Lab		

How the sources work together to answer: How does evidence help people make stronger choices?

Use: Write Body Paragraph 2

Yesterday, we learned that a strong source detail must connect to a reason. Before you write a new sentence, reread your reason. Does this source detail help prove it?

Circle the topic in red. Box the charge in yellow. Triangle the clue word in green.

How does evidence help people make stronger choices?

Body Paragraph 2: R, E1, E2, and Check

- ### One sentence I am proud of, and why

[illegible]

STUDENT WORKBOOK



Day 4: Award + Target



Award: Notice the Strength

Model Passage 2 [75] and [79]. Kendrix's first explanation did not match the new evidence, so she reconsidered. Award yourself for an exact research move you can prove you made.

My strength: precise source credit or a clear explanation, with proof from my own writing

Target: Choose the Next Move

A target is not a complaint. It is a next move. Choose one place where you can make the evidence-to-reason connection clearer.

My target: one sentence I will revise, and why

- ☐ Did I explain what my evidence proves?
- ☐ Did I compare two sources?
- ☐ Did I connect evidence to a stronger choice?
- ☐ Did I revise for clarity and source credit?

STUDENT WORKBOOK



Day 5: Explain + Educate

Explain: Teach the Research HABIT

Revisit Passage 2 [240] through [247]: researchers ask what changed, whether it was an improvement, and improvement for whom. Teach the big idea before you list the details.

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

My source-based answer to the module question

Exit Ticket: Explain + Educate

Circle the topic in red. Box the charge in yellow. Triangle the clue word in green.

How does evidence help people make stronger choices?

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

My source-based answer, with one paragraph citation and a check of whether the change was an improvement



Write More

Plan, draft, revise, edit, and share



My Writing Assignment

Write a short response to this prompt:

Circle the topic in red. Box the charge in yellow. Triangle the clue word in green.

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

My Plan

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

Two possible reasons from the passage

The stronger reason is...

My Draft



Use my shaped prompt and my plan. Write a clear response.

Draft, page 1

A sentence I want to keep

Revise, Edit, and Share

Revise

- ☐ My reason is focused on how evidence supports a stronger choice.
- ☐ I use relevant evidence from both passages with paragraph credit.
- ☐ I compare the details instead of listing them.
- ☐ I explain what the evidence proves.
- ☐ I check consequences and revise for clarity.

Edit

- ☐ Every sentence is complete.
- ☐ Parliament, the Declaration of Independence, and the Constitution begin with capital letters.
- ☐ Evidence and choice are common nouns unless they begin a sentence.
- ☐ Singular nouns are spelled correctly.
- ☐ High-frequency words are spelled correctly.

My improved sentence

Share

Choose one: read to a partner, share in author's chair, join a gallery walk, or add your prompt to a class booklet.

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
Reason and focus	States a precise reason about evidence and choice and keeps the paragraph focused.	
Evidence and source credit	Uses relevant details from both passages with accurate paragraph numbers. 5.7(C)	
Comparison	Explains how the two details are alike, different, or connected.	
Explanation	Explains what the evidence proves about a stronger choice. 5.7(G)	
Revision, conventions, and vocabulary	Revises for clarity, uses complete sentences, and uses two module vocabulary words. 5.7(F)	

Study the Samples

Read the three responses to this prompt. Notice what improves from Low to Medium to High.

How does evidence help people make stronger choices?

Low

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

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

Medium

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

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

What improves from Low to High?

Study the High Sample

This is the target. Notice how every part of the narrative has a job for the reader.

High

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

High Sample TRAILS Key

TRAILS	Evidence from the High sample	Why it works
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One sentence in my own narrative I want to make stronger



Look Back & Look Forward

I own my learning



My Progress Tracker

I can...	Not yet	Growing	Got it
Read the research question.	☐	☐	☐
Record a source title and paragraph number.	☐	☐	☐
Separate an observation from an assumption.	☐	☐	☐
Choose a relevant evidence detail.	☐	☐	☐
Compare details from both research passages.	☐	☐	☐
Explain what evidence proves.	☐	☐	☐
Listen for a different viewpoint.	☐	☐	☐
Connect evidence to a choice with because.	☐	☐	☐
Check consequences and improvement.	☐	☐	☐
Revise my explanation for clarity.	☐	☐	☐

Something I Did Well...

What I did well, and where I did it

My Next Step...

Why this is my next step

Essential Question Answered

How does evidence help people make stronger choices?

The answer

Evidence helps people compare explanations, avoid weak assumptions, understand different viewpoints, and choose actions more responsibly. In the two research passages, people gather relevant details, compare sources or observations, explain what the evidence proves, check consequences, and revise when the evidence does not support the first explanation.

My Final Thinking (in my own words)

What Changed in My Thinking?

At first I thought...

Now I think...

Try It Another Way

Use a decision from your own life. Say what evidence you would gather and how you would give source credit.

My new prompt

Take It Further! Evidence Builder Challenge

Build a complete body paragraph from one research question: How does evidence help people make stronger choices?

- State the reason your paragraph will prove.
- Choose one relevant detail from Passage 1 and record its paragraph number. 5.7(C)
- Choose one relevant detail from Passage 2 and record its paragraph number. 5.7(C)
- Compare the details and name an alike, different, or connected idea.
- Explain what the evidence proves about a stronger choice. 5.7(G)
- Check whether the result was an improvement and for whom.
- Revise one sentence for coherence and clarity.

My plan: thesis (central idea), reason or way, evidence, explanation, significance

My Evidence Builder Challenge

Write your complete body paragraph in the box below. Include a reason, two credited details, and a developed explanation.

At-Home Connection

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

Observation or Assumption?

Use the source examples "Their leaves were pale" and "Perhaps they needed more water." Ask someone at home which can be checked directly and which is an assumption.

Family signature: _____

Family member signature: _____

Track My Progress

Every time I get a score or a grade on my work in this module, I write it here.

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.

- ☐ I keep this chart up to date.
- ☐ I show this chart to my teacher.

My Module 2 Snapshot

I can keep this page with my other work.

The most useful word I learned

The craft move I can use fastest

My Strong Roots

I am a prepared writer.

My Proud Moment This Week

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 5

Cluster 8 - Module 3

Action, Consequence, and Revision



Name: _____



The Writing Academy®, LLC

Grade 5 • Cluster 8 • 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

Action, Consequence, and Revision



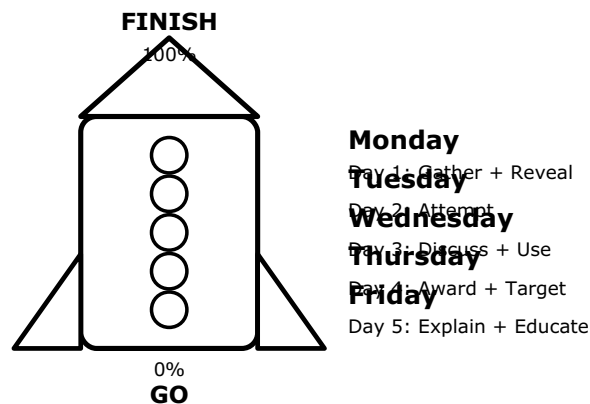
Why This Matters to Me

Researchers change the world when they check what a change actually did. When I read a source, I gather evidence, compare viewpoints, and decide whether a change was an improvement.

Essential Question

How can researchers decide whether a change actually improved the situation?

My Week Tracker



**Color in one part of the rocket at the END of each day, after I finish that day's work.
Watch my rocket climb from GO to FINISH!**

My First Thinking

I Can

- I can check consequences before deciding whether a change was an improvement.
- I can identify a precise source detail that supports my thinking.
- I can explain what evidence proves rather than only repeat it.
- I can revise my thinking when evidence asks me to reconsider.

I Will

- I will use the Research HABIT to study what happens next.
- I will build an R-E1-E2 explanation with source credit.
- I will revise my thinking when evidence asks me to reconsider.
- I will name the challenge, question, choice, action, and consequence I am studying.
- I will ask who benefited, who was harmed, and whose voice was missing.

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 to check the consequences of a change.	Two research sources about change.	A paragraph that explains whether a change improved things.

Where We Are Going

I gather evidence from two sources, compare viewpoints, and explain whether a change improved the situation.

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

- ☐ I name the challenge, question, choice, action, and consequence I am studying.
- ☐ I select a precise detail from one of the two passages.
- ☐ I credit the source by title and paragraph number.
- ☐ I explain what the detail proves about improvement, fairness, or revision.

Check Myself

- ☐ I record a source title, paragraph number, and exact detail or faithful paraphrase.
- ☐ I separate what a source states from what I assume.
- ☐ I compare evidence from both passages and name what each detail proves.
- ☐ I listen for a different viewpoint before deciding whether something improved.
- ☐ I write R-E1-E2: a reason, evidence, and an explanation.

How I Will Show What I Know

I write a paragraph that uses evidence and explains whether the change was an improvement.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	I restate the challenge and name what evidence is needed before deciding whether a change was an improvement.
Reveal	Day 1	I learn that an observation and an assumption are not the same, and I compare an exact source statement with an idea that still needs proof.
Attempt	Day 2	I play Impact Investigator to defend a precise source detail, its paragraph number, and the job that detail does in an explanation.
Discuss	Day 3	I compare one civic detail from Passage 1 with one scientific detail from Passage 2 and name what each detail proves with a partner.
Use	Day 3	I write Body Paragraph 3 independently using Reason, Evidence, and Explanation, with source credit for every detail I use.

Say It Together!

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

5.13(C):

I can gather relevant information from sources and explain how it proves my reason.

5.11(B)(i):

I can develop a focused, structured, coherent research explanation.

Call and Response

Read this together as a class before we start.

Teacher asks: "What do we do before we call a change an improvement?"

Class answers: "Check the consequences!"

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

I already know that researchers gather information from sources. I know that evidence supports an idea. I know that a thesis (central idea) states the exact answer.

A connection I can make

Remember It!

- ☐ A source detail becomes evidence when it has a job: it must prove something.
- ☐ An assumption is an idea accepted before enough proof is gathered.
- ☐ R-E1-E2 means Reason, Evidence, and Explanation.

One idea I remember

Ready Check

- ☐ I know the difference between an observation and an assumption.
- ☐ I know what R, E1, and E2 mean in a research explanation.
- ☐ I know that E2 explains what the evidence proves about improvement, fairness, or revision.

Watch Out! Common Mix-Up

Watch out! An interesting detail is not automatically evidence. And a change is not automatically an improvement.

Where This Fits in My Writing

The Research HABIT is: Notice then Question then Gather then Compare then Decide then Act then Check. Passage 2 adds Revise when the result is not expected.

What I want to remember before I start

Where I Am Starting

This shows my teacher what I already know. It is not for a grade. Work on your own. You may reread the research passages as often as you want.

Part 1: Prompt Analysis

Read the prompt. Circle the topic in red. Draw a yellow box around the action. Underline the question word that tells me what to answer.

How can researchers decide whether a change actually improved the situation?

Part 2: Thesis (Central Idea)

Write one sentence that answers the prompt above. Use the topic, use the charge, and add your own answer.

My thesis (central idea)

Part 3: Informative Organization

Number these four sentences 1, 2, 3, 4 to show the order they belong in an informative response.

Number	Sentence
_____	Passage 1 [74] states that the compromise helped delegates continue their work.
_____	Researchers must check consequences because a change can solve one problem while creating another.
_____	This shows that an agreement can move work forward without making the result fair.
_____	One reason is that researchers ask who benefited, who was harmed, and whose voice was missing.

Part 4: Introduction

Write the first sentence of a response to the prompt. The first sentence tells the reader what I will prove.

My first sentence

Part 5: Relevant Details and Evidence

Reason: Researchers must check consequences because a change can solve one problem while creating another. Copy one sentence from a passage that proves this reason. Then explain in one sentence why it proves the reason.

The sentence I copied from the passage

Why it proves the reason

Part 6: Passage-Based Paragraph

Write three or four sentences that answer the prompt from Part 1. Use my thesis (central idea), one reason, and one piece of evidence.

My paragraph



Words I Need

Tier 1, everyday words



Say each word. Then use one word in a sentence about what happened after a choice.

Word	Say it	What it means	Sentence frame
act	AKT	do something	I can use act to explain ____.
after	AF-ter	later than an action	After ____, ____ happened.
check	CHEK	look to see what happened	I can check ____.
harm	HARM	hurt or damage	The choice harmed ____.
help	HELP	make something better	The plan helped ____.
fair	FAIR	just and equal	A fair decision considers ____.
voice	VOYS	a chance to be heard	Whose voice was missing?
group	GROOP	people connected in some way	This group was affected by ____.
learn	LURN	gain understanding	Researchers learn from ____.
change	CHAYNJ	make or become different	The change happened when ____.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

These academic words help me build a precise research explanation. Say each word, then use it to connect evidence to a decision.

Word	Say it	What it means	Sentence frame
consequence	KON-suh-kwens	what happens after an action	The consequence of ____ was ____.
evidence	EV-ih-dens	information that supports a conclusion	The evidence proves ____.
assumption	uh-SUMP-shun	an idea accepted without enough checking	My assumption was ____, but I checked ____.
viewpoint	VYOO-point	a way a person or group sees an issue	From this viewpoint, ____.
compare	kum-PAIR	look for similarities and differences	Both sources show ____, but ____.
evaluate	ih-VAL-yoo-ayt	judge using evidence	I evaluate the change by checking ____.
revise	rih-VYZ	change after checking	I revised ____ because ____.
improvement	im-PROOV-ment	a change that makes a situation better	Improvement for ____ would mean ____.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

These passage and research words belong to the work I am doing as a Grade 5 researcher. Say them, use them, and show the exact source detail that fits.

Word	Say it	What it means	Sentence frame
taxation without representation	tak-SAY-shun with-OUT rep-rih- zen-TAY-shun	the colonists' complaint that Parliament taxed them without elected representatives	The question led to protest.
compromise	KOM-pruh-myz	an agreement that may solve one problem while creating another	The compromise helped delegates continue but harmed fairness.
consent of the governed	kun-SENT uv thuh GUV-ernd	the idea that legitimate government power comes from the people	Researchers compare an ideal with actions.
representative government	rep-rih-ZEN-tuh- tiv GUV-ern-ment	a system in which citizens choose leaders to make decisions	Participation gives citizens a voice.
source credit	SORS KRED-it	naming the passage used for evidence	Source credit makes evidence traceable.
R-E1-E2	R E one E two	reason, evidence, and explanation	R states the reason, E1 cites the source, and E2 tells what it proves.
Research HABIT	ree-SURCH HAB-it	notice, question, gather, compare, decide, act, and check	The HABIT helps researchers decide what should happen next.

Use one Tier 3 word in a sentence

My Strategy Tools

The Improvement Check



My explanation grows from the passage and the prompt. It states a reason, uses evidence, and explains what the evidence proves.

REASON / WAY Green	EVIDENCE Yellow	EXPLANATION Red or Pink
THESIS (CENTRAL IDEA) Green		
PASSAGE AND PROMPT		

Nothing grows until the ground is ready.

Shaping an ECR Prompt

Mark	What it means
Red circle	TOPIC, the noun of importance.
Yellow box	CHARGE, the verb of importance.
Green triangle	QUESTION WORD, tells me WHY or HOW.

SCR is usually a question. ECR is usually a statement.

How this strategy works for me

WHY and HOW

WHY	HOW
asks for a reason; uses a subordinator such as because, since, when; builds a complex sentence.	asks for a way or a method; uses a preposition such as through, by, with; builds a simpler sentence.

Strong researchers study both the source information and what that information proves. This module's prompts ask WHY researchers check consequences and HOW checking changes a conclusion.

How I Say the Standard!

5.13(C):

I can gather relevant information from sources and explain how it proves my reason.

5.11(B)(i):

I can develop a focused, structured, coherent research explanation.

Check My Writing

- ☐ My sentence has a subject and a verb.
- ☐ I use a capital letter for Parliament, the Declaration of Independence, and the Constitution.
- ☐ I use a period or another ending mark.

A WHY or HOW sentence I can try

Five Thinking Levels: WHY

Read from the bottom up. A strong researcher moves from naming a fact to explaining what the consequence means.

Level	Symbol	Hidden Question	Student Thinking	Thinking Focus
Foundational	○		Names a source fact.	Add the consequence.
Emergent	◻		States an answer with a general example.	Add source credit and a precise detail.
Visible	▽		Uses a detail but gives little explanation.	Tell what the detail proves.
Independent	△		Uses evidence and explains the connection.	Compare a second source or viewpoint.
Reflective	◊		Synthesizes evidence and evaluates consequences.	Name the broader lesson for researchers.

Each level has a color label: Red, Orange, Yellow, Green, Blue.

A thinking level I want to try

Five Thinking Levels: HOW

HOW prompts ask how a change happened and how checking consequences works.

Level	Symbol	Hidden Question	Student Thinking	Thinking Focus
What changed?	○	A law, plan, test, agreement, or action produced a new condition.		
Was it an improvement?	◻	Check consequences, affected groups, viewpoints, fairness, and the need for revision.		

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.	How can researchers decide whether a change actually improved the situation?
HOW	Analyze how parts work together or how something happens.	What should researchers ask before calling a change an improvement?

Naming a detail is not the same as explaining why it matters. This module's prompts ask WHY researchers check consequences and HOW checking changes a conclusion.

A thinking level I want to try



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

Citizenship requires informed participation. Notice the challenge, ask a question, gather evidence, and check what happens next.

Background I Need

Passage 1 is a civic evidence bank about rights, participation, and citizenship. Passage 2 is an evidence bank for observation, testing, evaluation, and revision. Together they show why a change is not an improvement until someone checks who was affected.

Words I dotted while reading

From Protest to Participation: How a Nation Changes

High-stamina nonfiction passage. Read every paragraph. Dot, Discover, Drop.

My
marks

[1] Central Question: [2] How do ideas about freedom, rights, and citizenship become real changes in a nation? [3] A nation can change in many ways. Borders can move. New inventions can transform daily life. New people can arrive and build communities. Laws can be written, challenged, or replaced. [4] But some of the most important changes begin with something that cannot be seen on a map. [5] They begin with a question. [6] Is this fair? [7] Who has a voice?

[8] What rights should people have? [9] What should government be allowed to do? [10] What should citizens do when they believe something needs to change? [11] The history of the United States contains many examples of people asking these questions. Sometimes their answers led to protests. Sometimes they led to documents, laws, compromises, elections, or new amendments. Sometimes people discovered that an earlier solution had created another problem.

[12] Studying these examples helps us understand that democracy is not a single event. It is a continuing process of ideas, decisions, actions, and consequences. [13] Change Begins With a Question [14] Before the American Revolution, the thirteen colonies belonged to Great Britain. [15] For many years, large numbers of colonists considered themselves loyal British subjects. They traded with Britain, followed British laws, and depended on British military protection.

[16] After the French and Indian War, however, Great Britain had large debts. Parliament passed new taxes affecting the colonies. [17] The Stamp Act placed taxes on printed materials. Other taxes followed. [18] Colonists began asking why Parliament could tax them when the colonies did not elect representatives to Parliament. [19] Their complaint became known as taxation without representation. [20] At first, many colonists were not demanding independence. They wanted the British government to change its policies and listen to colonial concerns.

A phrase I want to remember

My Words: One new word I learned today: _____

From Protest to Participation: How a Nation Changes (continued)

High-stamina nonfiction passage. Read every paragraph. Dot, Discover, Drop.

My
marks

[21] That distinction is important. [22] A movement for major change may begin with a much smaller request. [23] Questions Become Protest [24] Colonists responded in different ways. [25] Some wrote letters and newspaper articles. [26] Some signed petitions. [27] Some joined organizations such as the Sons of Liberty.

[28] Merchants participated in boycotts by refusing to purchase certain British goods. [29] Families produced more goods at home rather than buying imported products. [30] These actions gave ordinary people ways to participate. [31] Tensions continued. The Boston Massacre increased distrust of British soldiers. The Tea Act led to the Boston Tea Party. Great Britain responded with laws the colonists called the Intolerable Acts. [32] British leaders hoped stronger control would stop resistance.

[33] Instead, the punishment of Massachusetts helped bring several colonies closer together. [34] A problem that once seemed local began to feel shared. [35] That is one way movements grow: people discover that a concern affecting someone else could eventually affect them too. [36] Ideas Become Words [37] By 1776, more colonial leaders believed independence was necessary. [38] The Declaration of Independence announced that the colonies intended to separate from Great Britain. [39] But the document did more than declare independence.

[40] It explained ideas. [41] The Declaration stated that people possess rights that government should protect. It identified life, liberty, and the pursuit of happiness among those rights. [42] It also argued that governments receive their legitimate power from the consent of the governed. [43] That meant government existed to serve people, not the other way around. [44] These ideas created a standard against which government could be judged. [45] If a government was supposed to protect rights, people could ask: [46] Is it actually doing that?

A phrase I want to remember

My Words: One new word I learned today: _____

From Protest to Participation: How a Nation Changes (continued)

High-stamina nonfiction passage. Read every paragraph. Dot, Discover, Drop.

My
marks

[47]A Promise Can Be Larger Than Its Time [48] The Declaration proclaimed equality, yet American society in 1776 did not provide equal rights to everyone. [49] Women could not participate equally in political life. [50] Enslaved people were denied freedom. [51] Native American nations faced increasing pressure and conflict as colonial settlement expanded. [52] Abigail Adams recognized part of this contradiction. She urged her husband, John Adams, to “Remember the Ladies” as leaders considered the new government.

[53]Her words reflected a larger question: [54] If liberty is a principle, who is included in it? [55] That question did not disappear. [56] Later generations repeatedly returned to the ideals expressed in the Declaration when arguing for expanded rights. [57] The document therefore had two kinds of influence. [58] It described what the nation's leaders said they believed. [59] It also gave future Americans language they could use to challenge the nation when its actions failed to match those beliefs.

[60]Words Become Government [61] Winning independence did not automatically solve the problem of governing a new nation. [62] Americans had to create a system that could unite the states while also protecting liberty. [63] In 1787, delegates met at the Constitutional Convention. [64] They disagreed about representation, federal power, state power, slavery, trade, and many other issues. [65] The Constitution they produced created a stronger national government with separate branches and a system in which power was divided.

[66]The new system depended on representative government. Citizens would choose leaders to make many decisions on their behalf. [67] However, creating a government required difficult choices. [68] Not all of those choices were fair. [69] A Compromise Can Solve One Problem and Create Another [70] One of the most troubling agreements at the Constitutional Convention concerned slavery and representation.

A phrase I want to remember

My Words: One new word I learned today: _____

From Protest to Participation: How a Nation Changes (continued)

High-stamina nonfiction passage. Read every paragraph. Dot, Discover, Drop.

My
marks

[71] Southern states wanted enslaved people counted when determining representation in Congress because a larger population would give those states more representatives. [72] Yet enslaved people themselves could not vote and had no political power. [73] Under the Three-Fifths Compromise, for purposes including representation, every five enslaved people would be counted as three persons in the population calculation. [74] The compromise helped delegates continue their work and complete the Constitution.

[75] But it did not solve the injustice of slavery. [76] Instead, it increased political power for states where large numbers of people were enslaved while those enslaved people remained without freedom or representation. [77] This teaches an important lesson: [78] Compromise and fairness are not the same thing. [79] A compromise may help people reach an agreement. [80] Researchers must still ask: [81] Who benefited?

[82] Who gave something up? [83] Who had no voice in the decision? [84] What consequences followed? [85] Rights Are Written Down [86] Some Americans worried that the Constitution gave the new federal government too much power. [87] They wanted clear protections for individual liberties. [88] The first ten amendments became known as the Bill of Rights.

[89] These amendments protect important freedoms and establish limits on government power. [90] They address matters such as speech, religion, assembly, petitions, searches, legal protections, trials, punishment, and powers not given to the federal government. [91] Written rights serve an important purpose. [92] They make expectations visible. [93] Citizens and leaders can examine what government does and compare those actions with the protections stated in law.

A phrase I want to remember

My Words: One new word I learned today: _____

From Protest to Participation: How a Nation Changes (continued)

High-stamina nonfiction passage. Read every paragraph. Dot, Discover, Drop.

My
marks

[94] Yet a written right is meaningful only when people understand it and when institutions respect it. [95] That makes civic knowledge important. [96] Freedom Can Become a Symbol [97] More than a century after the Declaration, immigrants arriving in New York Harbor could see the Statue of Liberty. [98] For many people, the statue became a symbol of freedom, hope, and opportunity. [99] Its tablet connects it to July 4, 1776. [100] Its torch suggests light and liberty.

[101] Immigrant families arriving through places such as Ellis Island often came for different reasons. Some hoped for work. Some wanted to join relatives. Some sought safety or opportunity. [102] Their arrival added another question to the American story: [103] What does it mean to become part of a nation built around ideals of liberty? [104] The answer was not always simple. [105] Newcomers often faced language barriers, difficult working conditions, crowded housing, discrimination, and uncertainty.

[106] Freedom did not guarantee an easy life. [107] But immigration shows that national ideals can influence people far beyond the generation that first wrote them. [108] Citizens Continue the Work [109] Government is not shaped only by presidents, judges, legislators, or famous historical leaders. [110] Citizens also participate. [111] Voting is one important form of participation. [112] But it is not the only one.

[113] People may attend public meetings, volunteer, contact representatives, sign petitions, serve on boards, help campaigns, organize projects, or learn about an issue affecting their community. [114] Young people can participate too. [115] Students can organize service projects, research local concerns, write respectfully to leaders, help improve school spaces, or explain an issue to others. [116] Citizenship begins long before a person is old enough to vote. [117] It begins with learning how communities make decisions.

A phrase I want to remember

My Words: One new word I learned today: _____

From Protest to Participation: How a Nation Changes (continued)

High-stamina nonfiction passage. Read every paragraph. Dot, Discover, Drop.

My
marks

[118]Voice Requires Information [119] Having a voice does not mean saying whatever comes to mind as loudly as possible. [120] Strong civic participation requires information. [121] Imagine that a town is debating whether to build a park, library, business area, or sports field on an empty piece of land. [122] Residents may feel strongly. [123] But feelings alone cannot answer every question. [124] People may need to know:

[125]How much will each plan cost? [126] How many people could use it? [127] What environmental effects might occur? [128] What does the community already have? [129] What do residents need? [130] Are there other possible solutions? [131] Gathering evidence can make discussion more useful.

[132]Reliable information also helps citizens recognize rumors or incomplete claims. [133] Listening Is Participation Too [134] People in a democracy will disagree. [135] That is normal. [136] One resident may want lower taxes. [137] Another may want additional public services. [138] One family may support a new road.

[139]Another may worry that the road will increase traffic near homes. [140] Listening to another viewpoint does not require agreeing with it. [141] It means understanding the reasons and evidence behind it. [142] Respectful disagreement allows people to continue working together even when they prefer different solutions. [143] That ability may be one of the most important skills in a representative government. [144] Change Does Not End With a Decision [145] Suppose a community chooses a solution.

[146]The work is not necessarily finished. [147] Citizens and leaders can study what happened next. [148] Did the plan work? [149] Did it solve the original problem? [150] Did it create a new problem? [151] Did some people benefit more than others? [152] Should the plan continue?

A phrase I want to remember

My Words: One new word I learned today: _____

From Protest to Participation: How a Nation Changes (continued)

High-stamina nonfiction passage. Read every paragraph. Dot, Discover, Drop.

My
marks

[153]Should it be changed? [154] These questions apply to history too. [155] The American Revolution changed the relationship between the colonies and Great Britain. [156] The Declaration established ideals. [157] The Constitution created a government. [158] The Bill of Rights protected important freedoms. [159] But none of those events ended every disagreement about rights, representation, equality, or citizenship.

[160]Later generations continued the work. [161] Democracy Is Never Completely Finished [162] A democracy receives something from the past. [163] It receives laws. [164] Documents. [165] Institutions. [166] Traditions.

[167]Successes. [168] Mistakes. [169] Promises. [170] Each generation must decide what to do with them. [171] Citizens can preserve principles they believe remain valuable. [172] They can question practices that produce unfair results. [173] They can use evidence to judge whether a policy is working.

[174]They can participate in peaceful processes for change. [175] This is why the history of American democracy is not simply the story of government being created. [176] It is the story of people repeatedly asking: [177] Does what we are doing match what we say we believe? [178] A protest may begin the conversation. [179] A document may describe an ideal. [180] A law may create a system.

[181]A citizen may challenge the system. [182] A vote may change a leader. [183] An amendment may change the law. [184] A new generation may ask the question differently. [185] That is how a nation continues changing. [186] The strongest democracy is not one that never faces disagreement. It is one in which informed people can use rights, evidence, participation, and respectful debate to keep working toward its ideals.

A phrase I want to remember

My Words: One new word I learned today: _____

How Change Happens: Observe, Adapt, Test, and Improve

High-stamina nonfiction passage. Read every paragraph. Dot, Discover, Drop.

My
marks

[1] Central Question: [2] What do history and science teach us about responding to challenges? [3] A drooping plant, a dangerous beach, an unfamiliar settlement, a broken light bulb, and an unfair law may seem to have very little in common. [4] Yet each presents the same basic problem: [5] Something about the current situation is not working. What should happen next? [6] In science, people observe conditions, gather evidence, test explanations, and revise their thinking.

[7] In history, individuals and societies also face changing conditions. They gather information, debate choices, act, and experience consequences. [8] The subjects are different, but the thinking pattern can be surprisingly similar. [9] NOTICE · QUESTION · GATHER · COMPARE · DECIDE · ACT · CHECK [10] Understanding this pattern helps explain not only how people solve problems, but also why some changes succeed while others create new difficulties. [11] Change Begins With Conditions

[12] Before deciding what to do, it helps to understand the situation. [13] That sounds simple. [14] It is not always simple. [15] People often notice a problem and immediately assume they know the cause. [16] A plant looks weak, so it must need more water. [17] A law causes anger, so everyone must want the same solution. [18] An invention fails, so the entire idea must be impossible.

[19] Those conclusions may be correct. [20] They may also be wrong. [21] The first task is to observe. [22] What is actually happening? [23] Living Things Respond in Different Ways [24] The natural world provides useful examples. [25] A newly hatched sea turtle faces immediate danger.

[26] It must move from its nest toward the ocean. [27] It cannot attend a lesson first. [28] It cannot practice for several weeks. [29] Its instinctive behavior helps it respond immediately. [30] An orca faces different challenges. [31] Young orcas can learn behaviors by observing older members of their pod. Hunting cooperatively may require practice, communication, and experience. [32] Both animals survive through behavior.

A phrase I want to remember

My Words: One new word I learned today: _____

How Change Happens: Observe, Adapt, Test, and Improve (continued)

High-stamina nonfiction passage. Read every paragraph. Dot, Discover, Drop.

My
marks

[33]But they do not use the same kind of behavior. [34] That matters. [35] A useful response must fit the challenge. [36] The lesson is not that instinct is better than learning or that learning is better than instinct. [37] The lesson is that different conditions may require different responses. [38] People Must Adapt Too [39] Human beings also face unfamiliar conditions.

[40]When the Pilgrims arrived in Plymouth, they entered an environment they did not fully understand. [41] The climate, growing seasons, plants, wildlife, and local geography differed from what they knew in England. [42] Determination alone could not give them the information they lacked. [43] The Wampanoag people possessed knowledge developed through generations of living in the region. [44] That local knowledge mattered.

[45]Information about crops, fishing, seasons, and resources could make the difference between a poor decision and a better one. [46] Adaptation therefore requires more than simply working harder. [47] Sometimes it requires admitting: [48] Someone else knows something I do not know. [49] Learning from others can be a survival strategy. [50] Contact Can Create Unequal Change [51] Adaptation and cultural contact are not always peaceful or equal.

[52]Spanish settlement in Texas brought missions, presidios, roads, livestock, ranching traditions, language, religion, and new settlements. [53] But those changes did not affect everyone in the same way. [54] Many Native American communities faced pressure to change their religions, customs, locations, or ways of life. [55] Some people cooperated. [56] Some traded. [57] Some adapted certain practices. [58] Others resisted Spanish control.

A phrase I want to remember

My Words: One new word I learned today: _____

How Change Happens: Observe, Adapt, Test, and Improve (continued)

High-stamina nonfiction passage. Read every paragraph. Dot, Discover, Drop.

My
marks

[59] This illustrates another important principle: [60] A change can produce different outcomes for different groups. [61] If researchers ask only whether Spain successfully established settlements, they miss part of the story. [62] They must also ask what those settlements meant for the people already living there. [63] Observe Before You Act [64] Kendrix's garden provides a smaller example of the same thinking skill. [65] She noticed that the plants looked unhealthy.

[66] Their leaves were pale. [67] Their stems drooped. [68] She formed a reasonable first idea: [69] Perhaps they needed more water. [70] Then she acted. [71] She watered more. [72] But the garden became worse.

[73] The soil turned muddy. [74] Leaves yellowed. [75] Her original explanation did not match the new evidence. [76] At that point Kendrix faced an important choice. [77] She could continue adding water because she wanted her first idea to be correct. [78] Or she could reconsider. [79] She chose to reconsider.

[80] That is one of the most important habits in scientific thinking. [81] Evidence Can Change an Answer [82] Kendrix and her grandmother examined the soil. [83] They recognized that plant roots need more than water. Roots also require access to air, and plants depend on a balance of conditions including sunlight, water, nutrients, and healthy soil. [84] Kendrix changed her plan. [85] She watered less often. [86] She checked soil conditions before watering.

[87] She watched the plants. [88] Their health improved. [89] The important lesson is not simply: [90] Do not overwater plants. [91] The deeper lesson is: [92] When evidence does not support your first explanation, change the explanation. [93] That does not mean the thinking process failed.

A phrase I want to remember

My Words: One new word I learned today: _____

How Change Happens: Observe, Adapt, Test, and Improve (continued)

High-stamina nonfiction passage. Read every paragraph. Dot, Discover, Drop.

My
marks

[94]It means the thinking process worked. [95] Failure Can Become Information [96] Thomas Edison's workshop offers another example. [97] Developing a practical electric lighting system required repeated testing. [98] Materials had to be tried. [99] Results had to be recorded. [100] Bulbs could break.

[101]Wires could fail. [102] A test that failed to produce a useful light still produced information. [103] Workers could ask: [104] What material was used? [105] How long did it last? [106] Why might it have failed? [107] What should be changed during the next test?

[108]This transforms failure into evidence. [109] The broken bulb is no longer simply a disappointment. [110] It becomes a clue. [111] Innovation Is Often a Team Process [112] Another important lesson from the workshop is that invention rarely depends on only one person's effort. [113] Workers prepared materials. [114] They kept notes.

[115]They tested wires. [116] They watched clocks. [117] They compared results. [118] They built equipment. [119] They shared ideas. [120] The famous inventor's name may be remembered, but the process depended on many contributors. [121] The same is true of many kinds of change.

[122]A scientific discovery may involve teams. [123] A community improvement may involve volunteers and leaders. [124] A political movement may involve thousands of ordinary participants. [125] Major changes often appear to have one famous face. [126] The evidence usually reveals many hands. [127] Cooperation Can Expand What Is Possible [128] Cooperation appears repeatedly across science and history.

A phrase I want to remember

My Words: One new word I learned today: _____

How Change Happens: Observe, Adapt, Test, and Improve (continued)

High-stamina nonfiction passage. Read every paragraph. Dot, Discover, Drop.

My
marks

[129] Orcas hunt in pods. [130] The Wampanoag shared knowledge with the Pilgrims. [131] Colonists coordinated protests and meetings. [132] Edison's workers contributed different skills. [133] Citizens cooperate in communities. [134] Working together can allow people to accomplish something that would be difficult alone. [135] But cooperation does not guarantee fairness.

[136] People can cooperate toward a harmful goal too. [137] That is why another question must follow: [138] What did the cooperation produce? [139] Societies Can Revise Their Thinking [140] Scientific thinking changes when evidence changes. [141] Societies can change too. [142] Before the American Revolution, many colonists did not initially demand independence.

[143] They wanted reforms. [144] As events continued, opinions changed. [145] New laws, protests, punishments, meetings, violence, writings, and arguments affected what people believed. [146] Eventually, many concluded that independence was necessary. [147] That decision came after years of changing conditions. [148] Government itself continued evolving afterward. [149] The Articles of Confederation did not provide the national system many leaders believed the new nation needed.

[150] The Constitution created a different structure. [151] Concerns about individual rights led to the Bill of Rights. [152] Later amendments changed the Constitution again. [153] A governing system can therefore be both stable and changeable. [154] It may preserve a basic structure while allowing revision. [155] Not Every Solution Is a Good Solution [156] This may be the most important fifth-grade research lesson.

A phrase I want to remember

My Words: One new word I learned today: _____

How Change Happens: Observe, Adapt, Test, and Improve (continued)

High-stamina nonfiction passage. Read every paragraph. Dot, Discover, Drop.

My
marks

[157]Solving the immediate problem does not automatically make a decision good. [158] At the Constitutional Convention, delegates needed agreements if they were going to create a new Constitution. [159] The Three-Fifths Compromise helped resolve one disagreement about representation. [160] But it strengthened political power tied to slavery while enslaved people themselves remained without freedom or political voice. [161] The agreement helped the convention move forward. [162] That does not make the agreement just.

[163]Students therefore need to ask more than: [164] Did it work? [165] They also need to ask: [166] Was it fair? [167] Who benefited? [168] Who was harmed? [169] Whose voice was missing?

[170]A successful outcome for one group can be a harmful outcome for another. [171] Check What Happened Next [172] Good problem solving does not stop when action begins. [173] Suppose a community believes cars are traveling too quickly near a school. [174] Residents might propose a stop sign. [175] The city installs it. [176] Problem solved?

[177]Maybe. [178] Researchers would need to check. [179] Did traffic slow? [180] Did accidents decrease? [181] Did drivers begin taking a different street and create another problem? [182] Would a crossing guard or different road design work better? [183] Action produces new evidence.

[184]That evidence becomes the beginning of the next decision. [185] Reliable Information Matters [186] People cannot evaluate change well if their information is poor. [187] A rumor may sound convincing. [188] A dramatic image may create a strong emotional response. [189] A statement repeated many times may begin to feel true. [190] But researchers need evidence.

A phrase I want to remember

My Words: One new word I learned today: _____

How Change Happens: Observe, Adapt, Test, and Improve (continued)

High-stamina nonfiction passage. Read every paragraph. Dot, Discover, Drop.

My
marks

[191] They ask where information came from. [192] They compare sources. [193] They distinguish facts from opinions. [194] They examine dates and context. [195] They notice when two people describe the same event differently. [196] This is important in both science and history. [197] A scientist should not depend on one observation if more testing is possible.

[198] A historian should not assume one source tells the entire story. [199] A citizen should not make an important decision based only on an unverified claim. [200] Changing Your Mind Can Be a Strength [201] People sometimes believe that changing an opinion shows weakness. [202] Evidence-based thinking suggests the opposite. [203] Imagine Kendrix continuing to flood the garden simply because she did not want to admit her first idea was wrong.

[204] Imagine Edison's workers repeating exactly the same failed test again and again without learning from the result. [205] Refusing to change would not show strength. [206] It would prevent progress. [207] A strong thinker can say: [208] This is what I believed. [209] This is the evidence I now have. [210] The evidence suggests a better explanation.

[211] I am changing my conclusion. [212] That is intellectual growth. [213] The Pattern of Change [214] Across these examples, a pattern emerges. [215] NOTICE [216] Something needs attention. [217] QUESTION

[218] Why is this happening? [219] GATHER [220] What information or evidence can we find? [221] COMPARE [222] Do different sources or observations agree? [223] DECIDE [224] What action seems best supported?

[225] ACT [226] Try the solution. [227] CHECK [228] What happened afterward? [229] Then there may be one more step: [230] REVISE [231] If the outcome is not what was expected, change the plan.

A phrase I want to remember

My Words: One new word I learned today: _____

How Change Happens: Observe, Adapt, Test, and Improve (continued)

High-stamina nonfiction passage. Read every paragraph. Dot, Discover, Drop.

My
marks

[232] That final step keeps the cycle moving. [233] Progress Is Not Just Change [234] Something can change without improving. [235] A new law can create an unintended problem. [236] A new technology can solve one problem while creating another. [237] A settlement can help one population while harming another. [238] A compromise can produce agreement without producing justice.

[239] A scientific solution can need further testing. [240] So researchers should not ask only: [241] What changed? [242] They should ask: [243] Was the change an improvement? [244] And then: [245] Improvement for whom?

[246] That is a much harder question. [247] It is also a much stronger research question. [248] The Work Continues [249] Sea turtles respond through instinct. [250] Orcas learn through experience. [251] People adapt to environments. [252] Scientists test explanations.

[253] Inventors revise designs. [254] Communities debate choices. [255] Governments amend laws. [256] Citizens examine outcomes. [257] These examples do not prove that science and history operate exactly the same way. [258] They do reveal a shared habit of mind: [259] Pay attention to what happens next.

[260] Change should create new questions. [261] What worked? [262] What failed? [263] What surprised us? [264] Who was affected? [265] What new evidence appeared? [266] What should happen now?

[267] Progress does not come from changing simply for the sake of change. [268] It comes from learning. [269] Observe carefully. Question thoughtfully. Gather evidence. Choose responsibly. Check the result. And when the evidence demands it, be willing to change again. [270] Source-to-Writing Reflection [271] Choose one final question from this source that would help a researcher decide whether a change was an improvement. Record an exact phrase that makes the question worth asking.

A phrase I want to remember

My Words: One new word I learned today: _____

How Change Happens: Observe, Adapt, Test, and Improve (continued)

High-stamina nonfiction passage. Read every paragraph. Dot, Discover, Drop.

My
marks

[272]Then explain what the phrase shows about evidence, fairness, consequences, or revision. Do not summarize the source; explain why the detail matters. [273] Compare that idea with one civic or scientific example from earlier in the source. Name the job the detail will do in your writing.

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: From Protest to Participation: How a Nation Changes

How a nation's changes begin with a question, not just an event on a map.

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 I chose it

Annotate: From Protest to Participation: How a Nation Changes (continued)

How a nation's changes begin with a question, not just an event on a map.

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 whether the change was an improvement?

My thinking

My Prompt Marking Notes

The prompt gives me a topic, an action, and a question word. 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	Action	What does the topic do?
Green triangle	Question word	Does the prompt ask WHY or HOW?

Circle the topic in red. Box the action in yellow. Underline the question word in green.

How can researchers decide whether a change actually improved the situation?

My three marks in words

Day 1: Gather + Reveal



5.11(A):

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

Gather: What Does the Source Actually Say?

Read Passage 2 [65], "Their leaves were pale," beside [66], "Perhaps they needed more water." Which sentence is the observation?

Which sentence is the observation, and which is the assumption? Why?

Gather Question

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

One challenge I notice and one question I would ask about it

Follow and Adjust My Plan

5.13(B)(ii):

I can follow a research plan with adult assistance.

- ☐ Step 1: Research question
- ☐ Step 2: Sources
- ☐ Step 3: Gather and take notes
- ☐ Step 4: Check consequences
- ☐ Step 5: Write and present

Check the steps you finished in Weeks 1 and 2. Circle this week's step: check consequences. Researchers adjust a plan when new evidence appears.

One consequence question I am adding to Step 4

My next move

My Plan Step 4: Consequence Evidence Log

5.13(B)(ii):

I can follow a research plan with adult assistance.

Follow Step 4 of your plan. For each change, record who gained, who lost, and the source that shows it.

Change	Who Gained?	Who Lost?	Source

Was the change an improvement? Improvement for whom?

Reveal: Build an Evidence Bank

This week we are studying one part of the change process: check consequences before deciding whether a change was an improvement. A feeling may begin a question, but evidence must guide the next decision.

R-E1-E2 Thinking Chart

Part	Job and frame
R: Reason	State the reason. Researchers must check consequences because ____.
E1: Evidence	Use source evidence and credit the source. "Source title" explains ____.
E2: Explanation	Explain what the evidence proves. This evidence matters because ____.
Check	Name who was affected and what should happen next.

In my own words: why is an evidence bank more useful than a list of favorite facts?

Ⓢ Naming a detail is not evidence until it has a job. Name one detail you will give a job.

Check for Understanding: Observation or Assumption?

Read each sample below. Write Observation or Assumption beside it, then explain how you know.

Sample	Observation or Assumption?	How I know
"Their leaves were pale."		
"Perhaps they needed more water."		
"Colonists did not elect representatives."		

One observation from Passage 1 or Passage 2 and its paragraph number

One assumption a researcher should check before trusting it

Research HABIT Key

Notice then Question then Gather then Compare then Decide then Act then Check.
Passage 2 adds Revise when the result is not expected.

Step	Move	Researcher asks
1	NOTICE	What is actually happening?
2	QUESTION	Why is this happening?
3	GATHER	What information can we find?
4	COMPARE	Do sources or observations agree?
5	DECIDE	What action is supported?
6	ACT	What solution will we try?
7	CHECK	What happened afterward?

One thing I learned about gathering research evidence today

Collect One Research Question

Name a challenge that is unfair, unsafe, unsuccessful, confusing, or surprising. Then write a question a researcher would ask about it.

- Is this fair?
- Who was affected?
- What should happen next?
- What evidence would help us decide?

My research question for this module's evidence banks

[illegible]



Day 2: Attempt

✂ Cut out these cards

Read the card. Match the source detail to the question or answer that fits. Explain why it fits with because.

REASON (R)	EVIDENCE (E1)
EXPLANATION (E2)	CHECK
"The compromise helped delegates continue their work." Passage 1 [74]	This shows that an agreement can move work forward without making the result fair.
Researchers must check consequences because a change is not automatically an improvement.	"A governing system can be both stable and changeable." Passage 1 [153]

Self-Check (back of cards)

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 (E1) a relevant detail from a source with source credit.	REASON (R) the idea the paragraph will prove.
CHECK whether the result was an improvement and what should happen next.	EXPLANATION (E2) what the evidence proves about improvement, fairness, or revision.
E2 (explanation)	E1 (evidence)
E1 (evidence)	R (reason)



Day 2: Attempt



Attempt: Impact Investigator

Match each source-based card with the response card that helps a researcher investigate. A match counts only when I say, "This belongs because ____."

Source-based card	Response card	Why it fits
Colonists had no elected representatives in Parliament.	Why did taxation without representation lead to organized protest?	The question investigates fairness and political voice.
Kendrix's soil became muddy and leaves turned yellow.	What evidence showed that more water was not the best solution?	The observations test the first explanation.
Edison's early tests failed or did not last long.	How can failed tests help an invention improve?	Results can guide the next attempt.
The Three-Fifths Compromise helped delegates continue.	Who benefited, who was harmed, and whose voice was missing?	A consequence question checks improvement.
Immigrants saw the Statue of Liberty as hope and faced hardship.	How can a symbol represent both hope and difficulty?	The question compares viewpoints.

Impact Investigator Decision Chart

Researcher question	The card I choose	Why it fits
What do we know?		
What evidence fits?		
Who was affected?		
Who was harmed or left out?		
What should happen next?		

? If your class disagrees, point to the wording of the card and explain your evidence.

THIS BELONGS BECAUSE ____.

My match: this belongs because...

☐ I named the source title or paragraph.

Defend Your Evidence

In Impact Investigator, students record a source title, paragraph number, the exact detail, and the job that detail does in an explanation.

The evidence I chose and its source and paragraph number

THIS DETAIL MATTERS BECAUSE ____.

My defense: this detail matters because...

- ☐ I named the source and paragraph number.
- ☐ I explained the job my evidence does.
- ☐ I used because to connect my evidence to a reason.



Day 3: Discuss + Use



Discuss: Compare the Evidence

Compare Passage 1 [74], "The compromise helped delegates continue their work," with Passage 2 [72], where more water was making the garden worse.

Passage 1 detail	Passage 2 detail	What each detail proves	
[74] The compromise helped delegates continue.	[72] More water was making the garden worse.		

What does each detail prove about improvement, fairness, or revision?

Use: Write Body Paragraph 3

Yesterday, we learned that a strong source detail must connect to a reason. Today, write your own R-E1-E2 paragraph.

Circle the topic in red. Box the action in yellow. Underline the question word in green.

How can researchers decide whether a change actually improved the situation?

Body Paragraph 3: R, E1, E2, and Check

Check My Draft

- ☐ My paragraph begins with a reason.
- ☐ I credited each source by title and paragraph number.
- ☐ I used one quotation or quoted phrase and one paraphrase.
- ☐ My explanation tells what the evidence proves.
- ☐ I named who was affected and what should happen next.

One sentence I am proud of, and why



Day 4: Award + Target



Award: Notice the Strength

Model Passage 2 [72] through [88]. Kendrix changed her watering plan after the evidence showed more water was hurting the plants.

My strength: precise source credit or a clear evidence-to-improvement explanation, with evidence from my own work

Target: Choose the Next Move

A target is not a complaint. It is a next move. Choose one place where you can make the evidence-to-reason connection clearer.

My target: one sentence I will revise, and why

- ☐ Did I explain what my evidence proves?
- ☐ Did I credit my source by title and paragraph number?
- ☐ Did I ask who was affected?
- ☐ Is my target a specific next move?



Day 5: Explain + Educate

Explain: Teach the Research HABIT

Revisit Passage 2 [271] through [273]: researchers ask what changed, who was affected, and whether the change was an improvement.

- The challenge or action was ____.
- My research question or claim was ____.
- One source showed ____.
- This evidence matters because ____.
- The larger lesson for researchers is ____.

My source-based answer to the module question

Exit Ticket: Explain + Educate

Circle the topic in red. Box the action in yellow. Underline the question word in green.

How can researchers decide whether a change actually improved the situation?

Directions: Read these exact source details: Passage 1 [74] and Passage 2 [72]. Name both sources, use one quotation or quoted phrase and one paraphrase, and explain what the evidence proves.

My source-based answer, with one paragraph citation and a check about who was affected



Write More

Plan, draft, revise, edit, and share



My Writing Assignment

Write a short response to this prompt:

Circle the topic in red. Box the action in yellow. Underline the question word in green.

Explain why researchers must check consequences before deciding whether a change was an improvement. Use both research passages.

My Plan

- Prompt: Explain why researchers must check consequences before deciding whether a change was an improvement.
- Reason: Researchers must check consequences because not every change is an improvement for everyone.
- E1: Copy one quotation or quoted phrase from Passage 1 and paraphrase one detail from Passage 2. Credit each source title.
- E2: Explain what each detail proves about improvement, fairness, or revision.

Two possible reasons from the passage

The stronger reason is...

Color Words I Can Use

Thesis (central idea) and reasons, Green. Evidence, Yellow. Explanation, Red or Pink. Reflective thinking, Blue.

My thesis (central idea) starter

[illegible]

My Draft



Use my shaped prompt and my plan. Write a clear response.

Draft, page 1

A sentence I want to keep

Revise, Edit, and Share

Revise

- ☐ My response explains why researchers must check consequences.
- ☐ I credited each source by title and paragraph number.
- ☐ I replaced one plain word with a stronger word.
- ☐ Every sentence is complete with a subject and a verb.

Edit

- ☐ Every sentence is complete.
- ☐ Parliament, the Declaration of Independence, and the Constitution begin with capital letters.
- ☐ Evidence and improvement are common nouns unless they begin a sentence.
- ☐ Singular nouns are spelled correctly.
- ☐ High-frequency words are spelled correctly.

My improved sentence

Share

Choose one: read to a partner, share in author's chair, join a gallery walk, or add your prompt to a class booklet.

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
Research HABIT	I named the challenge, the question, the choice, the action, and the consequence.	☐
Annotation	I highlighted the smallest phrase that shows the idea and kept its paragraph number.	☐
Evidence bank	I kept the paragraph number with each detail so I can cite my source.	☐
Presentation	I can teach how my evidence supports my thinking in one minute or less.	☐
Prompt parts	I marked the topic, the action, and the question word, and I told whether the prompt asks WHY or HOW.	☐
Thesis (central idea)	I stated a focused thesis (central idea) that answers the prompt.	☐
Reason	I named the reason (R) the paragraph proves.	☐
Evidence	I used one direct quotation or quoted phrase and one paraphrase from at least two sources.	☐
Source credit	I credited each source by title and paragraph number.	☐
Explanation	I wrote an explanation (E2) that tells what the evidence proves.	☐
Consequence check	I checked who benefited, who was harmed, and whose voice was missing.	☐
Revision	I revised my thinking when the evidence showed the change was not an improvement.	☐
Before sharing	I named my source, explained my evidence, and said what should happen next.	☐
Habit to carry forward	One Research HABIT I will carry forward is ____ because ____.	☐

Study the Samples

Read the three responses to this prompt. Notice what improves from Low to Medium to High.

How can researchers decide whether a change actually improved the situation?

Low

"Not every change is good. The compromise was bad. Kendrix changed her watering. People need to check."

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

Medium

"Researchers must study consequences because not every change is an improvement. The Three-Fifths Compromise helped delegates continue their work, but enslaved people still had no voice. Kendrix's garden shows a better kind of checking because she changed her plan when the evidence showed more water was hurting the plants. These examples show that people need to check what happened next."

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

High

"Researchers must study consequences because not every change is an improvement for everyone. "How Change Happens: Observe, Adapt, Test, and Improve" explains that the Three-Fifths Compromise helped delegates move forward at the Constitutional Convention, but it strengthened political power connected to slavery while enslaved people remained without freedom or political voice. This evidence shows why researchers cannot judge a decision only by asking whether it solved an immediate problem. They must also ask who was harmed and whose voice was missing. "How Change Happens: Observe, Adapt, Test, and Improve" also shows Kendrix checking new evidence after her first garden plan made the plants worse. Unlike the compromise, this example shows revision when evidence revealed the first decision was not working. Together, the sources prove that checking consequences is necessary before calling a change an improvement."

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

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 challenge, question, choice, action, and consequence I am studying.	☐	☐	☐
I can find a precise source detail and give the paragraph number.	☐	☐	☐
I can explain what the evidence proves about improvement.	☐	☐	☐
I can ask who benefited, who was harmed, and whose voice was missing.	☐	☐	☐

Something I Did Well...

What I did well, and where I did it

My Next Step...

Why this is my next step

Essential Question Answered

How can researchers decide whether a change actually improved the situation?

The answer

Check the consequences. Name who was affected, compare viewpoints, look at fairness, and decide whether the change needs revision.

My Final Thinking (in my own words)

What Changed in My Thinking?

At first I thought...

Now I think...

Try It Another Way

Use a question from your day. Say the topic, the action, and the question word. Tell whether it asks WHY or HOW. Then explain the job.

My new prompt

Take It Further! Evidence Builder Challenge

Build the whole R-E1-E2 explanation from one prompt: How can researchers decide whether a change actually improved the situation?

- Write the reason in one sentence.
- Add E1: a quotation or quoted phrase from Passage 1 with source credit.
- Add E1: a paraphrase from Passage 2 with source credit.
- Add E2: explain what each detail proves about improvement.
- Add a Check sentence that names who was affected and what should happen next.
- Read your explanation to a partner.
- Ask your partner to name the strongest evidence-to-reason connection.
- Change one sentence to make that connection clearer.

My plan: thesis (central idea), reason or way, evidence, explanation, significance

My Evidence Builder Challenge

Write your reason, your two source details, your explanation, and your check in the box below.

At-Home Connection

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

Observation or Assumption?

Use the source examples "Their leaves were pale" and "Perhaps they needed more water." Ask someone at home which can be checked directly and which is an assumption.

Family signature:

Family member signature: _____

Track My Progress

Every time I get a score or a grade on my work in this module, I write it here.

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.

- ☐ I keep this chart up to date.
- ☐ I show this chart to my teacher.

My Module 3 Snapshot

I can keep this page with my other work.

The most useful word I learned

The craft move I can use fastest

My Strong Roots

I am a prepared writer.

My Proud Moment This Week

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 5

Cluster 8 - Module 4

Synthesis and Publication



Name: _____



The Writing Academy®, LLC

Grade 5 • Cluster 8 • 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

Synthesis and Publication



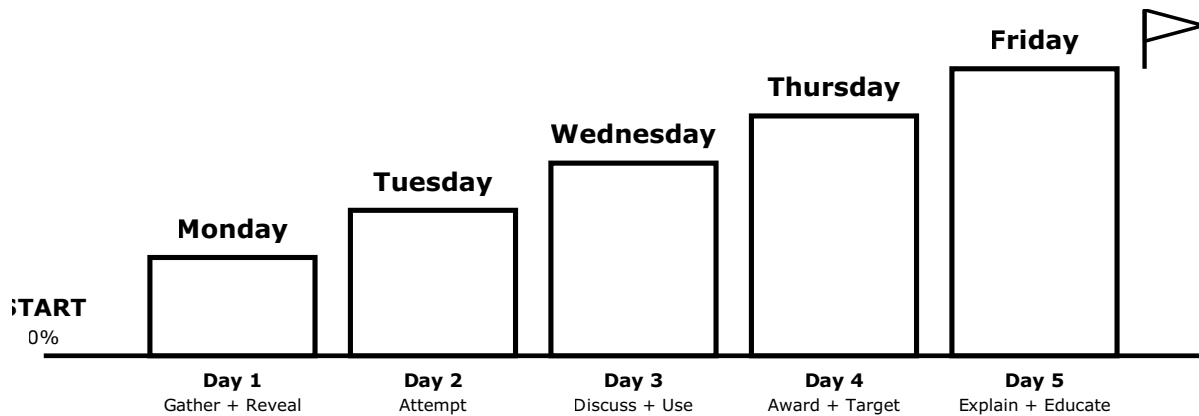
Why This Matters to Me

Researchers change the world when they check what a change actually did. When I read a source, I gather evidence, compare viewpoints, and decide whether a change was an improvement.

Essential Question

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

My Week Tracker



Each step up is one research move. Shade the step when you finish the day.

My First Thinking

I Can

- I can select the strongest evidence from both research passages.
- I can record source titles and paragraph numbers.
- I can write a thesis (central idea) that answers the Final Research Prompt.
- I can explain what each detail proves.
- I can explain how the two sources work together.
- I can revise for coherence by adding, deleting, or combining ideas.
- I can edit complete sentences and quotation marks.
- I can explain whether the change was an improvement and for whom.

I Will

- I will use the Research HABIT to study what happens next.
- I will build an R-E1-E2 explanation with source credit.
- I will revise my thinking when evidence asks me to reconsider.
- I will name the challenge, question, choice, action, and consequence I am studying.
- I will ask who benefited, who was harmed, and whose voice was missing.

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 to check the consequences of a change.	Two research sources about change.	A paragraph that explains whether a change improved things.

Where We Are Going

I gather evidence from two sources, compare viewpoints, and explain whether a change improved the situation.

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

- ☐ I name the challenge, question, choice, action, and consequence I am studying.
- ☐ I select a precise detail from one of the two passages.
- ☐ I credit the source by title and paragraph number.
- ☐ I explain what the detail proves about improvement, fairness, or revision.

Check Myself

- ☐ I select the strongest evidence from both research passages.
- ☐ I record source titles and paragraph numbers.
- ☐ I write a thesis (central idea) that answers the Final Research Prompt.
- ☐ I explain what each detail proves.
- ☐ I explain how the two sources work together.

How I Will Show What I Know

I write a paragraph that uses evidence and explains whether the change was an improvement.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	I restate the challenge and name what evidence is needed before deciding whether a change was an improvement.
Reveal	Day 1	I learn that an observation and an assumption are not the same.
Attempt	Day 2	I play Impact Investigator to defend a precise source detail, its paragraph number, and the job that detail does in an explanation.
Discuss	Day 3	I compare one civic detail from Passage 1 with one scientific detail from Passage 2 and name what each detail proves with a partner.
Use	Day 3	I write Body Paragraph 3 independently using Reason, Evidence, and Explanation, with source credit for every detail I use.

Say It Together!

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

5.11(B)(i):

I can gather relevant information from sources and explain how it proves my reason.

5.12(B)(i):

I can develop a focused, structured, coherent research explanation.

Call and Response

Read this together as a class before we start.

Teacher asks: "What do we do before we call a change an improvement?"

Class answers: "Check the consequences!"

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

I already know that researchers gather information from sources. I know that evidence supports an idea. I know that a thesis (central idea) states the exact answer.

A connection I can make

Remember It!

- ☐ A source detail becomes evidence when it has a job: it must prove something.
- ☐ An assumption is an idea accepted before enough proof is gathered.
- ☐ R-E1-E2 means Reason, Evidence, and Explanation.

One idea I remember

Ready Check

- ☐ I know the difference between an observation and an assumption.
- ☐ I know what R, E1, and E2 mean in a research explanation.
- ☐ I know that E2 explains what the evidence proves about improvement, fairness, or revision.

Watch Out! Common Mix-Up

Watch out! An interesting detail is not automatically evidence. And a change is not automatically an improvement.

Where This Fits in My Writing

The Research HABIT is: Notice then Question then Gather then Compare then Decide then Act then Check. Passage 2 adds Revise when the result is not expected.

What I want to remember before I start

Where I Am Starting

This shows my teacher what I already know. It is not for a grade. Work on your own. You may reread the research passages as often as you want.

Part 1: Prompt Analysis

Read the prompt. Circle the topic in red. Draw a yellow box around the action. Underline the question word that tells me what to answer.

How can researchers decide whether a change actually improved the situation?

Part 2: Thesis (Central Idea)

Write one sentence that answers the prompt above. Use the topic, use the charge, and add your own answer.

My thesis (central idea)

Part 3: Informative Organization

Number these four sentences 1, 2, 3, 4 to show the order they belong in an informative response.

Number	Sentence
_____	Passage 1 [74] states that the compromise helped delegates continue their work.
_____	Researchers must check consequences because a change can solve one problem while creating another.
_____	This shows that an agreement can move work forward without making the result fair.
_____	One reason is that researchers ask who benefited, who was harmed, and whose voice was missing.

Part 4: Introduction

Write the first sentence of a response to the prompt. The first sentence tells the reader what I will prove.

My first sentence

Part 5: Relevant Details and Evidence

Reason: Researchers must check consequences because a change can solve one problem while creating another. Copy one sentence from a passage that proves this reason. Then explain in one sentence why it proves the reason.

The sentence I copied from the passage

Why it proves the reason

Part 6: Passage-Based Paragraph

Write three or four sentences that answer the prompt from Part 1. Use my thesis (central idea), one reason, and one piece of evidence.

My paragraph



Words I Need

Tier 1, everyday words



Say each word. Then use one word in a sentence about what happened after a choice.

Word	Say it	What it means	Sentence frame
act	AKT	do something	I can use act to explain ____.
after	AF-ter	later than an action	After ____, ____ happened.
check	CHEK	look to see what happened	I can check ____.
harm	HARM	hurt or damage	The choice harmed ____.
help	HELP	make something better	The plan helped ____.
fair	FAIR	just and equal	A fair decision considers ____.
voice	VOYS	a chance to be heard	Whose voice was missing?
group	GROOP	people connected in some way	This group was affected by ____.
learn	LURN	gain understanding	Researchers learn from ____.
change	CHAYNJ	make or become different	The change happened when ____.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

These academic words help me build a precise research explanation. Say each word, then use it to connect evidence to a decision.

Word	Say it	What it means	Sentence frame
consequence	KON-suh-kwens	what happens after an action	The consequence of ____ was ____.
evidence	EV-ih-dens	information that supports a conclusion	The evidence proves ____.
assumption	uh-SUMP-shun	an idea accepted without enough checking	My assumption was ____, but I checked ____.
viewpoint	VYOO-point	a way a person or group sees an issue	From this viewpoint, ____.
compare	kum-PAIR	look for similarities and differences	Both sources show ____, but ____.
evaluate	ih-VAL-yoo-ayt	judge using evidence	I evaluate the change by checking ____.
revise	rih-VYZ	change after checking	I revised ____ because ____.
improvement	im-PROOV-ment	a change that makes a situation better	Improvement for ____ would mean ____.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

These passage and research words belong to the work I am doing as a Grade 5 researcher. Say them, use them, and show the exact source detail that fits.

Word	Say it	What it means	Sentence frame
taxation without representation	tak-SAY-shun with-OUT rep-rih-zen-TAY-shun	the colonists' complaint that Parliament taxed them without elected representatives	The question led to protest.
compromise	KOM-pruh-myz	an agreement that may solve one problem while creating another	The compromise helped delegates continue but harmed fairness.
consent of the governed	kun-SENT uv thuh GUV-ernd	the idea that legitimate government power comes from the people	Researchers compare an ideal with actions.
representative government	rep-rih-ZEN-tuh-tiv GUV-ern-ment	a system in which citizens choose leaders to make decisions	Participation gives citizens a voice.
source credit	SORS KRED-it	naming the passage used for evidence	Source credit makes evidence traceable.
R-E1-E2	R E one E two	reason, evidence, and explanation	R states the reason, E1 cites the source, and E2 tells what it proves.
Research HABIT	ree-SURCH HAB-it	notice, question, gather, compare, decide, act, and check	The HABIT helps researchers decide what should happen next.

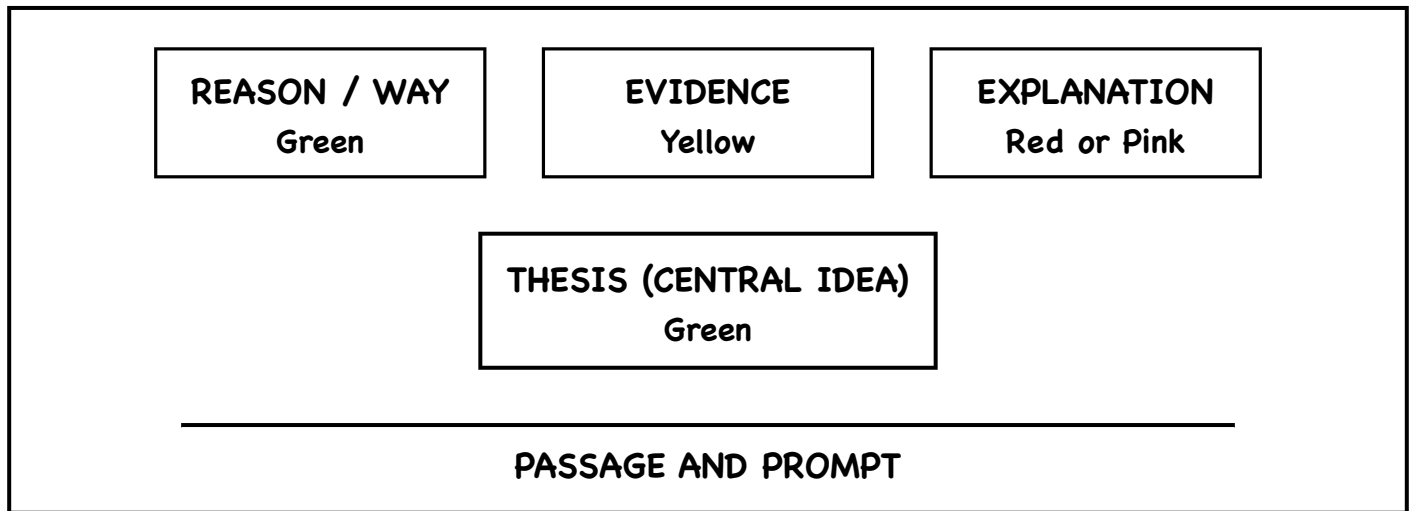
Use one Tier 3 word in a sentence

My Strategy Tools

Synthesis and Publication



My published answer grows from both passages. It states a thesis (central idea), organizes evidence, explains what each detail proves, and checks whether the change was an improvement.



Nothing grows until the ground is ready.

Shaping an ECR Prompt

Mark	What it means
Red circle	TOPIC, the noun of importance.
Yellow box	CHARGE, the verb of importance.
Green triangle	QUESTION WORD, tells me WHY or HOW.

SCR is usually a question. ECR is usually a statement.

How this strategy works for me

WHY and HOW

WHY	HOW
asks for a reason; uses a subordinator such as because, since, when; builds a complex sentence.	asks for a way or a method; uses a preposition such as through, by, with; builds a simpler sentence.

Strong researchers study both the source information and what that information proves. This module's prompts ask WHY researchers explain how sources work together and HOW evidence supports an improvement judgment.

How I Say the Standard!

5.11(B)(i):

I can gather relevant information from sources and explain how it proves my reason.

5.12(B)(i):

I can develop a focused, structured, coherent research explanation.

Check My Writing

- ☐ My sentence has a subject and a verb.
- ☐ I use a capital letter for Parliament, the Declaration of Independence, and the Constitution.
- ☐ I use a period or another ending mark.

A WHY or HOW sentence I can try

Five Thinking Levels: WHY

Read from the bottom up. A strong researcher moves from naming a fact to explaining what the consequence means.

Level	Symbol	Hidden Question	Student Thinking	Thinking Focus
Foundational	○	What does the source actually say or show?	I can locate an observation, action, or consequence.	Add a reason that answers the module question.
Emergent	◻	How are these details connected?	I can separate evidence from an assumption.	Add precise source credit and a relevant detail.
Visible	▽	What makes this evidence useful?	I can tell what a detail proves.	Tell what the detail proves.
Independent	△	What does the evidence suggest?	I can compare sources and explain a connection.	Compare a second source or viewpoint.
Reflective	◊	What should happen next?	I can evaluate consequences or revision for an audience.	Name the broader lesson for an audience.

Each level has a color label: Red, Orange, Yellow, Green, Blue.

A thinking level I want to try

Five Thinking Levels: HOW

HOW prompts ask how change happens and how evidence supports one published answer.

Level	Symbol	Hidden Question	Student Thinking	Thinking Focus
What makes change happen?	○	People notice a challenge, ask questions, use evidence to make a choice, act, and study consequences.		
Was it an improvement?	◻	Check consequences, fairness, affected groups, and whose voice was missing before deciding.		

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.	How can we turn a month of research into one clear answer about change?
HOW	Analyze how parts work together or how something happens.	What should researchers ask before calling a change an improvement?

Naming a detail is not the same as explaining why it matters. This module's prompts ask WHY researchers check consequences and HOW checking changes a conclusion.

A thinking level I want to try



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

Citizenship requires informed participation. Notice the challenge, ask a question, gather evidence, and check what happens next.

Background I Need

Passage 1 is a civic evidence bank about rights, participation, and citizenship. Passage 2 is an evidence bank for observation, testing, evaluation, and revision. Together they show why a change is not an improvement until someone checks who was affected.

Words I dotted while reading

From Protest to Participation: How a Nation Changes

Nonfiction research passage. Very High stamina. Read every paragraph. Use Dot, Discover, Drop.

[1] Central Question: [2] How do ideas about freedom, rights, and citizenship become real changes in a nation? [3] A nation can change in many ways. Borders can move. New inventions can transform daily life. New people can arrive and build communities. Laws can be written, challenged, or replaced. [4] But some of the most important changes begin with something that cannot be seen on a map. [5] They begin with a question. [6] Is this fair? [7] Who has a voice? [8] What rights should people have? [9] What should government be allowed to do? [10] What should citizens do when they believe something needs to change? [11] The history of the United States contains many examples of people asking these questions. Sometimes their answers led to protests. Sometimes they led to documents, laws, compromises, elections, or new amendments. Sometimes people discovered that an earlier solution had created another problem. [12] Studying these examples helps us understand that democracy is not a single event. It is a continuing process of ideas, decisions, actions, and consequences. [13] Change

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

From Protest to Participation: How a Nation Changes (continued)

Nonfiction research passage. Very High stamina. Read every paragraph. Use Dot, Discover, Drop.

2 Begins With a Question [14] Before the American Revolution, the thirteen colonies belonged to Great Britain. [15] For many years, large numbers of colonists considered themselves loyal British subjects. They traded with Britain, followed British laws, and depended on British military protection. [16] After the French and Indian War, however, Great Britain had large debts. Parliament passed new taxes affecting the colonies. [17] The Stamp Act placed taxes on printed materials. Other taxes followed. [18] Colonists began asking why Parliament could tax them when the colonies did not elect representatives to Parliament. [19] Their complaint became known as taxation without representation. [20] At first, many colonists were not demanding independence. They wanted the British government to change its policies and listen to colonial concerns. [21] That distinction is important. [22] A movement for major change may begin with a much smaller request. [23] Questions Become Protest [24] Colonists responded in different ways. [25] Some wrote letters and newspaper articles. The Writing Academy®, LLC Page 26 of 66 Grade 5 . Cluster 8 . Module 4 [26] Some signed petitions.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

From Protest to Participation: How a Nation Changes (continued)

Nonfiction research passage. Very High stamina. Read every paragraph. Use Dot, Discover, Drop.

[27] Some joined organizations such as the Sons of Liberty. [28] Merchants participated in boycotts by refusing to purchase certain British goods. [29] Families produced more goods at home rather than buying imported products. [30] These actions gave ordinary people ways to participate. [31] Tensions continued. The Boston Massacre increased distrust of British soldiers. The Tea Act led to the Boston Tea Party. Great Britain responded with laws the colonists called the Intolerable Acts. [32] British leaders hoped stronger control would stop resistance. [33] Instead, the punishment of Massachusetts helped bring several colonies closer together. [34] A problem that once seemed local began to feel shared. [35] That is one way movements grow: people discover that a concern affecting someone else could eventually affect them too. [36] Ideas Become Words [37] By 1776, more colonial leaders believed independence was necessary. [38] The Declaration of Independence announced that the colonies intended to separate from Great Britain. [39] But the document did more than declare independence. [40] It explained ideas. [41] The Declaration stated that people possess rights that government should protect. It identified life, liberty, and the pursuit of happiness among those rights. [42] It also argued that governments receive their legitimate power from the consent of the governed. [43] That meant government existed to serve people, not the other way around. [44] These ideas created a standard against which government could be judged. [45] If a government was supposed to protect rights, people could ask: [46] Is it actually doing that? [47] A Promise Can Be Larger Than Its Time [48] The Declaration proclaimed equality, yet American society in 1776 did not provide equal rights to everyone. [49] Women could not participate equally in political life. [50] Enslaved people were denied freedom. [51] Native American nations faced increasing pressure and conflict as colonial settlement expanded. [52] Abigail Adams recognized part of this contradiction. She urged her husband, John Adams, to "Remember the Ladies" as leaders considered the new government. [53] Her words reflected a larger question: [54] If liberty is a principle, who is included in it? [55] That question did not disappear.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

From Protest to Participation: How a Nation Changes (continued)

Nonfiction research passage. Very High stamina. Read every paragraph. Use Dot, Discover, Drop.

[56] Later generations repeatedly returned to the ideals expressed in the Declaration when arguing for expanded rights. [57] The document therefore had two kinds of influence. The Writing Academy®, LLC Page 27 of 66 Grade 5 . Cluster 8 . Module 4 [58] It described what the nation's leaders said they believed. [59] It also gave future Americans language they could use to challenge the nation when its actions failed to match those beliefs. [60] Words Become Government [61] Winning independence did not automatically solve the problem of governing a new nation. [62] Americans had to create a system that could unite the states while also protecting liberty. [63] In 1787, delegates met at the Constitutional Convention. [64] They disagreed about representation, federal power, state power, slavery, trade, and many other issues. [65] The Constitution they produced created a stronger national government with separate branches and a system in which power was divided. [66] The new system depended on representative government. Citizens would choose leaders to make many decisions on their behalf. [67] However, creating a government required difficult choices. [68] Not all of those choices were fair. [69] A Compromise Can Solve One Problem and Create Another [70] One of the most troubling agreements at the Constitutional Convention concerned slavery and representation. [71] Southern states wanted enslaved people counted when determining representation in Congress because a larger population would give those states more representatives. [72] Yet enslaved people themselves could not vote and had no political power. [73] Under the Three-Fifths Compromise, for purposes including representation, every five enslaved people would be counted as three persons in the population calculation. [74] The compromise helped delegates continue their work and complete the Constitution. [75] But it did not solve the injustice of slavery. [76] Instead, it increased political power for states where large numbers of people were enslaved while those enslaved people remained without freedom or representation. [77] This teaches an important lesson: [78] Compromise and fairness are not the same thing. [79] A compromise may help people reach an agreement. [80] Researchers must still ask: [81] Who benefited? [82] Who gave something up?

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

From Protest to Participation: How a Nation Changes (continued)

Nonfiction research passage. Very High stamina. Read every paragraph. Use Dot, Discover, Drop.

[83]Who had no voice in the decision? [84] What consequences followed? [85] Rights Are Written Down [86] Some Americans worried that the Constitution gave the new federal government too much power. [87] They wanted clear protections for individual liberties. [88] The first ten amendments became known as the Bill of Rights. The Writing Academy®, LLC Page 28 of 66 Grade 5 . Cluster 8 . Module 4 [89] These amendments protect important freedoms and establish limits on government power. [90] They address matters such as speech, religion, assembly, petitions, searches, legal protections, trials, punishment, and powers not given to the federal government. [91] Written rights serve an important purpose. [92] They make expectations visible. [93] Citizens and leaders can examine what government does and compare those actions with the protections stated in law. [94] Yet a written right is meaningful only when people understand it and when institutions respect it. [95] That makes civic knowledge important. [96] Freedom Can Become a Symbol [97] More than a century after the Declaration, immigrants arriving in New York Harbor could see the Statue of Liberty. [98] For many people, the statue became a symbol of freedom, hope, and opportunity. [99] Its tablet connects it to July 4, 1776. [100] Its torch suggests light and liberty. [101] Immigrant families arriving through places such as Ellis Island often came for different reasons. Some hoped for work. Some wanted to join relatives. Some sought safety or opportunity. [102] Their arrival added another question to the American story: [103] What does it mean to become part of a nation built around ideals of liberty? [104] The answer was not always simple. [105] Newcomers often faced language barriers, difficult working conditions, crowded housing, discrimination, and uncertainty. [106] Freedom did not guarantee an easy life. [107] But immigration shows that national ideals can influence people far beyond the generation that first wrote them. [108] Citizens Continue the Work [109] Government is not shaped only by presidents, judges, legislators, or famous historical leaders. [110] Citizens also participate. [111] Voting is one important form of participation. [112] But it is not the only one.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

From Protest to Participation: How a Nation Changes (continued)

Nonfiction research passage. Very High stamina. Read every paragraph. Use Dot, Discover, Drop.

[113] People may attend public meetings, volunteer, contact representatives, sign petitions, serve on boards, help campaigns, organize projects, or learn about an issue affecting their community. [114] Young people can participate too. [115] Students can organize service projects, research local concerns, write respectfully to leaders, help improve school spaces, or explain an issue to others. [116] Citizenship begins long before a person is old enough to vote. [117] It begins with learning how communities make decisions. [118] Voice Requires Information The Writing Academy®, LLC Page 29 of 66 Grade 5 . Cluster 8 . Module 4 [119] Having a voice does not mean saying whatever comes to mind as loudly as possible. [120] Strong civic participation requires information. [121] Imagine that a town is debating whether to build a park, library, business area, or sports field on an empty piece of land. [122] Residents may feel strongly. [123] But feelings alone cannot answer every question. [124] People may need to know: [125] How much will each plan cost? [126] How many people could use it? [127] What environmental effects might occur? [128] What does the community already have? [129] What do residents need? [130] Are there other possible solutions? [131] Gathering evidence can make discussion more useful. [132] Reliable information also helps citizens recognize rumors or incomplete claims. [133] Listening Is Participation Too [134] People in a democracy will disagree. [135] That is normal. [136] One resident may want lower taxes. [137] Another may want additional public services. [138] One family may support a new road. [139] Another may worry that the road will increase traffic near homes. [140] Listening to another viewpoint does not require agreeing with it. [141] It means understanding the reasons and evidence behind it. [142] Respectful disagreement allows people to continue working together even when they prefer different solutions. [143] That ability may be one of the most important skills in a representative government. [144] Change Does Not End With a Decision [145] Suppose a community chooses a solution. [146] The work is not necessarily finished. [147] Citizens and leaders can study what happened next. [148] Did the plan work?

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

From Protest to Participation: How a Nation Changes (continued)

Nonfiction research passage. Very High stamina. Read every paragraph. Use Dot, Discover, Drop.

[149] Did it solve the original problem? [150] Did it create a new problem? [151] Did some people benefit more than others? [152] Should the plan continue? [153] Should it be changed? The Writing Academy®, LLC Page 30 of 66 Grade 5 . Cluster 8 . Module 4 [154] These questions apply to history too. [155] The American Revolution changed the relationship between the colonies and Great Britain. [156] The Declaration established ideals. [157] The Constitution created a government. [158] The Bill of Rights protected important freedoms. [159] But none of those events ended every disagreement about rights, representation, equality, or citizenship. [160] Later generations continued the work. [161] Democracy Is Never Completely Finished [162] A democracy receives something from the past. [163] It receives laws. [164] Documents. [165] Institutions. [166] Traditions. [167] Successes. [168] Mistakes. [169] Promises. [170] Each generation must decide what to do with them. [171] Citizens can preserve principles they believe remain valuable. [172] They can question practices that produce unfair results. [173] They can use evidence to judge whether a policy is working. [174] They can participate in peaceful processes for change. [175] This is why the history of American democracy is not simply the story of government being created. [176] It is the story of people repeatedly asking: [177] Does what we are doing match what we say we believe? [178] A protest may begin the conversation. [179] A document may describe an ideal. [180] A law may create a system. [181] A citizen may challenge the system. [182] A vote may change a leader. [183] An amendment may change the law. [184] A new generation may ask the question differently. [185] That is how a nation continues changing. [186] The strongest democracy is not one that never faces disagreement. It is one in which informed people can use rights, evidence, participation, and respectful debate to keep working toward its ideals. The Writing Academy®, LLC Page 31 of 66 Grade 5 . Cluster 8 . Module 4

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

How Change Happens: Observe, Adapt, Test, and Improve

Nonfiction research passage. Very High stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

[1] Central Question: [2] What do history and science teach us about responding to challenges? [3] A drooping plant, a dangerous beach, an unfamiliar settlement, a broken light bulb, and an unfair law may seem to have very little in common. [4] Yet each presents the same basic problem: [5] Something about the current situation is not working. What should happen next? [6] In science, people observe conditions, gather evidence, test explanations, and revise their thinking. [7] In history, individuals and societies also face changing conditions. They gather information, debate choices, act, and experience consequences. [8] The subjects are different, but the thinking pattern can be surprisingly similar. [9] NOTICE · QUESTION · GATHER · COMPARE · DECIDE · ACT · CHECK [10] Understanding this pattern helps explain not only how people solve problems, but also why some changes succeed while others create new difficulties. [11] Change Begins With Conditions [12] Before deciding what to do, it helps to understand the situation. [13] That sounds simple. [14] It is not always simple. [15] People often notice a problem and immediately assume they know the cause. [16] A plant looks weak, so it must need more water. [17] A law causes anger, so everyone must want the same solution. [18] An invention fails, so the entire idea must be impossible. [19] Those conclusions may be correct. [20] They may also be wrong. [21] The first task is to observe. [22] What is actually happening? [23] Living Things Respond in Different Ways [24] The natural world provides useful examples. [25] A newly hatched sea turtle faces immediate danger. [26] It must move from its nest toward the ocean. [27] It cannot attend a lesson first. [28] It cannot practice for several weeks. [29] Its instinctive behavior helps it respond immediately. [30] An orca faces different challenges. [31] Young orcas can learn behaviors by observing older members of their pod. Hunting cooperatively may require practice, communication, and experience. The Writing Academy®, LLC Page 32 of 66 Grade 5 . Cluster 8 . Module 4 [32] Both animals survive through behavior. [33] But they do not use the same kind of behavior.

A phrase I want to remember

My Words: One new word I learned today: _____

How Change Happens: Observe, Adapt, Test, and Improve (continued)

Nonfiction research passage. Very High stamina. Read every paragraph. Use Dot, Discover, Drop.

[34] That matters. [35] A useful response must fit the challenge. [36] The lesson is not that instinct is better than learning or that learning is better than instinct. [37] The lesson is that different conditions may require different responses. [38] People Must Adapt Too [39] Human beings also face unfamiliar conditions. [40] When the Pilgrims arrived in Plymouth, they entered an environment they did not fully understand. [41] The climate, growing seasons, plants, wildlife, and local geography differed from what they knew in England. [42] Determination alone could not give them the information they lacked. [43] The Wampanoag people possessed knowledge developed through generations of living in the region. [44] That local knowledge mattered. [45] Information about crops, fishing, seasons, and resources could make the difference between a poor decision and a better one. [46] Adaptation therefore requires more than simply working harder. [47] Sometimes it requires admitting: [48] Someone else knows something I do not know. [49] Learning from others can be a survival strategy. [50] Contact Can Create Unequal Change [51] Adaptation and cultural contact are not always peaceful or equal. [52] Spanish settlement in Texas brought missions, presidios, roads, livestock, ranching traditions, language, religion, and new settlements. [53] But those changes did not affect everyone in the same way. [54] Many Native American communities faced pressure to change their religions, customs, locations, or ways of life. [55] Some people cooperated. [56] Some traded. [57] Some adapted certain practices. [58] Others resisted Spanish control. [59] This illustrates another important principle: [60] A change can produce different outcomes for different groups. [61] If researchers ask only whether Spain successfully established settlements, they miss part of the story. [62] They must also ask what those settlements meant for the people already living there. [63] Observe Before You Act [64] Kendrix's garden provides a smaller example of the same thinking skill. The Writing Academy®, LLC Page 33 of 66 Grade 5 . Cluster 8 . Module 4 [65] She noticed that the plants looked unhealthy. [66] Their leaves were pale. [67] Their stems drooped. [68] She formed a reasonable first idea: [69] Perhaps they needed more water.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

How Change Happens: Observe, Adapt, Test, and Improve (continued)

Nonfiction research passage. Very High stamina. Read every paragraph. Use Dot, Discover, Drop.

[70] Then she acted. [71] She watered more. [72] But the garden became worse. [73] The soil turned muddy. [74] Leaves yellowed. [75] Her original explanation did not match the new evidence. [76] At that point Kendrix faced an important choice. [77] She could continue adding water because she wanted her first idea to be correct. [78] Or she could reconsider. [79] She chose to reconsider. [80] That is one of the most important habits in scientific thinking. [81] Evidence Can Change an Answer [82] Kendrix and her grandmother examined the soil. [83] They recognized that plant roots need more than water. Roots also require access to air, and plants depend on a balance of conditions including sunlight, water, nutrients, and healthy soil. [84] Kendrix changed her plan. [85] She watered less often. [86] She checked soil conditions before watering. [87] She watched the plants. [88] Their health improved. [89] The important lesson is not simply: [90] Do not overwater plants. [91] The deeper lesson is: [92] When evidence does not support your first explanation, change the explanation. [93] That does not mean the thinking process failed. [94] It means the thinking process worked. [95] Failure Can Become Information [96] Thomas Edison's workshop offers another example. [97] Developing a practical electric lighting system required repeated testing. [98] Materials had to be tried. [99] Results had to be recorded. [100] Bulbs could break. The Writing Academy®, LLC Page 34 of 66 Grade 5 . Cluster 8 . Module 4 [101] Wires could fail. [102] A test that failed to produce a useful light still produced information. [103] Workers could ask: [104] What material was used? [105] How long did it last? [106] Why might it have failed? [107] What should be changed during the next test? [108] This transforms failure into evidence. [109] The broken bulb is no longer simply a disappointment. [110] It becomes a clue. [111] Innovation Is Often a Team Process [112] Another important lesson from the workshop is that invention rarely depends on only one person's effort. [113] Workers prepared materials. [114] They kept notes. [115] They tested wires. [116] They watched clocks. [117] They compared results.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

How Change Happens: Observe, Adapt, Test, and Improve (continued)

Nonfiction research passage. Very High stamina. Read every paragraph. Use Dot, Discover, Drop.

[118] They built equipment. [119] They shared ideas. [120] The famous inventor's name may be remembered, but the process depended on many contributors. [121] The same is true of many kinds of change. [122] A scientific discovery may involve teams. [123] A community improvement may involve volunteers and leaders. [124] A political movement may involve thousands of ordinary participants. [125] Major changes often appear to have one famous face. [126] The evidence usually reveals many hands. [127] Cooperation Can Expand What Is Possible [128] Cooperation appears repeatedly across science and history. [129] Orcas hunt in pods. [130] The Wampanoag shared knowledge with the Pilgrims. [131] Colonists coordinated protests and meetings. [132] Edison's workers contributed different skills. [133] Citizens cooperate in communities. [134] Working together can allow people to accomplish something that would be difficult alone. [135] But cooperation does not guarantee fairness. [136] People can cooperate toward a harmful goal too. The Writing Academy®, LLC Page 35 of 66 Grade 5 . Cluster 8 . Module 4 [137] That is why another question must follow: [138] What did the cooperation produce? [139] Societies Can Revise Their Thinking [140] Scientific thinking changes when evidence changes. [141] Societies can change too. [142] Before the American Revolution, many colonists did not initially demand independence. [143] They wanted reforms. [144] As events continued, opinions changed. [145] New laws, protests, punishments, meetings, violence, writings, and arguments affected what people believed. [146] Eventually, many concluded that independence was necessary. [147] That decision came after years of changing conditions. [148] Government itself continued evolving afterward. [149] The Articles of Confederation did not provide the national system many leaders believed the new nation needed. [150] The Constitution created a different structure. [151] Concerns about individual rights led to the Bill of Rights. [152] Later amendments changed the Constitution again. [153] A governing system can therefore be both stable and changeable. [154] It may preserve a basic structure while allowing revision. [155] Not Every Solution Is a Good Solution [156] This may be the most important fifth-grade research lesson. [157] Solving the immediate problem does not automatically make a decision good.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

How Change Happens: Observe, Adapt, Test, and Improve (continued)

Nonfiction research passage. Very High stamina. Read every paragraph. Use Dot, Discover, Drop.

[158]At the Constitutional Convention, delegates needed agreements if they were going to create a new Constitution. [159] The Three-Fifths Compromise helped resolve one disagreement about representation. [160] But it strengthened political power tied to slavery while enslaved people themselves remained without freedom or political voice. [161] The agreement helped the convention move forward. [162] That does not make the agreement just. [163] Students therefore need to ask more than: [164] Did it work? [165] They also need to ask: [166] Was it fair? [167] Who benefited? [168] Who was harmed? [169] Whose voice was missing? The Writing Academy®, LLC Page 36 of 66 Grade 5 . Cluster 8 . Module 4 [170] A successful outcome for one group can be a harmful outcome for another. [171] Check What Happened Next [172] Good problem solving does not stop when action begins. [173] Suppose a community believes cars are traveling too quickly near a school. [174] Residents might propose a stop sign. [175] The city installs it. [176] Problem solved? [177] Maybe. [178] Researchers would need to check. [179] Did traffic slow? [180] Did accidents decrease? [181] Did drivers begin taking a different street and create another problem? [182] Would a crossing guard or different road design work better? [183] Action produces new evidence. [184] That evidence becomes the beginning of the next decision. [185] Reliable Information Matters [186] People cannot evaluate change well if their information is poor. [187] A rumor may sound convincing. [188] A dramatic image may create a strong emotional response. [189] A statement repeated many times may begin to feel true. [190] But researchers need evidence. [191] They ask where information came from. [192] They compare sources. [193] They distinguish facts from opinions. [194] They examine dates and context. [195] They notice when two people describe the same event differently. [196] This is important in both science and history. [197] A scientist should not depend on one observation if more testing is possible. [198] A historian should not assume one source tells the entire story. [199] A citizen should not make an important decision based only on an unverified claim.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

How Change Happens: Observe, Adapt, Test, and Improve (continued)

Nonfiction research passage. Very High stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

[200] Changing Your Mind Can Be a Strength [201] People sometimes believe that changing an opinion shows weakness. [202] Evidence-based thinking suggests the opposite. [203] Imagine Kendrix continuing to flood the garden simply because she did not want to admit her first idea was wrong. [204] Imagine Edison's workers repeating exactly the same failed test again and again without learning from the result. The Writing Academy®, LLC Page 37 of 66 Grade 5 . Cluster 8 . Module 4 [205] Refusing to change would not show strength. [206] It would prevent progress. [207] A strong thinker can say: [208] This is what I believed. [209] This is the evidence I now have. [210] The evidence suggests a better explanation. [211] I am changing my conclusion. [212] That is intellectual growth. [213] The Pattern of Change [214] Across these examples, a pattern emerges. [215] NOTICE [216] Something needs attention. [217] QUESTION [218] Why is this happening? [219] GATHER [220] What information or evidence can we find? [221] COMPARE [222] Do different sources or observations agree? [223] DECIDE [224] What action seems best supported? [225] ACT [226] Try the solution. [227] CHECK [228] What happened afterward? [229] Then there may be one more step: [230] REVISE [231] If the outcome is not what was expected, change the plan. [232] That final step keeps the cycle moving. [233] Progress Is Not Just Change [234] Something can change without improving. [235] A new law can create an unintended problem. [236] A new technology can solve one problem while creating another. [237] A settlement can help one population while harming another. [238] A compromise can produce agreement without producing justice. [239] A scientific solution can need further testing. [240] So researchers should not ask only: The Writing Academy®, LLC Page 38 of 66 Grade 5 . Cluster 8 . Module 4 [241] What changed? [242] They should ask: [243] Was the change an improvement? [244] And then: [245] Improvement for whom? [246] That is a much harder question. [247] It is also a much stronger research question. [248] The Work Continues [249] Sea turtles respond through instinct. [250] Orcas learn through experience.

A phrase I want to remember

My Words: One new word I learned today: _____

How Change Happens: Observe, Adapt, Test, and Improve (continued)

Nonfiction research passage. Very High stamina. Read every paragraph. Use Dot, Discover, Drop.

[251] People adapt to environments. [252] Scientists test explanations. [253] Inventors revise designs. [254] Communities debate choices. [255] Governments amend laws. [256] Citizens examine outcomes. [257] These examples do not prove that science and history operate exactly the same way. [258] They do reveal a shared habit of mind: [259] Pay attention to what happens next. [260] Change should create new questions. [261] What worked? [262] What failed? [263] What surprised us? [264] Who was affected? [265] What new evidence appeared? [266] What should happen now? [267] Progress does not come from changing simply for the sake of change. [268] It comes from learning. [269] Observe carefully. Question thoughtfully. Gather evidence. Choose responsibly. Check the result. And when the evidence demands it, be willing to change again. [270] Source-to-Writing Reflection [271] Choose one final question from this source that would help a researcher decide whether a change was an improvement. Record an exact phrase that makes the question worth asking. [272] Then explain what the phrase shows about evidence, fairness, consequences, or revision. Do not summarize the source; explain why the detail matters. [273] Compare that idea with one civic or scientific example from earlier in the source. Name the job the detail will do in your writing.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: From Protest to Participation: How a Nation Changes

How ideas about freedom, rights, and citizenship become real changes in a nation.

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 I chose it

Annotate: From Protest to Participation: How a Nation Changes (continued)

How ideas about freedom, rights, and citizenship become real changes in a nation.

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 whether the change was an improvement?

My thinking

My Prompt Marking Notes

The prompt gives me a topic, an action, and a question word. 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	Action	What does the topic do?
Green triangle	Question word	Does the prompt ask WHY or HOW?

Circle the topic in red. Box the action in yellow. Underline the question word in green.

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

My three marks in words

STUDENT WORKBOOK

Day 1: Gather + Reveal



5.11(A):

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

Gather: What Does the Prompt Ask?

Read the module question and the Final Research Prompt. The paper must explain how challenges, questions, evidence, choices, actions, consequences, and revision work together to create change, then judge whether the change was an improvement.

What must the paper explain, and what must it judge?

Gather Question

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

One challenge I notice and one question I would ask about it

Reveal: Build an Evidence Bank

This week we are studying one part of the change process: synthesize a month of research into a clear published explanation. A feeling may begin a question, but evidence must guide the next decision.

R-E1-E2 Thinking Chart

Part	Job and frame
R: Reason	State the reason. Researchers must explain how the sources work together because ____.
E1: Evidence	Use source evidence and credit the source. "Source title" explains ____.
E2: Explanation	Explain what the evidence proves. This evidence matters because ____.
Check	Name who was affected and what should happen next.

In my own words: why is an evidence bank more useful than a list of favorite facts?

? Naming a detail is not evidence until it has a job. Name one detail you will give a job.

Check for Understanding: Observation or Assumption?

Read each sample below. Write Observation or Assumption beside it, then explain how you know.

Sample	Observation or Assumption?	How I know
"Their leaves were pale."		
"Perhaps they needed more water."		
"Colonists did not elect representatives."		

One observation from Passage 1 or Passage 2 and its paragraph number

One assumption a researcher should check before trusting it

Research HABIT Key

Notice then Question then Gather then Compare then Decide then Act then Check.
Researchers return to an earlier step when new evidence requires revision.

Step	Move	Researcher asks
1	NOTICE	What is unfair, unsafe, unsuccessful, confusing, or not working?
2	QUESTION	What do I need to find out?
3	GATHER	Which exact detail answers the question?
4	COMPARE	Do different sources or observations agree?
5	DECIDE	What action seems best supported?
6	ACT	What did people try?
7	CHECK	What happened afterward, and was it an improvement?

One thing I learned about gathering research evidence today

- Is this fair?
- Who was affected?
- What should happen next?
- What evidence would help us decide?

[illegible]

STUDENT WORKBOOK



Human Research Paper

Day 2: Attempt

✂ **Cut out these cards (sheet 1 of 2)**

Read the card. Decide which evidence or question will help a researcher investigate. Explain why it fits with because.

REASON (R)	EVIDENCE (E1)
EXPLANATION (E2)	CHECK
"democracy is not a single event. It is a continuing process of ideas, decisions, actions, and consequences" Passage 1 [12]	This shows that a nation changes through a continuing process, not one event.

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 (E1)

a relevant detail from a source with source credit.

REASON (R)

the idea the paragraph will prove.

CHECK

whether the result was an improvement and what should happen next.

EXPLANATION (E2)

what the evidence proves about improvement, fairness, or revision.

E2 (explanation)

E1 (evidence)

STUDENT WORKBOOK



Human Research Paper

Day 2: Attempt

✂ **Cut out these cards (sheet 2 of 2)**

Read the card. Decide which evidence or question will help a researcher investigate. Explain why it fits with because.

Researchers must explain how the sources work together because one detail alone cannot prove what makes change happen.

"Action produces new evidence." Passage 2 [183]

Researchers then ask, "Was the change an improvement?" and "Improvement for whom?"

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.

E1 (evidence)	R (reason)
	Check

STUDENT WORKBOOK

 **Day 2: Attempt**



Attempt: Human Research Paper

Model Passage 1 [12], "democracy is not a single event. It is a continuing process of ideas, decisions, actions, and consequences," and Passage 2 [214] through [228], where the pattern moves from NOTICE through CHECK.

Source and Paragraph	Source detail	The job it does
Passage 1 [12]	Democracy is a continuing process of ideas, decisions, actions, and consequences.	Names what makes change happen.
Passage 2 [183]	Action produces new evidence.	Shows a research action.

Human Research Paper Decision Chart

Researcher question	The card I choose	Why it fits
What do we know?		
What evidence fits?		
Who was affected?		

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

The card I chose and the source detail that proves it

Defend Your Evidence

In Human Research Paper, I record a source title, paragraph number, the exact detail, and the job that detail does in an explanation.

The evidence I chose and its source and paragraph number

THIS DETAIL MATTERS BECAUSE ____.

My defense: this detail matters because...

- ☐ I named the source and paragraph number.
- ☐ I explained the job my evidence does.
- ☐ I used because to connect my evidence to a reason.

STUDENT WORKBOOK



Day 3: Discuss + Use



Discuss: Compare the Evidence

Compare Passage 1 [131], "Gathering evidence can make discussion more useful," with Passage 2 [192], "They compare sources."

Passage 1 detail	Passage 2 detail	What each detail proves	
[131] Gathering evidence can make discussion more useful.	[192] They compare sources.		

What does each detail prove, and how do the sources work together?

My Works Cited

5.13(G)(i):

I can develop a bibliography.

A works cited list names every source I used. Each entry gives the author, if one is named; the title; the type of source; and where it was published. Put the entries in alphabetical order.

Model Works Cited

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

"How Change Happens: Observe, Adapt, Test, and Improve." Research passage. Grade 5 Cluster 8 research packet.

My works cited list

- ☐ Every entry has a title in quotation marks.
- ☐ Entries are in alphabetical order.
- ☐ Every source named in my paper is on the list.
- ☐ Every source on the list is used in my paper.

Use: Write a Source-Comparison Paragraph

Yesterday, we learned that a strong source detail must connect to a reason. Today, use the frame, "Passage 1 shows ____, while Passage 2 adds ____; together they prove ____."

Circle the topic in red. Box the action in yellow. Underline the question word in green.

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

My paragraph: thesis (central idea), E1, E2, and Check

Check My Draft

- ☐ My paragraph begins with a thesis (central idea).
- ☐ I credited each source by title and paragraph number.
- ☐ I used one quotation or quoted phrase and one paraphrase.
- ☐ My explanation tells what the evidence proves and how the sources work together.
- ☐ I named who was affected and what should happen next.

One sentence I am proud of, and why

[illegible]

STUDENT WORKBOOK



Day 4: Award + Target



Award: Notice the Strength

Model Passage 2 [157], "Solving the immediate problem does not automatically make a decision good," and [170], "A successful outcome for one group can be a harmful outcome for another."

My strength: precise source credit or a clear evidence-to-improvement explanation, with evidence from my own work

Target: Choose the Next Move

A target is not a complaint. It is a next move. Choose one place to add, delete, or combine an idea so the explanation answers the Final Research Prompt.

My target: one sentence I will revise, and why

- ☐ Did I explain what my evidence proves?
- ☐ Did I credit my source by title and paragraph number?
- ☐ Did I ask who was affected?
- ☐ Is my target a specific next move?

STUDENT WORKBOOK

Day 5: Explain + Educate



Explain: Teach the Research HABIT

Revisit the Research HABIT. Researchers name the challenge, the question, the evidence, the choice, the action, the consequence, and the revision, then check whether the change was an improvement.

- The challenge or action was ____.
- My research question or claim was ____.
- One source showed ____.
- This evidence matters because ____.
- The larger lesson is ____.

My source-based answer to the module question

[illegible]

Choose My Mode of Delivery

5.13(H)(i):

I can use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

Mode	Best When	Change Museum Example
Written	Readers need to study details and sources	A published research paper with a works cited list
Oral	Listeners need to hear reasoning and ask questions	A two minute talk that explains the thesis (central idea) and evidence
Multimodal	Words plus images, charts, or objects make the idea clearer	An exhibit card, a labeled timeline, and a short spoken explanation

- ☐ Written
- ☐ Oral
- ☐ Multimodal

I chose this mode because my audience needs ____ and my purpose is ____.

Three parts I will present

Exit Ticket: Explain + Educate

Circle the topic in red. Box the action in yellow. Underline the question word in green.

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

Directions: Read these exact source details: Passage 1 [12] and Passage 2 [183]. Name both sources, use one quotation or quoted phrase and one paraphrase, and explain what the evidence proves.

My source-based answer, with one paragraph citation and a check about who was affected



Write More

Plan, draft, revise, edit, and share



My Writing Assignment

Write a short response to this prompt:

Circle the topic in red. Box the action in yellow. Underline the question word in green.

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

My Plan

- Prompt: Explain what makes change happen.
- Thesis (central idea): a focused answer that explains how the sources work together.
- E1: copy one quotation or quoted phrase from Passage 1 and paraphrase one detail from Passage 2. Credit each source title.
- E2: explain what each detail proves and how the sources work together.
- Order: my thesis (central idea) first, then my evidence, then my explanation.
- Source credit: name each passage title with the paragraph number.
- Conventions: complete sentences, subject-verb agreement, and quotation marks around exact words.

Two possible reasons from the passage

Thesis (central idea) and reasons, Green. Evidence, Yellow. Explanation, Red or Pink. Reflective thinking, Blue.

[illegible]

My Draft



Use my shaped prompt and my plan. Write a clear response.

Draft, page 1

A sentence I want to keep

Revise, Edit, and Share

Revise

- ☐ My response explains why researchers must check consequences.
- ☐ I credited each source by title and paragraph number.
- ☐ I replaced one plain word with a stronger word.
- ☐ Every sentence is complete with a subject and a verb.

Edit

- ☐ Every sentence is complete.
- ☐ Parliament, the Declaration of Independence, and the Constitution begin with capital letters.
- ☐ Evidence and improvement are common nouns unless they begin a sentence.
- ☐ Singular nouns are spelled correctly.
- ☐ High-frequency words are spelled correctly.

My improved sentence

Share

Choose one: read to a partner, share in author's chair, join a gallery walk, or add your prompt to a class booklet.

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
Prompt parts	I marked the topic, the action, and the question word.	
Prompt type	I named WHY or HOW.	
Writing	My answer explains what the evidence proves.	
Conventions	I used complete sentences and correct quotation marks.	

Study the Samples

Read the three responses to this prompt. Notice what improves from Low to Medium to High.

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

Low

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

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

Medium

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

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

What improves from Low to High?

Study the High Sample

This is the target. Notice how every part of the explanation has a job for the reader.

High

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

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

High Sample R-E1-E2 Key

R-E1-E2 Part	Evidence from the High sample	Why it works
R	Researchers must study consequences because not every change is an improvement for everyone.	States the focused reason.
E1	"How Change Happens" explains that the compromise strengthened political power connected to slavery while enslaved people remained without freedom or political voice.	Credits the source and gives precise evidence.
E2	This evidence shows why researchers cannot judge a decision only by asking whether it solved an immediate problem.	Explains what the evidence proves.

One sentence in my explanation 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 select the strongest evidence from both research passages.	☐	☐	☐
I can record source titles and paragraph numbers.	☐	☐	☐
I can explain what each detail proves and how the sources work together.	☐	☐	☐
I can explain whether the change was an improvement and for whom.	☐	☐	☐

Something I Did Well...

What I did well, and where I did it

My Next Step...

Why this is my next step

Essential Question Answered

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

The answer

Check the consequences. Name who was affected, compare viewpoints, look at fairness, and decide whether the change needs revision.

My Final Thinking (in my own words)

What Changed in My Thinking?

At first I thought...

Now I think...

Try It Another Way

Use a question from your day. Say the topic, the action, and the question word. Tell whether it asks WHY or HOW. Then explain the job.

My new prompt

Take It Further! Evidence Builder Challenge

Build the whole R-E1-E2 explanation from one prompt: Write your strongest answer to the Final Research Prompt.

- Write the thesis (central idea) in one sentence.
- Add E1: a quotation or quoted phrase from Passage 1 with source credit.
- Add E1: a paraphrase from Passage 2 with source credit.
- Add E2: explain what each detail proves and how the sources work together.
- Add a Check sentence that names who was affected and what should happen next.
- Read your explanation to a partner.
- Ask your partner to name the strongest evidence-to-reason connection.
- Change one sentence to make that connection clearer.

My plan: thesis (central idea), reason or way, evidence, explanation, significance

My Evidence Builder Challenge

Write your thesis (central idea), your two source details, your explanation, and your check in the box below.

At-Home Connection

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

Evidence Before Deciding

Ask a family member, "What evidence would help us understand this before we decide?" Name one observation, one question, and one detail that could be gathered.

Family signature: _____

Family member signature: _____

Track My Progress

Every time I get a score or a grade on my work in this module, I write it here.

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.

- ☐ I keep this chart up to date.
- ☐ I show this chart to my teacher.

My Published Answer

I can keep this page with my other work.

The most useful word I learned

The craft move I can use fastest

My Strong Roots

I am a prepared writer.

My Proud Moment This Week
