

PREPARE, Module 1: Week 1

5th Grade Weekly Pacing Guide | The Writing Job Comes Before the Format | Getting Ready to Write

The Writing Academy, LLC
Randi Whitney

Essential Question: How does a writer move from a writing situation to a justified genre and an effective draft?

Passages: "The Great Chocolate Chip Cookie Mystery" (Low Stamina, ~200 words)

TEKS: 5.11A(i), 5.11C(i), 5.12A(i), 5.12A(ii); Editing: 5.11D (i), (vii), (xxix)

ELPS: 1(E), 1(C), 2(E), 2(F), 3(E), 4(D), 4(E) | **Framework:** TRAILS

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Distinguish source genre from response genre. Model the Genre Compass: TOPIC to PURPOSE to AUDIENCE to RESPONSE GENRE to PLANNING STRATEGY. TLP p. 34 Deck Slide 1	A Attempt Genre Signal Sort: read each writing job, name topic, purpose, audience, place a route card, and justify across four routes. TLP p. 35 Deck Slides	D U Discuss + Use Discuss source vs. response genre. Write a personal narrative about changing thinking after new information. PREPARE header, TRAILS plan, draft. TLP p. 36 Deck Slides	A T Award + Target Celebrate with evidence: genre match, audience lens, planning route, TRAILS, sentence structure. Target one specific next action. TLP p. 36 Deck Slides	E Educate + Explain Teach the decision chain with an Author-Educator Card. Retrieve Topic, Purpose, Audience, Genre, Strategy from memory. TLP p. 37 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 30)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 30)	Reread passage for discussion and independent application. Passage text (TLP p. 30)	Reread for evidence: identify key details and connections. Passage text (TLP p. 30)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 30)
Writing* (Student Workbook)	Gather + Reveal: I learn the Genre Compass Workbook p. 32	Attempt: GENRE SIGNAL SORT Workbook p. 37	Discuss + Use: I explain my thinking and draft Workbook p. 42	Award + Target: I notice evidence of my preparation Workbook p. 47	Explain/Educate: I teach someone else Workbook p. 49
Standards Block (20 min: 4 Triplets)	Writing Wk 1 Triplet 1 Editing Wk 1 Triplet 1 Writing Slides Editing Slides	Writing Wk 1 Triplet 2 Editing Wk 1 Triplet 2 Writing Slides Editing Slides	Writing Wk 1 Triplet 3 Editing Wk 1 Triplet 3 Writing Slides Editing Slides	Writing Wk 1 Triplet 4 Evidence Wk 1 Triplet 1-2 Writing Slides Evidence Slides	Editing Wk 1 Triplet 4 Evidence Wk 1 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral decision chain during Gather + Reveal. TLP p. 34	Practice accuracy check: guided partner activity. TLP p. 35	Day 3 independent application with accuracy check. TLP p. 36	Identified strength, next step, and reflection recorded. TLP p. 36	Day 5 Exit Ticket + writing assignment. TLP p. 37 WB p. 49
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 7) Homework PREPARE M1		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 8	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 8 Homework PREPARE M1	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

PREPARE, Module 2: Week 2

5th Grade Weekly Pacing Guide | Purpose and Audience Change the Response | Getting Ready to Write

The Writing Academy, LLC
Randi Whitney

Essential Question: How does a writer move from a writing situation to a justified genre and an effective draft?

Passages: "The Great Chocolate Chip Cookie Mystery" (Medium Stamina, ~350 words) **TEKS:** 5.11A(i), 5.11C(i), 5.12A(i), 5.12A(ii); Editing: 5.11D (i), (vii), (xxix) **ELPS:** 1(E), 1(C), 2(E), 2(F), 3(E), 4(D), 4(E) | **Framework:** TRAILS

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Reveal how purpose and audience change genre, detail, style, and register. Model with Cookie passages: three directions, students show route cards and justify. TLP p. 88 Deck Slide 1	A Attempt Same Topic, Different Job: read the writing situation, state the proposed genre and strategy, defend with topic, purpose, and audience. TLP p. 89 Deck Slides	D U Discuss + Use Explain how one fiction source supports different response genres. Write a personal narrative about a time new information caused a change. TLP p. 91 Deck Slides	A T Award + Target Locate growth evidence and name a precise next action. Partners point to one decision and one next step. TLP p. 92 Deck Slides	E Educate + Explain Teach the complete decision chain with evidence. Reconstruct the Genre Compass, then create a fresh writing job. TLP p. 93 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 83)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 83)	Reread passage for discussion and independent application. Passage text (TLP p. 83)	Reread for evidence: identify key details and connections. Passage text (TLP p. 83)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 83)
Writing* (Student Workbook)	Gather + Reveal: One story, many jobs Workbook p. 92	Attempt: Same Topic, Different Job Workbook p. 95	Discuss + Use: Discuss the two cookie texts, then use the chain Workbook p. 100	Award + Target: Award my growth, then target one next action Workbook p. 104	Explain + Educate: Teach the decision chain Workbook p. 105
Standards Block (20 min: 4 Triplets)	Writing Wk 2 Triplet 1 Editing Wk 2 Triplet 1 Writing Slides Editing Slides	Writing Wk 2 Triplet 2 Editing Wk 2 Triplet 2 Writing Slides Editing Slides	Writing Wk 2 Triplet 3 Editing Wk 2 Triplet 3 Writing Slides Editing Slides	Writing Wk 2 Triplet 4 Evidence Wk 2 Triplet 1-2 Writing Slides Evidence Slides	Editing Wk 2 Triplet 4 Evidence Wk 2 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral decision chain during Gather + Reveal. TLP p. 88	Practice accuracy check: guided partner activity. TLP p. 89	Day 3 independent application with accuracy check. TLP p. 91	Identified strength, next step, and reflection recorded. TLP p. 92	Day 5 Exit Ticket + writing assignment. TLP p. 93 WB p. 105
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 59) Homework PREPARE M2		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 60	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 60 Homework PREPARE M2	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

PREPARE, Module 3: Week 3

5th Grade Weekly Pacing Guide | Choose the Route and the Planning Strategy | Getting Ready to Write

The Writing Academy, LLC

Randi Whitney

Essential Question: How does a writer move from a writing situation to a justified genre and an effective draft?

Passages: "The Fifth-Grade Cookie Commission" (High Stamina, **TEKS:** 5.11A(i), 5.11C(i), 5.12A(i), 5.12A(ii); Editing: 5.11D (i), (vii), **ELPS:** 1(E), 1(C), 2(E), 2(F), 3(E), 4(D), 4(E) | **Framework:** TRAILS ~500 words)

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Read High stamina cookie excerpts. Trace how ideas grow as characters gather evidence, compare viewpoints, and revise decisions. Revisit the Genre Compass: route is the genre, planning strategy is the tool. TLP p. 144 Deck Slide 1	A Attempt Genre Route Relay: read the job, name topic, purpose, and audience, place a route card, place a strategy card, and defend both choices. Four task cards with genre and planning-strategy pairings. TLP p. 145 Deck Slides	D U Discuss + Use Explain why the route and planning strategy fit the job. Independently plan and draft a personal narrative about gathering information, listening to another viewpoint, or checking evidence before making a choice. TLP p. 146 Deck Slides	A T Award + Target Locate growth evidence. Mark two sentences whose structure can show a clearer relationship. Edit complete simple sentences with subject-verb agreement, collective nouns, and high-frequency spelling. TLP p. 146 Deck Slides	E Educate + Explain Turn and Teach the decision chain. Partner names one planning tool for a different writing job and explains why it fits. Fresh application: create a clear writing job from a cookie passage detail. TLP p. 147 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 139)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 139)	Reread passage for discussion and independent application. Passage text (TLP p. 139)	Reread for evidence: identify key details and connections. Passage text (TLP p. 139)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 139)
Writing* (Student Workbook)	Gather + Reveal: Tuesday Workbook p. 122	Attempt: GENRE ROUTE RELAY Workbook p. 147	Discuss + Use Independently: Explain the route, then use it Workbook p. 151	Award Yourself + Target: Prove a decision, then strengthen the next one Workbook p. 156	Explain or Educate Others: Teach the decision chain Workbook p. 158
Standards Block (20 min: 4 Triplets)	Writing Wk 3 Triplet 1 Editing Wk 3 Triplet 1 Writing Slides Editing Slides	Writing Wk 3 Triplet 2 Editing Wk 3 Triplet 2 Writing Slides Editing Slides	Writing Wk 3 Triplet 3 Editing Wk 3 Triplet 3 Writing Slides Editing Slides	Writing Wk 3 Triplet 4 Evidence Wk 3 Triplet 1-2 Writing Slides Evidence Slides	Editing Wk 3 Triplet 4 Evidence Wk 3 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral decision chain during Gather + Reveal. TLP p. 144	Practice accuracy check: guided partner activity. TLP p. 145	Day 3 independent application with accuracy check. TLP p. 146	Identified strength, next step, and reflection recorded. TLP p. 146	Day 5 Exit Ticket + writing assignment. TLP p. 147 WB p. 158
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 117) Homework PREPARE M3		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 118	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 118 Homework PREPARE M3	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

PREPARE, Module 4: Week 4

5th Grade Weekly Pacing Guide | Independent Genre Decision and Transfer | Getting Ready to Write

The Writing Academy, LLC
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Essential Question: How does an independent writer analyze a new task, choose and justify a route, and transfer the same content into another genre?

Passages: "The Fifth-Grade Cookie Commission" (Very High Stamina, ~650 words)

TEKS: 5.11A(i), 5.11C(i), 5.12A(i), 5.12A(i) to (ii), 5.12A(ii); Editing: **ELPS:** 1(E), 1(C), 2(E), 2(F), 3(E), 4(D), 4(E) | **Framework:** TRAILS 5.11D (i), (vii), (xxix)

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Retrieve and independently apply the complete Writer Decision Chain. Three source-based directions: personal narrative for school readers, informative for younger students, correspondence to a school leader. TLP p. 195 Deck Slide 1	A Attempt Group game with Reader, Decision Maker, Evidence Speaker, and Checker roles. Four writing situations: school anthology, family newsletter, principal request, and classmate summary. Defend genre and strategy choices. TLP p. 196 Deck Slides	D U Discuss + Use Independently write a personal narrative for a school audience about a meaningful experience where evidence, new information, or another viewpoint changed a belief or decision. Complete PREPARE header, TRAILS plan, draft, revision, and edit. TLP p. 197 Deck Slides	A T Award + Target Choose an award category with evidence: Genre Match, Audience Lens, Planning Route, TRAILS Builder, Sentence Architect, or Convention Checker. Set a precise target with observable next action. TLP p. 198 Deck Slides	E Educate + Explain Teach the Writer Decision Chain using plan and draft evidence. Partner explains the route and plan with evidence from the writing job. Transfer to a fresh writing job from the cookie passages. TLP p. 198 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 190)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 190)	Reread passage for discussion and independent application. Passage text (TLP p. 190)	Reread for evidence: identify key details and connections. Passage text (TLP p. 190)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 190)
Writing* (Student Workbook)	Gather + Reveal: I retrieve and apply the complete Writer Decision Chain Workbook p. 203	Attempt: GENRE COURT Workbook p. 205	Discuss + Use: I plan, draft, revise, and edit independently Workbook p. 211	Award + Target: I identify evidence of growth and name a precise next action Workbook p. 213	Explain + Educate: I teach another learner my complete decision chain Workbook p. 215
Standards Block (20 min: 4 Triplets)	Writing Wk 4 Triplet 1 Editing Wk 4 Triplet 1 Writing Slides Editing Slides	Writing Wk 4 Triplet 2 Editing Wk 4 Triplet 2 Writing Slides Editing Slides	Writing Wk 4 Triplet 3 Editing Wk 4 Triplet 3 Writing Slides Editing Slides	Writing Wk 4 Triplet 4 Evidence Wk 4 Triplet 1-2 Writing Slides Evidence Slides	Editing Wk 4 Triplet 4 Evidence Wk 4 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral decision chain during Gather + Reveal. TLP p. 195	Practice accuracy check: guided partner activity. TLP p. 196	Day 3 independent application with accuracy check. TLP p. 197	Identified strength, next step, and reflection recorded. TLP p. 198	Day 5 Exit Ticket + writing assignment. TLP p. 198 WB p. 215
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 169) Homework PREPARE M4		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 170	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 170 Homework PREPARE M4	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 1, Module 1: Week 5

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5th Grade Weekly Pacing Guide | Understanding and Upgrading Thinking Levels in WHY and HOW Responses | Short Constructed Response (SCR)

Essential Question: How can writers upgrade WHY and HOW SCR responses so their word choice shows deeper thinking?

Passages: "From Tension to Revolution" and "The Ocean Lesson" (Low Stamina, ~200 words)

TEKS: 5.11A(i), 5.11C(i), 5.11C(ii), 5.12B(i), 5.12B(ii), 5.12B(iii);
Editing: 5.11D (i), (xxix)

ELPS: 1(E), 2(E), 2(B), 4(C), 4(D), 4(F) | **Framework:** CSI

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Compare two SCR responses about colonists protesting. Decide which shows deeper thinking. Reveal the Level-Up Language Ladder. TLP p. 33 Deck Slide 1	A Attempt Level Up Showdown: spin a level 1 to 5, draw a task card, identify the level, upgrade one level, explain the change. Record two upgrades. TLP p. 34 Deck Slides	D U Discuss + Use Discuss which words showed the original level and how the citation stem changed. Independently upgrade a WHY and HOW response one level higher. TLP p. 35 Deck Slides	A T Award + Target Recognize one word, stem, or explanation move that strengthened a response. Set a precise next goal for thinking level or citation stem. TLP p. 36 Deck Slides	E Educate + Explain Teach a partner to identify the current level, upgrade one feature, and justify the improvement. Independent transfer from either passage. TLP p. 37 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 30)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 30)	Reread passage for discussion and independent application. Passage text (TLP p. 30)	Reread for evidence: identify key details and connections. Passage text (TLP p. 30)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 30)
Writing* (Student Workbook)	Gather + Reveal: I learn that words show a thinking level Workbook p. 31	Attempt: LEVEL UP SHOWDOWN Workbook p. 35	Discuss + Use: I upgrade on my own Workbook p. 39	Award + Target: I notice my growth Workbook p. 42	Explain/Educate: I teach someone else Workbook p. 44
Standards Block (20 min: 4 Triplets)	Writing Wk 5 Triplet 1 Editing Wk 5 Triplet 1 Writing Slides Editing Slides	Writing Wk 5 Triplet 2 Editing Wk 5 Triplet 2 Writing Slides Editing Slides	Writing Wk 5 Triplet 3 Editing Wk 5 Triplet 3 Writing Slides Editing Slides	Writing Wk 5 Triplet 4 Evidence Wk 5 Triplet 1-2 Writing Slides Evidence Slides	Editing Wk 5 Triplet 4 Evidence Wk 5 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 33	Practice accuracy check: guided partner activity. TLP p. 34	Day 3 independent application with accuracy check. Cluster 1 Assessment	Identified strength, next step, and reflection recorded. TLP p. 36	Day 5 Exit Ticket + Module Writing Assignment. Cluster 1 Assessment WB p. 44
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 7) Homework C1 M1		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 8	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 8 Homework C1 M1	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 1, Module 2: Week 6

The Writing Academy, LLC
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5th Grade Weekly Pacing Guide | Writing a Strong Thesis (central idea) Using TOPIC, CHARGE, and ANSWER | Short Constructed Response (SCR)

Essential Question: How do TOPIC, CHARGE, and ANSWER work together to build a strong thesis (central idea) for WHAT, WHY, and HOW SCR prompts?

Passages: "From Tension to Revolution" and "The Ocean Lesson" (Medium Stamina, ~350 words)

TEKS: 5.11B(i), 5.11C(i), 5.11C(ii), 5.12B(i), 5.12B(ii), 5.12B(iii);
Editing: 5.11D (i), (vi), (viii), (ix)

ELPS: 1(E), 2(E), 2(B), 4(C), 4(D), 4(F) | **Framework:** CSI

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Show "The colonists protested." Reveal a strong thesis (central idea) has three pieces: TOPIC, CHARGE, ANSWER. WHAT=simple, WHY=complex with BECAUSE, HOW=preposition. TLP p. 84 Deck Slide 1	A Attempt Thesis (central idea) Builder Showdown: spin WHAT/WHY/HOW, draw a prompt, build a complete thesis (central idea) from three pieces. TLP p. 85 Deck Slides	D U Discuss + Use Discuss how the prompt tells the writer which sentence structure to use. Write one thesis (central idea) for each prompt type. TLP p. 86 Deck Slides	A T Award + Target Highlight TOPIC, CHARGE, ANSWER in the strongest thesis (central idea). Set a next goal: stronger vocabulary, structure, or a clearer ANSWER. TLP p. 87 Deck Slides	E Educate + Explain Teach a partner how to build a thesis (central idea) using the three pieces. Give an example, identify prompt type, explain why the sentence is complete. TLP p. 88 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 81)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 81)	Reread passage for discussion and independent application. Passage text (TLP p. 81)	Reread for evidence: identify key details and connections. Passage text (TLP p. 81)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 81)
Writing* (Student Workbook)	Gather + Reveal: I gather what is missing, then I reveal the three pieces. Workbook p. 84	Attempt: Thesis (central idea) Builder Showdown Workbook p. 87	Discuss + Use: I explain my thinking, then I write on my own. Workbook p. 91	Award + Target: I compare responses, then I choose a target for revision. Workbook p. 94	Explain/Educate: I teach the three pieces to someone else. Workbook p. 96
Standards Block (20 min: 4 Triplets)	Writing Wk 6 Triplet 1 Editing Wk 6 Triplet 1 Writing Slides Editing Slides	Writing Wk 6 Triplet 2 Editing Wk 6 Triplet 2 Writing Slides Editing Slides	Writing Wk 6 Triplet 3 Editing Wk 6 Triplet 3 Writing Slides Editing Slides	Writing Wk 6 Triplet 4 Evidence Wk 6 Triplet 1-2 Writing Slides Evidence Slides	Editing Wk 6 Triplet 4 Evidence Wk 6 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 84	Practice accuracy check: guided partner activity. TLP p. 85	Day 3 independent application with accuracy check. Cluster 1 Assessment	Identified strength, next step, and reflection recorded. TLP p. 87	Day 5 Exit Ticket + Module Writing Assignment. Cluster 1 Assessment WB p. 96
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 59) Homework C1 M2		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 60	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 60 Homework C1 M2	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 1, Module 3: Week 7

5th Grade Weekly Pacing Guide | Using Evidence to Support Thinking | Short Constructed Response (SCR)

The Writing Academy, LLC

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Essential Question: How does CSI help a writer choose and introduce evidence that truly supports an SCR thesis (central idea)?

Passages: "From Tension to Revolution" and "The Ocean Lesson" (High Stamina, ~500 words)

TEKS: 5.11B(i), 5.11C(ii), 5.12B(i), 5.12B(ii), 5.12B(iii); Editing: 5.11D (xxvii), (xxix)

ELPS: 1(E), 2(E), 2(B), 4(C), 4(D), 4(F) | **Framework:** CSI

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Gather the difference between real proof and a general statement. Reveal CSI: Connect, Support, and Infer. Show that a signal marker introduces quoted evidence. Interactive Notebook fill-in. TLP p. 130 Deck Slide 1	A Attempt CSI Evidence Quest board game: move through prompt checks, thesis (central idea) matches, strong or weak decisions, signal markers, quote presentation, and CSI checks. Record one strong and one weak quote. TLP p. 131 Deck Slides	D U Discuss + Use Discuss the difference between evidence and explanation. Why not every quote is strong evidence. Then independently take a thesis (central idea) and add a clear piece of quoted evidence with a signal marker. TLP p. 132 Deck Slides	A T Award + Target Recognize evidence habits: CSI use, signal markers, quote punctuation. Set a precise next goal for choosing and presenting evidence. Complete a curiosity question. TLP p. 134 Deck Slides	E Educate + Explain Evidence Coach: teach a partner how to identify evidence, choose a strong quote, add a signal marker, and check CSI. Independent transfer: choose one response from either passage and complete the upgrade. TLP p. 135 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 125)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 125)	Reread passage for discussion and independent application. Passage text (TLP p. 125)	Reread for evidence: identify key details and connections. Passage text (TLP p. 125)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 125)
Writing* (Student Workbook)	Gather + Reveal: Tuesday Workbook p. 112	Attempt: CSI EVIDENCE QUEST Workbook p. 143	Discuss + Use: I discuss evidence, then use it on my own Workbook p. 147	Award + Target: I recognize my growth and set a target Workbook p. 149	Explain/Educate: I coach a partner Workbook p. 151
Standards Block (20 min: 4 Triplets)	Writing Wk 7 Triplet 1 Editing Wk 7 Triplet 1 Writing Slides Editing Slides	Writing Wk 7 Triplet 2 Editing Wk 7 Triplet 2 Writing Slides Editing Slides	Writing Wk 7 Triplet 3 Editing Wk 7 Triplet 3 Writing Slides Editing Slides	Writing Wk 7 Triplet 4 Evidence Wk 7 Triplet 1-2 Writing Slides Evidence Slides	Editing Wk 7 Triplet 4 Evidence Wk 7 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 130	Practice accuracy check: guided partner activity. TLP p. 131	Day 3 independent application with accuracy check. Cluster 1 Assessment	Identified strength, next step, and reflection recorded. TLP p. 134	Day 5 Exit Ticket + Module Writing Assignment. Cluster 1 Assessment WB p. 151
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 105) Homework C1 M3		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 106	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 106 Homework C1 M3	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 1, Module 4: Week 8

The Writing Academy, LLC
Randi Whitney

5th Grade Weekly Pacing Guide | Writing the Explanation Sentence | Short Constructed Response (SCR)

Essential Question: How does a strong explanation turn evidence into clear meaning for the reader?

Passages: "From Tension to Revolution" and "The Ocean Lesson" (Very High Stamina, ~650 words)

TEKS: 5.11B(i), 5.11C(i), 5.11C(ii), 5.12B(i), 5.12B(ii), 5.12B(iii);
Editing: 5.11D (i)

ELPS: 1(E), 2(E), 2(B), 4(C), 4(D), 4(F) | **Framework:** CSI

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Gather the difference between naming something and explaining it. Reveal that an explanation tells what the evidence means, connects it to the thesis (central idea), and shows why it matters. Learn Definition and Story explanation types. TLP p. 189 Deck Slide 1	A Attempt Explanation Relay Race: match thesis (central idea) plus evidence with the strongest explanation, then defend why it adds meaning rather than repeating the quote. Move a marker when the match is correct. TLP p. 190 Deck Slides	D U Discuss + Use Discuss what makes a strong explanation. Independently take a thesis (central idea) and evidence sentence and add a strong explanation using Definition or Story. Check the Thinking Levels Chart. TLP p. 192 Deck Slides	A T Award + Target Recognize explanation sentences that made thinking visible. Set a precise next goal for explaining evidence: clarity, connection, deeper meaning, or avoiding repetition. TLP p. 193 Deck Slides	E Educate + Explain Teach a partner how to explain evidence with Definition and Story. Coach one explanation choice from either passage. Answer the module overarching question about explanation and meaning. TLP p. 194 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 180)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 180)	Reread passage for discussion and independent application. Passage text (TLP p. 180)	Reread for evidence: identify key details and connections. Passage text (TLP p. 180)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 180)
Writing* (Student Workbook)	Gather + Reveal: I gather the difference between naming something and explaining it Workbook p. 201	Attempt: EXPLANATION RELAY RACE Workbook p. 205	Discuss + Use: I explain my thinking Workbook p. 209	Award + Target: I notice evidence of my growth Workbook p. 211	Explain/Educate: I teach someone else Workbook p. 213
Standards Block (20 min: 4 Triplets)	Writing Wk 8 Triplet 1 Editing Wk 8 Triplet 1 Writing Slides Editing Slides	Writing Wk 8 Triplet 2 Editing Wk 8 Triplet 2 Writing Slides Editing Slides	Writing Wk 8 Triplet 3 Editing Wk 8 Triplet 3 Writing Slides Editing Slides	Writing Wk 8 Triplet 4 Evidence Wk 8 Triplet 1-2 Writing Slides Evidence Slides	Editing Wk 8 Triplet 4 Evidence Wk 8 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 189	Practice accuracy check: guided partner activity. TLP p. 190	Day 3 independent application with accuracy check. Cluster 1 Assessment	Identified strength, next step, and reflection recorded. TLP p. 193	Day 5 Exit Ticket + Module Writing Assignment. Cluster 1 Assessment WB p. 213
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 155) Homework C1 M4		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 156	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 156 Homework C1 M4	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 2, Module 1: Week 9

The Writing Academy, LLC
Randi Whitney

5th Grade Weekly Pacing Guide | Understanding the Structure of an ECR | Extended Constructed Response (ECR): Informational

Essential Question: How does shaping a prompt help a writer understand the structure and direction of an informative ECR?

Passages: "Spanish Rule in Early Texas" and "A Harvest to Remember" (Low Stamina, ~200 words)

TEKS: 5.11B(i), 5.11C(i), 5.11C(ii), 5.12B(i), 5.12B(ii), 5.12B(iii);
Editing: 5.11D (i), (xxix)

ELPS: 1(E), 1(C), 2(E), 2(F), 3(E), 4(D), 4(E) | **Framework:** TREE

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Gather parts of the informative ECR TREE. Reveal the three prompt shapes: circle important nouns, box the important verb, triangle the clue word (WHY/HOW). Model a thesis (central idea) from "Spanish Rule in Early Texas." TLP p. 31 Deck Slide 1	A Attempt Spin and Shape Showdown: spin WHY, HOW, or BOTH, draw a prompt card, shape it with hand motions, say the type aloud, and write a thesis (central idea). Move two spaces for a correct thesis (central idea). TLP p. 33 Deck Slides	D U Discuss + Use Explain how the conflict supports a WHY thesis (central idea). Independently shape a prompt and write a complete central idea. Add one piece of evidence and one explanation sentence if ready. TLP p. 34 Deck Slides	A T Award + Target Recognize successful shaping and thesis (central idea) writing. Revise a vague thesis (central idea) so it answers WHY with a reason grounded in the conflict. Edit for conventions. TLP p. 35 Deck Slides	E Educate + Explain Teach a partner the three prompt shapes and how to build a thesis (central idea) from the ECR TREE. Answer the overarching question about shaping prompts for informative ECRs. TLP p. 36 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 29)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 29)	Reread passage for discussion and independent application. Passage text (TLP p. 29)	Reread for evidence: identify key details and connections. Passage text (TLP p. 29)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 29)
Writing* (Student Workbook)	Gather + Reveal: I learn how a thesis (central idea) grows from the roots Workbook p. 32	Attempt: SPIN AND SHAPE SHOWDOWN Workbook p. 35	Discuss + Use: I write a complete thesis (central idea) on my own Workbook p. 41	Award + Target: I notice my growth and set my next step Workbook p. 44	Explain/Educate: I teach someone else Workbook p. 45
Standards Block (20 min: 4 Triplets)	Writing Wk 9 Triplet 1 Editing Wk 9 Triplet 1 Writing Slides Editing Slides	Writing Wk 9 Triplet 2 Editing Wk 9 Triplet 2 Writing Slides Editing Slides	Writing Wk 9 Triplet 3 Editing Wk 9 Triplet 3 Writing Slides Editing Slides	Writing Wk 9 Triplet 4 Evidence Wk 9 Triplet 1-2 Writing Slides Evidence Slides	Editing Wk 9 Triplet 4 Evidence Wk 9 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 31	Practice accuracy check: guided partner activity. TLP p. 33	Day 3 independent application with accuracy check. Cluster 2 Assessment	Identified strength, next step, and reflection recorded. TLP p. 35	Day 5 Exit Ticket + Module Writing Assignment. Cluster 2 Assessment WB p. 45
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 7) Homework C2 M1		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 8	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 8 Homework C2 M1	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 2, Module 2: Week 10

The Writing Academy, LLC
Randi Whitney

5th Grade Weekly Pacing Guide | Writing a Strong Thesis (central idea) | Extended Constructed Response (ECR): Informational

Essential Question: How can a writer turn the important words in a prompt into a clear and complete thesis (central idea)?

Passages: "Spanish Rule in Early Texas" and "A Harvest to Remember" (Medium Stamina, ~350 words)

TEKS: 5.11B(i), 5.11C(i), 5.11C(ii), 5.12B(i), 5.12B(ii), 5.12B(iii);
Editing: 5.11D (xi)

ELPS: 1(E), 1(C), 2(E), 2(F), 3(E), 4(D), 4(E) | **Framework:** TREE

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Gather ideas about problems and discoveries. Reveal three prompt shapes. Model a thesis (central idea) for "A Harvest to Remember" using cooperation and Squanto's teaching. TLP p. 86 Deck Slide 1	A Attempt Spin and Shape Showdown: spin WHY/HOW/BOTH, draw a prompt card, shape it, and write a thesis (central idea). Move two spaces for a correct thesis (central idea). TLP p. 88 Deck Slides	D U Discuss + Use Explain why cooperation helped the Pilgrims survive. Independently shape a prompt and write a complete thesis (central idea). TLP p. 89 Deck Slides	A T Award + Target Recognize successful thesis (central idea) writing. Revise a vague thesis (central idea) to answer WHY with a reason. TLP p. 90 Deck Slides	E Educate + Explain Teach a partner the three prompt shapes and thesis (central idea) building. Use the ECR TREE chart to connect thesis (central idea) to reasons and evidence. TLP p. 91 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 83)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 83)	Reread passage for discussion and independent application. Passage text (TLP p. 83)	Reread for evidence: identify key details and connections. Passage text (TLP p. 83)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 83)
Writing* (Student Workbook)	Gather + Reveal: I find the problem, then I reveal how to shape a prompt. Workbook p. 87	Attempt: Spin and Shape Showdown Workbook p. 91	Discuss + Use: I explain my thinking, then I write a thesis (central idea) on my own. Workbook p. 96	Award + Target: I recognize strong shaping, then I revise a thesis (central idea) and set a next Workbook p. 99	Explain/Educate: I teach the prompt-shaping habit and the TREE connection to someone else. Workbook p. 101
Standards Block (20 min: 4 Triplets)	Writing Wk 10 Triplet 1 Editing Wk 10 Triplet 1 Writing Slides Editing Slides	Writing Wk 10 Triplet 2 Editing Wk 10 Triplet 2 Writing Slides Editing Slides	Writing Wk 10 Triplet 3 Editing Wk 10 Triplet 3 Writing Slides Editing Slides	Writing Wk 10 Triplet 4 Evidence Wk 10 Triplet 1-2 Writing Slides Evidence Slides	Editing Wk 10 Triplet 4 Evidence Wk 10 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 86	Practice accuracy check: guided partner activity. TLP p. 88	Day 3 independent application with accuracy check. Cluster 2 Assessment	Identified strength, next step, and reflection recorded. TLP p. 90	Day 5 Exit Ticket + Module Writing Assignment. Cluster 2 Assessment WB p. 101
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 61) Homework C2 M2		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 62	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 62 Homework C2 M2	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 2, Module 3: Week 11

The Writing Academy, LLC
Randi Whitney

5th Grade Weekly Pacing Guide | The Reason/Way Branch of the ECR | Extended Constructed Response (ECR): Informational

Essential Question: How does grouping and narrowing reasons or ways help a writer build a more organized informative ECR?

Passages: "Spanish Rule in Early Texas" and "A Harvest to Remember" (High Stamina, ~500 words)

TEKS: 5.11B(iv), 5.11C(iii), 5.11C(iv), 5.12B(i), 5.12B(ii), 5.12B(iii)

ELPS: 1(E), 1(C), 2(E), 2(F), 3(E), 4(D), 4(E) | **Framework:** TREES, TREE

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Gather connected ideas and sort by whether they fit a thesis (central idea). Basket Toss Thought Match: sort cards into Fits, Could Fit Later, and Off Topic. Reveal four steps of magnifying reasons or ways into baskets. TLP p. 145 Deck Slide 1	A Attempt Spin, Sort, and Build the Baskets: spin a thesis (central idea) card, sort idea cards into baskets, create an off-topic basket if needed, keep one strong idea per basket, and narrow to two or three. TLP p. 147 Deck Slides	D U Discuss + Use Discuss why organized reasons matter. Independently magnify the thesis (central idea) "Spanish rule led to conflict because Native Americans lost land and freedom." Group ideas, delete off-topic, and narrow to distinct baskets. TLP p. 148 Deck Slides	A T Award + Target Recognize organizing growth. Set a precise next goal for brainstorming, grouping, keeping one idea, or narrowing. Complete a revised thesis (central idea). TLP p. 149 Deck Slides	E Educate + Explain Teach a partner the four steps of magnifying reasons or ways. Answer the module overarching question about grouping and narrowing for a more organized informative ECR. TLP p. 150 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 140)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 140)	Reread passage for discussion and independent application. Passage text (TLP p. 140)	Reread for evidence: identify key details and connections. Passage text (TLP p. 140)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 140)
Writing* (Student Workbook)	Gather + Reveal: Tuesday Workbook p. 120	Attempt: Spin, Sort, and Build the Baskets Workbook p. 153	Discuss + Use: I explain why grouping matters, then I build baskets on my own. Workbook p. 158	Award + Target: I recognize strong organizing, then I revise a basket and set a next step. Workbook p. 161	Explain/Educate: I teach the four magnifying steps to someone else. Workbook p. 163
Standards Block (20 min: 4 Triplets)	Writing Wk 11 Triplet 1 Editing Wk 11 Triplet 1 Writing Slides Editing Slides	Writing Wk 11 Triplet 2 Editing Wk 11 Triplet 2 Writing Slides Editing Slides	Writing Wk 11 Triplet 3 Editing Wk 11 Triplet 3 Writing Slides Editing Slides	Writing Wk 11 Triplet 4 Evidence Wk 11 Triplet 1-2 Writing Slides Evidence Slides	Editing Wk 11 Triplet 4 Evidence Wk 11 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 145	Practice accuracy check: guided partner activity. TLP p. 147	Day 3 independent application with accuracy check. Cluster 2 Assessment	Identified strength, next step, and reflection recorded. TLP p. 149	Day 5 Exit Ticket + Module Writing Assignment. Cluster 2 Assessment WB p. 163
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 117) Homework C2 M3		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 118	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 118 Homework C2 M3	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 2, Module 4: Week 12

The Writing Academy, LLC
Randi Whitney

5th Grade Weekly Pacing Guide | The Evidence Branch of the ECR Tree | Extended Constructed Response (ECR): Informational

Essential Question: How does CSI help a writer choose evidence that truly proves a reason or way?

Passages: "Spanish Rule in Early Texas" and "A Harvest to Remember" (Very High Stamina, ~650 words)

TEKS: 5.11B(iv), 5.11C(iii), 5.11C(iv), 5.12B(i), 5.12B(ii), 5.12B(iii)

ELPS: 1(E), 1(C), 2(E), 2(F), 3(E), 4(D), 4(E) | **Framework:** CSI, TREES

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Gather evidence from both passages. Reveal CSI: Connect, Support, and Infer. Model one complete evidence branch for the ECR TREE using a detail from "A Harvest to Remember." TLP p. 205 Deck Slide 1	A Attempt CSI Match-Up Challenge: match Reason to Evidence to Inference. Move a marker only when the full chain makes sense. Record each complete chain in the interactive notebook. TLP p. 207 Deck Slides	D U Discuss + Use Discuss what makes evidence strong. Independently apply CSI to a reason from "Spanish Rule in Early Texas." Find a specific detail, connect it, and write an inference. TLP p. 208 Deck Slides	A T Award + Target Recognize strong evidence choices. Circle the strongest evidence choice and complete, "My evidence proves my idea because ____." Set a precise next goal for the evidence branch. TLP p. 209 Deck Slides	E Educate + Explain Become an Evidence Coach: teach Connect, Support, and Infer. Coach one evidence choice from either passage. Answer the module overarching question about CSI and evidence. TLP p. 210 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 198)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 198)	Reread passage for discussion and independent application. Passage text (TLP p. 198)	Reread for evidence: identify key details and connections. Passage text (TLP p. 198)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 198)
Writing* (Student Workbook)	Gather + Reveal: I find the problem, then I reveal how to shape a prompt and choose evidence. Workbook p. 217	Attempt: CSI Match-Up Challenge Workbook p. 219	Discuss + Use: I discuss what makes evidence strong, then use it to answer a prompt. Workbook p. 223	Award + Target: I recognize an Evidence Expert and choose my next goal. Workbook p. 226	Explain + Educate: I teach CSI to a partner and answer our overarching question. Workbook p. 228
Standards Block (20 min: 4 Triplets)	Writing Wk 12 Triplet 1 Editing Wk 12 Triplet 1 Writing Slides Editing Slides	Writing Wk 12 Triplet 2 Editing Wk 12 Triplet 2 Writing Slides Editing Slides	Writing Wk 12 Triplet 3 Editing Wk 12 Triplet 3 Writing Slides Editing Slides	Writing Wk 12 Triplet 4 Evidence Wk 12 Triplet 1-2 Writing Slides Evidence Slides	Editing Wk 12 Triplet 4 Evidence Wk 12 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 205	Practice accuracy check: guided partner activity. TLP p. 207	Day 3 independent application with accuracy check. Cluster 2 Assessment	Identified strength, next step, and reflection recorded. TLP p. 209	Day 5 Exit Ticket + Module Writing Assignment. Cluster 2 Assessment WB p. 228
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 175) Homework C2 M4		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 176	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 176 Homework C2 M4	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 3, Module 1: Week 13

The Writing Academy, LLC
Randi Whitney

5th Grade Weekly Pacing Guide | Building the Full ECR | Extended Constructed Response (ECR): Informational

Essential Question: How do the parts of the ECR process work together to turn close reading into a clear, evidence-based explanation of conflict, rights, and voice?

Passages: "Our Rights, Our Voices" and "A Voice of Their Own" (Low Stamina)

TEKS: 5.11B(iv), 5.11C(i), 5.11C(iv), 5.12B, 5.12B(i), 5.12B(ii), 5.12B(iii); Editing: 5.11D (i), (vi), (vii), (viii), (ix), (xi), (xii), (xiii), (xxvii), (xxviii), (xxix)

ELPS: 1(E)(i), 2(B)(i), 2(E)(i), 3(G)(ii), 4(C)(i), 4(F)(ix) | **Framework:** CSI, TREES

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Order the ECR steps and identify one marked detail from each genre. Model the full ECR process from prompt to organized TREES response. TLP p. 35 Deck Slide 1	A Attempt Magnify broad ideas into focused reasons, match CSI evidence, and deliver an oral DEEP FACTS + E explanation using both passages. TLP p. 36 Deck Slides	D U Discuss + Use Complete an independent TREES organizer and write a full informative response using the poem and the drama. TLP p. 36 Deck Slides	A T Award + Target Place a star beside the strongest part of the response. Revise for focus or coherence and set a precise target for improvement. TLP p. 37 Deck Slides	E Educate + Explain Teach the full ECR sequence to a partner. Write a final explanatory response and answer the overarching question. TLP p. 38 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 11)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 11)	Reread passage for discussion and independent application. Passage text (TLP p. 11)	Reread for evidence: identify key details and connections. Passage text (TLP p. 11)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 11)
Writing* (Student Workbook)	Gather + Reveal: 15 minutes: Build the ECR House and read both genres Workbook p. 31	Attempt: Build the ECR House Workbook p. 33	Discuss + Use: 15 minutes: Connect both genres and build the response Workbook p. 40	Award + Target: 15 minutes: Recognize a strength and revise with purpose Workbook p. 43	Explain + Educate: 15 minutes: Teach the sequence and finish the response Workbook p. 46
Standards Block (20 min: 4 Triplets)	Writing Wk 13 Triplet 1 Editing Wk 13 Triplet 1 Writing Slides Editing Slides	Writing Wk 13 Triplet 2 Editing Wk 13 Triplet 2 Writing Slides Editing Slides	Writing Wk 13 Triplet 3 Evidence Wk 13 Triplet 1 Writing Slides Evidence Slides	Writing Wk 13 Triplet 4 Evidence Wk 13 Triplet 2 Writing Slides Evidence Slides	Editing Wk 13 Triplet 3-4 Evidence Wk 13 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 35	Practice accuracy check: guided partner activity. TLP p. 36	Day 3 independent application with accuracy check. Cluster 3 Assessment	Identified strength, next step, and reflection recorded. TLP p. 37	Day 5 Exit Ticket + Module Writing Assignment. Cluster 3 Assessment WB p. 46
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 7) Homework C3 M1		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 8	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 8 Homework C3 M1	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 3, Module 2: Week 14

The Writing Academy, LLC

Randi Whitney

5th Grade Weekly Pacing Guide | Hidden WHY and HOW Prompt Clues | Extended Constructed Response (ECR): Informational

Essential Question: How can clue words reveal whether an informative ECR prompt is asking for WHY thinking or HOW thinking?

Passages: "Our Rights, Our Voices" and "A Voice of Their Own" (Medium Stamina)

TEKS: 5.11B(iv), 5.11B(v), 5.11C(i), 5.11C(v), 5.12B(i), 5.12B(ii), 5.12B(iii); Editing: 5.11D (x), (xiv), (xv), (xxi)

ELPS: 1(E)(i), 2(B)(i), 2(E)(i), 3(G)(ii), 4(C)(i), 4(F)(ix) | **Framework:** CSI, TREES

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Read the module prompt and display the poem title. Underline significance and model hidden WHY thinking. DOT unfamiliar words. TLP p. 85 Deck Slide 1	A Attempt Classify prompts by clue words (WHY vs HOW). Practice writing aligned theses (central ideas) that match the prompt charge. TLP p. 85 Deck Slides	D U Discuss + Use Independently classify a new prompt, identify WHY or HOW thinking, and write a thesis (central idea) that answers the charge. TLP p. 86 Deck Slides	A T Award + Target Identify a strength in prompt classification. Revise a mismatched thesis (central idea) to align with the prompt charge. TLP p. 87 Deck Slides	E Educate + Explain Teach the clue-word classification to a partner and transfer the skill to a new passage prompt. TLP p. 87 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 62)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 62)	Reread passage for discussion and independent application. Passage text (TLP p. 62)	Reread for evidence: identify key details and connections. Passage text (TLP p. 62)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 62)
Writing* (Student Workbook)	Gather + Reveal: 15 minutes: Uncover the hidden thinking job Workbook p. 90	Attempt: FLIP FLAP PROMPT SORT Workbook p. 93	Discuss + Use: 15 minutes: Compare clue families and write aligned theses Workbook p. 100	Award + Target: 15 minutes: Celebrate a habit and strengthen the next one Workbook p. 103	Explain + Educate: 15 minutes: Teach, transfer, and answer the module question Workbook p. 105
Standards Block (20 min: 4 Triplets)	Writing Wk 14 Triplet 1 Editing Wk 14 Triplet 1 Writing Slides Editing Slides	Writing Wk 14 Triplet 2 Editing Wk 14 Triplet 2 Writing Slides Editing Slides	Writing Wk 14 Triplet 3 Evidence Wk 14 Triplet 1 Writing Slides Evidence Slides	Writing Wk 14 Triplet 4 Evidence Wk 14 Triplet 2 Writing Slides Evidence Slides	Editing Wk 14 Triplet 3-4 Evidence Wk 14 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 85	Practice accuracy check: guided partner activity. TLP p. 85	Day 3 independent application with accuracy check. Cluster 3 Assessment	Identified strength, next step, and reflection recorded. TLP p. 87	Day 5 Exit Ticket + Module Writing Assignment. Cluster 3 Assessment WB p. 105
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 59) Homework C3 M2		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 60	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 60 Homework C3 M2	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 3, Module 3: Week 15

The Writing Academy, LLC
Randi Whitney

5th Grade Weekly Pacing Guide | Magnifying WHY Reasons into Topic Sentences | Extended Constructed Response (ECR): Informational

Essential Question: How does a writer magnify WHY reasons into three distinct topic sentences for an informative ECR?

Passages: "Our Rights, Our Voices" and "A Voice of Their Own" (High Stamina) **TEKS:** 5.11B(iv), 5.11B(v), 5.11C(i), 5.11C(ii), 5.11C(iii), 5.11C(iv), 5.11C(v), 5.12B(i), 5.12B(ii), 5.12B(iii); Editing: 5.11D (x), (xiv), (xv), (xxi) **ELPS:** 1(E)(i), 2(B)(i), 2(E)(i), 3(G)(ii), 4(C)(i), 4(F)(ix) | **Framework:** TREE, CSI

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Sketch the Magnifying process. Gather broad ideas from both texts and reveal how to narrow them into focused reasons. TLP p. 134 Deck Slide 1	A Attempt Use the Magnifying chart to narrow ideas. Turn each narrowed reason into a clear topic sentence that supports the thesis (central idea). TLP p. 134 Deck Slides	D U Discuss + Use Independently magnify reasons and write three distinct topic sentences using evidence from both the poem and the drama. TLP p. 135 Deck Slides	A T Award + Target Award a specific magnifying strength. Revise a vague topic sentence so it names the precise reasoning behind the idea. TLP p. 135 Deck Slides	E Educate + Explain Teach the magnifying-to-topic-sentence process to a partner. Answer the overarching question with evidence. TLP p. 136 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 114)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 114)	Reread passage for discussion and independent application. Passage text (TLP p. 114)	Reread for evidence: identify key details and connections. Passage text (TLP p. 114)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 114)
Writing* (Student Workbook)	Gather + Reveal: Tuesday Workbook p. 122	Attempt: Reason Basket Sort Workbook p. 149	Discuss + Use: I write three topic sentences Workbook p. 155	Award + Target: I star my strength and set a target Workbook p. 157	Explain + Educate: I teach the process and connect to evidence Workbook p. 159
Standards Block (20 min: 4 Triplets)	Writing Wk 15 Triplet 1 Editing Wk 15 Triplet 1 Writing Slides Editing Slides	Writing Wk 15 Triplet 2 Editing Wk 15 Triplet 2 Writing Slides Editing Slides	Writing Wk 15 Triplet 3 Evidence Wk 15 Triplet 1 Writing Slides Evidence Slides	Writing Wk 15 Triplet 4 Evidence Wk 15 Triplet 2 Writing Slides Evidence Slides	Editing Wk 15 Triplet 3-4 Evidence Wk 15 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 134	Practice accuracy check: guided partner activity. TLP p. 134	Day 3 independent application with accuracy check. Cluster 3 Assessment	Identified strength, next step, and reflection recorded. TLP p. 135	Day 5 Exit Ticket + Module Writing Assignment. Cluster 3 Assessment WB p. 159
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 111) Homework C3 M3		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 112	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 112 Homework C3 M3	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 3, Module 4: Week 16

The Writing Academy, LLC

Randi Whitney

5th Grade Weekly Pacing Guide | Proving Reasons with Evidence and Explanation | Extended Constructed Response (ECR): Informational

Essential Question: How do CSI, signal markers, and purposeful explanation help a writer prove a reason?

Passages: "Our Rights, Our Voices" and "A Voice of Their Own" (Very High Stamina)

TEKS: 5.11B(iv), 5.11B(v), 5.11C(i), 5.11C(v), 5.12B(i), 5.12B(ii), 5.12B(iii)

ELPS: 1(E)(i), 2(B)(i), 2(E)(i), 3(G)(ii), 4(C)(i), 4(F)(ix) | **Framework:** CSI, TREES

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Name the three parts of a proof chain (reason, evidence, explanation) and connect a reason to a passage. Model CSI matching. TLP p. 182 Deck Slide 1	A Attempt Build proof chains by citing evidence, saying what it means, and illustrating its impact. Practice with both poem and drama details. TLP p. 182 Deck Slides	D U Discuss + Use Independently build a complete proof chain using signal markers and purposeful explanation connected to the thesis (central idea). TLP p. 183 Deck Slides	A T Award + Target Award a specific proof-chain strength. Revise explanation so it connects evidence to the reason rather than restating the quote. TLP p. 183 Deck Slides	E Educate + Explain Teach the proof-chain habit to a partner. Write a final response and answer the overarching question. TLP p. 183 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 158)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 158)	Reread passage for discussion and independent application. Passage text (TLP p. 158)	Reread for evidence: identify key details and connections. Passage text (TLP p. 158)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 158)
Writing* (Student Workbook)	Gather + Reveal: I find the problem in each passage, then I reveal how to shape a prompt and Workbook p. 206	Attempt: CSI Proof Chain Challenge Workbook p. 209	Discuss + Use: I discuss what makes evidence strong, then use it to prove a reason. Workbook p. 213	Award + Target: I recognize a Proof Chain Expert and choose my next goal. Workbook p. 216	Explain + Educate: I teach proof chains to a partner and answer our overarching question. Workbook p. 218
Standards Block (20 min: 4 Triplets)	Writing Wk 16 Triplet 1 Editing Wk 16 Triplet 1 Writing Slides Editing Slides	Writing Wk 16 Triplet 2 Editing Wk 16 Triplet 2 Writing Slides Editing Slides	Writing Wk 16 Triplet 3 Evidence Wk 16 Triplet 1 Writing Slides Evidence Slides	Writing Wk 16 Triplet 4 Evidence Wk 16 Triplet 2 Writing Slides Evidence Slides	Editing Wk 16 Triplet 3-4 Evidence Wk 16 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 182	Practice accuracy check: guided partner activity. TLP p. 182	Day 3 independent application with accuracy check. Cluster 3 Assessment	Identified strength, next step, and reflection recorded. TLP p. 183	Day 5 Exit Ticket + Module Writing Assignment. Cluster 3 Assessment WB p. 218
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 155) Homework C3 M4		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 156	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 156 Homework C3 M4	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 4, Module 1: Week 17

5th Grade Weekly Pacing Guide | Building the Argumentative Foundation with Claim, Reasons, and Evidence | Extended Constructed Response (ECR): Argumentative

The Writing Academy,
LLC
Randi Whitney

Essential Question: How do a clear claim, logical reasons, and relevant evidence work together to give an argumentative response a strong foundation?

Passages: "The Garden That Wouldn't Grow" and "Words That Changed a Nation" (Low Stamina)

TEKS: 5.11B, 5.11B(v), 5.11C(i), 5.11C(i) to (v), 5.11C(ii), 5.11C(iii), 5.11C(iv), 5.11C(v), 5.12C, 5.12C(i), 5.12C(ii); Editing: 5.11D (i) to (xxix), (i), (vi), (xi), (xv), (xxi), (xxix)

ELPS: 4(A)(i), 4(D)(iii), 4(F)(i), 4(F)(ix) | **Framework:** CREATURES

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Gather the CREATURES frame. Reveal C-R-E: Claim, Reasons, Evidence. Model a defensible claim with reasons and evidence. TLP p. 33 Deck Slide 1	A Attempt Listen and label Claim, Reason, and Evidence. Record CREATURE CASE BUILDER sets in the Interactive Notebook. TLP p. 34 Deck Slides	D U Discuss + Use Complete My C-R-E Foundation. Write a claim, two reasons, and matching evidence from both passages. TLP p. 36 Deck Slides	A T Award + Target Judge strongest evidence and revise a mismatched set. Set a precise revision target. TLP p. 37 Deck Slides	E Educate + Explain Explain the C-R-E foundation to a partner. Transfer to an opinion about the Declaration of Independence. TLP p. 38 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 11)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 11)	Reread passage for discussion and independent application. Passage text (TLP p. 11)	Reread for evidence: identify key details and connections. Passage text (TLP p. 11)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 11)
Writing* (Student Workbook)	Gather + Reveal: 15 minutes: Meet CREATURES and read both passages Workbook p. 31	Attempt: CREATURE CASE BUILDER Workbook p. 33	Discuss + Use: 15 minutes: Explain relevance and write the My C-R-E Foundation Workbook p. 39	Award + Target: 15 minutes: Recognize a strength and revise a weak choice Workbook p. 42	Explain + Educate: 15 minutes: Teach the foundation and transfer to the Declaration Workbook p. 45
Standards Block (20 min: 4 Triplets)	Writing Wk 17 Triplet 1 Editing Wk 17 Triplet 1 Writing Slides Editing Slides	Writing Wk 17 Triplet 2 Editing Wk 17 Triplet 2 Writing Slides Editing Slides	Writing Wk 17 Triplet 3 Evidence Wk 17 Triplet 1 Writing Slides Evidence Slides	Writing Wk 17 Triplet 4 Evidence Wk 17 Triplet 2 Writing Slides Evidence Slides	Editing Wk 17 Triplet 3-4 Evidence Wk 17 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 33	Practice accuracy check: guided partner activity. TLP p. 34	Day 3 independent application with accuracy check. Cluster 4 Assessment	Identified strength, next step, and reflection recorded. TLP p. 37	Day 5 Exit Ticket + Module Writing Assignment. Cluster 4 Assessment WB p. 45
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 7) Homework C4 M1		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 8	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 8 Homework C4 M1	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 4, Module 2: Week 18

The Writing Academy, LLC
Randi Whitney

5th Grade Weekly Pacing Guide | Turning Parts into a Coherent Line of Argument with Thinking | Extended Constructed Response (ECR): Argumentative

Essential Question: How do argument and thinking turn good reasons and evidence into one connected case instead of a disconnected list?

Passages: "The Garden That Wouldn't Grow" and "Words That Changed a Nation" (Medium Stamina)

TEKS: 5.11B(v), 5.11C(i), 5.11C(ii), 5.11C(v), 5.12C(i), 5.12C(ii);
Editing: 5.11D (x), (xii), (xv), (xxix)

ELPS: 4(D)(iii), 4(F)(i), 4(C)(i), 4(D)(i) | **Framework:** CREATURES

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Gather the difference between a list and a line of argument. Reveal that Argument connects the parts and Thinking explains the proof. TLP p. 86 Deck Slide 1	A Attempt Practice connecting claim, reason, and evidence with transition words. Build a coherent argument instead of a disconnected list. TLP p. 87 Deck Slides	D U Discuss + Use Write a connected argumentative paragraph that includes Thinking sentences linking evidence to the claim through reasoning. TLP p. 88 Deck Slides	A T Award + Target Award a coherence strength. Revise a disconnected passage by adding transition and Thinking sentences. TLP p. 89 Deck Slides	E Educate + Explain Teach the line-of-argument habit to a partner. Write a final connected argument and answer the overarching question. TLP p. 90 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 67)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 67)	Reread passage for discussion and independent application. Passage text (TLP p. 67)	Reread for evidence: identify key details and connections. Passage text (TLP p. 67)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 67)
Writing* (Student Workbook)	Gather + Reveal: I build a coherent line of argument Workbook p. 89	Attempt: ARGUMENT CHAIN RELAY Workbook p. 93	Discuss + Use: I explain my thinking Workbook p. 98	Award + Target: I notice evidence of my growth Workbook p. 102	Explain/Educate: I teach someone else Workbook p. 103
Standards Block (20 min: 4 Triplets)	Writing Wk 18 Triplet 1 Editing Wk 18 Triplet 1 Writing Slides Editing Slides	Writing Wk 18 Triplet 2 Editing Wk 18 Triplet 2 Writing Slides Editing Slides	Writing Wk 18 Triplet 3 Evidence Wk 18 Triplet 1 Writing Slides Evidence Slides	Writing Wk 18 Triplet 4 Evidence Wk 18 Triplet 2 Writing Slides Evidence Slides	Editing Wk 18 Triplet 3-4 Evidence Wk 18 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 86	Practice accuracy check: guided partner activity. TLP p. 87	Day 3 independent application with accuracy check. Cluster 4 Assessment	Identified strength, next step, and reflection recorded. TLP p. 89	Day 5 Exit Ticket + Module Writing Assignment. Cluster 4 Assessment WB p. 103
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 63) Homework C4 M2		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 64	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 64 Homework C4 M2	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 4, Module 3: Week 19

The Writing Academy, LLC
Randi Whitney

5th Grade Weekly Pacing Guide | Understanding Others and Building an Evidence-Based Rebuttal | Extended Constructed Response (ECR): Argumentative

Essential Question: How can understanding another viewpoint and answering it fairly make an argument stronger rather than weaker?

Passages: "The Garden That Wouldn't Grow" and "Words That Changed a Nation" (High Stamina) **TEKS:** 5.11B(iii), 5.11B(v), 5.11C(vi), 5.12C(i), 5.12C(ii); Editing: 5.11D (xvi), (xvi) to (xix), (xvii), (xviii), (xix), (xxi) **ELPS:** 4(C)(i), 4(D)(ii), 4(F)(i), 4(F)(ii) | **Framework:** CREATURES

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Gather two passage viewpoints. Reveal the U-R two-step habit: mirror another viewpoint fairly, then respond with evidence. TLP p. 140 Deck Slide 1	A Attempt Practice the mirror-first, respond-second habit. Write a fair representation of the opposing view before building an evidence-based rebuttal. TLP p. 141 Deck Slides	D U Discuss + Use Independently mirror a viewpoint and build a rebuttal using evidence from both passages. Check fairness and accuracy. TLP p. 142 Deck Slides	A T Award + Target Award a strength in fair representation or rebuttal quality. Revise a weak rebuttal so it uses evidence rather than opinion. TLP p. 143 Deck Slides	E Educate + Explain Teach the mirror-and-respond habit to a partner. Write a complete rebuttal paragraph and answer the overarching question. TLP p. 144 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 115)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 115)	Reread passage for discussion and independent application. Passage text (TLP p. 115)	Reread for evidence: identify key details and connections. Passage text (TLP p. 115)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 115)
Writing* (Student Workbook)	Gather + Reveal: Tuesday Workbook p. 118	Attempt: MIRROR AND RESPOND Workbook p. 151	Discuss + Use: I explain why a fair mirror matters Workbook p. 157	Award + Target: I notice evidence of my growth Workbook p. 161	Explain/Educate: I teach someone else Workbook p. 162
Standards Block (20 min: 4 Triplets)	Writing Wk 19 Triplet 1 Editing Wk 19 Triplet 1 Writing Slides Editing Slides	Writing Wk 19 Triplet 2 Editing Wk 19 Triplet 2 Writing Slides Editing Slides	Writing Wk 19 Triplet 3 Evidence Wk 19 Triplet 1 Writing Slides Evidence Slides	Writing Wk 19 Triplet 4 Evidence Wk 19 Triplet 2 Writing Slides Evidence Slides	Editing Wk 19 Triplet 3-4 Evidence Wk 19 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 140	Practice accuracy check: guided partner activity. TLP p. 141	Day 3 independent application with accuracy check. Cluster 4 Assessment	Identified strength, next step, and reflection recorded. TLP p. 143	Day 5 Exit Ticket + Module Writing Assignment. Cluster 4 Assessment WB p. 162
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 111) Homework C4 M3		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 112	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 112 Homework C4 M3	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 4, Module 4: Week 20

5th Grade Weekly Pacing Guide | Completing the Argument with Ending, Significance, and the Full CREATURES | Extended Constructed Response (ECR): Argumentative

The Writing Academy,
LLC
Randi Whitney

Essential Question: How do a purposeful Ending and a Bluebird Moment of Significance turn a complete argument into a message that matters beyond the paper?

Passages: "The Garden That Wouldn't Grow" and "Words That Changed a Nation" (Very High Stamina)

TEKS: 5.11B(iii), 5.11B(v), 5.11C(i), 5.11C(i) to (vi), 5.11C(iii), 5.11C(iv), 5.11C(vi), 5.12C(i), 5.12C(i) to (ii), 5.12C(ii); Editing: 5.11D (xvi), (xvii), (xviii), (xix), (xxi), (xxvii), (xxviii), (xxix)

ELPS: 4(C)(i), 4(D)(ii), 4(E)(ii), 4(F)(i), 4(F)(x) | **Framework:** CREATURES

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Read the final ideas of both passages. Reveal the difference between an abrupt, repetitive, and purposeful Ending. Model the E-S close: Ending + Significance. TLP p. 195 Deck Slide 1	A Attempt Practice writing a purposeful Ending sentence and a Bluebird Moment of Significance that extends the argument beyond the paper. TLP p. 195 Deck Slides	D U Discuss + Use Write a complete CREATURES response with all parts: Claim, Reasons, Evidence, Analysis, Thinking, Understanding, Rebuttal, Ending, Significance. TLP p. 196 Deck Slides	A T Award + Target Award a specific CREATURES strength. Revise the Ending or Significance so it carries a clear message beyond the immediate argument. TLP p. 196 Deck Slides	E Educate + Explain Teach the full CREATURES response to a partner. Answer the overarching question with precise evidence from both passages. TLP p. 197 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 172)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 172)	Reread passage for discussion and independent application. Passage text (TLP p. 172)	Reread for evidence: identify key details and connections. Passage text (TLP p. 172)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 172)
Writing* (Student Workbook)	Gather + Reveal: I complete my argument with Ending and Significance Workbook p. 211	Attempt: CREATURES TRAIL Workbook p. 213	Discuss + Use: I plan and draft a full response Workbook p. 220	Award + Target: I notice evidence of my growth Workbook p. 222	Explain/Educate: I teach someone else Workbook p. 224
Standards Block (20 min: 4 Triplets)	Writing Wk 20 Triplet 1 Editing Wk 20 Triplet 1 Writing Slides Editing Slides	Writing Wk 20 Triplet 2 Editing Wk 20 Triplet 2 Writing Slides Editing Slides	Writing Wk 20 Triplet 3 Evidence Wk 20 Triplet 1 Writing Slides Evidence Slides	Writing Wk 20 Triplet 4 Evidence Wk 20 Triplet 2 Writing Slides Evidence Slides	Editing Wk 20 Triplet 3-4 Evidence Wk 20 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 195	Practice accuracy check: guided partner activity. TLP p. 195	Day 3 independent application with accuracy check. Cluster 4 Assessment	Identified strength, next step, and reflection recorded. TLP p. 196	Day 5 Exit Ticket + Module Writing Assignment. Cluster 4 Assessment WB p. 224
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 169) Homework C4 M4		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 170	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 170 Homework C4 M4	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 5, Module 1: Week 21

The Writing Academy, LLC
Randi Whitney

5th Grade Weekly Pacing Guide | Balanced Evidence Across Paired Passages | Extended Constructed Response (ECR): Paired Passages

Essential Question: How does balanced evidence from both passages turn a partial paired-passage response into a complete explanation?

Passages: "A Difficult Compromise" and "A Visit to the Workshop" (Low Stamina)

TEKS: 5.11B(ii), 5.11C(vii), 5.11C(viii), 5.12B, 5.12B(i), 5.12B(ii), 5.12B(iii); Editing: 5.11D (ii), (iii), (iv), (v), (xx)

ELPS: 1(E)(i), 2(E)(i), 3(G)(ii), 4(F)(ix) | **Framework:** HABIT

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Identify the module HABIT: balance evidence from both passages and explain the shared idea. Sort evidence by source and evidence job. TLP p. 33 Deck Slide 1	A Attempt Practice selecting one detail from each passage, pairing them, and explaining how the pair proves the shared idea. TLP p. 33 Deck Slides	D U Discuss + Use Independently build a balanced paired-passage paragraph with evidence from both texts and an explanation of the connection. TLP p. 34 Deck Slides	A T Award + Target Award a specific balancing strength. Revise a response that relies on only one passage so it includes evidence from both. TLP p. 35 Deck Slides	E Educate + Explain Teach the balanced-evidence habit to a partner. Write a final paired-passage response and answer the overarching question. TLP p. 36 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 11)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 11)	Reread passage for discussion and independent application. Passage text (TLP p. 11)	Reread for evidence: identify key details and connections. Passage text (TLP p. 11)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 11)
Writing* (Student Workbook)	Gather + Reveal: 15 minutes: Meet the habit and read both passages Workbook p. 30	Attempt: BOTH OR BUST Workbook p. 33	Discuss + Use: 15 minutes: Discuss sentence jobs and write the paired response Workbook p. 40	Award + Target: 15 minutes: Name a strength and choose a measurable next step Workbook p. 43	Explain + Educate: 15 minutes: Teach the habit and answer the overarching question Workbook p. 45
Standards Block (20 min: 4 Triplets)	Writing Wk 21 Triplet 1 Editing Wk 21 Triplet 1 Writing Slides Editing Slides	Writing Wk 21 Triplet 2 Editing Wk 21 Triplet 2 Writing Slides Editing Slides	Writing Wk 21 Triplet 3 Evidence Wk 21 Triplet 1 Writing Slides Evidence Slides	Writing Wk 21 Triplet 4 Evidence Wk 21 Triplet 2 Writing Slides Evidence Slides	Editing Wk 21 Triplet 3-4 Evidence Wk 21 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 33	Practice accuracy check: guided partner activity. TLP p. 33	Day 3 independent application with accuracy check. Cluster 5 Assessment	Identified strength, next step, and reflection recorded. TLP p. 35	Day 5 Exit Ticket + Module Writing Assignment. Cluster 5 Assessment WB p. 45
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 7) Homework C5 M1		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 8	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 8 Homework C5 M1	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 5, Module 2: Week 22

The Writing Academy, LLC

Randi Whitney

5th Grade Weekly Pacing Guide | HOW Responses: Similarities, Differences, and Relationships | Extended Constructed Response (ECR): Paired Passages

Essential Question: How can a writer explain similarities and differences across paired passages without turning the response into two separate summaries?

Passages: "A Difficult Compromise" and "A Visit to the Workshop" (Medium Stamina)

TEKS: 5.11B(ii), 5.11C(i), 5.11C(ii), 5.11C(v), 5.11C(vi), 5.11C(vii), 5.11C(viii), 5.12B(i), 5.12B(ii), 5.12B(iii); Editing: 5.11D (ii), (iii), (iv), (v), (xx)

ELPS: 1(E)(i), 2(E)(i), 3(G)(ii), 4(F)(ix) | **Framework:** HABIT

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Name a relationship between the paired passages. Reveal the HABIT: pair evidence, explain why the relationship matters. TLP p. 85 Deck Slide 1	A Attempt Identify similarities, differences, and relationships across both passages. Practice writing about relationships without summarizing each text separately. TLP p. 86 Deck Slides	D U Discuss + Use Write an independent HOW response that names a relationship, pairs evidence, and explains the connection using both passages. TLP p. 87 Deck Slides	A T Award + Target Award a relationship-writing strength. Revise a response that reads as two summaries so it weaves both texts into one explanation. TLP p. 88 Deck Slides	E Educate + Explain Teach the HOW response habit to a partner. Write a final response explaining a relationship and answer the overarching question. TLP p. 89 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 63)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 63)	Reread passage for discussion and independent application. Passage text (TLP p. 63)	Reread for evidence: identify key details and connections. Passage text (TLP p. 63)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 63)
Writing* (Student Workbook)	Gather + Reveal: 15 minutes: Name the relationship and sort evidence by source Workbook p. 90	Attempt: COMPARE AND CLIMB Workbook p. 93	Discuss + Use: 15 minutes: Draft, reread, revise for meaning, and edit conventions Workbook p. 100	Award + Target: 15 minutes: Cite a real strength and choose a measurable next step Workbook p. 103	Explain + Educate: 15 minutes: Teach the HABIT and answer the overarching question Workbook p. 105
Standards Block (20 min: 4 Triplets)	Writing Wk 22 Triplet 1 Editing Wk 22 Triplet 1 Writing Slides Editing Slides	Writing Wk 22 Triplet 2 Editing Wk 22 Triplet 2 Writing Slides Editing Slides	Writing Wk 22 Triplet 3 Evidence Wk 22 Triplet 1 Writing Slides Evidence Slides	Writing Wk 22 Triplet 4 Evidence Wk 22 Triplet 2 Writing Slides Evidence Slides	Editing Wk 22 Triplet 3-4 Evidence Wk 22 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 85	Practice accuracy check: guided partner activity. TLP p. 86	Day 3 independent application with accuracy check. Cluster 5 Assessment	Identified strength, next step, and reflection recorded. TLP p. 88	Day 5 Exit Ticket + Module Writing Assignment. Cluster 5 Assessment WB p. 105
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 59) Homework C5 M2		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 60	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 60 Homework C5 M2	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 5, Module 3: Week 23

The Writing Academy, LLC
Randi Whitney

5th Grade Weekly Pacing Guide | Building a Conclusion That Finishes the Thinking | Extended Constructed Response (ECR): Paired Passages

Essential Question: How does a strong conclusion show that the writer has finished the thinking instead of simply stopping the paper?

Passages: "A Difficult Compromise" and "A Visit to the Workshop" (High Stamina)

TEKS: 5.11B(iii), 5.11C(iii), 5.11C(iv), 5.11C(vii), 5.11C(viii), 5.12B(i), 5.12B(ii), 5.12B(iii); Editing: 5.11D (ii), (iii), (iv), (v), (xx)

ELPS: 1(E)(i), 2(E)(i), 3(G)(ii), 4(F)(ix) | **Framework:** R1, HABIT

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Launch the prompt and both source titles. Model a connected response and identify R1/R2/R3 conclusion components. Label every sentence job. TLP p. 142 Deck Slide 1	A Attempt Practice writing R1 (restate the thesis (central idea) in new words), R2 (connect the strongest evidence), and R3 (leave the reader with a final thought). TLP p. 143 Deck Slides	D U Discuss + Use Write an independent conclusion using R1/R2/R3 that finishes the thinking rather than simply stopping the paper. TLP p. 144 Deck Slides	A T Award + Target Award a conclusion strength. Revise a weak ending so it includes R1, R2, and R3 with evidence from both passages. TLP p. 144 Deck Slides	E Educate + Explain Teach the R1/R2/R3 conclusion to a partner. Write a final complete response with a strong conclusion and answer the overarching question. TLP p. 145 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 117)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 117)	Reread passage for discussion and independent application. Passage text (TLP p. 117)	Reread for evidence: identify key details and connections. Passage text (TLP p. 117)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 117)
Writing* (Student Workbook)	Gather + Reveal: Tuesday Workbook p. 122	Attempt: CONCLUSION LAB Workbook p. 153	Discuss + Use: 15 minutes: Draft, reread, revise for meaning, and edit conventions Workbook p. 160	Award + Target: 15 minutes: Name a real strength and choose a measurable next step Workbook p. 163	Explain + Educate: 15 minutes: Teach the HABIT and answer the overarching question Workbook p. 165
Standards Block (20 min: 4 Triplets)	Writing Wk 23 Triplet 1 Editing Wk 23 Triplet 1 Writing Slides Editing Slides	Writing Wk 23 Triplet 2 Editing Wk 23 Triplet 2 Writing Slides Editing Slides	Writing Wk 23 Triplet 3 Evidence Wk 23 Triplet 1 Writing Slides Evidence Slides	Writing Wk 23 Triplet 4 Evidence Wk 23 Triplet 2 Writing Slides Evidence Slides	Editing Wk 23 Triplet 3-4 Evidence Wk 23 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 142	Practice accuracy check: guided partner activity. TLP p. 143	Day 3 independent application with accuracy check. Cluster 5 Assessment	Identified strength, next step, and reflection recorded. TLP p. 144	Day 5 Exit Ticket + Module Writing Assignment. Cluster 5 Assessment WB p. 165
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 113) Homework C5 M3		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 114	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 114 Homework C5 M3	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 5, Module 4: Week 24

The Writing Academy, LLC

Randi Whitney

5th Grade Weekly Pacing Guide | Color Coding the Exemplar and Controlling the Whole Paper | Extended Constructed Response (ECR): Paired Passages

Essential Question: How does color coding help a writer see whether every part of a paired-passage response is doing its job?

Passages: "A Difficult Compromise" and "A Visit to the Workshop" (Very High Stamina)

TEKS: 5.11B(ii), 5.11B(iii), 5.11C(i), 5.11C(iii), 5.11C(iv), 5.11C(v), 5.11C(vi), 5.11C(vii), 5.11C(viii), 5.12B(i), 5.12B(ii), 5.12B(iii);
Editing: 5.11D (ii), (iii), (iv), (v), (xx)

ELPS: 1(E)(i), 2(E)(i), 3(G)(ii), 4(F)(ix) | **Framework:** R1, HABIT

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Gather the paired-passage focus. Reveal the HABIT and model how every sentence has a job. Use one detail from each passage to connect and explain. TLP p. 198 Deck Slide 1	A Attempt Color code an exemplar response: thesis (central idea) green, reasons green, evidence yellow, explanation red/pink, significance blue. Identify each sentence job. TLP p. 199 Deck Slides	D U Discuss + Use Write an independent paired-passage response. Color code the draft to verify every part is doing its job. TLP p. 200 Deck Slides	A T Award + Target Award a color-coding strength. Revise any section where the color coding reveals a missing or weak part. TLP p. 201 Deck Slides	E Educate + Explain Teach the color-coding self-check to a partner. Write the final whole-paper response and answer the overarching question. TLP p. 201 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 172)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 172)	Reread passage for discussion and independent application. Passage text (TLP p. 172)	Reread for evidence: identify key details and connections. Passage text (TLP p. 172)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 172)
Writing* (Student Workbook)	Gather + Reveal: 15 minutes: Make the whole paper visible Workbook p. 218	Attempt: COLOR CODE RELAY Workbook p. 221	Discuss + Use: 15 minutes: Discuss the relationship, then assemble a complete response Workbook p. 226	Award + Target: 15 minutes: Recognize a structural strength and revise one weak area Workbook p. 227	Explain + Educate: 15 minutes: Teach the HABIT and answer the overarching question Workbook p. 228
Standards Block (20 min: 4 Triplets)	Writing Wk 24 Triplet 1 Editing Wk 24 Triplet 1 Writing Slides Editing Slides	Writing Wk 24 Triplet 2 Editing Wk 24 Triplet 2 Writing Slides Editing Slides	Writing Wk 24 Triplet 3 Evidence Wk 24 Triplet 1 Writing Slides Evidence Slides	Writing Wk 24 Triplet 4 Evidence Wk 24 Triplet 2 Writing Slides Evidence Slides	Editing Wk 24 Triplet 3-4 Evidence Wk 24 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 198	Practice accuracy check: guided partner activity. TLP p. 199	Day 3 independent application with accuracy check. Cluster 5 Assessment	Identified strength, next step, and reflection recorded. TLP p. 201	Day 5 Exit Ticket + Module Writing Assignment. Cluster 5 Assessment WB p. 228
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 169) Homework C5 M4		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 170	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 170 Homework C5 M4	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 6, Module 1: Week 25

The Writing Academy, LLC
Randi Whitney

5th Grade Weekly Pacing Guide | Decision Prompts: Claim, Reasons, and Evidence | Extended Constructed Response (ECR): Argumentative

Essential Question: How does choosing a defensible side and supporting it with reasons and evidence begin a strong argumentative response?

Passages: "A Voice in the Community" and "A Gift That Welcomed Millions" (Low Stamina)

TEKS: 5.11B(ii), 5.11C(i), 5.11C(vii), 5.11C(viii), 5.11C(x), 5.12C, 5.12C(i), 5.12C(ii), 5.12D(i); Editing: 5.11D (i); Spiral: 5.7A-G

ELPS: 1(E)(i), 2(B)(i), 2(E)(i), 2(F)(i), 3(G)(ii), 4(C)(i), 4(D)(ii), 4(D)(iii), 4(F)(ix) | **Framework:** CREATURES

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Meet the argumentative-correspondence cluster. State the signature habit. Model the C-R-E foundation: Claim, Reasons, and Evidence from the two passages. TLP p. 34 Deck Slides	A Attempt Listen for a defensible C-R-E foundation, then attempt a claim, distinct reasons, and matched evidence with a partner using relay cards. TLP p. 35 Deck Slides	D U Discuss + Use Discuss why evidence matches a reason. Independently build a C-R-E response about reliable information before community action. TLP p. 36 Deck Slides	A T Award + Target Award a precise C-R-E move and target one next step. Revise reasoning for a real reader. TLP p. 38 Deck Slides	E Educate + Explain Apply the Grade 5 standards check, explain C-R-E to a partner, and transfer the argument into argumentative correspondence. TLP p. 39 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 31)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 31)	Reread passage for discussion and independent application. Passage text (TLP p. 31)	Reread for evidence: identify key details and connections. Passage text (TLP p. 31)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 31)
Writing* (Student Workbook)	Gather + Reveal: 15 minutes: Meet the habit and read both passages Workbook p. 30	Attempt: C-R-E EVIDENCE MATCH RELAY Workbook p. 33	Discuss + Use: 15 minutes: Discuss evidence matches and write the C-R-E response Workbook p. 40	Award + Target: 15 minutes: Name a strength and choose a measurable next step Workbook p. 43	Explain + Educate: 15 minutes: Teach C-R-E and carry the argument into a letter Workbook p. 46
Standards Block (20 min: 4 Triplets)	Writing Wk 25 Triplet 1 Editing Wk 25 Triplet 1 Writing Slides Editing Slides	Writing Wk 25 Triplet 2 Editing Wk 25 Triplet 2 Writing Slides Editing Slides	Writing Wk 25 Triplet 3 Editing Wk 25 Triplet 3 Writing Slides Editing Slides	Writing Wk 25 Triplet 4 Evidence Wk 25 Triplet 1-2 Writing Slides Evidence Slides	Editing Wk 25 Triplet 4 Evidence Wk 25 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 34	Practice accuracy check: guided partner activity. TLP p. 35	Day 3 independent application with accuracy check. Cluster 6 Assessment	Identified strength, next step, and reflection recorded. TLP p. 38	Day 5 Exit Ticket + Module Writing Assignment. Cluster 6 Assessment WB p. 46
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 7) Homework C6 M1		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 8	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 8 Homework C6 M1	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 6, Module 2: Week 26

The Writing Academy, LLC

Randi Whitney

5th Grade Weekly Pacing Guide | Coherent Argument and Thinking | Extended Constructed Response (ECR): Argumentative

Essential Question: How do strong reasons, transitions, and explanation turn evidence into a coherent line of argument?

Passages: "A Voice in the Community" and "A Gift That Welcomed Millions" (Medium Stamina)

TEKS: 5.11B(i), 5.11B(ii), 5.11B(iii), 5.11B(iv), 5.11B(v), 5.11C(ix), 5.11C(x), 5.12C(i), 5.12C(ii), 5.12D(i); Editing: 5.11D (xxii), (xxiii), (xxiv), (xxv), (xxvi); Spiral: 5.7A-G

ELPS: 1(E), 1(C), 2(E), 2(F), 3(E), 4(C)(i), 4(D)(i), 4(D)(ii), 4(D)(iii), 4(E)(i), 4(E)(ii), 4(F)(ix) | **Framework:** CREATURES

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Identify the A and T jobs and reconstruct the claim-reason-evidence-thinking pathway from an auditory model. TLP p. 93 Deck Slides	A Attempt Physically assemble claim, reason, evidence, Thinking, and transition pieces into a coherent line of argument. TLP p. 94 Deck Slides	D U Discuss + Use Write an independent argument with ordered reasons, relevant evidence, purposeful transitions, and Thinking after evidence. TLP p. 96 Deck Slides	A T Award + Target Identify one controlled argument move and revise one idea by combining or rearranging it for clarity. TLP p. 97 Deck Slides	E Educate + Explain Teach the difference between evidence and Thinking, explain why transitions matter to Argument, and transfer the pathway to persuasive correspondence. TLP p. 97 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 89)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 89)	Reread passage for discussion and independent application. Passage text (TLP p. 89)	Reread for evidence: identify key details and connections. Passage text (TLP p. 89)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 89)
Writing* (Student Workbook)	Gather + Reveal: DAY 1 Gather + Reveal 15 MINUTES: Identify Argument and Thinking and Workbook p. 95	Attempt: BUILD THE PATH Workbook p. 99	Discuss + Use: DAY 3 Discuss + Use 15 MINUTES: Discuss the evidence match and write Workbook p. 106	Award + Target: DAY 4 Award + Target 15 MINUTES: Recognize one controlled move and Workbook p. 109	Explain + Educate: DAY 5 Explain + Educate 15 MINUTES: Teach the pathway, use Fresh Recall, and Workbook p. 111
Standards Block (20 min: 4 Triplets)	Writing Wk 26 Triplet 1 Editing Wk 26 Triplet 1 Writing Slides Editing Slides	Writing Wk 26 Triplet 2 Editing Wk 26 Triplet 2 Writing Slides Editing Slides	Writing Wk 26 Triplet 3 Editing Wk 26 Triplet 3 Writing Slides Editing Slides	Writing Wk 26 Triplet 4 Evidence Wk 26 Triplet 1-2 Writing Slides Evidence Slides	Editing Wk 26 Triplet 4 Evidence Wk 26 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 93	Practice accuracy check: guided partner activity. TLP p. 94	Day 3 independent application with accuracy check. Cluster 6 Assessment	Identified strength, next step, and reflection recorded. TLP p. 97	Day 5 Exit Ticket + Module Writing Assignment. Cluster 6 Assessment WB p. 111
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 63) Homework C6 M2		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 64	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 64 Homework C6 M2	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 6, Module 3: Week 27

The Writing Academy, LLC

Randi Whitney

5th Grade Weekly Pacing Guide | Understanding, Rebuttal, Ending, and Significance | Extended Constructed Response (ECR): Argumentative

Essential Question: How does accurately understanding another viewpoint and responding to it make an argument more fair, convincing, and meaningful?

Passages: "A Voice in the Community" and "A Gift That Welcomed Millions" (High Stamina)

TEKS: 5.11B(i), 5.11B(ii), 5.11B(iii), 5.11B(iv), 5.11B(v), 5.11C(i), 5.11C(ii), 5.11C(v), 5.11C(vi), 5.11C(ix), 5.11C(x), 5.12C, 5.12C(i), 5.12C(ii); Editing: 5.11D (xx); Spiral: 5.7A-G

ELPS: 1(E), 1(C), 2(E), 2(F), 3(E), 2(E)(i), 4(B)(i), 4(B)(ii), 4(C)(i), 4(D)(i), 4(D)(ii), 4(D)(iii), 4(F)(ix) | **Framework:** CREATURES

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Identify U (Understanding) and R (Rebuttal) and catch unsupported reasoning in argument models. TLP p. 144 Deck Slides	A Attempt Build U, R, E, and S (Understanding, Rebuttal, Ending, and Significance) with partner practice. TLP p. 144 Deck Slides	D U Discuss + Use Write the full response independently with all CREATURES elements. TLP p. 145 Deck Slides	A T Award + Target Revise for coherence and clarity, then edit for conventions. TLP p. 145 Deck Slides	E Educate + Explain Teach why U, R, E, and S strengthen a full response and transfer to new content. TLP p. 145 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 139)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 139)	Reread passage for discussion and independent application. Passage text (TLP p. 139)	Reread for evidence: identify key details and connections. Passage text (TLP p. 139)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 139)
Writing* (Student Workbook)	Gather + Reveal: Tuesday Workbook p. 134	Attempt: VIEWPOINT BRIDGE Workbook p. 167	Discuss + Use: 15 minutes: Write the full response independently Workbook p. 174	Award + Target: 15 minutes: Revise for coherence and clarity, then edit Workbook p. 176	Explain + Educate: 15 minutes: Teach why U, R, E, and S strengthen a full response Workbook p. 178
Standards Block (20 min: 4 Triplets)	Writing Wk 27 Triplet 1 Editing Wk 27 Triplet 1 Writing Slides Editing Slides	Writing Wk 27 Triplet 2 Editing Wk 27 Triplet 2 Writing Slides Editing Slides	Writing Wk 27 Triplet 3 Editing Wk 27 Triplet 3 Writing Slides Editing Slides	Writing Wk 27 Triplet 4 Evidence Wk 27 Triplet 1-2 Writing Slides Evidence Slides	Editing Wk 27 Triplet 4 Evidence Wk 27 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 144	Practice accuracy check: guided partner activity. TLP p. 144	Day 3 independent application with accuracy check. Cluster 6 Assessment	Identified strength, next step, and reflection recorded. TLP p. 145	Day 5 Exit Ticket + Module Writing Assignment. Cluster 6 Assessment WB p. 178
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 120) Homework C6 M3		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 121	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 121 Homework C6 M3	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 6, Module 4: Week 28

5th Grade Weekly Pacing Guide | Full CREATURES in Argumentative Correspondence for a Real Audience | Extended Constructed Response (ECR): Argumentative

The Writing Academy,
LLC
Randi Whitney

Essential Question: How does writing for a real audience change the way a writer begins, supports, and ends an argumentative letter?

Passages: "A Voice in the Community" and "A Gift That Welcomed Millions" (Very High Stamina)

TEKS: 5.11B(i), 5.11B(ii), 5.11B(iii), 5.11B(iv), 5.11B(v), 5.11C, 5.11C(vii), 5.11C(viii), 5.11C(ix), 5.11C(x), 5.12C, 5.12C(i), 5.12C(ii), 5.12D(i); Editing: 5.11D (xvi), (xx), (xxix); Spiral: 5.7A-G

ELPS: 1(E), 1(C), 2(E), 2(F), 3(E), 4(A)(i), 4(B)(i), 4(B)(ii), 4(C)(i), 4(D)(i), 4(D)(ii), 4(D)(iii), 4(E)(i), 4(E)(ii), 4(F)(iii) | **Framework:** CREATURES

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Gather audience and purpose for argumentative correspondence. Reveal how a real reader changes tone, register, and evidence choices. TLP p. 201 Deck Slides	A Attempt Assemble the full CREATURES argument and draft the letter opening and greeting for a real audience. TLP p. 203 Deck Slides	D U Discuss + Use Discuss how audience awareness changes the body of the letter. Write the full argumentative correspondence independently. TLP p. 204 Deck Slides	A T Award + Target Award one precise move and target register and transition revision for the intended reader. TLP p. 205 Deck Slides	E Educate + Explain Apply the standards check, explain the full CREATURES pathway, and deliver the argumentative letter for a real audience. TLP p. 205 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 196)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 196)	Reread passage for discussion and independent application. Passage text (TLP p. 196)	Reread for evidence: identify key details and connections. Passage text (TLP p. 196)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 196)
Writing* (Student Workbook)	Gather + Reveal: 15 minutes: Name the audience and model the full CREATURES letter Workbook p. 228	Attempt: FULL CREATURES LETTER LAB Workbook p. 231	Discuss + Use: 15 minutes: Write an independent argumentative letter Workbook p. 238	Award + Target: 15 minutes: Award one strength and revise for clarity Workbook p. 240	Explain + Educate: 15 minutes: Teach the path and reconstruct it from memory Workbook p. 241
Standards Block (20 min: 4 Triplets)	Writing Wk 28 Triplet 1 Editing Wk 28 Triplet 1 Writing Slides Editing Slides	Writing Wk 28 Triplet 2 Editing Wk 28 Triplet 2 Writing Slides Editing Slides	Writing Wk 28 Triplet 3 Editing Wk 28 Triplet 3 Writing Slides Editing Slides	Writing Wk 28 Triplet 4 Evidence Wk 28 Triplet 1-2 Writing Slides Evidence Slides	Editing Wk 28 Triplet 4 Evidence Wk 28 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 201	Practice accuracy check: guided partner activity. TLP p. 203	Day 3 independent application with accuracy check. Cluster 6 Assessment	Identified strength, next step, and reflection recorded. TLP p. 205	Day 5 Exit Ticket + Module Writing Assignment. Cluster 6 Assessment WB p. 241
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 171) Homework C6 M4		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 172	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 172 Homework C6 M4	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 7, Module 1: Week 29

5th Grade Weekly Pacing Guide | Notice, Question, Speak | Narrative and Poetry

The Writing Academy, LLC
Randi Whitney

Essential Question: *What can happen when someone notices something and asks a thoughtful question?*

Passages: "One Voice Can Start a Wave" and "Try, Learn, Change" (Low Stamina)

TEKS: 5.11A, 5.11B(i), 5.11B(ii), 5.11B(iii), 5.11B(iv), 5.11B(v), 5.12A(i), 5.12A(ii); Spiral: 5.7A-G

ELPS: 1(E), 1(C), 2(E), 2(F), 3(E), 4(D), 4(E) | **Framework:** TRAILS, LEAVES

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Gather observations from both poems, ask a thoughtful question, and reveal the first TRAILS and LEAVES elements. TLP p. 33 Deck Slides	A Attempt Sort observation from assumption, defend each choice with poem evidence, and plan a narrative Topic/Experience plus Setting. TLP p. 34 Deck Slides	D U Discuss + Use Discuss one connection between the poems, then independently draft a narrative and a four-line poem. TLP p. 35 Deck Slides	A T Award + Target Recognize evidence of successful narrative and poetry choices, then target one revision. TLP p. 37 Deck Slides	E Educate + Explain Teach the HABIT of noticing, questioning, gathering evidence, and making an informed decision. Explain the TRAILS and LEAVES connection. TLP p. 38 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 31)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 31)	Reread passage for discussion and independent application. Passage text (TLP p. 31)	Reread for evidence: identify key details and connections. Passage text (TLP p. 31)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 31)
Writing* (Student Workbook)	Gather + Reveal: DAY 1 GATHER + REVEAL 15 MINUTES Workbook p. 34	Attempt: Notice or Assume? Workbook p. 37	Discuss + Use: DAY 3 DISCUSS + USE 15 MINUTES Workbook p. 43	Award + Target: DAY 4 AWARD + TARGET 15 MINUTES Workbook p. 46	Explain/Educate: DAY 5 EXPLAIN/EDUCATE 15 MINUTES Workbook p. 48
Standards Block (20 min: 4 Triplets)	Writing Wk 29 Triplet 1 Editing Wk 29 Triplet 1 Writing Slides Editing Slides	Writing Wk 29 Triplet 2 Editing Wk 29 Triplet 2 Writing Slides Editing Slides	Writing Wk 29 Triplet 3 Editing Wk 29 Triplet 3 Writing Slides Editing Slides	Writing Wk 29 Triplet 4 Evidence Wk 29 Triplet 1-2 Writing Slides Evidence Slides	Editing Wk 29 Triplet 4 Evidence Wk 29 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 33	Practice accuracy check: guided partner activity. TLP p. 34	Day 3 independent application with accuracy check. Cluster 7 Assessment	Identified strength, next step, and reflection recorded. TLP p. 37	Day 5 Exit Ticket + Module Writing Assignment. Cluster 7 Assessment WB p. 48
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 7) Homework C7 M1		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 8	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 8 Homework C7 M1	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 7, Module 2: Week 30

5th Grade Weekly Pacing Guide | Voices and Responses | Narrative and Poetry

The Writing Academy, LLC

Randi Whitney

Essential Question: How do people respond when they believe something should change?

Passages: "One Voice Can Start a Wave" and "Try, Learn, Change" (Medium Stamina)

TEKS: 5.11A, 5.11B, 5.11B(i), 5.11B(ii), 5.11B(iii), 5.11B(iv), 5.11B(v), 5.11C, 5.12A, 5.12A(i), 5.12A(ii); Editing: 5.11D; Spiral: 5.7A-G

ELPS: 1(E), 2(B), 2(E), 3(D), 4(C), 4(D), 4(F) | **Framework:** LEAVES, TRAILS

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Identify different responses in both poems and connect them to TRAILS R + A and LEAVES E + V. TLP p. 89 Deck Slides	A Attempt Build a character-response-evidence chain and make a response believable through relationship, action, thought, and dialogue. TLP p. 90 Deck Slides	D U Discuss + Use Draft a 2 to 3 paragraph narrative with two characters who initially respond differently to the same problem, then rehearse poetic voices. TLP p. 91 Deck Slides	A T Award + Target Award one deliberate writing move and target one revision in relationship, action, thought, dialogue, emotion, or voice. TLP p. 92 Deck Slides	E Educate + Explain Teach the response pathway from memory and explain how relationship and voice influence meaning. TLP p. 93 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 87)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 87)	Reread passage for discussion and independent application. Passage text (TLP p. 87)	Reread for evidence: identify key details and connections. Passage text (TLP p. 87)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 87)
Writing* (Student Workbook)	Gather + Reveal: DAY 1 Gather + Reveal 15 MINUTES: Notice and question, then identify Workbook p. 91	Attempt: HOW WOULD THEY RESPOND? Workbook p. 95	Discuss + Use: DAY 3 Discuss + Use 15 MINUTES: Draft a narrative with two contrasting Workbook p. 102	Award + Target: DAY 4 Award + Target 15 MINUTES: Award one controlled writing move and Workbook p. 106	Explain + Educate: DAY 5 Explain + Educate 15 MINUTES: Teach the pathway from memory and Workbook p. 109
Standards Block (20 min: 4 Triplets)	Writing Wk 30 Triplet 1 Editing Wk 30 Triplet 1 Writing Slides Editing Slides	Writing Wk 30 Triplet 2 Editing Wk 30 Triplet 2 Writing Slides Editing Slides	Writing Wk 30 Triplet 3 Editing Wk 30 Triplet 3 Writing Slides Editing Slides	Writing Wk 30 Triplet 4 Evidence Wk 30 Triplet 1-2 Writing Slides Evidence Slides	Editing Wk 30 Triplet 4 Evidence Wk 30 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 89	Practice accuracy check: guided partner activity. TLP p. 90	Day 3 independent application with accuracy check. Cluster 7 Assessment	Identified strength, next step, and reflection recorded. TLP p. 92	Day 5 Exit Ticket + Module Writing Assignment. Cluster 7 Assessment WB p. 109
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 63) Homework C7 M2		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 64	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 64 Homework C7 M2	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 7, Module 3: Week 31

5th Grade Weekly Pacing Guide | Evidence Can Change the Story | Narrative and Poetry

The Writing Academy, LLC
Randi Whitney

Essential Question: *What should happen when new evidence challenges what we first believed?*

Passages: "One Voice Can Start a Wave" and "Try, Learn, Change" (High Stamina)

TEKS: 5.11B(i), 5.11B(ii), 5.11B(iii), 5.11B(iv), 5.11B(v), 5.11C, 5.12A(i), 5.12A(ii); Spiral: 5.7A-G

ELPS: 1(E), 2(B), 2(E), 3(D), 4(C), 4(D), 4(F) | **Framework:** TRAILS, LEAVES

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Distinguish a first thought from evidence that challenges it. Gather and reveal the power of new evidence. TLP p. 144 Deck Slides	A Attempt Examine claim cards, evidence cards, and new information. Attempt to revise a conclusion when evidence challenges a first thought. TLP p. 145 Deck Slides	D U Discuss + Use Compare the two poems. Write a narrative with an Important Moment and a Lasting Effect, and a poem that shows a changed conclusion. TLP p. 145 Deck Slides	A T Award + Target Award an effective Important Moment, clear Lasting Effect, or an evidence-based revision. Target one craft move. TLP p. 146 Deck Slides	E Educate + Explain Explain how a specific piece of evidence caused or supported a changed conclusion. Transfer the evidence habit. TLP p. 147 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 141)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 141)	Reread passage for discussion and independent application. Passage text (TLP p. 141)	Reread for evidence: identify key details and connections. Passage text (TLP p. 141)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 141)
Writing* (Student Workbook)	Gather + Reveal: 2 Workbook p. 130	Attempt: Keep It or Revise It Workbook p. 161	Discuss + Use: DAY 3 DISCUSS + USE 15 MINUTES Workbook p. 168	Award + Target: DAY 4 AWARD + TARGET 15 MINUTES Workbook p. 171	Explain/Educate: DAY 5 EXPLAIN/EDUCATE 15 MINUTES Workbook p. 173
Standards Block (20 min: 4 Triplets)	Writing Wk 31 Triplet 1 Editing Wk 31 Triplet 1 Writing Slides Editing Slides	Writing Wk 31 Triplet 2 Editing Wk 31 Triplet 2 Writing Slides Editing Slides	Writing Wk 31 Triplet 3 Editing Wk 31 Triplet 3 Writing Slides Editing Slides	Writing Wk 31 Triplet 4 Evidence Wk 31 Triplet 1-2 Writing Slides Evidence Slides	Editing Wk 31 Triplet 4 Evidence Wk 31 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 144	Practice accuracy check: guided partner activity. TLP p. 145	Day 3 independent application with accuracy check. Cluster 7 Assessment	Identified strength, next step, and reflection recorded. TLP p. 146	Day 5 Exit Ticket + Module Writing Assignment. Cluster 7 Assessment WB p. 173
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 117) Homework C7 M3		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 118	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 118 Homework C7 M3	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 7, Module 4: Week 32

The Writing Academy, LLC
Randi Whitney

5th Grade Weekly Pacing Guide | Informed Voices Create Responsible Change | Narrative and Poetry

Essential Question: *What responsibilities come with using our voices and making decisions that affect others?*

Passages: "One Voice Can Start a Wave" and "Try, Learn, Change" (Very High Stamina)

TEKS: 5.11A, 5.11B(i), 5.11B(ii), 5.11B(iii), 5.11B(iv), 5.11B(v), 5.11C, 5.12A(i), 5.12A(ii); Editing: 5.11D; Spiral: 5.7A-G

ELPS: 2(E), 4(D) | **Framework:** TRAILS, LEAVES

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Gather evidence from both poems, reveal source reliability and consequence questions, and model how TRAILS and LEAVES carry one responsible idea. TLP p. 199 Deck Slides	A Attempt Practice checking evidence, weighing viewpoints, and tracing one responsible central idea through both frameworks. TLP p. 200 Deck Slides	D U Discuss + Use Discuss viewpoints and consequences, then independently plan a complete TRAILS narrative and a full LEAVES poem from evidence. TLP p. 202 Deck Slides	A T Award + Target Recognize evidence-earned craft, then revise one narrative or poetry choice so it shows a clearer consequence and responsible change. TLP p. 203 Deck Slides	E Educate + Explain Teach the source-checking habit, explain the TRAILS and LEAVES connection, and transfer evidence-based reasoning into a complete narrative and poem. TLP p. 204 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 194)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 194)	Reread passage for discussion and independent application. Passage text (TLP p. 194)	Reread for evidence: identify key details and connections. Passage text (TLP p. 194)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 194)
Writing* (Student Workbook)	Gather + Reveal: DAY 1 GATHER + REVEAL 15 MINUTES Workbook p. 223	Attempt: DAY 2 ATTEMPT 20 MINUTES Workbook p. 226	Discuss + Use: DAY 3 DISCUSS + USE 20 MINUTES Workbook p. 233	Award + Target: DAY 4 AWARD + TARGET 20 MINUTES Workbook p. 236	Explain/Educate: DAY 5 EXPLAIN/EDUCATE 20 MINUTES Workbook p. 238
Standards Block (20 min: 4 Triplets)	Writing Wk 32 Triplet 1 Editing Wk 32 Triplet 1 Writing Slides Editing Slides	Writing Wk 32 Triplet 2 Editing Wk 32 Triplet 2 Writing Slides Editing Slides	Writing Wk 32 Triplet 3 Editing Wk 32 Triplet 3 Writing Slides Editing Slides	Writing Wk 32 Triplet 4 Evidence Wk 32 Triplet 1-2 Writing Slides Evidence Slides	Editing Wk 32 Triplet 4 Evidence Wk 32 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 199	Practice accuracy check: guided partner activity. TLP p. 200	Day 3 independent application with accuracy check. Cluster 7 Assessment	Identified strength, next step, and reflection recorded. TLP p. 203	Day 5 Exit Ticket + Module Writing Assignment. Cluster 7 Assessment WB p. 238
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 167) Homework C7 M4		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 168	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 168 Homework C7 M4	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 8, Module 1: Week 33

5th Grade Weekly Pacing Guide | Challenge and Question | Research

The Writing Academy, LLC

Randi Whitney

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

Passages: "From Protest to Participation: How a Nation Changes" (Low Stamina)

TEKS: 5.11B(i), 5.11B(iv), 5.11C(iii), 5.11C(iv), 5.11C(ix), 5.12B(i), 5.12B(ii), 5.13A, 5.13A(iii), 5.13A(iv), 5.13B(i), 5.13F(i); Editing: 5.11D (i), (xxii); Spiral: 5.7A-G

ELPS: 1(E)(i), 2(E)(i), 3(G)(i), 4(C)(i), 4(F)(ix) | **Framework:** HABIT

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Gather a research purpose and notice how a challenge becomes a question. Model the Research HABIT with source evidence. TLP p. 44 Deck Slides	A Attempt Attempt Challenge-to-Question Match and defend a match with evidence from both research passages. TLP p. 45 Deck Slides	D U Discuss + Use Discuss evidence from both passages and write Body Paragraph 1 of the cumulative research work. TLP p. 47 Deck Slides	A T Award + Target Award a specific research strength and target a precise next move for revision. TLP p. 49 Deck Slides	E Educate + Explain Educate an audience about how evidence supports a research explanation. Transfer the Research HABIT. TLP p. 49 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 28)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 28)	Reread passage for discussion and independent application. Passage text (TLP p. 28)	Reread for evidence: identify key details and connections. Passage text (TLP p. 28)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 28)
Writing* (Student Workbook)	Gather + Reveal: 15 Minutes Workbook p. 43	Attempt: Challenge-to-Question Match Workbook p. 47	Discuss + Use: 15 Minutes Workbook p. 53	Award + Target: 15 Minutes Workbook p. 56	Explain + Educate: 15 Minutes Workbook p. 57
Standards Block (20 min: 4 Triplets)	Writing Wk 33 Triplet 1 Editing Wk 33 Triplet 1 Writing Slides Editing Slides	Writing Wk 33 Triplet 2 Editing Wk 33 Triplet 2 Writing Slides Editing Slides	Writing Wk 33 Triplet 3 Editing Wk 33 Triplet 3 Writing Slides Editing Slides	Writing Wk 33 Triplet 4 Evidence Wk 33 Triplet 1-2 Writing Slides Evidence Slides	Editing Wk 33 Triplet 4 Evidence Wk 33 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 44	Practice accuracy check: guided partner activity. TLP p. 45	Day 3 independent application with accuracy check. Cluster 8 Assessment	Identified strength, next step, and reflection recorded. TLP p. 49	Day 5 Exit Ticket + Module Writing Assignment. Cluster 8 Assessment WB p. 57
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 7) Homework C8 M1		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 8	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 8 Homework C8 M1	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 8, Module 2: Week 34

5th Grade Weekly Pacing Guide | Evidence and Choice | Research

The Writing Academy, LLC

Randi Whitney

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

Passages: "How Change Happens: Observe, Adapt, Test, and Improve" (Medium Stamina)

TEKS: 5.11A, 5.11B(i), 5.11B(iv), 5.11C(iii), 5.11C(iv), 5.11C(ix), 5.12B(i), 5.12B(ii), 5.13B(ii), 5.13D(i), 5.13D(ii), 5.13E(i); Editing: 5.11D (i), (xxii); Spiral: 5.7A-G

ELPS: 1(E), 1(C), 2(E), 2(F), 3(E), 4(D), 4(E) | **Framework:** HABIT

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Restate a challenge, distinguish strong evidence from weak evidence, and reveal how researchers check sources. TLP p. 110 Deck Slides	A Attempt Gather precise evidence from both sources and defend why each detail fits the research question. TLP p. 112 Deck Slides	D U Discuss + Use Compare one civic detail and one scientific detail, then write Body Paragraph 2 with source credit. TLP p. 112 Deck Slides	A T Award + Target Identify a strength, target a precise next move, and revise for evidence clarity. TLP p. 114 Deck Slides	E Educate + Explain Teach the shared habit, explain how researchers check evidence, and apply the standards check. TLP p. 114 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 94)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 94)	Reread passage for discussion and independent application. Passage text (TLP p. 94)	Reread for evidence: identify key details and connections. Passage text (TLP p. 94)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 94)
Writing* (Student Workbook)	Gather + Reveal: 5.11(A) : Workbook p. 110	Attempt: Evidence Court Workbook p. 117	Discuss + Use: Discuss: Compare the Evidence Workbook p. 123	Award + Target: Award: Notice the Strength Workbook p. 128	Explain + Educate: Explain: Teach the Research HABIT Workbook p. 129
Standards Block (20 min: 4 Triplets)	Writing Wk 34 Triplet 1 Editing Wk 34 Triplet 1 Writing Slides Editing Slides	Writing Wk 34 Triplet 2 Editing Wk 34 Triplet 2 Writing Slides Editing Slides	Writing Wk 34 Triplet 3 Editing Wk 34 Triplet 3 Writing Slides Editing Slides	Writing Wk 34 Triplet 4 Evidence Wk 34 Triplet 1-2 Writing Slides Evidence Slides	Editing Wk 34 Triplet 4 Evidence Wk 34 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 110	Practice accuracy check: guided partner activity. TLP p. 112	Day 3 independent application with accuracy check. Cluster 8 Assessment	Identified strength, next step, and reflection recorded. TLP p. 114	Day 5 Exit Ticket + Module Writing Assignment. Cluster 8 Assessment WB p. 129
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 73) Homework C8 M2		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 74	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 74 Homework C8 M2	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 8, Module 3: Week 35

5th Grade Weekly Pacing Guide | Action, Consequence, and Revision | Research

The Writing Academy, LLC

Randi Whitney

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

Passages: "Six Turning Points: What Made Change Happen?"
(High Stamina)

TEKS: 5.11B(i), 5.11B(iv), 5.11C(iii), 5.11C(iv), 5.11C(ix), 5.12B(i), 5.12B(ii), 5.13B(ii), 5.13C; Editing: 5.11D (i), (xxii); Spiral: 5.7A-G

ELPS: 1(E)(i), 2(E)(i), 3(G)(i), 3(G)(ii), 4(C)(i), 4(F)(ix) | **Framework:** HABIT

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Gather a research purpose and reveal the Research HABIT. Model the Impact Investigator strategy. TLP p. 171 Deck Slides	A Attempt Defend an Impact Investigator match using source evidence from the research passages. TLP p. 172 Deck Slides	D U Discuss + Use Discuss how evidence proves a reason, then independently write Body Paragraph 3. TLP p. 173 Deck Slides	A T Award + Target Award a specific research strength and set a precise revision target. TLP p. 173 Deck Slides	E Educate + Explain Present a source-based explanation and transfer the Research HABIT to new content. TLP p. 174 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 156)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 156)	Reread passage for discussion and independent application. Passage text (TLP p. 156)	Reread for evidence: identify key details and connections. Passage text (TLP p. 156)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 156)
Writing* (Student Workbook)	Gather + Reveal: Tuesday Workbook p. 144	Attempt: Impact Investigator Workbook p. 187	Discuss + Use: Discuss: Compare the Evidence Workbook p. 191	Award + Target: Award: Notice the Strength Workbook p. 194	Explain + Educate: Explain: Teach the Research HABIT Workbook p. 195
Standards Block (20 min: 4 Triplets)	Writing Wk 35 Triplet 1 Editing Wk 35 Triplet 1 Writing Slides Editing Slides	Writing Wk 35 Triplet 2 Editing Wk 35 Triplet 2 Writing Slides Editing Slides	Writing Wk 35 Triplet 3 Editing Wk 35 Triplet 3 Writing Slides Editing Slides	Writing Wk 35 Triplet 4 Evidence Wk 35 Triplet 1-2 Writing Slides Evidence Slides	Editing Wk 35 Triplet 4 Evidence Wk 35 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 171	Practice accuracy check: guided partner activity. TLP p. 172	Day 3 independent application with accuracy check. Cluster 8 Assessment	Identified strength, next step, and reflection recorded. TLP p. 173	Day 5 Exit Ticket + Module Writing Assignment. Cluster 8 Assessment WB p. 195
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 139) Homework C8 M3		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 140	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 140 Homework C8 M3	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 8, Module 4: Week 36

5th Grade Weekly Pacing Guide | Synthesis and Publication | Research

The Writing Academy, LLC

Randi Whitney

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

Passages: "The Change Files: How Questions Become Decisions" (Very High Stamina)

TEKS: 5.11B(i), 5.11B(iv), 5.11C(iii), 5.11C(iv), 5.11C(ix), 5.12B(i), 5.12B(ii), 5.13C, 5.13G(i), 5.13H(i); Editing: 5.11D (i), (xxii); Spiral: 5.7A-G

ELPS: 1(E)(i), 2(E)(i), 3(G)(i), 4(C)(i), 4(F)(ix) | **Framework:** HABIT

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Gather the monthlong research purpose, reveal the Final Research Prompt, and plan the complete research paper. TLP p. 231 Deck Slides	A Attempt Attempt Human Research Paper by selecting the strongest evidence from both sources and organizing the full argument. TLP p. 231 Deck Slides	D U Discuss + Use Discuss how the two sources work together and use evidence from all four research passages to write the conclusion. TLP p. 232 Deck Slides	A T Award + Target Award a specific strength, target one next move, and revise for publication quality. TLP p. 233 Deck Slides	E Educate + Explain Edit the paper for publication, present the source-based explanation, and deliver the final research product. TLP p. 234 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 215)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 215)	Reread passage for discussion and independent application. Passage text (TLP p. 215)	Reread for evidence: identify key details and connections. Passage text (TLP p. 215)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 215)
Writing* (Student Workbook)	Gather + Reveal: 5.11(A) : Workbook p. 244	Attempt: Human Research Paper Workbook p. 249	Discuss + Use: Discuss: Compare the Evidence Workbook p. 255	Award + Target: Award: Notice the Strength Workbook p. 259	Explain + Educate: Explain: Teach the Research HABIT Workbook p. 260
Standards Block (20 min: 4 Triplets)	Writing Wk 36 Triplet 1 Editing Wk 36 Triplet 1 Writing Slides Editing Slides	Writing Wk 36 Triplet 2 Editing Wk 36 Triplet 2 Writing Slides Editing Slides	Writing Wk 36 Triplet 3 Editing Wk 36 Triplet 3 Writing Slides Editing Slides	Writing Wk 36 Triplet 4 Evidence Wk 36 Triplet 1-2 Writing Slides Evidence Slides	Editing Wk 36 Triplet 4 Evidence Wk 36 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 231	Practice accuracy check: guided partner activity. TLP p. 231	Day 3 independent application with accuracy check. Cluster 8 Assessment	Identified strength, next step, and reflection recorded. TLP p. 233	Day 5 Exit Ticket + Module Writing Assignment. Cluster 8 Assessment WB p. 260
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 193) Homework C8 M4		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 194	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 194 Homework C8 M4	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.