

THE WRITING ACADEMY®

A SUBSIDIARY OF TEACH BIG®

GRADE



Cluster 5

Extended Constructed Response - Paired Passages

TEACHER LESSON PLAN GUIDE

Grade 3 • Cluster 5

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Statement of Purpose

Cluster 5 teaches students to answer a paired-passage prompt using balanced evidence from two texts. Students learn to connect two texts, analyze how they are alike and different, and write a conclusion that pulls both together.

Across four modules students connect two texts, respond to HOW prompts about similarities and differences, write an R1-R2-R3 conclusion, and see the structure of the full paper through color. Stamina grows from Low to Very High.

Abstract

Module 1, Paired Passage Responses Connecting Two Texts, introduces drawing evidence from two texts. Module 2, Paired Passage HOW Prompts - Similarities and Differences, focuses on the relationship between the passages.

Module 3, Conclusion Paragraph with R1, R2, and R3 - The Bluebird Moment, teaches a conclusion that pulls the texts together, and Module 4, Color-Coding the Full ECR Paper, makes the paired response's parts visible. Every day follows the Teach BIG GRADUATE routine, moving students from gathering and revealing the skill, through attempting, discussing, and using it, to awarding growth, targeting the next step, and explaining their thinking to others.

Standards at a Glance

The TEKS below are taught and practiced across Cluster 5. The **exact, verbatim Student Expectation wording** for each — quoted from the Texas Essential Knowledge and Skills — appears on the **TEKS Correlations** page inside each module, along with where in the week it is taught.

TEKS	STRAND	MODULES
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TEKS 4.7(C) — “use text evidence to support an appropriate response” — applies wherever students use text evidence in this cluster.

ELPS (English Language Proficiency Standards) are correlated on each module’s daily “TEKS and ELPS for Today” pages.

M O D U L E

1

**Paired Passage Responses
Connecting Two Texts**

Week 1 • Building the skill of using BOTH passages to write one connected answer.

Module 1: Paired Passage Responses — Connecting Two Texts

Week 1 - Building the skill of using BOTH passages to write one connected answer.

Focus

Reading Focus: Linear Plot Line (Problem -> Action -> Solution -> Impact) Writing Focus: Paired Passage WHY Responses (Using BOTH Texts)

This module follows the GRADUATE Infinity Lesson Cycle.

Teacher Inspiration



Teacher Script

“When students learn to connect two stories into one clear idea, they move from readers to thinkers—and from thinkers to powerful writers.”

Module 1 — Family Communication

Purpose

Families are partners in this work. This page gives every family a clear picture of what their child is learning this week, questions they can ask at home, and one simple thing they can do together — no materials needed.

How to Send It

Copy the letter in the language each family prefers, or send both.

This Week's Learning

This week, your child is learning to write a paired-passage response — connecting TWO informational texts into ONE clear answer. The rule is simple: one answer = two texts. Students read about Henry Ford and Sam Walton, track each story's plot line (Problem -> Action -> Solution -> Impact), find evidence in BOTH, and connect the ideas.

Table: The Paired Passage HABIT

Step	What It Does	Student-Friendly Explanation
Use BOTH texts	Answer with two passages	A paired-passage question needs two passages in the answer.
Two pieces of evidence	Prove the idea from each text	Include one detail from each passage.
Connect the ideas	Tie both together	Explain how the two ideas work together in one sentence.

Dinner Table Conversation Starters

- "What is one idea that fits BOTH Henry Ford and Sam Walton?"
- "How were their solutions alike? How were they different?"
- "Why do you need BOTH passages to answer a paired-passage question?"

Family Activity: One Answer, Two Stories

Share two short stories with your child and ask them to name ONE idea that fits both, then say it in one sentence: "Both ___ because ___."

Family Letter

Dear Families,

This week your child is learning to write a paired-passage response — connecting TWO texts into ONE clear answer. The big focus of this module is that "one answer = two texts": when a question gives two passages, a strong answer uses evidence from BOTH and explains how the ideas connect.

We are reading about two American problem-solvers: Henry Ford, who made cars affordable with the Model T, and Sam Walton, who opened Walmart to sell goods for less. Your child learns to track each story's plot line — Problem, Action, Solution, Impact — and then connect the two into one idea, such as "Both men created solutions that helped everyday families."

Please try this at home: After reading or watching two short things (two stories, two shows), ask your child, "What is ONE idea that fits BOTH?" Helping them connect two things into one idea is exactly the thinking we are practicing!

With appreciation, Your child's teacher - The Writing Academy LLC

Carta para las Familias

Estimadas familias:

Esta semana su hijo o hija aprende a escribir una respuesta de pasajes emparejados: conectar DOS textos en UNA respuesta clara. El enfoque principal de este módulo es que "una respuesta = dos textos": cuando una pregunta ofrece dos pasajes, una buena respuesta usa evidencia de AMBOS y explica cómo se conectan las ideas.

Leemos sobre dos solucionadores de problemas estadounidenses: Henry Ford, que hizo los autos accesibles con el Model T, y Sam Walton, que abrió Walmart para vender productos a menor precio. Su hijo o hija aprende a seguir la línea de la trama de cada historia — Problema, Acción, Solución, Impacto — y luego conectar las dos en una idea, como "Ambos crearon soluciones que ayudaron a las familias."

Por favor, intente esto en casa: Después de leer o ver dos cosas cortas, pregunte a su hijo o hija: "¿Cuál es UNA idea que encaja con AMBAS?" ¡Ayudarle a conectar dos cosas en una idea es exactamente el pensamiento que practicamos!

Con aprecio, El maestro o la maestra de su hijo o hija - The Writing Academy LLC

Module 1 — Family Conversation Starters

Send these home with the letter, or post them in the class stream. None of them can be answered with only yes or no.

- What does it mean to connect two texts into one answer?
- Why is it important to use BOTH passages when a question gives you two?
- How were Henry Ford and Sam Walton alike? How were they different?
- What is one idea that fits BOTH Ford and Walton?

Simple Family Activities

Both activities need little or no materials and both end in a conversation rather than a worksheet.

Family Activity - One Idea, Two Stories

Share two short stories or two shows with your child. Ask them to name ONE idea that fits BOTH. Practice saying it as one sentence: "Both ___ because ___."

Family Activity - Problem to Impact

Pick something that changed life for many people (the car, the phone). Walk through it together: What was the problem? The action? The solution? The impact? This is the same plot line we track in both passages.

Module 1 — Lesson Overview and Standards

Lesson Overview

In Module 1, students learn to write a paired-passage response — connecting TWO informational texts into ONE clear answer. Using "Henry Ford: Visionary of Travel" and "Sam Walton: Visionary of Retail," students track each passage's linear plot line (Problem -> Action -> Solution -> Impact), gather evidence from BOTH texts, and connect the ideas in one explanation. The paired-passage rule: "One answer = two texts."

BIG Goal: Students will write one connected informational response that uses evidence from both passages and explains how the ideas connect.

Writing Genre TEKS

TEKS	Student Expectation (verbatim TEKS breakout)	Where It Is Taught and Practiced in This Module
12B(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	Days 1-5: students write a paired-passage response around one central idea.
12B(ii)	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics	Days 2-3: students use evidence and explanation across both texts.
12B(iii)	compose informational texts, including brief compositions that convey information about a topic, using craft	Day 4: students refine and connect their responses.

Writing Process TEKS

TEKS	Student Expectation (verbatim TEKS breakout)	Where It Is Taught and Practiced in This Module
11B(iii)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details	Days 2-4: students add evidence from both texts and connect ideas.

Writing Genre ELPS Breakouts

ELPS	Student Expectation (verbatim ELPS breakout)
4(C)(ii)	write using content-area vocabulary
4(D)(i)–(iii)	write using a variety of grade-appropriate sentence lengths, sentence types, and connecting words
4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

Writing Process ELPS Breakouts

ELPS	Student Expectation (verbatim ELPS breakout)
4(C)(ii)	write using content-area vocabulary
4(D)(iii)	write using a variety of grade-appropriate connecting words
4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

Interdisciplinary context (background only): both passages connect to Social Studies through innovation, business, and how individuals and how they change communities.

Module 1 — ELPS Correlations

Matched from the approved K-12 ELPS/ELAR Crosswalk to the actual language demands of this module. The final column names the day or days on which each expectation is explicitly addressed, so no searching is required.

ELPS	Domain	Language Pattern	Complete ELPS Student Expectation	Day Addressed
1(E)	Listening	Comprehension	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.	Days 1, 3, 4, and 5
2(E)	Speaking	Discourse	Use comprehensible language to explain information orally with increasing specificity and detail during classroom interactions.	Days 3 and 5
3(E)	Reading	Purpose for Reading	Use pre-reading strategies, including previewing text features, connecting to prior knowledge, and making predictions, to develop comprehension.	Day 1
4(D)	Writing	Language Structures / Syntax	Write using grade-appropriate sentence lengths and types.	Days 1, 2, and 3

ELPS Woven Into Intervention

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
1(E)	Listening	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.	Intervention, after Day 3
2(E)	Speaking	Use comprehensible language to explain information orally with increasing specificity and detail.	Intervention, after Day 3

ELPS Woven Into Enrichment

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
2(E)	Speaking	Use comprehensible language to explain information orally with increasing specificity and detail.	Enrichment, after Day 4
4(D)	Writing	Write using grade-appropriate sentence lengths and types.	Enrichment, after Day 4

Module 1 — ELPS Linguistic Accommodations

Purpose: These accommodations maintain grade-level rigor while opening clear avenues to success for emergent bilingual students as they learn to write paired-passage responses using BOTH texts.

Level	Language Objective
Pre-Production	Point to evidence in each passage using gestures and color-coded highlights.
Beginning	Sort evidence cards by passage (Ford / Walton) and point to the label before speaking.
Intermediate	Say aloud a connection using the frame: "Both men ___ because ___."
High Intermediate	Explain how the two texts connect using the frame: "The Ford passage shows ___, and the Walton passage shows ___."
Advanced	Use oral rehearsal to refine a paired-passage response before writing.

Teacher Script & Oral Rehearsal Scaffolding

To support students in moving from oral rehearsal to written stamina, use the following HABITS:

- Oral Rehearsal Frames: Before writing, have students pair up to practice using these frames:
- "One reason both men were important was ___."
- "The text stated ___ (Ford). The passage explained ___ (Walton)."
- "This shows that both men ___."
- Sentence Stems for Support: "One idea that fits both is ___, " "In the same way ___, " "Similarly ___."
- Partner Rehearsal: Have students say their connection aloud to a partner before writing, so both pieces of evidence are clear before the pencil moves.

Language Domains

This module builds all four language domains as students learn to write a paired-passage response that connects two texts into one clear answer. Every task below is open to English learners at any proficiency level; the supports are built in, not bolted on.

Domain	How this module builds it
Listening	Students hear a connected paired-passage answer modeled aloud and restate the connection before writing.
Speaking	Students say their thinking aloud to a partner before they write, using the sentence frames provided.
Reading	Students read both passages and the prompt closely, marking the words that carry the meaning in each text.
Writing	Students build an introduction that narrows to a thesis (central idea) and connect evidence from both texts in writing.

Module 1 — Learning Destination

Module Learning Objective

Students will write one informational response that uses evidence from BOTH passages and connects the ideas around a clear central idea.

I Will Statements

- I will read two passages and track each one's plot line (Problem -> Action -> Solution -> Impact).
- I will find evidence from BOTH texts.
- I will connect the two ideas into one clear explanation.

I Can Statements

- I can use evidence from both passages.
- I can connect two texts into one answer.
- I can explain how the ideas work together.

★ Daily Deck

Daily Deck - Module Slide 1: the I Will and I Can statements for this module, so students see the week's target before anything else.

Success Criteria

- My answer uses evidence from BOTH passages.
- I include two pieces of evidence (one from each text).
- My explanation connects the ideas into one central idea.

Module 1 — Rigor and Misconceptions

Rigor Safeguard

You may read a prompt aloud, repeat it, and let students use the anchor chart. You may provide a sentence frame. You may not tell a student which evidence to choose from each passage or how to connect the two texts. The student must still find evidence in BOTH passages and must still compose one connected paired-passage answer.

Rigor and Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Identify the linear plot line (problem, action, solution, impact) in each passage.	Supported. The teacher may read the passages aloud twice.	The student correctly labels the plot-line steps in both texts.
Inferential	Analyze how evidence from both passages supports one central idea.	Guided on Days 1 and 2, independent by Day 5.	The student selects evidence from both texts and explains the connection.
Evaluative	Judge whether an answer truly uses BOTH passages and connects them.	Partner discussion on Day 3, independent on Day 5.	The student explains why an answer is complete (two texts) rather than incomplete (one text).

Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
Students struggle because they cannot write well.	A teacher may focus on sentence structure when the real breakdown is connecting the two texts.	Before focusing on composition, ask the student to point to evidence from each passage.
One text is enough for a paired-passage answer.	A teacher may accept an answer that uses only Ford or only Walton.	Ask, "Does this answer use BOTH passages? One answer = two texts."
Connecting two texts is a routine task.	Because students can find details quickly, it may be treated as a simple matching game.	Protect the depth: every later module depends on students connecting evidence across both texts.

Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
A paired-passage answer only needs one text.	The student writes about only one passage.	Remind them: "One answer = two texts. Where is your evidence from the other passage?"
Any detail works as evidence.	The student picks a random detail that does not support the central idea.	Ask, "Does this detail support the central idea that connects both texts?"
A connected answer is just two separate summaries.	The student writes one paragraph about each man with no connection.	Ask, "How does your explanation join the two texts into one idea?"

Module 1 — Thinking Levels

These charts support building rigor. Use them in every module to name the level of thinking a prompt and a student response require.

The Progression of Thinking

Level	Hidden Question	Student Thinking	Thinking Focus
Foundational (Red)	What happened?	I can name what each passage is about.	Recall from each text
Emergent (Orange)	Why was it done?	I can explain each person's problem and solution.	Purpose and plot line
Visible (Yellow)	Why is it important in the passages?	I can find evidence in BOTH texts.	Evidence from two texts
Independent (Green)	Why is it important to me?	I can connect the two ideas into one.	Connection across texts
Reflective (Blue)	Why is it important to everyone?	I can explain why the connected idea matters.	Significance

Module 1: Paired Passage Responses

Focus: connecting two informational texts into one clear answer.

Level	Student Thinking	HABIT / Task
Recall	Name what each passage is about.	Identify: Locate the topic and plot line of each text.
Skill	Find evidence in each passage.	Gather: Pull one piece of evidence from each text.
Strategic	Connect the two texts.	Connect: Explain how both pieces of evidence support one idea.
Extended	Explain and reflect.	Explain: Show why the connected idea matters.

Teacher Script

"Class, this module we are focusing on connecting two texts into one answer. We start with Recall, naming what each passage is about. Then Skill, finding evidence in each. As we get stronger, we reach the Strategic level, connecting both texts. Finally, at the Extended level, we explain why the connected idea matters. This is how we build our writing stamina!"

Module 1 — Vocabulary

Vocabulary — Teacher Script

Teacher Script

"Before we begin, let's preview some words you will see in today's lesson and passages. Good readers notice vocabulary before they begin reading or answering questions."

Tier 1 Vocabulary

Word	Student-Friendly Definition	Oral Rehearsal Frame
problem	Something that needs to be solved or fixed.	"Both men saw a ____ to solve."
solution	A way to fix a problem.	"Each man found a ____ that helped people."
help	To make something easier for someone.	"Their ideas ____ everyday families."
change	To make something different.	"Ford and Walton wanted to ____ how people lived."
work	Effort to do or make something.	"It took hard ____ to build their ideas."
build	To make something by putting parts together.	"Ford chose to ____ the Model T."
plan	A set of steps to reach a goal.	"Walton made a ____ to sell for less."
improve	To make something better.	"Both men wanted to ____ people's lives."
idea	A thought or plan in your mind.	"A big ____ can solve a big problem."
fix	To repair or make right.	"A solution can ____ a problem."

Tier 2 Vocabulary

Word	Student-Friendly Definition	Oral Rehearsal Frame
linear plot line	The order of events: problem, action, solution, impact.	"I follow the ____ to understand the passage."
sequence	The order in which things happen.	"I put the events in ____."
problem/solution	A problem and the way it is fixed.	"This passage uses ____ structure."
impact	The effect or result of an action.	"The ____ was that travel improved."
evidence	Details from a text that support an idea.	"My ____ comes from both passages."
explanation	Words that tell how or why.	"My ____ connects the two texts."
paired passages	Two texts read together to answer one prompt.	"These ____ share one big idea."
connection	How two ideas relate to each other.	"I show the ____ between both men."
significance	Why something matters.	"The ____ is that they helped many people."
central idea	The main point a text is about.	"Both passages share one ____."

Tier 3 Vocabulary

Teacher Script

"These words are connected specifically to the topics in our passages. When we understand them, the passage becomes easier to understand."

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
assembly line	uh-SEM-blee line	A way to build things step by step as they move along.	"Ford used an _____ to build cars faster."
Model T	MOD-ul TEE	The affordable car Henry Ford created.	"The _____ was a car many families could buy."
invention	in-VEN-shun	A new thing someone makes for the first time.	"The car was an important _____."
retail	REE-tayl	The selling of goods to everyday shoppers.	"Walton worked in _____."
Walmart	WAWL-mart	The store Sam Walton opened.	"Walton opened _____ to sell for less."
Great Depression	grayt dih-PRESH-un	A time when many people had very little money.	"Walton grew up during the _____."
affordable	uh-FOR-duh-bul	Cheap enough that people can buy it.	"Both men made things more _____."
customers	KUHS-tuh-merz	People who buy goods or services.	"Walton's _____ liked his low prices."
transportation	trans-por-TAY-shun	Ways people and goods move from place to place.	"Ford changed _____ with the car."
visionary	VIZH-uh-nair-ee	Someone with big ideas about the future.	"Each man was a _____ who changed his field."

Module 1 — Background Knowledge and Teacher Context

In Module 1, students learn to write a paired-passage response: connecting two informational texts into one clear answer. The two passages are "Henry Ford: Visionary of Travel" and "Sam Walton: Visionary of Retail." Both follow the same linear plot line — a Problem, an Action, a Solution, and an Impact.

Henry Ford saw that cars were too expensive for everyday families (problem), built the Model T on an assembly line (action), made cars affordable (solution), and improved travel for many people (impact). Sam Walton saw that prices were too high (problem), opened Walmart (action), sold goods for less (solution), and helped families afford what they needed (impact).

The heart of this module is teaching students that "one answer = two texts." When a prompt gives two passages, a strong response uses evidence from BOTH and connects the ideas in one explanation. Students learn to track each passage's plot line, gather evidence from each text, and connect the two into a single, well-supported answer.

Quick Teacher Reference — Cluster 5

Reading Focus — Students track the linear plot line: Problem, Action, Solution, Impact.

Writing Focus — Students must: use BOTH passages; provide evidence from BOTH texts; and connect ideas across passages.

ECR Structure Review

- Introduction (GET SET: Statement of Purpose, Evidentiary Transition, Thesis (Central Idea))
- 3 Body Paragraphs (Reason + Evidence + Explanation + Significance)
- Conclusion (coming later)

Module 1 — Materials and Module at a Glance

Materials Needed

This module is a hands-on paired-passage game, so gather the pieces first. Each student needs an interactive notebook and a pencil, plus highlighters and colored pencils in blue, yellow, and green for tracking the linear plot line and marking evidence in each text. For the Double Track Challenge, prepare a gameboard (Start -> Problem -> Action -> Solution -> Impact -> Finish), a spinner, the game cards (prompt cards, evidence cards, reason cards), sticky notes, and a "Pencil Guy" marker for each student. Have chart paper or a whiteboard for modeling and copies of both passages. A quick reference list follows.

Materials List

- Copies of "Henry Ford: Visionary of Travel"
- Copies of "Sam Walton: Visionary of Retail"
- Interactive notebooks
- Pencils and highlighters
- Chart paper / whiteboard
- Gameboard (Start -> Problem -> Action -> Solution -> Impact -> Finish)
- Spinner
- Game cards (prompt cards, evidence cards, reason cards)
- Sticky notes
- Colored pencils (blue, yellow, green)
- "Pencil Guy" markers (students choose their own)

Module at a Glance

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15	G — Gather + R — Reveal	"Double detectives" hook; review SET intro + the linear plot line; introduce paired-passages thinking.
Day 2	15	A — Attempt	Double Track Challenge: build one connected answer using BOTH passages.
Day 3	15	D — Discuss + U — Use	Discuss paired-passages thinking, then write one full response using both texts.
Day 4	15	A — Award + T — Target	Celebrate connecting two texts and set a next-step goal.
Day 5	15	E — Educate and Explain to Others	Teach a partner the Paired Passage HABIT.

Module 1 — Tiny Times Transition

A Tiny Time is a quick, zero-material movement routine — under one minute — used to move students between activities while reinforcing this module's focus: connecting two texts. Use one whenever the class changes activities, when energy dips, or right before a new task.

This Module's Routine: "Two-Track Freeze"

Teacher Script

"Tiny Time! When I say a name, freeze in that pose — arms like a steering wheel for Ford, arms like stacking shelves for Walton. Then whisper one thing BOTH men did to a neighbor."

How to run it:

- Signal the class and get all eyes on you.
- Call "Ford!" or "Walton!" and students strike the pose.
- Call "Connect!" and students whisper one idea that fits BOTH men ("They both helped everyday families").
- Repeat two or three times, then have students return quietly to their seats.

No materials are needed and every student can succeed. Vary the connection each time so the Tiny Time stays fresh all week.

Module 1 — The DOT Reading Habit

The DOT Reading Habit

The DOT reading habit has three steps: Dot, Discover, Drop.



Teacher Script

"As strong readers, we use the DOT habit while we read the passages in our Interactive Notebooks. DOT stands for three steps: Dot, Discover, Drop."

Step	What It Means
D — Dot	Place a small dot above any word that seems unfamiliar as you are reading.
O — Discover	Discover the meaning of the word as we learn together through our lessons.
T — Drop	Go back and erase the dot above the word once you know its meaning.

Board text: Dot the word. Discover the meaning. Drop the dot.

Encouragement: "This habit helps your brain keep track of the words you are still learning. Good readers notice new words, find out what they mean, and celebrate when they own them."

Module 1 — Mentor Text Moves

Teacher Script

"Watch how I build one answer from two texts. I use evidence from BOTH Henry Ford and Sam Walton, and I connect them in one explanation."

Model Prompt: Explain why Henry Ford and Sam Walton were important.

Part of the Response	Example	Purpose
Reason (fits both)	"One reason both men were important was that they helped everyday families."	A reason that applies to BOTH passages.
Ford Evidence	The text stated, "Many families who had never owned a car before were finally able to buy one."	Evidence from Passage 1, with a signal phrase.
Walton Evidence	The passage explained, "Customers liked finding many items in one place at prices they could afford."	Evidence from Passage 2, connected to the same idea.
Explanation (connects both)	"This shows that both men created solutions that made life easier and more affordable."	One explanation that ties BOTH pieces of evidence together.

Teacher Script

"Notice the reason fits both men, I use one piece of evidence from each passage with a signal phrase, and my explanation connects them into one idea. That is a complete paired-passage answer."

When you write your extended constructed response (ECR) for Module 1, remember: one answer = two texts. Use evidence from both passages and connect the ideas.

Module 1 — TRACKS: Reading the Passages for Evidence

Before students write, they read each passage and TAP the TRACKS to find the six kinds of measurable evidence. In this paired-passage module, students hunt the TRACKS in BOTH passages so they can pull evidence from each text.

The Six Types of Measurable Evidence: TRACKS

As students read each passage, they TAP the TRACKS — they hunt for the six kinds of evidence and highlight each with the TRACKS color below. Use the same six categories, the same wording, and the same colors in every module.

Letter	Category	What to Look For	Highlight Color
T	Time	Age, era, dates, cultural details, or historical details. Often associated with adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often associated with verbs and adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often associated with verbs and adverbs.	Pastel Yellow
C	Character, Concept, Creature	Characters' or people's names, animals, or major concepts used as the central idea. Often nouns or proper nouns.	Pastel Yellow
K	Key Knowledge	All other important information necessary to the meaning of the passage (background knowledge).	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged or measured through the five senses.	Pastel Green

How to Use TRACKS

 Teacher Script

"As we read each passage, we hunt for all six kinds of evidence and highlight each one in its TRACKS color. When we have marked the TRACKS in BOTH passages, we have the evidence we need to build one connected answer from two texts."

TRACKS in "Henry Ford: Visionary of Travel"

Here is the evidence students should find and highlight as they TAP the TRACKS in this passage:

Letter	Category	Evidence from the Passage
T	Time	born in 1863; In 1903
R	Reactions	he enjoyed taking machines apart; Henry Ford believed
A	Actions	worked as a mechanic; he created the Model T
C	Character, Concept, Creature	Henry Ford; the Model T
K	Key Knowledge	cars became more common
S	Scenery / Setting	a farm in Michigan

TRACKS in "Sam Walton: Visionary of Retail"

Here is the evidence students should find and highlight as they TAP the TRACKS in this passage:

Letter	Category	Evidence from the Passage
T	Time	born in 1918; After college
R	Reactions	people began to notice; Customers liked finding many items
A	Actions	delivering newspapers; milking cows
C	Character, Concept, Creature	Sam Walton; Sam Walton's determination
K	Key Knowledge	families needed ways
S	Scenery / Setting	Rogers, Arkansas

Before Students Read

Preview the two passages with students before reading. Each passage appears twice: first a plain copy to read, then a color-coded copy. As you read, students TAP the TRACKS — they hunt for the six kinds of evidence and highlight each with the TRACKS color below. TRACKS marks the evidence in the passage; the shapes are used only to analyze the prompt.

The Six Types of Measurable Evidence: TRACKS

Students look for six kinds of measurable evidence in every passage. Use the same six categories, the same wording, and the same colors in every module.

T Time — Age, era, dates, cultural details, or historical details. Often associated with adjectives. (Highlight color: Pastel Green.)

R Reactions — Reactions, solutions, resolutions, or effects. Often associated with verbs and adverbs. (Highlight color: Pastel Purple.)

A Actions — Actions, problems, conflicts, or causes. Often associated with verbs and adverbs. (Highlight color: Pastel Yellow.)

C Character, Concept, Creature — Characters' or people's names, animals or animals' names, or major concepts used as the central idea. Often nouns or proper nouns. (Highlight color: Pastel Yellow.)

K Key Knowledge — All other important information necessary to the meaning of the passage that is not accounted for by another TRACKS category (background knowledge). (Highlight color: Pastel Orange.)

S Scenery / Setting — Setting characteristics that are acknowledged or measured through the five senses. (Highlight color: Pastel Green.)

PASSAGE 1 — Henry Ford: Visionary of Travel

[1] Henry Ford was an American inventor and businessman who helped change the way people traveled and worked. He was born in 1863 on a farm in Michigan. When Henry was young, he enjoyed taking machines apart to see how they worked. He was especially interested in engines and tools.

[2] As Henry grew older, he worked as a mechanic and spent many hours experimenting with engines. At that time, most people traveled by horse and wagon. Cars were very rare and very expensive, so only a few people could afford them. Henry Ford believed that cars should be available for everyday families.

[3] In 1903, Henry Ford started the Ford Motor Company. A few years later, he created the Model T, a car that was strong, simple, and much more affordable than other cars. Many families who had never owned a car before were finally able to buy one.

[4] Henry Ford also introduced a new way of building cars called the assembly line. Workers stayed in one place while parts moved down a line and were added step by step. This made building cars faster and less expensive.

[5] Because of Henry Ford's ideas, cars became more common and travel became easier for many people. His inventions and new ways of building products helped change transportation and industry in the United States.

Student Annotation Guide — Henry Ford: Visionary of Travel

T — Time

born in 1863; In 1903

R — Reactions

he enjoyed taking machines apart; Henry Ford believed

A — Actions

worked as a mechanic; he created the Model T

C — Character/Concept/Creature

Henry Ford; the Model T

K — Key Knowledge

cars became more common

S — Scenery/Setting

a farm in Michigan

TRACKS EVIDENCE HIGHLIGHTING — Henry Ford: Visionary of Travel

[1] Henry Ford was an American inventor and businessman who helped change the way people traveled and worked. He was born in 1863 on a farm in Michigan. When Henry was young, he enjoyed taking machines apart to see how they worked. He was especially interested in engines and tools.

[2] As Henry grew older, he worked as a mechanic and spent many hours experimenting with engines. At that time, most people traveled by horse and wagon. Cars were very rare and very expensive, so only a few people could afford them. Henry Ford believed that cars should be available for everyday families.

[3] In 1903, Henry Ford started the Ford Motor Company. A few years later, he created the Model T, a car that was strong, simple, and much more affordable than other cars. Many families who had never owned a car before were finally able to buy one.

[4] Henry Ford also introduced a new way of building cars called the assembly line. Workers stayed in one place while parts moved down a line and were added step by step. This made building cars faster and less expensive.

[5] Because of Henry Ford's ideas, cars became more common and travel became easier for many people. His inventions and new ways of building products helped change transportation and industry in the United States.

PASSAGE 2 — Sam Walton: Visionary of Retail

[1] Sam Walton grew up during a difficult time in American history. He was born in 1918, and as a child he watched his family work hard during the Great Depression. Money was often tight, and young Sam helped by delivering newspapers, milking cows, and doing small jobs to earn extra money. These experiences taught him an important lesson: families needed ways to stretch every dollar.

[2] As Sam grew older, he became very interested in how stores worked. After college, he took a job at a retail store and carefully observed how customers shopped. He noticed something that bothered him. Many stores charged high prices, which meant families with limited money often struggled to buy the things they needed.

[3] Sam began to wonder if there was a better way. In 1962, Sam Walton decided to try his idea. He opened a small store in Rogers, Arkansas called Walmart. His plan was simple but bold: sell many different products at lower prices so that everyday families could afford them. At first, running the store was not easy. Sam worked long hours, visited other stores to learn new ideas, and constantly looked for ways to improve.

[4] Slowly, people began to notice. Customers liked finding many items in one place at prices they could afford. More stores opened, especially in small towns where shopping choices had been limited.

[5] Over time, Walmart grew into a huge company that created jobs for thousands of people. Sam Walton's determination to help families save money changed the way people shop and left a lasting mark on communities across the country.

Student Annotation Guide — Sam Walton: Visionary of Retail

T — Time

born in 1918; After college

R — Reactions

people began to notice; Customers liked finding many items

A — Actions

delivering newspapers; milking cows

C — Character/Concept/Creature

Sam Walton; Sam Walton's determination

K — Key Knowledge

families needed ways

S — Scenery/Setting

Rogers, Arkansas

TRACKS EVIDENCE HIGHLIGHTING — Sam Walton: Visionary of Retail

[1] Sam Walton grew up during a difficult time in American history. He was born in 1918, and as a child he watched his family work hard during the Great Depression. Money was often tight, and young Sam helped by delivering newspapers, milking cows, and doing small jobs to earn extra money. These experiences taught him an important lesson: families needed ways to stretch every dollar.

[2] As Sam grew older, he became very interested in how stores worked. After college, he took a job at a retail store and carefully observed how customers shopped. He noticed something that bothered him. Many stores charged high prices, which meant families with limited money often struggled to buy the things they needed.

[3] Sam began to wonder if there was a better way. In 1962, Sam Walton decided to try his idea. He opened a small store in Rogers, Arkansas called Walmart. His plan was simple but bold: sell many different products at lower prices so that everyday families could afford them. At first, running the store was not easy. Sam worked long hours, visited other stores to learn new ideas, and constantly looked for ways to improve.

[4] Slowly, people began to notice. Customers liked finding many items in one place at prices they could afford. More stores opened, especially in small towns where shopping choices had been limited.

[5] Over time, Walmart grew into a huge company that created jobs for thousands of people. Sam Walton's determination to help families save money changed the way people shop and left a lasting mark on communities across the country.

🕒 Day 1 - Gather and Reveal (15 minutes)

G**R**

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12B(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
TEKS 11B(iii)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details
ELPS 4(C)(ii)	write using content-area vocabulary
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

GATHER

🔊 Teacher Script

"Today, we are going to become detectives—but not just any detectives. We are going to be double detectives. That means we are not solving one story... we are solving TWO stories at the same time. Henry Ford had a problem to solve. Sam Walton had a problem to solve. But here's the twist... you are not just going to tell me about ONE of them. You are going to connect BOTH of them into ONE powerful answer. Today, we are going to learn how to think across passages."

★ Daily Deck Slide

ONE ANSWER = TWO TEXTS

REVEAL

🔊 Teacher Script

"Before we jump into paired passages, let's review what we already know."

Quick Review — Prompt Shaping: circle the nouns, box the verbs, triangle the clue words.

Quick Review — WHY Thesis (Central Idea): a WHY thesis (central idea) uses words like

"because" or "since." Example: "Henry Ford and Sam Walton were important because they created solutions that helped everyday people."

Quick Review — Reasons: "One reason... Another reason... A final reason..."

Quick Review — Evidence: "The text stated..." / "The passage explained..."

Quick Review — Explanation: "This shows..." / "This means..."

Quick Review — GET SET Introduction

Color	SET Part	What It Does
Blue	S — Statement of Purpose	Open with a broad statement about the topic.
Yellow	E — Evidence Bridge	Bridge from the broad idea to the specific texts.
Green	T — Thesis (Central Idea)	State the central idea both passages support.

NEW LEARNING — Paired Passage Thinking

Teacher Script

"When a prompt uses TWO passages, your answer must use TWO passages. If you only use one... your answer is incomplete."

★ Daily Deck Slide

— Paired Passage Rule: Evidence from Passage 1. Evidence from Passage 2.

Linear Plot Line Anchor Chart

Write on the board: Problem -> Action -> Solution -> Impact

Passage	Problem	Action	Solution	Impact
Henry Ford	Cars too expensive	Built the Model T	Affordable cars	Travel improved
Sam Walton	Prices too high	Opened Walmart	Lower prices	Families could afford goods

★ Daily Deck Slide

One answer = two texts. Evidence from BOTH passages.

Essential Question

How can a writer connect two passages into one clear, well-supported answer?

🕒 Day 2 - Attempt (15 minutes)

A

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12B(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
ELPS 4(D)(i)–(iii)	write using a variety of grade-appropriate sentence lengths, sentence types, and connecting words
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

ATTEMPT — Double Track Challenge

Purpose: Students answer paired-passage prompts by tracking the linear plot line in BOTH passages, selecting evidence from BOTH texts, and building ONE connected answer.

🔊 Teacher Script

"Today, you are going to play a game called Double Track Challenge. Think of this like two train tracks running side by side. One track is Henry Ford. One track is Sam Walton. To win the game, your thinking must travel on BOTH tracks at the same time. If you fall off one track... your answer is incomplete."

★ Daily Deck Slide

Two tracks, one answer. Ford AND Walton — always both.

Group Setup

- Groups of 3-4 students.
- Each group receives: 1 gameboard (Start -> Problem -> Action -> Solution -> Impact -> Connect -> Finish), 1 spinner, prompt cards, evidence cards, reason cards, and a "Pencil Guy" marker per student.
- Roles: Reader (reads prompts/cards aloud), Evidence Finder (locates evidence), Connector (explains how both passages connect), Recorder (writes the group's answer).

How to Play

Place all Pencil Guys on START, then spin and follow the direction:

Spinner Result	Task	Move
Draw a Prompt	Reader reads it; group names the topic + task and asks "one text or two?" (answer: TWO); write a thesis (central idea).	+2 if correct
Find Ford Evidence	Find one sentence from the Ford passage with a signal phrase that matches the reason.	+1
Find Walton Evidence	Find one matching sentence from the Walton passage.	+1
Build a Reason	Create one reason that fits BOTH passages.	+2
Connect Both	Explain in ONE sentence how both pieces of evidence connect (must mention BOTH).	+3
Move Ahead	Free move.	+1

Winning the Game

The first group to reach FINISH must orally answer: "Explain why Henry Ford and Sam Walton were important," including a reason, Ford evidence, Walton evidence, and an explanation.



Teacher Script

"If your answer only uses ONE passage... Students: 'It's NOT complete!'"



Answer Key (Teacher Reference)

- Reason: One reason both men were important was that they solved problems for everyday people.
- Ford Evidence: The text stated, "Many families who had never owned a car before were finally able to buy one."
- Walton Evidence: The passage explained, "Customers liked finding many items in one place at prices they could afford."
- Explanation: This shows that both men created solutions that made life easier and more affordable.

Teacher Circulation Checklist: Are they using BOTH texts? Connecting ideas? Using signal phrases? Explaining clearly?

Gameboard Path Explanation

★ Daily Deck Slide

Start -> Problem -> Action -> Solution -> Impact -> Connect -> Finish

Teacher Script

*"Each space represents how ideas move in BOTH passages.
You are not just moving your Pencil Guy—you are moving your thinking."*

Teacher Scripts During Play

Teacher Script

*"Place your Pencil Guy on START. You are ready to begin your journey.
Open your passage. Find a sentence that proves your idea.
Your reason must fit BOTH Henry Ford AND Sam Walton. If it only fits one... it doesn't work.
This is where your brain does the heavy lifting. You must connect BOTH ideas into ONE sentence."*

Scoring reminders: correct thesis (central idea) -> move forward 2 spaces; each correct evidence -> move forward 1 space; correct connection -> move forward 3 spaces. If correct -> move ahead. If incorrect -> stay.

Teacher Closing Script for Activity

Teacher Script

*"Today you practiced something powerful.
You didn't just answer questions...
You built answers across TWO texts.
And that is exactly how strong thinkers write."*

🕒 Day 3 - Discuss and Use (15 minutes)



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12B(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
TEKS 11B(iii)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details
ELPS 4(C)(ii)	write using content-area vocabulary
ELPS 4(D)(iii)	write using a variety of grade-appropriate connecting words

Purpose of This Section

This portion of the lesson is where students process what they just experienced in the game, clarify misunderstandings, deepen their thinking, and solidify the HABIT of using BOTH passages.

DISCUSS

🔊 Teacher Script

*"Let's pause our game thinking for just a moment.
I want us to talk about what just happened in your brains.
You didn't just play a game... you practiced thinking across TWO texts.
And that is a BIG step."*

Question 1 — Understanding the Task: "What made this activity different from answering a question about just one passage?" (Students: "We had to use both stories." / "We couldn't just pick one." / "We had to connect them.") Teacher: "Yes—that's exactly right. And here's the key idea..."

★ Daily Deck Slide

The answer lives BETWEEN the texts.

 Teacher Script

"When we only use one passage, we are only doing half the thinking."

Question 2 — Importance of Both Texts: "Why is it important to use BOTH passages in your answer?" (Students: "Because the question asks for both." / "So we can compare them." / "So we can connect ideas.") Teacher: "Exactly. If the prompt gives you TWO passages, it expects TWO pieces of evidence. No shortcuts."

Question 3 — Identifying the Linear Plot Line: "How did the problem, action, and solution help you understand both passages?" (Students: "They both had problems." / "They both fixed something." / "They helped people.") Teacher: "Yes—and that's powerful. Both men saw a problem... took action... created a solution... and BOTH had an impact."

 Daily Deck Slide

Problem -> Action -> Solution -> Impact

 Teacher Script

"These patterns help us connect ideas across texts."

Question 4 — Strength of Answers: "What made one group's answer stronger than another?" (Students: "They used both passages." / "They explained better." / "They connected ideas.") Teacher: "Yes—strong answers are not longer... they are clearer and more connected."

Question 5 — Common Mistake Awareness: "What is the MOST common mistake someone might make on this type of question?" (Students: "Only using one passage." / "Forgetting evidence." / "Not explaining.") Teacher: "Exactly—and that's what we are fixing today."

 Daily Deck Slide

Common Mistake: ONE text only. Strong Answer: BOTH texts.

Partner Discussion (Think-Pair-Share) **Teacher Script**

"Turn to your partner. I want you to explain this sentence: 'A strong paired passage answer must...'"

Expected student responses: "Use both texts," "Have two pieces of evidence," "Connect the ideas." Teacher circulates and prompts: "Where did you use both texts?" / "How did you connect them?" / "Show me your evidence."

Deeper Thinking Questions (Push to Higher Level)

Teacher Script

"How are Henry Ford and Sam Walton similar?" (Students: "They both helped people," "They both solved problems," "They both made things cheaper.") Teacher follow-up: "Yes—but let's go deeper. How are they DIFFERENT?" (Students: "One made cars," "One made stores," "One helped travel, one helped shopping.") Teacher: "Now THAT is powerful thinking. You are not just connecting—you are analyzing."

Misconception Check (Critical Teaching Moment)

Teacher Script

"I want to check something important. If I write an answer using ONLY Henry Ford... is that correct?"

Students: "No!" Teacher: "Why not?" Students: "Because we need both!"

Teacher Script

"Exactly. Say it with me—"

Call & Response — Teacher: "One passage?" Students: "Not enough!" Teacher: "Two passages?" Students: "Now we're tough!"

Anchor Chart (Students Copy in Notebooks)

Write on the board — Paired Passage HABIT: Use BOTH texts. Include TWO pieces of evidence. CONNECT ideas in ONE explanation.
This is your HABIT now. This is how strong readers and writers think.

USE (Independent Practice) — Use It Again

Task: Write ONE full response using BOTH passages. Prompt: Explain why Henry Ford and Sam Walton were important.

Sample Answer:

- Introduction (SET): "Creative thinkers often solve problems that affect many people. Both passages show how these men created solutions that helped communities. Henry Ford and Sam Walton were important because they created changes that made life easier and more affordable."
- Body Paragraph: "One reason both men were important was that they helped everyday families. The text stated, 'Many families who had never owned a car before were finally able to buy one.' The passage explained, 'Customers liked finding many items in one place at prices they could afford.' This shows that both men created solutions that made life better for many people."

🕒 Day 4 - Award and Target (15 minutes)



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12B(iii)	compose informational texts, including brief compositions that convey information about a topic, using craft
TEKS 11B(iii)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details
ELPS 4(E)(i)–(ii)	write formal or informal text using conventions and grammatical structures

AWARD

Teacher Script

*"Pause right here. Don't rush past this moment.
What you just did is something that strong readers and writers work hard to learn.
You didn't just read two passages... you connected TWO ideas into ONE clear answer.
That is not easy—and you just did it."*

|| Celebration Moment

— Teacher says: "When I say ONE answer—" Students respond: "TWO TEXTS!"
(Repeat 3 times with increasing energy.)

Recognition Options (teacher chooses or rotates):

1. Pencil Guy Advancement Ceremony — students move their "Pencil Guy" forward 3 spaces. Teacher: "Move your Pencil Guy forward THREE spaces—one for Ford, one for Walton, and one for YOU as the thinker who connected them."
2. Title Awards (call & response) — "If you used BOTH texts..." -> "Connection Creator!"; "If your evidence matched your reason..." -> "Evidence Expert!"; "If you explained your thinking clearly..." -> "Meaning Maker!"
3. Quick Reflection — students finish: "I am proud that I..." / "One thing I did well today was..."
4. Partner Recognition — turn to a partner and say: "One thing you did well was..."

 Teacher Script

"Today you didn't just complete an activity... you strengthened your thinking. And that is what grows great writers."

TARGET **Teacher Script**

"Now that we've practiced, let's sharpen our focus. Strong learners don't just finish—they reflect and improve."

Student Self-Check (write on board): Did I...

- Use evidence from BOTH passages?
- Connect the ideas clearly?
- Use signal phrases correctly?
- Explain how BOTH ideas work together?

Goal Setting — students complete: "My goal for next time is:", "I will make sure I...", "I want to improve my..."

Teacher-Guided Goal Discussion — Ask: "What is one thing that made this challenging?"

Possible student responses: "Remembering both texts," "Connecting the ideas," "Finding the right evidence." Teacher response: "That's exactly what we are practicing—your brain is growing in that space."

Curiosity Questions (write on board):

- "Why do different people solve similar problems in different ways?"
- "How do solutions from the past still affect us today?"
- "What would happen if these problems were never solved?"
- "How can one idea impact many people?"

 Teacher Script

"These are the kinds of questions that take your thinking beyond the text. And that's where powerful writing lives."

 Daily Deck Slide

Reflect and improve: both texts, connected clearly.

🕒 Day 5 - Educate and Explain to Others (15 minutes)

E

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12B(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
TEKS 11B(iii)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

EXPLAIN



Teacher Script

*"Now it's your turn to become the teacher.
When you can teach something, it means you truly understand it."*

Turn & Teach Structure:

- Step 1 — Partner A explains: "A paired passage response must..." (Expected: "...use BOTH texts and connect them.")
- Step 2 — Partner B adds on: "You also need to..." (Expected: "...include evidence from both passages.")
- Step 3 — Switch roles.

Structured Teaching Prompt — students explain using the frame: "To answer a paired passage question, you must..."

Teacher Circulation Prompts: "Where did you use both texts?" / "How did you connect them?" / "Show me your evidence."

Whole Group Share-Out — call on 2-3 students: "How do we write a strong paired passage answer?"



Teacher Script

"You are no longer just learners... you are now teachers of thinking."

 Daily Deck Slide

Teach the HABIT: two texts, two pieces of evidence, one connected explanation.

Embedded Check for Understanding **Teacher Script**

"I will read a sentence. If it uses BOTH passages, give a thumbs up. If it uses only one, give a thumbs sideways and tell your partner what it needs."

 Teacher Script

"read examples, confirm answers, and ask a student to explain what a one-text answer is missing."

Closing Teacher Script **Teacher Script**

"Today you didn't just answer questions... you built answers across TWO texts. And that is exactly how strong thinkers write."

Module 1 — Exemplar Responses

Use these exemplars to calibrate what a strong paired-passage response looks like.
Prompt: Explain why Henry Ford and Sam Walton were important.

High Exemplar (Green)

Creative thinkers often solve problems that affect many people. Both passages show how these men created solutions that helped communities. Henry Ford and Sam Walton were important because they created changes that made life easier and more affordable. One reason both men were important was that they helped everyday families. The text stated, "Many families who had never owned a car before were finally able to buy one." The passage explained, "Customers liked finding many items in one place at prices they could afford." This shows that both men created solutions that made life better for many people.

Why this is a High response: it uses evidence from BOTH passages, each with a signal phrase, and connects the two ideas into one clear explanation around a central idea.

Medium Exemplar (Yellow)

Henry Ford and Sam Walton were important because they helped people. The text stated, "Many families who had never owned a car before were finally able to buy one." This shows Ford helped families. Sam Walton also helped people by opening Walmart.

What this response needs to improve: it uses strong evidence from the Ford passage but only paraphrases Walton — it needs one real piece of evidence from the Walton passage and an explanation that connects BOTH texts.

Low Exemplar (Red)

Henry Ford and Sam Walton were important. They both did good things. Ford made cars and Walton made a store.

What this response needs to improve: it has no evidence from either passage and does not connect the texts. It needs one piece of evidence from each passage and an explanation that ties them together (one answer = two texts).

Module 1 — Informal Assessment

Field	Detail
Purpose	Check whether students can write a paired-passage response that uses BOTH texts and connects the ideas.
Related TEKS Breakout	12B(i) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea; 11B(iii) develop drafts by developing an engaging idea with relevant details
Format	Short written response + teacher observation during the Double Track Challenge.

Task

Students respond to: "Explain why Henry Ford and Sam Walton were important," using evidence from BOTH passages.

What to Look For (Listen / Look / Collect)

- Listen: During the game and share-out, do students name a reason that fits BOTH men?
- Look: In notebooks, is there one piece of evidence from EACH passage (with a signal phrase)?
- Collect: Does the written response connect both pieces of evidence in one explanation?

Scoring Guidance

Level	Description
Secure	Uses evidence from both passages and clearly connects the ideas.
Approaching	Uses one passage well but is thin or missing on the second, or the connection is unclear.
Developing	Uses only one passage or gives no text evidence.

Teacher Note: For the independent task, ensure students are practicing the paired-passage HABIT — one answer, two texts — before moving to longer responses in later modules.

Check the Learning

✓ Check the Learning

Informal, low-stakes ways to SEE what students understand in this module — no worksheet required. Use all three so you gather verbal, visual, and written evidence:

- Verbal — Gather/Reveal — Fist to Five: Students hold up 0–5 fingers to show how sure they are they can explain why a paired-passage answer must use BOTH texts.
- Visual/Physical — Attempt — Sort It: Students sort evidence cards into two piles: "Henry Ford" and "Sam Walton," then check that a strong answer draws from both.
- Written — Discuss/Use — One-Sentence Summary: Students write one thesis (central idea) that connects both passages into a single answer.

Assessment Option

Beside any activity, choose how to check without slowing the lesson:

- Listen — assess through student discussion.
- Look — observe a signal, sort, or performance.
- Collect — have students produce something you can examine.

Module 1 — Intervention: One Is Not Enough

Field	Detail
Purpose	Help students clearly SEE the difference between an incomplete (one-text) and a complete (two-text) paired-passage response.
Relevant TEKS Breakout	12B(i) compose informational texts...using a clear central idea; 11B(iii) developing an engaging idea with relevant details
Relevant ELPS	4(C)(ii) content-area vocabulary; 4(F)(i) write to explain with detail

Materials: two teacher-created sample responses; highlighters (2 colors).

Directions:

1. Read two responses aloud — Response A (uses only Henry Ford) and Response B (uses BOTH Ford and Walton).
2. Highlight the evidence: Color 1 = Ford evidence, Color 2 = Walton evidence.
3. Compare: "Which one used BOTH texts? Which is stronger? Why?"
4. Fix the weak response: students revise Response A by adding Walton evidence and a connection sentence.



Teacher Script

"This is the moment where your thinking grows. You are not just spotting mistakes—you are fixing them."

Support sentence stems: "Similarly, the passage about Sam Walton shows..." / "In the same way..."

Module 1 — Embedded Checks and Student Support

Embedded Checks for Understanding

Teacher Move	Secure Response	Needs Support	Support Strategy
Ask students how many passages a paired-passage answer must use.	Students say TWO and explain why (the prompt gives two texts).	Students say one.	Anchor: "One answer = two texts." Re-read the paired-passage rule together.
Ask students to find one piece of evidence from EACH passage.	Students cite one Ford detail and one Walton detail, each with a signal phrase.	Students cite only one passage.	Have students highlight Ford evidence in one color and Walton evidence in another before writing.
Ask students to connect the two pieces of evidence.	Students explain how both details support one idea ("both men helped everyday families").	Students list evidence without connecting it.	Provide the frame "This shows that both men ____."

Student Support

If a student...	Try this...
Uses only one passage	Point to the two-color highlight rule: one detail from each text before writing.
Cannot connect the ideas	Use the frame "Both ____ because ____" to state one idea that fits both texts.
Masters quickly	Route to the Dual Impact Challenge enrichment (similarities AND differences).

Module 1 — Enrichment: Dual Impact Challenge

Field	Detail
Purpose	Push advanced students to deepen connections and think beyond surface-level similarities.
Relevant TEKS Breakout	12B(ii) compose informational texts, including brief compositions that convey information about a topic, using genre characteristics; 12B(iii) using craft
Relevant ELPS	4(D)(i)-(iii) sentence types and connecting words; 4(F)(i) write to explain with detail

Task: Students write two different reasons, use BOTH passages in EACH reason, and show BOTH a similarity AND a difference.

Prompt: Explain why Henry Ford and Sam Walton were important.

Advanced Requirements: use BOTH passages in EACH paragraph; show a similarity; show a difference; add a deeper explanation.

Example Model:

- Reason: "One reason both men were important was that they solved problems for everyday people, but they did so in different ways."
- Evidence: The text stated, "Many families who had never owned a car before were finally able to buy one." The passage explained, "Customers liked finding many items in one place at prices they could afford."
- Explanation: "This shows that both men helped people, but Ford focused on transportation while Walton focused on shopping needs."

Challenge Extension: "How did their solutions change communities differently?"

Creative Extension Option

Students create a Venn Diagram (Ford / Walton / Both), then turn it into writing.

Module 1 — Additional Writing Opportunity: Connect Two Texts

Writing Prompt

Explain why Henry Ford and Sam Walton were important. Use evidence from BOTH passages.

Connection to This Module

This week you learned that one answer = two texts. Now you will use that HABIT to write a paired-passages response with evidence from both texts and one connected explanation.

Planning Support

1. Write a reason that fits BOTH men.
2. Find one piece of evidence from the Ford passage (use a signal phrase).
3. Find one piece of evidence from the Walton passage.
4. Write one explanation that connects BOTH pieces of evidence.

Step	Planning Guide
Step 1: The Reason	Write a reason that applies to both Ford and Walton.
Step 2: The Evidence	One detail from each passage, each with a signal phrase.
Step 3: The Connection	One explanation sentence that ties both together.

Drafting Space

Write your paired-passages response: a reason, one piece of evidence from each text, and one connected explanation.

Model: "One reason both men were important was that they helped everyday families. The text stated, 'Many families who had never owned a car before were finally able to buy one.' The passage explained, 'Customers liked finding many items in one place at prices they could afford.' This shows that both men created solutions that made life easier and more affordable."

Success Criteria

- My answer uses evidence from BOTH passages.
- Each piece of evidence has a signal phrase.
- My explanation connects the two ideas into one.

Additional Writing Opportunity: Revise, Edit, and Share

Revise

Read your response aloud. Make sure you used BOTH texts and connected them.

Edit

Check for complete sentences, subject-verb agreement, and correctly spelled high-frequency words.

Share

Read your response to a partner. Your partner points to the Ford evidence, the Walton evidence, and the connection.

Auditory Engagement

Auditory Engagement Moments

Give every learner a chance to HEAR and SAY the paired-passage thinking, not only read it. These moments are built around this module's work — connecting two texts into one answer:

- Choral-read a connection aloud ("Both men helped everyday families because they created affordable solutions"); students signal when they hear the idea that fits BOTH texts.
- "Two tracks" out loud: partners say one Ford fact, then one Walton fact, then connect them in one sentence — all in one breath.
- Read two evidence sentences aloud (one from each passage); the class claps when they hear the connection that ties them together.
- One student reads their response aloud; the class listens for evidence from BOTH texts and a clear connecting explanation.

Module 1 — Pause Points

Build in short "stop and think" moments so students process the paired-passage thinking as they work.

II Pause Point 1 — Before Reading

Stop and think: The prompt gives me TWO passages. Remember the HABIT: "One answer = two texts." I will need evidence from BOTH Henry Ford and Sam Walton.

II Pause Point 2 — During Drafting

Stop and think: Have I used BOTH passages? Do I have one piece of evidence from Ford and one from Walton, each with a signal phrase ("The text stated..." / "The passage explained...")? If I only used one, I need to add the other now.

II Pause Point 3 — Before Finishing

Stop and think: Did I CONNECT the two pieces of evidence in one explanation? A reader should see how both texts support one idea, such as "This shows that both men created solutions that made life easier and more affordable."

Module 1 — At-Home Practice

Task Card 1 - Two Texts, One Idea

TEKS 12B(i). Read the two passages from school. Write one sentence that names an idea that fits BOTH Henry Ford and Sam Walton. Read it aloud to a family member.



Task Card 2 - Find the Evidence

TEKS 12B(i). Find one sentence from the Ford passage and one from the Walton passage that support your idea. Use a signal phrase: "The text stated..." / "The passage explained..."



Task Card 3 - Connect the Ideas

TEKS 12B(i). Write one explanation sentence that connects BOTH pieces of evidence. Start with "This shows that both men..." Family signature:



Module 1 — My Progress Tracker

Teacher Script

"This is your very own progress tracker. As we learn this week, you get to color in how you feel about each skill by yourself. Be honest with yourself, because this shows you how much you are growing. You are the one in charge of your own learning, and I am so proud of the thinking you are doing."

Directions: This tracker is for YOU! As you practice writing paired-passage responses using both the Henry Ford and Sam Walton passages, look at each skill below. If you can do it all by yourself without help, color in or check the box that matches how you feel. Be honest with yourself — this helps you see how much you are growing!

I Can...	Not yet	Getting set	I can do it
Track the linear plot line (problem, action, solution, impact) in both passages.			
Write a thesis (central idea) that connects both texts.			
Find evidence from BOTH the Ford and the Walton passages.			
Explain how the evidence from both texts connects.			
Use the HABIT: "One answer = two texts."			

One thing I am proud of:

One thing I want to get better at:

Module 1 — Closure

Teacher Script

"Today you learned that a strong paired-passage answer uses BOTH texts. One answer equals two texts. You tracked each passage's plot line, found evidence in each, and connected the ideas into one clear explanation. That is exactly how strong thinkers write across passages."

Exit reflection: Students complete — "One answer = two texts because ____."

Exit Reflection Question

Students write in their notebook: "The most important thing I learned about paired passages is..." Possible student responses: "I have to use both texts," "I have to connect ideas," "I need two pieces of evidence."

Teacher Closing for Discussion

Teacher Script

"Today we moved from reading one story... to thinking across TWO stories. And that is where real understanding begins."

Final Reinforcement — Teacher: "One answer?" Students: "Two texts!"

Teacher Script

"You are now moving beyond connection... you are analyzing differences within similarities. That is next-level thinking."

Final Encouragement

Teacher Script

"Today you didn't just answer a question... you connected ideas, compared thinkers, and built meaning. That is the work of powerful readers and writers."

Virtual Classroom Adjustment



Virtual Classroom Adjustment for Remote Learners

Teaching this module to remote or computer-based learners? Keep every activity — just adjust HOW students share and respond as they learn to connect two texts:

- Display both passages on screen; students highlight Ford evidence in one color and Walton evidence in another in a shared doc.
- Model the HABIT: "One answer = two texts." Show how one Ford detail and one Walton detail connect into a single idea.
- Run the Double Track Challenge in breakout rooms: assign the Reader, Evidence Finder, Connector, and Recorder roles; groups build one connected answer from both passages.
- Have remote students type a connection into the chat: "Both men were important because __," then add one piece of evidence from each passage.
- Screen-share one strong response and have the class point to the Ford evidence, the Walton evidence, and the connecting explanation.
- Keep the Pause Points — a few seconds of quiet think-time works the same on camera.

M O D U L E

2

Paired Passage HOW Prompts Similarities and Differences

Week 2 • Medium Stamina • Explaining HOW two texts are
similar and HOW they are

Module 2: Paired Passage HOW Prompts — Similarities and Differences

Week 2 - Medium Stamina - Explaining HOW two texts are similar and HOW they are different, using BOTH passages.

Focus

Reading Focus: Linear Plot Line Across Paired Passages Writing Focus: Paired Passage HOW Prompts Using Similarities and Differences

This module follows the GRADUATE Infinity Lesson Cycle.

Teacher Inspiration

Teacher Script

“When students learn to explain how two texts connect and how they differ, they begin to think with precision, balance, and depth. That kind of thinking does not just improve writing—it sharpens understanding.”

Module Essential Question

How can a writer explain the way two passages are similar or different, using evidence from both texts?

Module 2 — Family Communication

Purpose

Families are partners in this work. This page gives every family a clear picture of what their child is learning this week, questions they can ask at home, and one simple thing they can do together — no materials needed.

How to Send It

Copy the letter in the language each family prefers, or send both.

This Week's Learning

This week, your child is learning to write a paired-passage response — connecting TWO informational texts into ONE clear answer. The rule is simple: one answer = two texts. Students read about Henry Ford and Sam Walton, track each story's plot line (Problem -> Action -> Solution -> Impact), find evidence in BOTH, and connect the ideas.

Table: The Paired Passage HABIT

Step	What It Does	Student-Friendly Explanation
Use BOTH texts	Answer with two passages	A paired-passage question needs two passages in the answer.
Two pieces of evidence	Prove the idea from each text	Include one detail from each passage.
Connect the ideas	Tie both together	Explain how the two ideas work together in one sentence.

Dinner Table Conversation Starters

- "What is one idea that fits BOTH Henry Ford and Sam Walton?"
- "How were their solutions alike? How were they different?"
- "Why do you need BOTH passages to answer a paired-passage question?"

Family Activity: One Answer, Two Stories

Share two short stories with your child and ask them to name ONE idea that fits both, then say it in one sentence: "Both ___ because ___."

Family Letter

Dear Families,

This week your child is learning to write a paired-passage response — connecting TWO texts into ONE clear answer. The big focus of this module is that "one answer = two texts": when a question gives two passages, a strong answer uses evidence from BOTH and explains how the ideas connect.

We are reading about two American problem-solvers: Henry Ford, who made cars affordable with the Model T, and Sam Walton, who opened Walmart to sell goods for less. Your child learns to track each story's plot line — Problem, Action, Solution, Impact — and then connect the two into one idea, such as "Both men created solutions that helped everyday families."

Please try this at home: After reading or watching two short things (two stories, two shows), ask your child, "What is ONE idea that fits BOTH?" Helping them connect two things into one idea is exactly the thinking we are practicing!

With appreciation, Your child's teacher - The Writing Academy LLC

Carta para las Familias

Estimadas familias:

Esta semana su hijo o hija aprende a escribir una respuesta de pasajes emparejados: conectar DOS textos en UNA respuesta clara. El enfoque principal de este módulo es que "una respuesta = dos textos": cuando una pregunta ofrece dos pasajes, una buena respuesta usa evidencia de AMBOS y explica cómo se conectan las ideas.

Leemos sobre dos solucionadores de problemas estadounidenses: Henry Ford, que hizo los autos accesibles con el Model T, y Sam Walton, que abrió Walmart para vender productos a menor precio. Su hijo o hija aprende a seguir la línea de la trama de cada historia — Problema, Acción, Solución, Impacto — y luego conectar las dos en una idea, como "Ambos crearon soluciones que ayudaron a las familias."

Por favor, intente esto en casa: Después de leer o ver dos cosas cortas, pregunte a su hijo o hija: "¿Cuál es UNA idea que encaja con AMBAS?" ¡Ayudarle a conectar dos cosas en una idea es exactamente el pensamiento que practicamos!

Con aprecio, El maestro o la maestra de su hijo o hija - The Writing Academy LLC

Module 2 — Family Conversation Starters

Send these home with the letter, or post them in the class stream. None of them can be answered with only yes or no.

- What does it mean to connect two texts into one answer?
- Why is it important to use BOTH passages when a question gives you two?
- How were Henry Ford and Sam Walton alike? How were they different?
- What is one idea that fits BOTH Ford and Walton?

Simple Family Activities

Both activities need little or no materials and both end in a conversation rather than a worksheet.

Family Activity - One Idea, Two Stories

Share two short stories or two shows with your child. Ask them to name ONE idea that fits BOTH. Practice saying it as one sentence: "Both ___ because ___."

Family Activity - Problem to Impact

Pick something that changed life for many people (the car, the phone). Walk through it together: What was the problem? The action? The solution? The impact? This is the same plot line we track in both passages.

Module 2 — Lesson Overview and Standards

Lesson Overview

In Module 2, students move from paired-passage WHY thinking to paired-passage HOW thinking. Using "Henry Ford: Visionary of Travel" and "Sam Walton: Visionary of Retail," students learn to answer HOW similarity prompts (how two things are alike) and HOW difference prompts (how two things are different). They track each passage's linear plot line, decide whether the relationship is a shared path or a split path, and build a response that uses evidence from BOTH texts joined by one connecting explanation. A HOW thesis (central idea) is a simple sentence that uses a preposition such as by, through, with, in, or across.

BIG Goal: Students will write a paired-passage HOW response that uses a preposition-based thesis (central idea), evidence from both passages, and one explanation that clearly states the similarity or difference.

Writing Genre TEKS

TEKS	Student Expectation (verbatim TEKS breakout)	Where It Is Taught and Practiced in This Module
12B(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	Days 1-5: students write a paired-passage HOW response around one clear central idea.
12B(ii)	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics	Days 2-3: students build HOW theses, evidence from both texts, and connecting explanations.
12B(iii)	compose informational texts, including brief compositions that convey information about a topic, using craft	Day 4: students refine and connect their similarity/difference responses.

Writing Process TEKS

TEKS	Student Expectation (verbatim TEKS breakout)	Where It Is Taught and Practiced in This Module
11B(ii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure	Days 2-4: students organize a HOW response with a thesis (central idea), evidence, and explanation.
11B(iii)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details	Days 2-4: students add matching evidence from both texts and connect the ideas.

Writing Genre ELPS Breakouts

ELPS	Student Expectation (verbatim ELPS breakout)
4(C)(ii)	write using content-area vocabulary
4(D)(i)–(iii)	write using a variety of grade-appropriate sentence lengths, sentence types, and connecting words
4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

Writing Process ELPS Breakouts

ELPS	Student Expectation (verbatim ELPS breakout)
4(C)(ii)	write using content-area vocabulary
4(D)(iii)	write using a variety of grade-appropriate connecting words
4(E)(i)–(ii)	write formal or informal text using conventions and grammatical structures
4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

Interdisciplinary context (background only): both passages connect to Social Studies through innovation, business, and how individuals change communities.

Module 2 — ELPS Correlations

Matched from the approved K-12 ELPS/ELAR Crosswalk to the actual language demands of this module. The final column names the day or days on which each expectation is explicitly addressed, so no searching is required.

ELPS	Domain	Language Pattern	Complete ELPS Student Expectation	Day Addressed
1(E)	Listening	Comprehension	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.	Days 1, 3, 4, and 5
2(E)	Speaking	Discourse	Use comprehensible language to explain information orally with increasing specificity and detail during classroom interactions.	Days 3 and 5
3(E)	Reading	Purpose for Reading	Use pre-reading strategies, including previewing text features, connecting to prior knowledge, and making predictions, to develop comprehension.	Day 1
4(D)	Writing	Language Structures / Syntax	Write using grade-appropriate sentence lengths and types.	Days 1, 2, and 3

ELPS Woven Into Intervention

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
1(E)	Listening	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.	Intervention, after Day 3
2(E)	Speaking	Use comprehensible language to explain information orally with increasing specificity and detail.	Intervention, after Day 3

ELPS Woven Into Enrichment

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
2(E)	Speaking	Use comprehensible language to explain information orally with increasing specificity and detail.	Enrichment, after Day 4
4(D)	Writing	Write using grade-appropriate sentence lengths and types.	Enrichment, after Day 4

Module 2 — ELPS Linguistic Accommodations

Purpose: These accommodations maintain grade-level rigor while opening clear avenues to success for emergent bilingual students as they learn to write paired-passage responses using BOTH texts.

Level	Language Objective
Pre-Production	Point to evidence in each passage using gestures and color-coded highlights.
Beginning	Sort evidence cards by passage (Ford / Walton) and point to the label before speaking.
Intermediate	Say aloud a connection using the frame: "Both men ___ because ___."
High Intermediate	Explain how the two texts connect using the frame: "The Ford passage shows ___, and the Walton passage shows ___."
Advanced	Use oral rehearsal to refine a paired-passage response before writing.

Teacher Script & Oral Rehearsal Scaffolding

To support students in moving from oral rehearsal to written stamina, use the following HABITS:

- Oral Rehearsal Frames: Before writing, have students pair up to practice using these frames:
- "One reason both men were important was ___."
- "The text stated ___ (Ford). The passage explained ___ (Walton)."
- "This shows that both men ___."
- Sentence Stems for Support: "One idea that fits both is ___, "In the same way ___, "Similarly ___."
- Partner Rehearsal: Have students say their connection aloud to a partner before writing, so both pieces of evidence are clear before the pencil moves.

Language Domains

This module builds all four language domains as students learn to write paired-passage HOW responses that explain how two texts are similar or different, using both passages. Every task below is open to English learners at any proficiency level; the supports are built in, not bolted on.

Domain	How this module builds it
Listening	Students hear HOW similarity and HOW difference responses modeled aloud and restate the relationship before writing.
Speaking	Students say their thinking aloud to a partner before they write, using the sentence frames provided.
Reading	Students read both passages and the prompt closely, marking the words that carry the meaning across the two texts.
Writing	Students write a HOW thesis (central idea) with a preposition, evidence from both texts, and one explanation that connects the passages.

Module 2 — Learning Destination

Module Learning Objective

Students will write one informational response that uses evidence from BOTH passages and connects the ideas around a clear central idea.

I Will Statements

- I will read two passages and track each one's plot line (Problem -> Action -> Solution -> Impact).
- I will find evidence from BOTH texts.
- I will connect the two ideas into one clear explanation.

I Can Statements

- I can use evidence from both passages.
- I can connect two texts into one answer.
- I can explain how the ideas work together.

★ Daily Deck

Daily Deck - Module Slide 1: the I Will and I Can statements for this module, so students see the week's target before anything else.

Success Criteria

- My answer uses evidence from BOTH passages.
- I include two pieces of evidence (one from each text).
- My explanation connects the ideas into one central idea.

Module 2 — Rigor and Misconceptions

Rigor Safeguard

You may read a prompt aloud, repeat it, and let students use the anchor chart. You may provide a sentence frame. You may not tell a student whether a prompt is a similarity or a difference, or which evidence to choose from each passage. The student must still decide whether the relationship is a shared path or a split path and must still connect evidence from both texts into one explanation.

Rigor and Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Identify whether a HOW prompt is asking for a similarity or a difference.	Supported. The teacher may read the passages aloud twice.	The student correctly sorts prompts and relationship cards as similarity or difference.
Inferential	Analyze how evidence from both passages shows the similarity or difference.	Guided on Days 1 and 2, independent by Day 5.	The student selects matching evidence from both texts and explains the relationship.
Evaluative	Judge whether an explanation truly connects both passages into one idea.	Partner discussion on Day 3, independent on Day 5.	The student explains why an explanation connects the two texts rather than treating them separately.

Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
Students struggle because they cannot write well.	A teacher may focus on sentence structure when the real breakdown is deciding whether the texts are similar or different.	Before focusing on composition, ask the student to name the relationship: same path or split path?
A HOW response is just two separate summaries.	A teacher may accept one paragraph about each text with no connection.	Ask, "Does the explanation join the two texts into one idea, or does it just describe them side by side?"
Any evidence works for any prompt.	Because students can find quotes quickly, evidence may be chosen without matching the prompt.	Protect the depth: every piece of evidence must match the prompt and come from both passages.

Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
A difference prompt only needs one text.	The student writes about only Ford or only Walton.	Remind them: a difference still depends on two texts — you cannot compare with only one.
A HOW thesis (central idea) can use "because."	The student writes a WHY thesis (central idea) instead of a HOW thesis (central idea).	Ask, "Does your thesis (central idea) use a preposition like by, through, with, in, or across?"
Listing facts is the same as explaining.	The student lists details from both texts without connecting them.	Use the bridge idea: "How does this explanation turn two pieces of evidence into one clear idea?"

Module 2 — Thinking Levels

These charts support building rigor. Use them in every module to name the level of thinking a prompt and a student response require.

The Progression of Thinking

Level	Hidden Question	Student Thinking	Thinking Focus
Foundational (Red)	What happened?	I can name what each passage is about.	Recall from each text
Emergent (Orange)	Why was it done?	I can explain each person's problem and solution.	Purpose and plot line
Visible (Yellow)	Why is it important in the passages?	I can find evidence in BOTH texts.	Evidence from two texts
Independent (Green)	Why is it important to me?	I can connect the two ideas into one.	Connection across texts
Reflective (Blue)	Why is it important to everyone?	I can explain why the connected idea matters.	Significance

Module 2: Paired Passage Responses

Focus: connecting two informational texts into one clear answer.

Level	Student Thinking	HABIT / Task
Recall	Name what each passage is about.	Identify: Locate the topic and plot line of each text.
Skill	Find evidence in each passage.	Gather: Pull one piece of evidence from each text.
Strategic	Connect the two texts.	Connect: Explain how both pieces of evidence support one idea.
Extended	Explain and reflect.	Explain: Show why the connected idea matters.

Teacher Script

"Class, this module we are focusing on connecting two texts into one answer. We start with Recall, naming what each passage is about. Then Skill, finding evidence in each. As we get stronger, we reach the Strategic level, connecting both texts. Finally, at the Extended level, we explain why the connected idea matters. This is how we build our writing stamina!"

Module 2 — Vocabulary

Vocabulary — Teacher Script



Teacher Script

"Before we begin, let's preview some words you will see in today's lesson and passages. Good readers notice vocabulary before they begin reading or answering questions."

Tier 1 Vocabulary

Word	Student-Friendly Definition	Oral Rehearsal Frame
same	Alike; not different.	"Both men were the ____ in some ways."
different	Not alike; not the same.	"The two men were ____ in other ways."
both	The two together.	"A paired passage answer uses ____ texts."
changed	Made something different.	"Each man ____ the way people lived."
helped	Made things easier for someone.	"Both men ____ everyday families."
worked	Did effort to make something happen.	"Each man ____ hard on his idea."
built	Made something by putting parts together.	"Ford ____ the Model T."
sold	Gave something in exchange for money.	"Walton ____ goods for less."
made	Created or produced something.	"Both men ____ life easier for families."
solved	Found a way to fix a problem.	"Each man ____ a problem for people."

Tier 2 Vocabulary

Word	Student-Friendly Definition	Oral Rehearsal Frame
paired passages	Two texts read together to answer one prompt.	"These ____ share one big idea."
compare	To tell how two things are alike.	"I ____ the two men to find similarities."
contrast	To tell how two things are different.	"I ____ the two men to find differences."
similarity	A way two things are alike.	"One ____ is that both helped families."
difference	A way two things are not the same.	"One ____ is the kind of solution each made."
process	The steps used to do or make something.	"Each man used a ____ to solve a problem."
method	A particular way of doing something.	"Ford's ____ was building a car."
response	An answer that uses evidence and explanation.	"My ____ uses both texts."
evidence	Details from a text that support an idea.	"My ____ comes from both passages."
explanation	Words that tell how or why.	"My ____ connects the two texts."
connection	How two ideas relate to each other.	"I show the ____ between both men."
thesis (central idea)	The sentence that states the exact answer.	"My HOW ____ uses a preposition."
preposition	A word like by, through, with, in, or across.	"My thesis (central idea) includes a ____."

Tier 3 Vocabulary

Teacher Script

"These words are connected specifically to the topics in our passages. When we understand them, the passage becomes easier to understand."

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
assembly line	uh-SEM-blee line	A way to build things step by step as they move along.	"Ford used an _____ to build cars faster."
Model T	MOD-ul TEE	The affordable car Henry Ford created.	"The _____ was a car many families could buy."
Ford Motor Company	ford MOH-ter KUHM-puh-nee	The car company Henry Ford started.	"Ford started the _____ in 1903."
retail	REE-tayl	The selling of goods to everyday shoppers.	"Walton worked in _____."
Walmart	WAWL-mart	The store Sam Walton opened.	"Walton opened _____ to sell for less."
Great Depression	grayt dih-PRESH-un	A time when many people had very little money.	"Walton grew up during the _____."
mechanic	muh-KAN-ik	A person who fixes machines and engines.	"Ford worked as a _____."
customers	KUHS-tuh-merz	People who buy goods or services.	"Walton's _____ liked his low prices."
transportation	trans-por-TAY-shun	Ways people and goods move from place to place.	"Ford changed _____ with the car."
affordable	uh-FOR-duh-bul	Cheap enough that people can buy it.	"Both men made things more _____."

Module 2 — Background Knowledge and Teacher Context

In Module 2, students move from paired-passage WHY thinking to paired-passage HOW thinking. Using the same two informational texts — "Henry Ford: Visionary of Travel" and "Sam Walton: Visionary of Retail" — students learn to answer two kinds of HOW prompts: HOW were two things similar, and HOW were two things different. The argument still depends on BOTH passages; what changes is that students now explain the relationship between the texts.

Both passages follow the same linear plot line — a beginning situation, a problem noticed, an action taken, a solution created, and an impact on others. When students line the two plot lines up side by side, they can trace where the paths meet (similarities) and where the paths split apart (differences). A HOW thesis (central idea) is usually a simple sentence that uses a preposition such as by, through, with, in, or across.

Quick Teacher Reference - Cluster 5

Reading Focus

Students in Cluster 5 must learn to track the linear plot line in both passages:

- Beginning situation
- Problem noticed
- Action taken
- Solution created
- Impact on others

Writing Focus

In Cluster 5, students are learning to write paired passage responses, which means:

- one answer must use both passages
- evidence must come from both texts
- explanations must show how the texts connect

This Module's Special Focus

Module 2 shifts from paired passage WHY thinking to paired passage HOW thinking. Students will answer:

- HOW were two things similar?
- HOW were two things different?

Reminder About HOW Thesis (Central Idea) Statements

A HOW thesis (central idea) should usually be a simple sentence that includes a preposition such as:

- by
- through

- with
- in
- across

ECR Structure Review

- Introduction (GET SET: Statement of Purpose, Evidentiary Transition, Thesis (Central Idea))
- Body Paragraphs (Way + Evidence from BOTH texts + Explanation that connects the texts)
- Conclusion (coming later)

Module 2 — Materials and Module at a Glance

Materials Needed

This module is a hands-on paired-passage compare/contrast game, so gather the pieces first. Each student needs an interactive notebook and a pencil, plus highlighters and colored pencils or crayons for tracking the linear plot line and marking evidence in each text. For the Crossroads Compare Quest, prepare a gameboard and a spinner, the game cards (prompt cards, similarity cards, difference cards, evidence cards from both passages, thesis (central idea) cards, and explanation cards), sorting mats, sentence strip cards, comparison/contrast clue word cards, Venn diagram recording sheets, and a "Pencil Guy" marker for each student. Have chart paper and a whiteboard with markers for modeling, sticky notes, scissors and glue for the notebook foldable, a timer, and copies of both passages. A quick reference list follows.

Materials List

- Copies of Henry Ford: Travel Visionary
- Copies of Sam Walton: Retail Visionary
- Interactive notebooks
- Pencils
- Highlighters
- Colored pencils or crayons
- Chart paper
- Whiteboard and markers
- Sticky notes
- Scissors and glue
- Spinner
- Gameboard
- Game cards
- Sorting mats
- "Pencil Guy" game markers (students choose their own)
- Venn diagram recording sheets
- Sentence strip cards
- Comparison/contrast clue word cards
- Timer

Module at a Glance

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15	G — Gather + R — Reveal	"Two roads" hook; review paired-passage rules, HOW theses, and the linear plot line; model HOW similarity and HOW difference responses.
Day 2	15	A — Attempt	Crossroads Compare Quest: decide similarity or difference and build a full response using BOTH texts.
Day 3	15	D — Discuss + U — Use	Discuss HOW similarity vs. difference thinking, then build a Fold-and-Build compare/contrast response independently.
Day 4	15	A — Award + T — Target	Celebrate balancing two texts with one mind and set a next-step goal.
Day 5	15	E — Educate and Explain to Others	Teach a partner HOW similarity and HOW difference writing.

Module 2 — Tiny Times Transition

A Tiny Time is a quick, zero-material movement routine — under one minute — used to move students between activities while reinforcing this module's focus: connecting two texts. Use one whenever the class changes activities, when energy dips, or right before a new task.

This Module's Routine: "Two-Track Freeze"

Teacher Script

"Tiny Time! When I say a name, freeze in that pose — arms like a steering wheel for Ford, arms like stacking shelves for Walton. Then whisper one thing BOTH men did to a neighbor."

How to run it:

- Signal the class and get all eyes on you.
- Call "Ford!" or "Walton!" and students strike the pose.
- Call "Connect!" and students whisper one idea that fits BOTH men ("They both helped everyday families").
- Repeat two or three times, then have students return quietly to their seats.

No materials are needed and every student can succeed. Vary the connection each time so the Tiny Time stays fresh all week.

Module 2 — The DOT Reading Habit

The DOT Reading Habit

The DOT reading habit has three steps: Dot, Discover, Drop.



Teacher Script

"As strong readers, we use the DOT habit while we read the passages in our Interactive Notebooks. DOT stands for three steps: Dot, Discover, Drop."

Step	What It Means
D — Dot	Place a small dot above any word that seems unfamiliar as you are reading.
O — Discover	Discover the meaning of the word as we learn together through our lessons.
T — Drop	Go back and erase the dot above the word once you know its meaning.

Board text: Dot the word. Discover the meaning. Drop the dot.

Encouragement: "This habit helps your brain keep track of the words you are still learning. Good readers notice new words, find out what they mean, and celebrate when they own them."

Module 2 — Mentor Text Moves

Teacher Script

"Watch how I build one answer from two texts. I use evidence from BOTH Henry Ford and Sam Walton, and I connect them in one explanation."

Model Prompt: Explain why Henry Ford and Sam Walton were important.

Part of the Response	Example	Purpose
Reason (fits both)	"One reason both men were important was that they helped everyday families."	A reason that applies to BOTH passages.
Ford Evidence	The text stated, "Many families who had never owned a car before were finally able to buy one."	Evidence from Passage 1, with a signal phrase.
Walton Evidence	The passage explained, "Customers liked finding many items in one place at prices they could afford."	Evidence from Passage 2, connected to the same idea.
Explanation (connects both)	"This shows that both men created solutions that made life easier and more affordable."	One explanation that ties BOTH pieces of evidence together.

Teacher Script

"Notice the reason fits both men, I use one piece of evidence from each passage with a signal phrase, and my explanation connects them into one idea. That is a complete paired-passage answer."

When you write your extended constructed response (ECR) for Module 2, remember: one answer = two texts. Use evidence from both passages and connect the ideas.

Module 2 — TRACKS: Reading the Passages for Evidence

Before students write, they read each passage and TAP the TRACKS to find the six kinds of measurable evidence. In this paired-passage module, students hunt the TRACKS in BOTH passages so they can pull matching evidence from each text and compare or contrast the two.

The Six Types of Measurable Evidence: TRACKS

As students read each passage, they TAP the TRACKS — they hunt for the six kinds of evidence and highlight each with the TRACKS color below. Use the same six categories, the same wording, and the same colors in every module.

Letter	Category	What to Look For	Highlight Color
T	Time	Age, era, dates, cultural details, or historical details. Often associated with adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often associated with verbs and adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often associated with verbs and adverbs.	Pastel Yellow
C	Character, Concept, Creature	Characters' or people's names, animals, or major concepts used as the central idea. Often nouns or proper nouns.	Pastel Yellow
K	Key Knowledge	All other important information necessary to the meaning of the passage (background knowledge).	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged or measured through the five senses.	Pastel Green

How to Use TRACKS

Teacher Script

"As we read each passage, we hunt for all six kinds of evidence and highlight each one in its TRACKS color across the whole passage. When we have marked the TRACKS in BOTH passages, we can line them up side by side and decide how the texts are similar and how they are different."

TRACKS in "Henry Ford: Visionary of Travel"

Here is a sample of the evidence students find and highlight as they TAP the TRACKS in this passage (highlight the whole passage, not just a few pieces):

Letter	Category	Evidence from the Passage
T	Time	was born in 1863; In 1903; A few years later
R	Reactions	enjoyed taking machines apart; Henry Ford believed that cars should be available for everyday families
A	Actions	worked as a mechanic; Henry Ford started the Ford Motor Company; he created the Model T
C	Character, Concept, Creature	Henry Ford; the Model T; the assembly line
K	Key Knowledge	Many families who had never owned a car before were finally able to buy one
S	Scenery / Setting	on a farm in Michigan; who lived in other towns

TRACKS in "Sam Walton: Visionary of Retail"

Here is a sample of the evidence students find and highlight as they TAP the TRACKS in this passage (highlight the whole passage, not just a few pieces):

Letter	Category	Evidence from the Passage
T	Time	was born in 1918; After college; In 1962
R	Reactions	became very interested in how stores worked; Customers liked finding many items in one place
A	Actions	delivering newspapers, milking cows, and doing small jobs; He opened a small store
C	Character, Concept, Creature	Sam Walton; the Great Depression; called Walmart
K	Key Knowledge	families needed ways to stretch every dollar; at prices they could afford
S	Scenery / Setting	in Rogers, Arkansas; especially in small towns

Before Students Read

Preview the two passages with students before reading. Each passage appears twice: first a plain copy to read, then a color-coded copy. As you read, students TAP the TRACKS — they hunt for the six kinds of evidence and highlight each with the TRACKS color below. TRACKS marks the evidence in the passage; the shapes are used only to analyze the prompt.

The Six Types of Measurable Evidence: TRACKS

Students look for six kinds of measurable evidence in every passage. Use the same six categories, the same wording, and the same colors in every module.

T Time — Age, era, dates, cultural details, or historical details. Often associated with adjectives. (Highlight color: Pastel Green.)

R Reactions — Reactions, solutions, resolutions, or effects. Often associated with verbs and adverbs. (Highlight color: Pastel Purple.)

A Actions — Actions, problems, conflicts, or causes. Often associated with verbs and adverbs. (Highlight color: Pastel Yellow.)

C Character, Concept, Creature — Characters' or people's names, animals or animals' names, or major concepts used as the central idea. Often nouns or proper nouns. (Highlight color: Pastel Yellow.)

K Key Knowledge — All other important information necessary to the meaning of the passage that is not accounted for by another TRACKS category (background knowledge). (Highlight color: Pastel Orange.)

S Scenery / Setting — Setting characteristics that are acknowledged or measured through the five senses. (Highlight color: Pastel Green.)

PASSAGE 1 — Henry Ford: Visionary of Travel

[1] Henry Ford was an American inventor and businessman who helped change the way people traveled and worked. He was born in 1863 on a farm in Michigan. When Henry was young, he enjoyed taking machines apart to see how they worked. He was especially interested in engines and tools. While other children spent time playing games, Henry often spent time studying machines and trying to understand how they worked.

[2] As Henry grew older, he continued learning about engines and mechanical equipment. He worked as a mechanic and spent many hours experimenting with engines. He enjoyed solving problems and finding ways to make machines work better. Henry believed that inventions could make life easier for people.

[3] At that time, most people traveled by horse and wagon. Traveling long distances could take many hours or even several days. Roads were often rough and difficult to use. Cars were very rare and very expensive, so only a few people could afford them. Before buying a car, many families had to preplan long trips because travel took much more time. Henry Ford believed that cars should be available for everyday families, not just wealthy people.

[4] Henry wanted to build a car that was dependable, easy to use, and affordable. He believed that if cars cost less money, more people would be able to own them. This idea was different from what many businesses believed at the time. Most car companies made expensive automobiles that only a small number of people could buy.

[5] In 1903, Henry Ford started the Ford Motor Company. He worked with others to design and build automobiles. A few years later, he created the Model T, a car that was strong, simple, and much more affordable than other cars. The Model T quickly became popular. Many families who had never owned a car before were finally able to buy one.

[6] Owning a car changed daily life for many people. Families could travel farther and faster than before. People could visit friends and relatives who lived in other towns. Farmers could transport goods more easily. Traveling for work, shopping, or recreation became much more convenient.

[7] Henry Ford also introduced a new way of building cars called the assembly line. Before this system, workers often built large parts of a car by themselves. Building a car took a long time and cost a lot of money. Henry Ford changed this process. Workers stayed in one place while parts moved down a line and were added step by step. Each worker completed a specific task before the car moved to the next station.

[8] The assembly line made building cars faster and less expensive. Because cars could be built more quickly, the cost of making them decreased. This helped lower the price of automobiles and allowed more families to purchase them.

[9] Because of Henry Ford's ideas, cars became more common and travel became easier for many people. Dusty roads connected many towns, and cars helped people travel across them more quickly. His inventions and new ways of building products helped change transportation and industry in the United States. Today, Henry Ford is remembered as a businessman whose ideas helped make automobiles available to millions of people and changed the way Americans traveled.

Student Annotation Guide — Henry Ford: Visionary of Travel

T — Time

was born in 1863; When Henry was young; While other children spent time playing games; As Henry grew older; At that time; Before buying a car; In 1903; A few years later; quickly became popular; Before this system; were added step by step; before the car moved to the next station; Today

R — Reactions

enjoyed taking machines apart; enjoyed solving problems; Henry believed that inventions could make life easier for people; Henry Ford believed that cars should be available for everyday families; He believed that if cars cost less money; is remembered as a businessman

A — Actions

helped change the way people traveled and worked; to see how they worked; Henry often spent time studying machines; trying to understand how they worked; continued learning about engines and mechanical equipment; worked as a mechanic; finding ways to make machines work better; many families had to preplan long trips; Henry wanted to build a car; Henry Ford started the Ford Motor Company; worked with others to design and build automobiles; he created the Model T; Owning a car changed daily life for many people; visit friends and relatives; Farmers could transport goods more easily; Henry Ford also introduced a new way of building cars; workers often built large parts of a car by themselves; Henry Ford changed this process; Each worker completed a specific task; allowed more families to purchase them; cars helped people travel across them more quickly

C — Character/Concept/Creature

Henry Ford; American inventor and businessman; engines and tools; the Model T; the assembly line; Henry Ford's ideas

K — Key Knowledge

spent many hours experimenting with engines; most people traveled by horse and wagon; Traveling long distances could take many hours or even several days; Roads were often rough and difficult to use; Cars were very rare and very expensive; only a few people could afford them; travel took much more time; not just wealthy people; dependable, easy to use, and affordable; more people would be able to own them; This idea was different from what many businesses believed at the time; Most car companies made expensive automobiles; only a small number of people could buy; a car that was strong, simple, and much more affordable than other cars; Many families who had never owned a car before were finally able to buy one; Families could travel farther and faster than before; Traveling for work, shopping, or recreation became much more convenient; Building a car took a long time and cost a lot of money; Workers stayed in one place while parts moved down a line; The assembly line made building cars faster and less expensive; the cost of making them decreased; cars became more common and travel became easier for many people; His inventions and new ways of building products helped change transportation and industry in the United States; helped make automobiles available to millions of people; changed the way Americans traveled

S — Scenery/Setting

on a farm in Michigan; who lived in other towns; Dusty roads connected many towns

TRACKS EVIDENCE HIGHLIGHTING — Henry Ford: Visionary of Travel

[1] Henry Ford was an American inventor and businessman who helped change the way people traveled and worked. He was born in 1863 on a farm in Michigan. When Henry was young, he enjoyed taking machines apart to see how they worked. He was especially interested in engines and tools. While other children spent time playing games, Henry often spent time studying machines and trying to understand how they worked.

[2] As Henry grew older, he continued learning about engines and mechanical equipment. He worked as a mechanic and spent many hours experimenting with engines. He enjoyed solving problems and finding ways to make machines work better. Henry believed that inventions could make life easier for people.

[3] At that time, most people traveled by horse and wagon. Traveling long distances could take many hours or even several days. Roads were often rough and difficult to use. Cars were very rare and very expensive, so only a few people could afford them. Before buying a car, many families had to preplan long trips because travel took much more time. Henry Ford believed that cars should be available for everyday families, not just wealthy people.

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[9] Because of Henry Ford's ideas, cars became more common and travel became easier for many people. Dusty roads connected many towns, and cars helped people travel across them more quickly. His inventions and new ways of building products helped change transportation and industry in the United States. Today, Henry Ford is remembered as a businessman whose ideas helped make automobiles available to millions of people and changed the way Americans traveled.

PASSAGE 2 — Sam Walton: Visionary of Retail

[1] Sam Walton grew up during a difficult time in American history. He was born in 1918, and as a child he watched his family work hard during the Great Depression. Money was often tight, and young Sam helped by delivering newspapers, milking cows, and doing small jobs to earn extra money. These experiences taught him an important lesson: families needed ways to stretch every dollar.

[2] Even as a young boy, Sam enjoyed working and helping others. He learned the value of responsibility and understood that every dollar mattered. Watching families struggle during the Great Depression helped him realize that many people had to be careful about how they spent their money. These lessons stayed with him as he grew older.

[3] As Sam grew older, he became very interested in how stores worked. After college, he took a job at a retail store and carefully observed how customers shopped. He noticed something that bothered him. Many stores charged high prices, which meant families with limited money often struggled to buy the things they needed.

[4] Sam paid close attention to the way products were displayed and how workers helped customers. He listened to shoppers and tried to understand what they liked and disliked about stores. He noticed that people wanted good products at prices they could afford. The more he learned, the more he believed stores could do a better job serving families.

[5] Sam began to wonder if there was a better way. In 1962, Sam Walton decided to try his idea. He opened a small store in Rogers, Arkansas called Walmart. His plan was simple but bold: sell many different products at lower prices so that everyday families could afford them.

[6] At first, running the store was not easy. Sam worked long hours, visited other stores to learn new ideas, and constantly looked for ways to improve. He often walked through his store to see what was working well and what needed to change. Sam believed that learning never stopped, so he was always looking for better ways to help customers.

[7] One of Sam's goals was to keep prices low. He knew families wanted to save money whenever possible. Instead of focusing only on making large profits, Sam worked hard to make sure customers could find products at affordable prices. He believed that if people saved money, they would return to his store again and again.

[8] Slowly, people began to notice. Customers liked finding many items in one place at prices they could afford. Families could shop for clothing, household supplies, and other products without spending as much money. As more people visited the store, the business continued to grow.

[9] More stores opened, especially in small towns where shopping choices had been limited. Many communities welcomed the new stores because they gave people more options for shopping. Some families no longer had to travel long distances to find the products they needed.

[10] As Walmart expanded, it created jobs for many workers. Employees helped stock shelves, assist customers, and keep stores running smoothly. The growing business provided opportunities for people in communities across the country.

[11] Over time, Walmart grew into a huge company that created jobs for thousands of people. Sam Walton's determination to help families save money changed the way people shop and left a lasting mark on communities across the country.

[12] Today, Walmart stores can be found in many places throughout the United States. Although the company has grown much larger than Sam Walton may have imagined when he opened his first store, his original idea remains important. He wanted to help families save money and make shopping easier. His hard work, creativity, and willingness to try new ideas helped build one of the most successful businesses in American history.

Student Annotation Guide — Sam Walton: Visionary of Retail

T — Time

grew up during a difficult time in American history; was born in 1918; as a child; Even as a young boy; as he grew older; After college; The more he learned; Sam began to wonder if there was a better way; In 1962; At first; he was always looking for better ways; they would return to his store again and again; Slowly; As more people visited the store; More stores opened; As Walmart expanded; Over time; Today; when he opened his first store

R — Reactions

These experiences taught him an important lesson; Sam enjoyed working and helping others; understood that every dollar mattered; helped him realize; became very interested in how stores worked; He noticed something that bothered him; tried to understand what they liked and disliked about stores; the more he believed stores could do a better job serving families; to see what was working well and what needed to change; Sam believed that learning never stopped; He knew families wanted to save money whenever possible; He believed that if people saved money; people began to notice; Customers liked finding many items in one place; Many communities welcomed the new stores; his original idea remains important

A — Actions

he watched his family work hard; young Sam helped by delivering newspapers, milking cows, and doing small jobs; Watching families struggle during the Great Depression; he took a job at a retail store; carefully observed how customers shopped; Sam paid close attention to the way products were displayed; He listened to shoppers; Sam Walton decided to try his idea; He opened a small store; sell many different products at lower prices; Sam worked long hours; visited other stores to learn new ideas; constantly looked for ways to improve; He often walked through his store; to help customers; Sam worked hard to make sure customers could find products at affordable prices; Families could shop for clothing, household supplies, and other products; Some families no longer had to travel long distances; it created jobs for many workers; Employees helped stock shelves, assist customers, and keep stores running smoothly; to help families save money; He wanted to help families save money and make shopping easier

C — Character/Concept/Creature

Sam Walton; the Great Depression; stores; called Walmart; Sam Walton's determination; His hard work, creativity, and willingness to try new ideas

K — Key Knowledge

Money was often tight; to earn extra money; families needed ways to stretch every dollar; He learned the value of responsibility; many people had to be careful about how they spent their money; These lessons stayed with him; Many stores charged high prices; families with limited money often struggled to buy the things they needed; how workers helped customers; people wanted good products at prices they could afford; His plan was simple but bold; everyday families could afford them; running the store was not easy; One of Sam's goals was to keep prices low; Instead of focusing only on making large profits; at prices they could afford; without spending as much money; the business continued to grow; shopping choices had been limited; they gave people more options for shopping; to find the products they needed; Walmart grew into a huge company; created jobs for thousands of people; changed the way people shop; left a lasting mark on communities across the country; the company has grown much larger than Sam Walton may have imagined; helped build one of the most successful businesses in American history

S — Scenery/Setting

in Rogers, Arkansas; especially in small towns; in communities across the country; Walmart stores can be found in many places throughout the United States

TRACKS EVIDENCE HIGHLIGHTING — Sam Walton: Visionary of Retail

[1] Sam Walton grew up during a difficult time in American history. He was born in 1918, and as a child he watched his family work hard during the Great Depression. Money was often tight, and young Sam helped by delivering newspapers, milking cows, and doing small jobs to earn extra money. These experiences taught him an important lesson: families needed ways to stretch every dollar.

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🕒 Day 1 - Gather and Reveal (15 minutes)



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12B(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
TEKS 11B(iii)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details
ELPS 4(C)(ii)	write using content-area vocabulary
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

GATHER

🔊 Teacher Script

*"Today, I want you to imagine two roads.
 One road belongs to Henry Ford.
 One road belongs to Sam Walton.
 At first, the roads are separate.
 One road leads through engines, cars, and the assembly line.
 The other road leads through stores, prices, and customer needs.
 But here is the interesting part...
 Even though these roads are different, they also cross in important ways.
 Both men saw a problem.
 Both men took action.
 Both men created change.
 But they did not do it in the same exact way.
 Today, your job is to become a road-mapper.
 You are going to trace where the roads are alike...
 And where the roads split apart."*

★ Daily Deck Slide

HOW are they the same? HOW are they different?

 Teacher Script

*"This is not just about noticing facts.
This is about seeing relationships.
And when you can explain the relationship between two passages, your writing becomes stronger, smarter, and more complete."*

REVEAL **Teacher Script**

"Before we begin our new work, let's quickly review what we already know."

Quick Review: Prompt Analysis **Teacher Script**

"When we shape a prompt, we still look for important nouns, important verbs, and clue words."

 Daily Deck Slide

Circle = nouns. Box = verbs. Triangle = clue words.

Quick Review: Paired Passage Rule **Daily Deck Slide**

— Paired Passage Rule: If the prompt gives you two passages, your answer must use two passages.

 Teacher Script

*"That rule still matters today.
If you answer a paired passage prompt with only one text, your answer is incomplete."*

Quick Review: HOW Thesis (Central Idea) Statements **Teacher Script**

"For HOW prompts, our thesis (central idea) should usually be a simple sentence with a preposition."

Examples:

- Henry Ford and Sam Walton helped others through solutions that improved everyday life.
- Henry Ford and Sam Walton solved problems by creating affordable choices for families.
- Henry Ford and Sam Walton changed communities through different kinds of problem-solving.

Review: Reasons / Ways



Teacher Script

"In a HOW response, body paragraphs begin with ways."

Examples:

- One way both men were similar was by solving problems for everyday people.
- One way the men were different was in the kind of solution each one created.

Review: Evidence



Teacher Script

"We still use evidence from both texts."

Examples:

- The text stated, "Many families who had never owned a car before were finally able to buy one."
- The passage explained, "Customers liked finding many items in one place at prices they could afford."

Review: Explanation



Teacher Script

"Then we explain how the evidence proves the relationship."

Example: This shows that both men helped everyday families by making important products or services more affordable.

Review: GET SET Introduction



Daily Deck Slide

Blue = Statement of Purpose. Yellow = Evidentiary Transition. Green = Thesis (Central Idea).

 Teacher Script

"In a paired passage introduction, the blue sentence opens broadly, the yellow sentence groups the support from both texts, and the green sentence gives the exact answer."

New Learning: HOW Similarities and HOW Differences **Teacher Script**

"Today we are focusing on two kinds of HOW thinking."

 Daily Deck Slide

On anchor chart:

HOW Similarity Prompts

- explain how both texts are alike
- explain how both men responded in similar ways
- explain how both solutions helped people in similar ways

HOW Difference Prompts

- explain how both texts are different
- explain how the men solved problems in different ways
- explain how the impact of their work was different

 Teacher Script

"When we answer a HOW similarity prompt, we are looking for a shared path. When we answer a HOW difference prompt, we are looking for where the paths split apart."

Linear Plot Line Review Across Both Texts **Daily Deck Slide****Henry Ford**

- Early interest in machines
- Problem: cars were rare and expensive
- Action: started Ford Motor Company and created the Model T
- Solution: affordable car / assembly line
- Impact: travel became easier for many people

Sam Walton

- Early lessons during the Great Depression
- Problem: stores charged high prices
- Action: opened Walmart and improved store methods
- Solution: many products at lower prices
- Impact: shopping became more affordable and convenient

 Teacher Script

*"Notice this: both passages move in a straight line.
That is a linear plot line.
We can compare the lines...
Or we can contrast the lines."*

Teacher Modeling: HOW Similarity Prompt

Prompt: Explain how Henry Ford and Sam Walton were similar in the ways they helped everyday families.

 Teacher Script

*"I see that this is asking for a similarity.
I need BOTH passages.
I need to explain the shared method."*

GET SET Example

- Statement of Purpose: Problem-solvers can improve life for others when they create practical solutions.
- Evidentiary Transition: Both passages describe men who noticed everyday needs and developed solutions that made life easier for families.
- Thesis (Central Idea): Henry Ford and Sam Walton helped everyday families through affordable solutions that improved daily life.

Reason / Way: One way both men were similar was by making important goods more affordable for ordinary people.

Evidence: The text stated, "Many families who had never owned a car before were finally able to buy one." The passage explained, "Customers liked finding many items in one place at prices they could afford."

Explanation: This shows that both men focused on helping everyday families by lowering the cost of things people needed.

Teacher Modeling: HOW Difference Prompt

Prompt: Explain how Henry Ford and Sam Walton were different in the ways they solved problems.

Teacher Script

*"This is a difference prompt.
That means I still need BOTH passages, but this time I explain where their methods were different."*

GET SET Example

- Statement of Purpose: People can solve problems in different ways depending on the needs they notice.
- Evidentiary Transition: Both passages share details about how each man responded to a problem, but the actions they took were not the same.
- Thesis (Central Idea): Henry Ford and Sam Walton solved problems through different kinds of innovation and business action.

Way: One way the men were different was in the type of solution each one created.

Evidence: The text stated, "A few years later, he created the Model T, a car that was strong, simple, and much more affordable than other cars." The passage explained, "He opened a small store in Rogers, Arkansas called Walmart."

Explanation: This shows that Ford solved a transportation problem by building a product, while Walton solved a shopping problem by creating a store system.

★ Daily Deck Slide

HOW are they the same? HOW are they different? Trace where the roads meet and where they split — using BOTH texts.

Essential Question

How can a writer explain the way two passages are similar or different, using evidence from both texts?

🕒 Day 2 - Attempt (15 minutes)

A

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12B(ii)	compose informational texts, including brief compositions that convey information about a topic, using a topic sentence
ELPS 4(D)(i)–(iii)	write using a variety of grade-appropriate sentence lengths, sentence types, and connecting words
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

ATTEMPT — Game Title: Crossroads Compare Quest

Purpose of the Game

Students will practice answering paired passage HOW prompts by deciding whether the relationship between the two passages is mainly:

- a similarity
- or a difference

They will then build a full response piece by piece using both texts. This game is different from Module 1 because students are not traveling two parallel tracks. Instead, they are standing at a crossroads where they must decide whether the texts meet in the same direction or move in different directions.

Game Setup

Students work in groups of 3 or 4. Each group receives:

- 1 gameboard
- 1 spinner
- 1 set of prompt cards
- 1 set of similarity cards
- 1 set of difference cards
- 1 set of evidence cards from both passages
- 1 set of thesis (central idea) cards
- 1 set of explanation cards
- 1 Pencil Guy game marker for each player

 Teacher Script

"Choose your Pencil Guy carefully. That little marker is going to represent your thinking today."

Gameboard Design

The gameboard path should include: Start Sign -> Crossroads -> Same Street -> Different Drive -> Evidence Corner -> Explanation Curve -> Finish Circle

 Teacher Script

*"This board is built like a thinking map.
At the Crossroads, your group must decide whether the prompt is asking for a shared path or a split path.
Shared path means similarity.
Split path means difference."*

Spinner Labels

- Draw a Prompt
- Same or Different?
- Build the Thesis (Central Idea)
- Find Ford Evidence
- Find Walton Evidence
- Connect the Explanation
- Move Ahead

Group Roles

To keep every student involved, assign roles:

- Prompt Reader – reads each prompt and directions aloud
- Passage Detective – finds evidence in the texts
- Connection Builder – explains how the texts are alike or different
- Recorder / Checker – writes the response and checks for both passages

If there are only 3 students, combine Recorder and Checker.

How to Play: Very Detailed Steps

Step 1: Place Markers — All players place their Pencil Guy at Start Sign.

 Teacher Script

"Your thinking starts here. No rushing. No guessing. You will build the answer one step at a time."

Step 2: Spin the Spinner — The first player spins. The spinner decides the task.

Step 3: Complete the Assigned Task — Students must complete the spinner task before moving.

Detailed Spinner Directions

If the Spinner Lands on: Draw a Prompt — The Prompt Reader picks a prompt card and reads it aloud to the group.

Example Prompt Cards:

- Explain how Henry Ford and Sam Walton were similar in the ways they helped everyday families.
- Explain how Henry Ford and Sam Walton were different in the ways they solved problems.
- Explain how both men were similar in the impact they had on everyday life.
- Explain how the solutions in both passages were different.
- Explain how Henry Ford and Sam Walton were similar in noticing a problem.
- Explain how both men were different in the kind of business change they created.

Group Task: The group must decide — Is this a similarity prompt? Or a difference prompt? If they answer correctly, they move 1 space forward.

Teacher Script

"Before you answer, ask yourself: Is the prompt asking how they were alike... or how they were different?"

If the Spinner Lands on: Same or Different? — The group draws one relationship card and places it under Same Street or Different Drive.

Example Cards:

- Both men noticed a problem that affected everyday people.
- Ford built cars, but Walton opened stores.
- Both men made things more affordable.
- Ford changed travel, but Walton changed shopping.
- Both men worked hard to improve their ideas.
- Walton focused on retail, while Ford focused on transportation.

Task: The group must sort the card correctly. If correct, move 1 space. If incorrect, stay put.

If the Spinner Lands on: Build the Thesis (Central Idea) — The group must write a HOW thesis (central idea) using a simple sentence, a preposition, and both passages.

Teacher Reminder on Board — HOW Thesis (Central Idea) Formula: Both subjects + action + preposition + connected idea.

- Example Similarity Thesis (Central Idea): Henry Ford and Sam Walton helped everyday families through affordable solutions that improved daily life.

- Example Difference Thesis (Central Idea): Henry Ford and Sam Walton solved problems through different kinds of innovation and business action.

If the thesis (central idea) uses both texts, is a simple sentence, and includes a preposition, then the group moves 2 spaces. If one part is missing, the group revises before moving.

If the Spinner Lands on: Find Ford Evidence — The group must find a quote or strong text detail from the Ford passage that matches the current prompt.

- Example (for a similarity prompt about affordability): The text stated, "Many families who had never owned a car before were finally able to buy one."
- Important Rule: The evidence must match the prompt. If the prompt is about difference, the evidence must show Ford's side of the difference.
- If correct, move 1 space.

If the Spinner Lands on: Find Walton Evidence — The group must find matching evidence from the Walton passage.

- Example: The passage explained, "Customers liked finding many items in one place at prices they could afford."
- If correct, move 1 space.

If the Spinner Lands on: Connect the Explanation — This is the most important step. The group must write one explanation sentence that connects the evidence from BOTH passages.

Teacher Script

"This is where you prove that you are not writing two separate answers. You must join the evidence into one idea."

- Example Similarity Explanation: This shows that both men focused on helping ordinary families by making important needs more affordable.
- Example Difference Explanation: This shows that Ford solved a transportation problem with a product, while Walton solved a shopping problem through a store system.
- If the explanation uses BOTH passages, clearly states the similarity or difference, and sounds like one connected thought, then move 3 spaces.

If the Spinner Lands on: Move Ahead — Move 1 free space forward.

Teacher Script

"Sometimes strong thinkers get a little bonus."

Winning the Game

The first group to reach Finish Circle must complete a final challenge out loud.

Final Challenge: Answer one paired passage HOW prompt using a thesis (central idea), one Ford evidence sentence, one Walton evidence sentence, and one explanation sentence. If

the group completes this successfully, they are the winners.

Teacher Monitoring Checklist

As groups play, the teacher checks:

- Are students deciding correctly between similarity and difference?
- Are they using BOTH passages?
- Are they writing HOW theses with prepositions?
- Are their explanations actually connecting the texts?
- Are they tracking the linear plot line to help form ideas?

Prompt Set for Practice and Teacher Use

Similarity HOW Prompts

- Explain how Henry Ford and Sam Walton were similar in the ways they helped everyday families.
- Explain how both men were similar in noticing problems that affected ordinary people.
- Explain how Henry Ford and Sam Walton were similar in the impact they had on people's lives.
- Explain how both passages show similar problem-solving paths.

Difference HOW Prompts

- Explain how Henry Ford and Sam Walton were different in the ways they solved problems.
- Explain how the solutions in both passages were different.
- Explain how Henry Ford and Sam Walton were different in the type of change they created.
- Explain how both men took different actions to improve life for others.

🔑 Answer Key for Core Relationships

Strong Similarities

- both noticed a problem affecting ordinary people
- both wanted to help everyday families
- both created affordable solutions
- both changed daily life for many people
- both followed a linear path of problem -> action -> solution -> impact

Strong Differences

- Ford focused on transportation; Walton focused on retail
- Ford created a product and assembly system; Walton created a store and pricing system
- Ford improved travel; Walton improved shopping
- Ford worked through mechanical invention; Walton worked through business improvement

🕒 Day 3 - Discuss and Use (15 minutes)



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12B(iii)	compose informational texts, including brief compositions that convey information about a topic, using details
TEKS 11B(iii)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details
ELPS 4(C)(ii)	write using content-area vocabulary
ELPS 4(D)(iii)	write using a variety of grade-appropriate connecting words

DISCUSS

Teacher Script

"Let's stop and talk about the thinking behind the game.

Today was not just about picking facts.

It was about deciding whether the texts came together in the same way—or split apart in different ways."

Whole Group Discussion Questions

Question 1: "How is a HOW similarity prompt different from a HOW difference prompt?" Possible Student Responses: "Similarity means how they were alike." / "Difference means how they were not the same." / "Similarity connects the same path, and difference shows where the path split." Teacher Response: "Yes. That is exactly the kind of language strong readers and writers need."

Question 2: "Why do we still need BOTH passages even when the prompt asks for a difference?" Possible Student Responses: "Because you can't show a difference with only one." / "You need both sides." / "You have to compare both men." Teacher Response: "Exactly. A difference still depends on two texts. One text alone cannot create a comparison."

Question 3: "How did the linear plot line help you answer today's prompts?" Possible Student Responses: "It helped me see the problem and solution." / "It helped me compare what both men did." / "It helped me see the steps in both passages." Teacher Response: "Yes. The linear plot line gives you a map. It helps you line the texts up and compare the

steps."

Question 4: "What makes an explanation stronger in a paired passage HOW response?"

Possible Student Responses: "It connects both texts." / "It tells how they are the same or different." / "It doesn't just repeat the evidence." Teacher Response: "Exactly. The explanation is the bridge. It turns two pieces of evidence into one clear idea."

Question 5: "What is a common mistake students might make on a HOW difference prompt?"

Possible Student Responses: "Only talking about one passage." / "Just listing facts." / "Not saying how they are different." Teacher Response: "Yes. Listing is not explaining. Strong writing must explain the relationship."

Partner Discussion Prompt

Turn to a partner and finish this sentence: "A strong paired passage HOW response must..." Expected Responses: "...use both texts." / "...show the relationship." / "...tell how the texts are alike or different." / "...include evidence from both passages."

Reflection Statement for Notebooks

Students write: "The most important thing I learned about paired passage HOW prompts is..."

USE (Independent Practice) — Interactive Notebook Activity: Fold-and-Build Compare/Contrast Response

Purpose

Students will now use what they learned in a different way by independently building a paired passage HOW response in their notebooks. This activity differs from the game because students now organize their thinking silently and independently using a notebook foldable.

Teacher Script

*“Now you are going to build the thinking on your own.
You have practiced in a group.
Now you will show that your own brain can do the work.”*

Notebook Setup

Students use the interactive notebook page that's divided into four sections. Label the four flaps:

- Prompt + Thesis (Central Idea)
- Ford Evidence
- Walton Evidence
- Explanation

At the bottom of the page, students write: Same or Different?

Student Directions

1. Choose one HOW prompt.
2. Decide whether it is asking for a similarity or a difference.
3. Write a HOW thesis (central idea) using a preposition.
4. Find one matching piece of evidence from Henry Ford.
5. Find one matching piece of evidence from Sam Walton.
6. Write one explanation sentence that connects both texts.

Prompt Choices

- Explain how Henry Ford and Sam Walton were similar in the ways they helped everyday families.
- Explain how Henry Ford and Sam Walton were different in the ways they solved problems.
- Explain how both men were similar in the impact they had on daily life.
- Explain how both men were different in the type of change they created.

Sample Answer Key 1 - Similarity Prompt

- Prompt: Explain how Henry Ford and Sam Walton were similar in the ways they helped everyday families.
- Thesis (Central Idea): Henry Ford and Sam Walton helped everyday families through affordable solutions that improved daily life.
- Ford Evidence: The text stated, "Many families who had never owned a car before were finally able to buy one."
- Walton Evidence: The passage explained, "Customers liked finding many items in one place at prices they could afford."
- Explanation: This shows that both men focused on helping ordinary people by making important needs more affordable.

Sample Answer Key 2 - Difference Prompt

- Prompt: Explain how Henry Ford and Sam Walton were different in the ways they solved problems.
- Thesis (Central Idea): Henry Ford and Sam Walton solved problems through different forms of innovation and business action.
- Ford Evidence: The text stated, "A few years later, he created the Model T, a car that was strong, simple, and much more affordable than other cars."
- Walton Evidence: The passage explained, "He opened a small store in Rogers, Arkansas called Walmart."
- Explanation: This shows that Ford solved a transportation problem by producing a car, while Walton solved a shopping problem by creating a store that offered lower prices.

Teacher Check

As students work, remind them:

- "Does your thesis (central idea) use a preposition?"
- "Do you have BOTH texts?"
- "Did your explanation really compare or contrast?"

🕒 Day 4 - Award and Target (15 minutes)



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12B(iii)	compose informational texts, including brief compositions that convey information about a topic, using details
TEKS 11B(ii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure
ELPS 4(E)(i)–(ii)	write formal or informal text using conventions and grammatical structures

AWARD

Teacher Script

*"Today you did something that strong readers and writers must learn how to do.
You did not just read two passages.
You traced their paths.
You noticed where those paths came together...
And where they moved apart.
That is complex thinking.
That is careful writing.
And that deserves to be recognized."*

Whole Group Celebration

Teacher Script

*"When I say SAME— (Students say: "Show the shared path!")
When I say DIFFERENT— (Students say: "Show the split path!")"*

Repeat twice with energy.

Recognition Options

1. Pencil Guy Victory Move — Students move their Pencil Guy forward: one space for using BOTH texts; one space for writing a HOW thesis (central idea); one space for building a strong explanation.

 Teacher Script

"Move your Pencil Guy three spaces—one for each kind of strong thinking you used today."

2. Notebook Reflection — Students complete:

- "One thing I did well today was..."
- "I am proud that I..."
- "My strongest connection today was..."

3. Teacher Titles

- Compare Champion
- Contrast Captain
- Pathway Thinker
- Evidence Balancer
- Connection Builder

Teacher Closing **Teacher Script**

*"Today you balanced two texts with one mind.
That is powerful work."*

TARGET **Teacher Script**

*"Now it is time to sharpen your focus.
Strong learners do not stop when the activity ends.
They ask: What did I do well? What do I still need to grow?"*

Student Self-Check **Daily Deck Slide**

— Did I...

- decide correctly between similarity and difference?
- use BOTH passages?
- write a HOW thesis (central idea) with a preposition?
- choose matching evidence?
- write one clear explanation?

Goal Setting

Students complete:

- "Next time I want to improve my..."
- "One HABIT I want to keep using is..."
- "I still need more practice with..."

Curiosity Questions

- Why do some problem-solvers choose different paths to help people?
- How can two different solutions create similar results?
- Why is it important to understand both similarities and differences?
- How does comparing two texts deepen understanding?
- What do Henry Ford and Sam Walton teach us about solving problems in different ways?

Teacher Closing for Target Section



Teacher Script

*"Your goal is not just to finish.
Your goal is to grow."*



Daily Deck Slide

Same path or split path — balance two texts with one mind, using BOTH.

🕒 Day 5 - Educate and Explain to Others (15 minutes)

E

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12B(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
TEKS 11B(iii)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

EXPLAIN



Teacher Script

"Now you will become the teacher.

When you can explain the difference between similarity and difference writing, it means you really understand it."

Turn and Teach Structure

- Partner A explains: "A HOW similarity prompt asks me to..."
- Partner B explains: "A HOW difference prompt asks me to..."
- Then both partners complete: "A strong paired passage answer must..."

Expected Responses:

- "A similarity prompt asks me to explain how the texts are alike."
- "A difference prompt asks me to explain how the texts are different."
- "A strong paired passage answer must use both texts and explain the relationship."

Teacher Listen-Fors

Students should explain:

- the prompt type
- the need for both passages
- the importance of one connected explanation
- the use of prepositions in HOW theses

Whole Group Share-Out

Call on two students:

- one to explain HOW similarity thinking works
- one to explain HOW difference thinking works

★ Daily Deck Slide

Teach it to prove it: similarity = shared path, difference = split path, always using BOTH texts.

Final Closing Script for the Lesson

Teacher Script

*"Today you learned how to compare and contrast two passages with purpose.
You learned how to explain shared paths.
You learned how to explain split paths.
And you learned that strong paired passage writing always depends on BOTH texts."*

Final Class Phrase

Teacher Script

*"Same path?" (Students: "Use both!")
"Split path?" (Students: "Use both!")
"One answer?" (Students: "Use both!")"*

Module 2 — Exemplar Responses

Use these exemplars to calibrate what a strong paired-passage HOW response looks like. Prompt: Explain how Henry Ford and Sam Walton were similar in the ways they helped everyday families.

High Exemplar (Green)

Problem-solvers can improve life for others when they create practical solutions. Both passages describe men who noticed everyday needs and developed solutions that made life easier for families. Henry Ford and Sam Walton helped everyday families through affordable solutions that improved daily life.

One way both men were similar was by making important goods more affordable for ordinary people. The text stated, "Many families who had never owned a car before were finally able to buy one." The passage explained, "Customers liked finding many items in one place at prices they could afford." This shows that both men focused on helping everyday families by lowering the cost of things people needed.

Why this is a High response: it uses a HOW thesis (central idea) with a preposition ("through"), gives evidence from BOTH passages with signal phrases, and joins the two pieces of evidence into one connected explanation that clearly states the similarity.

Medium Exemplar (Yellow)

Henry Ford and Sam Walton were similar because they helped families. The text stated, "Many families who had never owned a car before were finally able to buy one." This shows Ford helped families. Sam Walton also helped families by keeping prices low.

What this response needs to improve: the thesis (central idea) does not use a preposition (it uses "because" instead of a HOW word like "through" or "by"), and it uses real evidence only from the Ford passage — it needs one real quote from the Walton passage and one explanation that connects BOTH texts.

Low Exemplar (Red)

Henry Ford and Sam Walton were the same. They both helped people. Ford made cars and Walton made a store.

What this response needs to improve: it has no HOW thesis (central idea) with a preposition and no evidence from either passage. It needs a preposition-based thesis (central idea), one piece of evidence from each passage, and an explanation that connects the texts to show HOW the two men were similar.

Module 2 — Informal Assessment

Field	Detail
Purpose	Check whether students can write a paired-passage response that uses BOTH texts and connects the ideas.
Related TEKS Breakout	12B(i) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea; 11B(iii) develop drafts by developing an engaging idea with relevant details
Format	Short written response + teacher observation during the Double Track Challenge.

Task

Students respond to: "Explain why Henry Ford and Sam Walton were important," using evidence from BOTH passages.

What to Look For (Listen / Look / Collect)

- Listen: During the game and share-out, do students name a reason that fits BOTH men?
- Look: In notebooks, is there one piece of evidence from EACH passage (with a signal phrase)?
- Collect: Does the written response connect both pieces of evidence in one explanation?

Scoring Guidance

Level	Description
Secure	Uses evidence from both passages and clearly connects the ideas.
Approaching	Uses one passage well but is thin or missing on the second, or the connection is unclear.
Developing	Uses only one passage or gives no text evidence.

Teacher Note: For the independent task, ensure students are practicing the paired-passage HABIT — one answer, two texts — before moving to longer responses in later modules.

Check the Learning

✓ Check the Learning

Informal, low-stakes ways to SEE what students understand in this module — no worksheet required. Use all three so you gather verbal, visual, and written evidence:

- Verbal — Gather/Reveal — Fist to Five: Students hold up 0–5 fingers to show how sure they are they can tell whether a HOW prompt is asking for a similarity or a difference.
- Visual/Physical — Attempt — Sort It: Students sort relationship cards into two piles: "Same Street (Similarity)" and "Different Drive (Difference)."
- Written — Discuss/Use — One-Sentence Summary: Students write one HOW thesis (central idea) (with a preposition) that uses both passages.

Assessment Option

Beside any activity, choose how to check without slowing the lesson:

- Listen — assess through student discussion.
- Look — observe a signal, sort, or performance.
- Collect — have students produce something you can examine.

Module 2 — Intervention Activity: Match the Mirror or Split the Path

Field	Detail
Purpose	To support students who need extra practice deciding whether ideas from both passages show a similarity or a difference.
Relevant TEKS Breakout	12B(i) compose informational texts...using a clear central idea; 11B(iii) developing an engaging idea with relevant details
Relevant ELPS	4(C)(ii) content-area vocabulary; 4(F)(i) write to explain with detail

Teacher Script

*"We are going to slow down the thinking.
Sometimes the hardest part is not writing the answer.
Sometimes the hardest part is deciding what kind of relationship the texts have.
So we are going to practice that first."*

Materials

- Sentence strip cards
- Two sorting mats:
- Mirror = Similarity
- Split Path = Difference

Directions

1. Teacher reads one sentence strip aloud.
2. Students decide whether it belongs under Mirror (similarity) or Split Path (difference).
3. Students place the strip on the correct mat.
4. Students explain why.

Sentence Strips

- Both men noticed a problem affecting everyday people.
- Ford created cars, while Walton created stores.
- Both men wanted to make life easier for families.
- Ford improved transportation, while Walton improved shopping.
- Both men created affordable solutions.
- Walton's work grew from retail ideas, while Ford's work grew from mechanical invention.

 Answer Key**Mirror / Similarity**

- Both men noticed a problem affecting everyday people.
- Both men wanted to make life easier for families.
- Both men created affordable solutions.

Split Path / Difference

- Ford created cars, while Walton created stores.
- Ford improved transportation, while Walton improved shopping.
- Walton's work grew from retail ideas, while Ford's work grew from mechanical invention.

Support Sentence Frames

- This belongs under similarity because...
- This belongs under difference because...
- Both passages show...
- The passages are different because...

Module 2 — Embedded Checks and Student Support

Embedded Checks for Understanding

Teacher Move	Secure Response	Needs Support	Support Strategy
Ask students how many passages a paired-passage answer must use.	Students say TWO and explain why (the prompt gives two texts).	Students say one.	Anchor: "One answer = two texts." Re-read the paired-passage rule together.
Ask students to find one piece of evidence from EACH passage.	Students cite one Ford detail and one Walton detail, each with a signal phrase.	Students cite only one passage.	Have students highlight Ford evidence in one color and Walton evidence in another before writing.
Ask students to connect the two pieces of evidence.	Students explain how both details support one idea ("both men helped everyday families").	Students list evidence without connecting it.	Provide the frame "This shows that both men ____."

Student Support

If a student...	Try this...
Uses only one passage	Point to the two-color highlight rule: one detail from each text before writing.
Cannot connect the ideas	Use the frame "Both ____ because ____" to state one idea that fits both texts.
Masters quickly	Route to the Dual Impact Challenge enrichment (similarities AND differences).

Module 2 — Enrichment Activity: Double Lens Challenge

Field	Detail
Purpose	To challenge students who are ready for deeper paired passage HOW thinking. These students will look at the same two passages through two lenses: a similarity lens and a difference lens.
Relevant TEKS Breakout	12B(ii) compose informational texts...using genre characteristics; 12B(iii) using craft
Relevant ELPS	4(D)(i)-(iii) sentence types and connecting words; 4(F)(i) write to explain with detail



Teacher Script

*"You are ready for more advanced thinking.
You are going to prove that the same two passages can answer different HOW prompts depending on the lens you use."*

Task

Students choose one similarity prompt and one difference prompt. For each prompt, they must write:

- a thesis (central idea)
- two pieces of evidence
- one explanation

Then they must answer: How did my thinking change when I switched from similarity to difference?

Prompt Pair Example

- Similarity Prompt: Explain how Henry Ford and Sam Walton were similar in the ways they helped everyday families.
- Difference Prompt: Explain how Henry Ford and Sam Walton were different in the ways they solved problems.

Expected Insight

Students should notice that:

- the same passages can support different answers
- the prompt controls the direction of the response
- good writers adjust their evidence and explanation based on the relationship being asked

Advanced Extension

Students create:

- one Venn diagram
- one similarity response
- one difference response

Then they underline:

- the shared words in the similarity response
- the contrast words in the difference response



Teacher Script

*"This is the kind of thinking that shows control.
You are not just reading texts.
You are choosing the lens through which to understand them."*

Module 2 — Additional Writing Opportunity: Connect Two Texts

Writing Prompt

Explain why Henry Ford and Sam Walton were important. Use evidence from BOTH passages.

Connection to This Module

This week you learned that one answer = two texts. Now you will use that HABIT to write a paired-passage response with evidence from both texts and one connected explanation.

Planning Support

1. Write a reason that fits BOTH men.
2. Find one piece of evidence from the Ford passage (use a signal phrase).
3. Find one piece of evidence from the Walton passage.
4. Write one explanation that connects BOTH pieces of evidence.

Step	Planning Guide
Step 1: The Reason	Write a reason that applies to both Ford and Walton.
Step 2: The Evidence	One detail from each passage, each with a signal phrase.
Step 3: The Connection	One explanation sentence that ties both together.

Drafting Space

Write your paired-passage response: a reason, one piece of evidence from each text, and one connected explanation.

Model: "One reason both men were important was that they helped everyday families. The text stated, 'Many families who had never owned a car before were finally able to buy one.' The passage explained, 'Customers liked finding many items in one place at prices they could afford.' This shows that both men created solutions that made life easier and more affordable."

Success Criteria

- My answer uses evidence from BOTH passages.
- Each piece of evidence has a signal phrase.
- My explanation connects the two ideas into one.

Additional Writing Opportunity: Revise, Edit, and Share

Revise

Read your response aloud. Make sure you used BOTH texts and connected them.

Edit

Check for complete sentences, subject-verb agreement, and correctly spelled high-frequency words.

Share

Read your response to a partner. Your partner points to the Ford evidence, the Walton evidence, and the connection.

Auditory Engagement

Auditory Engagement Moments

Give every learner a chance to HEAR and SAY the paired-passage thinking, not only read it. These moments are built around this module's work — connecting two texts into one answer:

- Choral-read a connection aloud ("Both men helped everyday families because they created affordable solutions"); students signal when they hear the idea that fits BOTH texts.
- "Two tracks" out loud: partners say one Ford fact, then one Walton fact, then connect them in one sentence — all in one breath.
- Read two evidence sentences aloud (one from each passage); the class claps when they hear the connection that ties them together.
- One student reads their response aloud; the class listens for evidence from BOTH texts and a clear connecting explanation.

Module 2 — Pause Points

Build in short "stop and think" moments so students process the paired-passage thinking as they work.

II Pause Point 1 — Before Reading

Stop and think: The prompt gives me TWO passages. Remember the HABIT: "One answer = two texts." I will need evidence from BOTH Henry Ford and Sam Walton.

II Pause Point 2 — During Drafting

Stop and think: Have I used BOTH passages? Do I have one piece of evidence from Ford and one from Walton, each with a signal phrase ("The text stated..." / "The passage explained...")? If I only used one, I need to add the other now.

II Pause Point 3 — Before Finishing

Stop and think: Did I CONNECT the two pieces of evidence in one explanation? A reader should see how both texts support one idea, such as "This shows that both men created solutions that made life easier and more affordable."

Module 2 — At-Home Practice

Task Card 1 - Two Texts, One Idea

TEKS 12B(i). Read the two passages from school. Write one sentence that names an idea that fits BOTH Henry Ford and Sam Walton. Read it aloud to a family member.



Task Card 2 - Find the Evidence

TEKS 12B(i). Find one sentence from the Ford passage and one from the Walton passage that support your idea. Use a signal phrase: "The text stated..." / "The passage explained..."



Task Card 3 - Connect the Ideas

TEKS 12B(i). Write one explanation sentence that connects BOTH pieces of evidence. Start with "This shows that both men..." Family signature:



Module 2 — My Progress Tracker

Teacher Script

"This is your very own progress tracker. As we learn this week, you get to color in how you feel about each skill by yourself. Be honest with yourself, because this shows you how much you are growing. You are the one in charge of your own learning, and I am so proud of the thinking you are doing."

Directions: This tracker is for YOU! As you practice writing paired-passage HOW responses using both the Henry Ford and Sam Walton passages, look at each skill below. If you can do it all by yourself without help, color in or check the box that matches how you feel. Be honest with yourself — this helps you see how much you are growing!

I Can...	Not yet	Getting set	I can do it
Tell whether a HOW prompt asks for a similarity or a difference.			
Write a HOW thesis (central idea) that uses a preposition (by, through, with, in, across).			
Find matching evidence from BOTH passages.			
Write one explanation that connects the two texts.			
Use the HABIT: "One answer = two texts."			

One thing I am proud of:

One thing I want to get better at:

Module 2 — Closure

Teacher Script

"Today you learned how to compare and contrast two passages with purpose. You learned how to explain shared paths and how to explain split paths. And you learned that strong paired passage writing always depends on BOTH texts. You balanced two texts with one mind—that is powerful work."

Exit reflection: Students complete — "A strong paired passage HOW response must ____."

Exit Reflection Question

Students write in their notebook: "The most important thing I learned about paired passage HOW prompts is..." Possible student responses: "I have to use both texts," "I have to show how they are alike or different," "My explanation has to connect the two texts."

Teacher Closing for Discussion

Teacher Script

"Today you did not just read two passages. You traced their paths, you noticed where those paths came together, and you noticed where they moved apart. That is complex thinking and careful writing."

Final Reinforcement — Teacher: "Same path?" Students: "Use both!" Teacher: "Split path?" Students: "Use both!" Teacher: "One answer?" Students: "Use both!"

Final Encouragement

Teacher Script

"This is the kind of thinking that shows control. You are not just reading texts—you are choosing the lens through which to understand them, and explaining the relationship between them. That is the work of powerful readers and writers."

Virtual Classroom Adjustment



Virtual Classroom Adjustment for Remote Learners

Teaching this module to remote or computer-based learners? Keep every activity — just adjust HOW students share and respond as they learn to connect two texts:

- Display both passages on screen; students highlight Ford evidence in one color and Walton evidence in another in a shared doc.
- Model the HABIT: "One answer = two texts." Show how one Ford detail and one Walton detail connect into a single idea.
- Run the Double Track Challenge in breakout rooms: assign the Reader, Evidence Finder, Connector, and Recorder roles; groups build one connected answer from both passages.
- Have remote students type a connection into the chat: "Both men were important because __," then add one piece of evidence from each passage.
- Screen-share one strong response and have the class point to the Ford evidence, the Walton evidence, and the connecting explanation.
- Keep the Pause Points — a few seconds of quiet think-time works the same on camera.

MODULE

3

**Conclusion Paragraph with
R1, R2, and R3 — The Bluebird
Moment**

**Week 3 • High Stamina • Landing the paired • passage paper
with a strong RRR conclusion**

Module 3: Conclusion Paragraph with R1, R2, and R3 — The Bluebird Moment

Week 3 - High Stamina - Landing the paired-passage paper with a strong RRR conclusion (Restate, Refer, Reflect).

Focus

Reading Focus: Linear Plot Line Across Paired Passages Writing Focus: Conclusion Paragraph with R1, R2, and R3

This module follows the GRADUATE Infinity Lesson Cycle.

Teacher Inspiration



Teacher Script

"A powerful paper does not simply stop. It lands with purpose, lifts with reflection, and leaves the reader thinking."

Module Essential Question

How can a writer end a paired-passage paper with a strong RRR conclusion that restates, refers, and reflects?

Module 3 — Family Communication

Purpose

Families are partners in this work. This page gives every family a clear picture of what their child is learning this week, questions they can ask at home, and one simple thing they can do together — no materials needed.

How to Send It

Copy the letter in the language each family prefers, or send both.

This Week's Learning

This week, your child is learning to write a paired-passage response — connecting TWO informational texts into ONE clear answer. The rule is simple: one answer = two texts. Students read about Henry Ford and Sam Walton, track each story's plot line (Problem -> Action -> Solution -> Impact), find evidence in BOTH, and connect the ideas.

Table: The Paired Passage HABIT

Step	What It Does	Student-Friendly Explanation
Use BOTH texts	Answer with two passages	A paired-passage question needs two passages in the answer.
Two pieces of evidence	Prove the idea from each text	Include one detail from each passage.
Connect the ideas	Tie both together	Explain how the two ideas work together in one sentence.

Dinner Table Conversation Starters

- "What is one idea that fits BOTH Henry Ford and Sam Walton?"
- "How were their solutions alike? How were they different?"
- "Why do you need BOTH passages to answer a paired-passage question?"

Family Activity: One Answer, Two Stories

Share two short stories with your child and ask them to name ONE idea that fits both, then say it in one sentence: "Both ___ because ___."

Family Letter

Dear Families,

This week your child is learning to write a paired-passage response — connecting TWO texts into ONE clear answer. The big focus of this module is that "one answer = two texts": when a question gives two passages, a strong answer uses evidence from BOTH and explains how the ideas connect.

We are reading about two American problem-solvers: Henry Ford, who made cars affordable with the Model T, and Sam Walton, who opened Walmart to sell goods for less. Your child learns to track each story's plot line — Problem, Action, Solution, Impact — and then connect the two into one idea, such as "Both men created solutions that helped everyday families."

Please try this at home: After reading or watching two short things (two stories, two shows), ask your child, "What is ONE idea that fits BOTH?" Helping them connect two things into one idea is exactly the thinking we are practicing!

With appreciation, Your child's teacher - The Writing Academy LLC

Carta para las Familias

Estimadas familias:

Esta semana su hijo o hija aprende a escribir una respuesta de pasajes emparejados: conectar DOS textos en UNA respuesta clara. El enfoque principal de este módulo es que "una respuesta = dos textos": cuando una pregunta ofrece dos pasajes, una buena respuesta usa evidencia de AMBOS y explica cómo se conectan las ideas.

Leemos sobre dos solucionadores de problemas estadounidenses: Henry Ford, que hizo los autos accesibles con el Model T, y Sam Walton, que abrió Walmart para vender productos a menor precio. Su hijo o hija aprende a seguir la línea de la trama de cada historia — Problema, Acción, Solución, Impacto — y luego conectar las dos en una idea, como "Ambos crearon soluciones que ayudaron a las familias."

Por favor, intente esto en casa: Después de leer o ver dos cosas cortas, pregunte a su hijo o hija: "¿Cuál es UNA idea que encaja con AMBAS?" ¡Ayudarle a conectar dos cosas en una idea es exactamente el pensamiento que practicamos!

Con aprecio, El maestro o la maestra de su hijo o hija - The Writing Academy LLC

Module 3 — Family Conversation Starters

Send these home with the letter, or post them in the class stream. None of them can be answered with only yes or no.

- What does it mean to connect two texts into one answer?
- Why is it important to use BOTH passages when a question gives you two?
- How were Henry Ford and Sam Walton alike? How were they different?
- What is one idea that fits BOTH Ford and Walton?

Simple Family Activities

Both activities need little or no materials and both end in a conversation rather than a worksheet.

Family Activity - One Idea, Two Stories

Share two short stories or two shows with your child. Ask them to name ONE idea that fits BOTH. Practice saying it as one sentence: "Both ___ because ___."

Family Activity - Problem to Impact

Pick something that changed life for many people (the car, the phone). Walk through it together: What was the problem? The action? The solution? The impact? This is the same plot line we track in both passages.

Module 3 — Lesson Overview and Standards

Lesson Overview

In Module 3, students learn to end a paired-passage paper with a strong conclusion. Using "Henry Ford: Visionary of Travel" and "Sam Walton: Visionary of Retail," students build the RRR conclusion: R1 restates the thesis (central idea) (changing one or two words with synonyms), R2 refers back to the evidence as a whole, and R3 reflects the big picture — the "Bluebird moment" that sends the idea out to others. Students color-code the three sentences (R1 green, R2 yellow, R3 blue) and see how the conclusion completes a full five-paragraph paper.

BIG Goal: Students will write a three-sentence RRR conclusion that restates the thesis (central idea), refers collectively to the evidence from both texts, and reflects a big-picture takeaway for others.

Writing Genre TEKS

TEKS	Student Expectation (verbatim TEKS breakout)	Where It Is Taught and Practiced in This Module
12B(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	Days 1-5: students restate the central idea in R1 and reflect it in R3.
12B(ii)	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics	Days 2-3: students build the RRR conclusion structure.
12B(iii)	compose informational texts, including brief compositions that convey information about a topic, using craft	Day 4: students refine reflection sentences for a polished ending.

Writing Process TEKS

TEKS	Student Expectation (verbatim TEKS breakout)	Where It Is Taught and Practiced in This Module
11B(ii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion	Days 1-4: students build and organize a complete RRR conclusion.
11B(iii)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details	Day 3: students connect the conclusion to the evidence from both texts.

Writing Genre ELPS Breakouts

ELPS	Student Expectation (verbatim ELPS breakout)
4(C)(ii)	write using content-area vocabulary
4(D)(i)–(iii)	write using a variety of grade-appropriate sentence lengths, sentence types, and connecting words
4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

Writing Process ELPS Breakouts

ELPS	Student Expectation (verbatim ELPS breakout)
4(C)(ii)	write using content-area vocabulary
4(D)(iii)	write using a variety of grade-appropriate connecting words
4(E)(i)–(ii)	write formal or informal text using conventions and grammatical structures
4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

Interdisciplinary context (background only): both passages connect to Social Studies through innovation, business, and how individuals change communities.

Module 3 — ELPS Correlations

Matched from the approved K-12 ELPS/ELAR Crosswalk to the actual language demands of this module. The final column names the day or days on which each expectation is explicitly addressed, so no searching is required.

ELPS	Domain	Language Pattern	Complete ELPS Student Expectation	Day Addressed
1(E)	Listening	Comprehension	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.	Days 1, 3, 4, and 5
2(E)	Speaking	Discourse	Use comprehensible language to explain information orally with increasing specificity and detail during classroom interactions.	Days 3 and 5
3(E)	Reading	Purpose for Reading	Use pre-reading strategies, including previewing text features, connecting to prior knowledge, and making predictions, to develop comprehension.	Day 1
4(D)	Writing	Language Structures / Syntax	Write using grade-appropriate sentence lengths and types.	Days 1, 2, and 3

ELPS Woven Into Intervention

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
1(E)	Listening	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.	Intervention, after Day 3
2(E)	Speaking	Use comprehensible language to explain information orally with increasing specificity and detail.	Intervention, after Day 3

ELPS Woven Into Enrichment

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
2(E)	Speaking	Use comprehensible language to explain information orally with increasing specificity and detail.	Enrichment, after Day 4
4(D)	Writing	Write using grade-appropriate sentence lengths and types.	Enrichment, after Day 4

Module 3 — ELPS Linguistic Accommodations

Purpose: These accommodations maintain grade-level rigor while opening clear avenues to success for emergent bilingual students as they learn to write paired-passage responses using BOTH texts.

Level	Language Objective
Pre-Production	Point to evidence in each passage using gestures and color-coded highlights.
Beginning	Sort evidence cards by passage (Ford / Walton) and point to the label before speaking.
Intermediate	Say aloud a connection using the frame: "Both men ___ because ___."
High Intermediate	Explain how the two texts connect using the frame: "The Ford passage shows ___, and the Walton passage shows ___."
Advanced	Use oral rehearsal to refine a paired-passage response before writing.

Teacher Script & Oral Rehearsal Scaffolding

To support students in moving from oral rehearsal to written stamina, use the following HABITS:

- Oral Rehearsal Frames: Before writing, have students pair up to practice using these frames:
- "One reason both men were important was ___."
- "The text stated ___ (Ford). The passage explained ___ (Walton)."
- "This shows that both men ___."
- Sentence Stems for Support: "One idea that fits both is ___, "In the same way ___, "Similarly ___."
- Partner Rehearsal: Have students say their connection aloud to a partner before writing, so both pieces of evidence are clear before the pencil moves.

Language Domains

This module builds all four language domains as students learn to write an RRR conclusion (Restate, Refer, Reflect) for a paired-passage paper. Every task below is open to English learners at any proficiency level; the supports are built in, not bolted on.

Domain	How this module builds it
Listening	Students hear R1, R2, and R3 modeled aloud and restate the job of each sentence before writing.
Speaking	Students say their conclusion sentences aloud to a partner and check the color-coded jobs together.
Reading	Students reread both passages so their R2 refers back to the evidence from the two texts as a whole.
Writing	Students write a three-sentence RRR conclusion — restating the thesis (central idea), referring to the evidence, and reflecting the big picture.

Module 3 — Learning Destination

Module Learning Objective

Students will write one informational response that uses evidence from BOTH passages and connects the ideas around a clear central idea.

I Will Statements

- I will read two passages and track each one's plot line (Problem -> Action -> Solution -> Impact).
- I will find evidence from BOTH texts.
- I will connect the two ideas into one clear explanation.

I Can Statements

- I can use evidence from both passages.
- I can connect two texts into one answer.
- I can explain how the ideas work together.

★ Daily Deck

Daily Deck - Module Slide 1: the I Will and I Can statements for this module, so students see the week's target before anything else.

Success Criteria

- My answer uses evidence from BOTH passages.
- I include two pieces of evidence (one from each text).
- My explanation connects the ideas into one central idea.

Module 3 — Rigor and Misconceptions

Rigor Safeguard

You may read a prompt aloud, repeat it, and let students use the anchor chart. You may provide a sentence frame. You may not tell a student which sentence is R1, R2, or R3, or write the reflection for them. The student must still decide which job each sentence does and must still compose a conclusion that restates, refers, and reflects.

Rigor and Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Identify the three parts of an RRR conclusion (R1 restate, R2 refer, R3 reflect).	Supported. The teacher may model the color-coding.	The student correctly sorts conclusion sentences as green, yellow, or blue.
Inferential	Restate a thesis (central idea) with synonyms and refer back to the evidence as a whole.	Guided on Days 1 and 2, independent by Day 5.	The student writes an R1 that keeps the meaning and an R2 that groups the support.
Evaluative	Judge whether an R3 reflects a big-picture idea rather than just summarizing.	Partner discussion on Day 3, independent on Day 5.	The student explains why a sentence is a reflection (Bluebird moment) instead of a summary.

Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
A conclusion just repeats the introduction.	A teacher may accept a copied thesis (central idea) as R1.	Ask, "Does R1 restate the thesis (central idea) with fresh words, or is it copied exactly?"
R2 should list every quote again.	A teacher may expect all the evidence repeated in the conclusion.	Remind: R2 refers to the support as a whole — it does not list each body paragraph.
Summarizing and reflecting are the same.	A teacher may accept a summary as the final sentence.	Ask, "Does R3 leave the reader with a big-picture takeaway, or does it just restate the paper?"

Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
R1 must copy the thesis (central idea) exactly.	The student rewrites the thesis (central idea) word-for-word.	Use synonyms: "Change one or two words so it sounds familiar but not copied."
R2 needs brand-new evidence.	The student adds a new quote in the conclusion.	Remind: the conclusion refers back to evidence already used — no new evidence.
R3 is just "The end."	The student writes a flat closing with no meaning.	Use the Bluebird: "What big idea flies out to others because of this paper?"

Module 3 — Thinking Levels

These charts support building rigor. Use them in every module to name the level of thinking a prompt and a student response require.

The Progression of Thinking

Level	Hidden Question	Student Thinking	Thinking Focus
Foundational (Red)	What happened?	I can name what each passage is about.	Recall from each text
Emergent (Orange)	Why was it done?	I can explain each person's problem and solution.	Purpose and plot line
Visible (Yellow)	Why is it important in the passages?	I can find evidence in BOTH texts.	Evidence from two texts
Independent (Green)	Why is it important to me?	I can connect the two ideas into one.	Connection across texts
Reflective (Blue)	Why is it important to everyone?	I can explain why the connected idea matters.	Significance

Module 3: Paired Passage Responses

Focus: connecting two informational texts into one clear answer.

Level	Student Thinking	HABIT / Task
Recall	Name what each passage is about.	Identify: Locate the topic and plot line of each text.
Skill	Find evidence in each passage.	Gather: Pull one piece of evidence from each text.
Strategic	Connect the two texts.	Connect: Explain how both pieces of evidence support one idea.
Extended	Explain and reflect.	Explain: Show why the connected idea matters.

Teacher Script

"Class, this module we are focusing on connecting two texts into one answer. We start with Recall, naming what each passage is about. Then Skill, finding evidence in each. As we get stronger, we reach the Strategic level, connecting both texts. Finally, at the Extended level, we explain why the connected idea matters. This is how we build our writing stamina!"

Module 3 — Vocabulary

Vocabulary — Teacher Script

Teacher Script

"Before we begin, let's preview some words you will see in today's lesson and passages. Good readers notice vocabulary before they begin reading or answering questions."

Tier 1 Vocabulary

Word	Student-Friendly Definition	Oral Rehearsal Frame
ending	The last part that finishes something.	"A strong ____ leaves the reader thinking."
restate	To say something again in a new way.	"In R1, I ____ the thesis (central idea)."
reflect	To think about the bigger meaning.	"In R3, I ____ on the big picture."
connect	To join two ideas together.	"My conclusion helps ____ the whole paper."
same	Alike; not different.	"R1 keeps the ____ meaning as the thesis (central idea)."
different	Not alike.	"R1 uses a few ____ words than the thesis (central idea)."
important	Mattering a great deal.	"Both men were ____ to everyday families."
helped	Made things easier for someone.	"Both men ____ everyday people."
changed	Made something different.	"Their ideas ____ how people lived."
solved	Found a way to fix a problem.	"Each man ____ a real problem."

Tier 2 Vocabulary

Word	Student-Friendly Definition	Oral Rehearsal Frame
conclusion	The ending paragraph that closes the paper.	"My ____ uses R1, R2, and R3."
restatement	Saying the thesis (central idea) again in a fresh way.	"R1 is a ____ of the thesis (central idea)."
reference	Pointing back to something used before.	"R2 makes a ____ to the evidence."
reflection	A thought about the bigger meaning.	"R3 is my ____ sentence."
significant inference	A big-picture idea drawn from the evidence.	"R3 is a ____ about the whole paper."
collective reference	Referring to all the support as a whole.	"R2 is a ____, not a list of quotes."
summary	A short retelling of the main points.	"A conclusion does more than a ____."
thesis (central idea)	The sentence that states the exact answer.	"R1 restates the ____."
evidence	Details from a text that support an idea.	"R2 refers back to the ____."
big picture	The larger meaning beyond the paper.	"R3 shares the ____ with others."
takeaway	The lasting idea the reader carries away.	"R3 leaves the reader with a ____."

Tier 3 Vocabulary

Teacher Script

"These words are connected specifically to the topics in our passages. When we understand them, the passage becomes easier to understand."

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
Model T	MOD-ul TEE	The affordable car Henry Ford created.	"The _____ was a car many families could buy."
assembly line	uh-SEM-blee line	A way to build things step by step as they move along.	"Ford used an _____ to build cars faster."
affordable	uh-FOR-duh-bul	Cheap enough that people can buy it.	"Both men made things more _____."
transportation	trans-por-TAY-shun	Ways people and goods move from place to place.	"Ford changed _____ with the car."
retail	REE-tayl	The selling of goods to everyday shoppers.	"Walton worked in _____."
Walmart	WAWL-mart	The store Sam Walton opened.	"Walton opened _____ to sell for less."
Great Depression	grayt dih-PRESH-un	A time when many people had very little money.	"Walton grew up during the _____."
customers	KUHS-tuh-merz	People who buy goods or services.	"Walton's _____ liked his low prices."
determination	dih-ter-muh-NAY-shun	Working hard and not giving up.	"Sam Walton's _____ helped families save money."
visionary	VIZH-uh-nair-ee	Someone with big ideas about the future.	"Each man was a _____ who changed his field."

Module 3 — Background Knowledge and Teacher Context

In Module 3, students learn to end a paired-passage paper with a strong conclusion. Using the same two informational texts — "Henry Ford: Visionary of Travel" and "Sam Walton: Visionary of Retail" — students build the RRR conclusion: R1 restates the thesis (central idea), R2 refers back to the evidence as a whole, and R3 reflects the big picture. That third sentence is the "Bluebird moment" — the idea flying outward, leaving the reader with a reflection to carry away.

A conclusion is not a place for brand-new evidence and not a place to start over. It is where the paper comes together. At this grade level, R1 restates the thesis (central idea) by changing one or two words with synonyms; R2 collectively refers back to the support (much like the yellow sentence in the introduction); and R3 reflects the big picture, lesson learned, or takeaway for others.

Quick Teacher Reference - Cluster 5

Reading Focus

Students track the linear plot line across paired passages:

- problem noticed
- action taken
- solution created
- impact on people

Writing Focus for Cluster 5

Students are learning how to balance paired passages in one response. They must:

- use both passages
- support ideas with evidence from both texts
- connect ideas through explanations
- write complete introductions and complete conclusions

Conclusion Pattern for This Module

The conclusion will be called RRR:

- R1 = Restatement of the Thesis (Central Idea)
- R2 = Reference Back to the Evidence
- R3 = Reflection Sentence

Color Coding

- R1 = Green
- R2 = Yellow
- R3 = Blue

TREES Connection

When the last sentence of the paper reflects the big picture for everyone beyond the writer, it becomes the Bluebird moment. The Bluebird moment means:

- the paper is leaving the tree
- the idea is flying outward
- the reader is left with a reflection to carry away

Module 3 — Materials and Module at a Glance

Materials Needed

This module is a hands-on conclusion-building game, so gather the pieces first. Each student needs an interactive notebook and a pencil, plus highlighters or crayons in green, yellow, and blue for color-coding the three conclusion sentences (R1 green, R2 yellow, R3 blue). For the Bluebird Landing Race, prepare a gameboard and a spinner, the conclusion game cards (prompt cards, thesis (central idea) cards, R1 cards, R2 cards, R3 cards), sentence strips, sticky notes, a color-coding check sheet, and a "Pencil Guy" marker for each student. Have chart paper and a whiteboard with markers for modeling, scissors and glue for the notebook work, and copies of both passages. A quick reference list follows.

Materials List

- Copies of Henry Ford: Travel Visionary
- Copies of Sam Walton: Retail Visionary
- Interactive notebooks
- Pencils
- Highlighters or crayons in: green, yellow, blue
- Chart paper
- Whiteboard and markers
- Conclusion game cards
- Spinner
- Gameboard
- "Pencil Guy" markers (students choose their own)
- Sentence strips
- Scissors and glue
- Sticky notes
- Color-coding check sheet

Module at a Glance

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15	G — Gather + R — Reveal	"Bluebird in the tree" hook; review the intro and body, then teach R1, R2, R3 and color-code the conclusion.
Day 2	15	A — Attempt	Bluebird Landing Race: build R1, R2, and R3 to land the conclusion using both texts.
Day 3	15	D — Discuss + U — Use	Discuss the three R's, then write and color-check a full RRR conclusion; review the whole five-paragraph paper.
Day 4	15	A — Award + T — Target	Celebrate finishing strong and set a next-step goal for endings.
Day 5	15	E — Educate and Explain to Others	Teach a partner how to build an RRR conclusion.

Module 3 — Tiny Times Transition

A Tiny Time is a quick, zero-material movement routine — under one minute — used to move students between activities while reinforcing this module's focus: connecting two texts. Use one whenever the class changes activities, when energy dips, or right before a new task.

This Module's Routine: "Two-Track Freeze"

Teacher Script

"Tiny Time! When I say a name, freeze in that pose — arms like a steering wheel for Ford, arms like stacking shelves for Walton. Then whisper one thing BOTH men did to a neighbor."

How to run it:

- Signal the class and get all eyes on you.
- Call "Ford!" or "Walton!" and students strike the pose.
- Call "Connect!" and students whisper one idea that fits BOTH men ("They both helped everyday families").
- Repeat two or three times, then have students return quietly to their seats.

No materials are needed and every student can succeed. Vary the connection each time so the Tiny Time stays fresh all week.

Module 3 — The DOT Reading Habit

The DOT Reading Habit

The DOT reading habit has three steps: Dot, Discover, Drop.

Teacher Script

"As strong readers, we use the DOT habit while we read the passages in our Interactive Notebooks. DOT stands for three steps: Dot, Discover, Drop."

Step	What It Means
D — Dot	Place a small dot above any word that seems unfamiliar as you are reading.
O — Discover	Discover the meaning of the word as we learn together through our lessons.
T — Drop	Go back and erase the dot above the word once you know its meaning.

Board text: Dot the word. Discover the meaning. Drop the dot.

Encouragement: "This habit helps your brain keep track of the words you are still learning. Good readers notice new words, find out what they mean, and celebrate when they own them."

Module 3 — Mentor Text Moves

Teacher Script

"Watch how I build one answer from two texts. I use evidence from BOTH Henry Ford and Sam Walton, and I connect them in one explanation."

Model Prompt: Explain why Henry Ford and Sam Walton were important.

Part of the Response	Example	Purpose
Reason (fits both)	"One reason both men were important was that they helped everyday families."	A reason that applies to BOTH passages.
Ford Evidence	The text stated, "Many families who had never owned a car before were finally able to buy one."	Evidence from Passage 1, with a signal phrase.
Walton Evidence	The passage explained, "Customers liked finding many items in one place at prices they could afford."	Evidence from Passage 2, connected to the same idea.
Explanation (connects both)	"This shows that both men created solutions that made life easier and more affordable."	One explanation that ties BOTH pieces of evidence together.

Teacher Script

"Notice the reason fits both men, I use one piece of evidence from each passage with a signal phrase, and my explanation connects them into one idea. That is a complete paired-passage answer."

When you write your extended constructed response (ECR) for Module 3, remember: one answer = two texts. Use evidence from both passages and connect the ideas.

Module 3 — TRACKS: Reading the Passages for Evidence

Before students write a conclusion, they reread each passage and TAP the TRACKS so their R2 (reference to evidence) truly reflects the support from BOTH texts. In this paired-passage module, students hunt the TRACKS in both passages so they can refer back to the evidence as a whole.

The Six Types of Measurable Evidence: TRACKS

As students read each passage, they TAP the TRACKS — they hunt for the six kinds of evidence and highlight each with the TRACKS color below. Use the same six categories, the same wording, and the same colors in every module.

Letter	Category	What to Look For	Highlight Color
T	Time	Age, era, dates, cultural details, or historical details. Often associated with adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often associated with verbs and adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often associated with verbs and adverbs.	Pastel Yellow
C	Character, Concept, Creature	Characters' or people's names, animals, or major concepts used as the central idea. Often nouns or proper nouns.	Pastel Yellow
K	Key Knowledge	All other important information necessary to the meaning of the passage (background knowledge).	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged or measured through the five senses.	Pastel Green

How to Use TRACKS

Teacher Script

"As we reread each passage, we hunt for all six kinds of evidence and highlight each one in its TRACKS color across the whole passage. When we have marked the TRACKS in BOTH passages, our R2 sentence can refer back to that support as a whole."

TRACKS in "Henry Ford: Visionary of Travel"

Here is a sample of the evidence students find and highlight as they TAP the TRACKS in this passage (highlight the whole passage, not just a few pieces):

Letter	Category	Evidence from the Passage
T	Time	was born in 1863; In 1903; A few years later
R	Reactions	enjoyed taking machines apart; Henry Ford believed that cars should be available for everyday families
A	Actions	worked as a mechanic; Henry Ford started the Ford Motor Company; he created the Model T
C	Character, Concept, Creature	Henry Ford; the Model T; the assembly line
K	Key Knowledge	Many families who had never owned a car before were finally able to buy one
S	Scenery / Setting	on a farm in Michigan; who lived in other towns

TRACKS in "Sam Walton: Visionary of Retail"

Here is a sample of the evidence students find and highlight as they TAP the TRACKS in this passage (highlight the whole passage, not just a few pieces):

Letter	Category	Evidence from the Passage
T	Time	was born in 1918; After college; In 1962
R	Reactions	became very interested in how stores worked; Customers liked finding many items in one place
A	Actions	delivering newspapers, milking cows, and doing small jobs; He opened a small store
C	Character, Concept, Creature	Sam Walton; the Great Depression; called Walmart
K	Key Knowledge	families needed ways to stretch every dollar; at prices they could afford
S	Scenery / Setting	in Rogers, Arkansas; especially in small towns

Before Students Read

Preview the two passages with students before reading. Each passage appears twice: first a plain copy to read, then a color-coded copy. As you read, students TAP the TRACKS — they hunt for the six kinds of evidence and highlight each with the TRACKS color below. TRACKS marks the evidence in the passage; the shapes are used only to analyze the prompt.

The Six Types of Measurable Evidence: TRACKS

Students look for six kinds of measurable evidence in every passage. Use the same six categories, the same wording, and the same colors in every module.

T Time — Age, era, dates, cultural details, or historical details. Often associated with adjectives. (Highlight color: Pastel Green.)

R Reactions — Reactions, solutions, resolutions, or effects. Often associated with verbs and adverbs. (Highlight color: Pastel Purple.)

A Actions — Actions, problems, conflicts, or causes. Often associated with verbs and adverbs. (Highlight color: Pastel Yellow.)

C Character, Concept, Creature — Characters' or people's names, animals or animals' names, or major concepts used as the central idea. Often nouns or proper nouns. (Highlight color: Pastel Yellow.)

K Key Knowledge — All other important information necessary to the meaning of the passage that is not accounted for by another TRACKS category (background knowledge). (Highlight color: Pastel Orange.)

S Scenery / Setting — Setting characteristics that are acknowledged or measured through the five senses. (Highlight color: Pastel Green.)

PASSAGE 1 — Henry Ford: Visionary of Travel

[1] Henry Ford was an American inventor and businessman who helped change the way people traveled and worked. He was born in 1863 on a farm in Michigan. When Henry was young, he enjoyed taking machines apart to see how they worked. He was especially interested in engines and tools. While many children spent their free time playing games, Henry often spent time studying machines and trying to understand how they operated.

[2] As Henry grew older, his interest in machines continued to grow. He enjoyed fixing equipment and learning how different parts worked together. Family members and neighbors noticed that Henry was curious and liked solving problems. He often asked questions and searched for answers. This curiosity helped prepare him for the work he would do later in life.

[3] When Henry became an adult, he worked as a mechanic and spent many hours experimenting with engines. He enjoyed testing new ideas and looking for ways to improve machines. At that time, transportation was very different from what it is today. Most people traveled by horse and wagon. Roads were often rough, muddy, or dusty, and trips could take many hours or even several days.

[4] Cars existed, but they were very rare and very expensive. Only a small number of people could afford to own one. Many families depended on horses for transportation because automobiles cost too much money. Before buying a car, many families had to preplan long trips because travel took much more time. Visiting another town often required careful planning and preparation.

[5] Henry Ford believed transportation could be improved. He thought automobiles should not be luxury items that only wealthy people could own. Instead, he believed ordinary families should have the opportunity to buy and use cars. He imagined a future in which people could travel more easily, reach destinations faster, and enjoy greater freedom to move from place to place.

[6] Many business owners at the time disagreed with this idea. Most automobile companies focused on making expensive vehicles for wealthy customers. Henry Ford wanted to do something different. He wanted to create a car that was dependable, simple to operate, and affordable for everyday people.

[7] In 1903, Henry Ford started the Ford Motor Company. Building a successful business was not easy. The company had to design vehicles, hire workers, and convince customers to buy its products. Henry worked hard to make his company successful. He believed that if he could build a good automobile at a reasonable price, people would want to buy it.

[8] A few years later, Henry Ford introduced the Model T. This automobile became one of the most famous cars in American history. The Model T was strong, simple, and much more affordable than many other automobiles. Unlike some cars that required special knowledge to operate, the Model T was designed for ordinary families.

[9] The Model T quickly became popular. Families who had never owned a car before were finally able to purchase one. People who once depended on horses and wagons could now travel by automobile. For many families, owning a car opened new opportunities.

[10] Automobiles changed daily life in many ways. Families could visit relatives who lived farther away. Traveling to stores, schools, and churches became easier. Farmers could transport crops and supplies more efficiently. Workers could travel greater distances to reach their jobs. What once took many hours could often be done in much less time.

[11] As more people purchased automobiles, communities began to change. Roads became more important because people needed reliable ways to travel. Businesses opened along popular travel routes. Towns became more connected as transportation improved. Cars helped people reach places that had once been difficult to visit.

[12] One of Henry Ford's most important contributions was his use of the assembly line. Before the assembly line, building a car required a great deal of time. Workers often moved around the factory completing many different tasks. As a result, automobiles were expensive to produce.

[13] Henry Ford searched for a better way to build cars. He studied manufacturing methods and looked for ways to improve efficiency. Eventually, he introduced the assembly line. This system changed the way products were made.

[14] On an assembly line, workers stayed in one location while parts moved from station to station. Each worker completed a specific job before the product moved to the next step. Instead of one person building a large portion of the car, many workers completed smaller tasks.

[15] This process made production faster and more organized. Cars could be assembled in less time, which reduced manufacturing costs. Because the cost of building automobiles decreased, Ford could sell cars at lower prices. This allowed even more families to purchase them.

[16] The success of the assembly line influenced many other industries. Factories that produced different products began using similar methods. Businesses discovered that organizing work into smaller tasks could help increase production and lower costs. Henry Ford's ideas affected manufacturing far beyond the automobile industry.

[17] As Ford Motor Company grew, more workers found jobs in automobile factories. Communities benefited from the economic opportunities created by the growing business. Factories, suppliers, and transportation companies all played a role in supporting the automobile industry.

[18] Because of Henry Ford's ideas, automobiles became more common throughout the United States. Dusty roads connected many towns, and cars helped people travel across them more quickly. Travel became faster, easier, and more convenient for millions of people.

[19] Henry Ford's influence can still be seen today. Modern automobiles are very different from the Model T, but many manufacturing companies continue to use assembly line techniques. The idea of producing products efficiently remains important in factories around the world.

[20] The story of Henry Ford shows how one person's ideas can have a lasting impact. His curiosity about machines, his determination to solve problems, and his willingness to try new ideas helped transform transportation. By creating affordable automobiles and

improving the way products were made, Henry Ford changed the lives of countless people.

[21] Today, Henry Ford is remembered as an inventor and businessman who helped make automobiles available to everyday families. His work changed travel, influenced industry, and helped shape the modern world. More than a century later, his ideas continue to affect how people live, work, and move from place to place.

Student Annotation Guide — Henry Ford: Visionary of Travel

T — Time

He was born in 1863; When Henry was young;; As Henry grew older;; When Henry became an adult;; At that time;; Before buying a car;; Many business owners at the time; In 1903;; A few years later;; The Model T quickly became popular.; As more people purchased automobiles;; Before the assembly line;; Eventually;; As Ford Motor Company grew;; Henry Ford's influence can still be seen today.; Today;; More than a century later,

R — Reactions

While many children spent their free time playing games;; his interest in machines continued to grow.; Family members and neighbors noticed that Henry was curious and liked solving problems.; He enjoyed testing new ideas and looking for ways to improve machines.; Henry Ford believed transportation could be improved.; He thought automobiles should not be luxury items that only wealthy people could own.; Instead, he believed ordinary families should have the opportunity to buy and use cars.; He imagined a future in which people could travel more easily, reach destinations faster, and enjoy greater freedom to move from place to place.; disagreed with this idea.; Henry Ford wanted to do something different.; Building a successful business was not easy.; He believed that if he could build a good automobile at a reasonable price, people would want to buy it.; Roads became more important because people needed reliable ways to travel.; His curiosity about machines, his determination to solve problems, and his willingness to try new ideas

A — Actions

who helped change the way people traveled and worked.; he enjoyed taking machines apart; Henry often spent time studying machines and trying to understand how they operated.; He enjoyed fixing equipment and learning how different parts worked together.; He often asked questions and searched for answers.; he worked as a mechanic and spent many hours experimenting with engines.; Many families depended on horses for transportation; many families had to preplan long trips; often required careful planning and preparation.; focused on making expensive vehicles for wealthy customers.; He wanted to create a car that was dependable, simple to operate, and affordable for everyday people.; Henry Ford started the Ford Motor Company.; The company had to design vehicles, hire workers, and convince customers to buy its products.; Henry worked hard to make his company successful.; Henry Ford introduced the Model T.; Families who had never owned a car before were finally able to purchase one.; People who once depended on horses and wagons could now travel by automobile.; Families could visit relatives who lived farther away.; Traveling to stores, schools, and churches became easier.; Farmers could transport crops and supplies more efficiently.; Workers could travel greater distances to reach their jobs.; Businesses opened along popular travel routes.; Cars helped people reach places that had once been difficult to visit.; Workers often moved around the factory completing many different tasks.; Henry Ford searched for a better way to build cars.; He studied manufacturing methods and looked for ways to improve efficiency.; he introduced the assembly line.; workers stayed in one location while parts moved from station to station.; Each worker completed a specific job before the product moved to the next step.; This allowed even more families to purchase them.; Factories that produced different products began using similar methods.; more workers found jobs in automobile factories.; all played a role in supporting the automobile industry.; and cars helped people travel across them more quickly.; but many manufacturing companies continue to use assembly line techniques.; helped transform transportation.; By creating affordable automobiles and improving the way products were made,; who helped make automobiles available to everyday families.

C — Character/Concept/Creature

Henry Ford was an American inventor and businessman; He was especially interested in engines and tools.; Cars existed,; Most automobile companies; This automobile became one of the most famous cars in American history.; communities began to change.; Factories, suppliers, and transportation companies; The story of Henry Ford; Henry Ford is remembered as an inventor and businessman

K — Key Knowledge

to see how they worked.; This curiosity helped prepare him for the work he would do later in life.; transportation was very different from what it is today.; Most people traveled by horse and wagon.; and trips could take many hours or even several days.; but they were very rare and very expensive.; Only a small number of people could afford to own one.; because automobiles cost too much money.; because travel took much more time.; The Model T was strong, simple, and much more affordable than many other automobiles.; the Model T was designed for ordinary families.; For many families, owning a car opened new opportunities.; Automobiles changed daily life in many ways.; What once took many hours could often be done in much less time.; Towns became more connected as transportation improved.; One of Henry Ford's most important contributions was his use of the assembly line.; building a car required a great deal of time.; automobiles were expensive to produce.; This system changed the way products were made.; many workers completed smaller tasks.; This process made production faster and more organized.; Cars could be assembled in less time, which reduced manufacturing costs.; Because the cost of building automobiles decreased, Ford could sell cars at lower prices.; The success of the assembly line influenced many other industries.; organizing work into smaller tasks could help increase production and lower costs.; Henry Ford's ideas affected manufacturing far beyond the automobile industry.; Communities benefited from the economic opportunities created by the growing business.; Because of Henry Ford's ideas, automobiles became more common throughout the United States.; Travel became faster, easier, and more convenient for millions of people.; Modern automobiles are very different from the Model T.; The idea of producing products efficiently remains important in factories around the world.; shows how one person's ideas can have a lasting impact.; Henry Ford changed the lives of countless people.; His work changed travel, influenced industry, and helped shape the modern world.; his ideas continue to affect how people live, work, and move from place to place.

S — Scenery/Setting

on a farm in Michigan.; Roads were often rough, muddy, or dusty.; Visiting another town; the factory; On an assembly line.; Dusty roads connected many towns,

TRACKS EVIDENCE HIGHLIGHTING — Henry Ford: Visionary of Travel

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PASSAGE 2 — Sam Walton: Visionary of Retail

[1] Sam Walton grew up during a difficult time in American history. He was born in 1918, and as a child he watched his family work hard during the Great Depression. Money was often tight, and young Sam helped by delivering newspapers, milking cows, and doing small jobs to earn extra money. These experiences taught him an important lesson: families needed ways to stretch every dollar.

[2] The Great Depression affected many people across the United States. Jobs were difficult to find, and many families had to be very careful about how they spent their money. Sam saw his parents work hard to provide for their family. He learned that even small amounts of money were important. Watching people struggle taught him to appreciate hard work and understand the challenges many families faced.

[3] As a young boy, Sam enjoyed helping others and completing tasks. He liked staying busy and often looked for ways to earn money. Whether he was delivering newspapers or helping with chores, he learned valuable lessons about responsibility. These experiences helped shape the ideas he would later use as a businessman.

[4] As Sam grew older, he became very interested in how stores worked. He liked watching customers shop and noticing what they purchased. He wondered why some stores were successful while others were not. He wanted to understand what made people return to a store again and again.

[5] After college, Sam took a job at a retail store and carefully observed how customers shopped. He paid attention to where products were placed and how workers helped customers. He noticed something that bothered him. Many stores charged high prices, which meant families with limited money often struggled to buy the things they needed.

[6] Sam listened carefully to customers. He learned that many people wanted good products but could not always afford them. He believed businesses should help families save money whenever possible. The more he learned about retail stores, the more he believed there was a better way to serve customers.

[7] Sam also spent time studying successful businesses. He visited different stores and observed how they operated. He took notes, asked questions, and searched for ideas that could improve the shopping experience. He believed that learning from others could help him become a better business owner.

[8] Sam began to wonder if there was a better way. In 1962, Sam Walton decided to try his idea. He opened a small store in Rogers, Arkansas called Walmart. His plan was simple but bold: sell many different products at lower prices so that everyday families could afford them.

[9] At first, running the store was not easy. Sam worked long hours and spent much of his time solving problems. He visited other stores to learn new ideas and constantly looked for ways to improve. He understood that success would not happen overnight. Building a business required patience, effort, and determination.

[10] One of Sam's main goals was to keep prices low. He believed families should not have to spend more money than necessary to buy everyday items. Instead of focusing only on

making large profits, he focused on helping customers save money. He believed that if people had a good experience and found affordable products, they would continue returning to his store.

[11] Customers soon began to notice the difference. Many people liked being able to find a variety of products in one location. They also appreciated the lower prices. Families could purchase clothing, household supplies, toys, and many other items without spending as much money as they might at other stores.

[12] As more customers visited Walmart, the business continued to grow. Sam paid attention to customer feedback and looked for ways to improve. He believed businesses should always listen to the people they serve. This approach helped Walmart earn the trust of many shoppers.

[13] More stores opened, especially in small towns where shopping choices had been limited. Some communities did not have many stores nearby, which meant families often had to travel long distances to shop. Walmart provided another option and made shopping more convenient for many people.

[14] Opening stores in small towns was an important part of Sam's plan. Other companies often focused on larger cities, but Sam saw opportunities in smaller communities. He believed people living in small towns deserved the same access to affordable products as people living in bigger cities.

[15] As Walmart expanded, it created jobs for many workers. Employees stocked shelves, assisted customers, organized products, and helped stores operate smoothly. These jobs provided opportunities for people in communities throughout the country. The company's growth also helped support local economies.

[16] Sam Walton continued looking for ways to improve his business. He encouraged workers to share ideas and help solve problems. He believed that good ideas could come from anyone. This teamwork helped Walmart continue growing and adapting to customer needs.

[17] Over time, Walmart became one of the largest retail companies in the United States. Millions of customers visited its stores each year. The company continued expanding into new communities while following Sam's original goal of helping families save money.

[18] Sam Walton's determination to help customers left a lasting mark on communities across the country. His ideas changed the way many businesses operated. Other companies noticed Walmart's success and began looking for ways to improve their own stores.

[19] The impact of Sam Walton's work can still be seen today. Walmart stores continue serving customers in many communities. Families visit stores to purchase groceries, clothing, school supplies, and other products they need for everyday life.

[20] Although Sam Walton started with a single store in Arkansas, his ideas eventually reached millions of people. His success demonstrates how determination, creativity, and hard work can help someone achieve a goal. He believed that businesses should focus on helping customers, and that belief guided many of his decisions.

[21] Today, Sam Walton is remembered as a businessman who started a company that

changed retail shopping in the United States. His efforts helped families save money, created jobs, and expanded shopping opportunities for people in communities across the nation. His story continues to show how one person's ideas can make a lasting difference.

Student Annotation Guide — Sam Walton: Visionary of Retail

T — Time

Sam Walton grew up during a difficult time in American history.; He was born in 1918.; These experiences helped shape the ideas he would later use as a businessman.; As Sam grew older.; After college.; The more he learned about retail stores.; In 1962.; At first.; Customers soon began to notice the difference.; As more customers visited Walmart.; More stores opened.; As Walmart expanded.; Over time.; The impact of Sam Walton's work can still be seen today.; Today,

R — Reactions

Sam saw his parents work hard to provide for their family.; Watching people struggle taught him to appreciate hard work and understand the challenges many families faced.; He liked staying busy and often looked for ways to earn money.; he became very interested in how stores worked.; He wondered why some stores were successful while others were not.; He wanted to understand what made people return to a store again and again.; He noticed something that bothered him.; He believed businesses should help families save money whenever possible.; the more he believed there was a better way to serve customers.; He believed that learning from others could help him become a better business owner.; Sam began to wonder if there was a better way.; running the store was not easy.; He understood that success would not happen overnight.; He believed families should not have to spend more money than necessary to buy everyday items.; He believed that if people had a good experience and found affordable products, they would continue returning to his store.; Many people liked being able to find a variety of products in one location.; They also appreciated the lower prices.; He believed businesses should always listen to the people they serve.; Opening stores in small towns was an important part of Sam's plan.; but Sam saw opportunities in smaller communities.; He believed people living in small towns deserved the same access to affordable products as people living in bigger cities.; He believed that good ideas could come from anyone.; Other companies noticed Walmart's success; Although Sam Walton started with a single store in Arkansas.; He believed that businesses should focus on helping customers,

A — Actions

and young Sam helped by delivering newspapers, milking cows, and doing small jobs to earn extra money.; affected many people across the United States.; and many families had to be very careful about how they spent their money.; As a young boy, Sam enjoyed helping others and completing tasks.; He liked watching customers shop and noticing what they purchased.; Sam took a job at a retail store and carefully observed how customers shopped.; He paid attention to where products were placed and how workers helped customers.; Sam listened carefully to customers.; Sam also spent time studying successful businesses.; He visited different stores and observed how they operated.; He took notes, asked questions, and searched for ideas that could improve the shopping experience.; Sam Walton decided to try his idea.; He opened a small store in Rogers, Arkansas called Walmart.; Sam worked long hours and spent much of his time solving problems.; He visited other stores to learn new ideas and constantly looked for ways to improve.; Instead of focusing only on making large profits, he focused on helping customers save money.; Families could purchase clothing, household supplies, toys, and many other items without spending as much money as they might at other stores.; Sam paid attention to customer feedback and looked for ways to improve.; which meant families often had to travel long distances to shop.; Walmart provided another option and made shopping more convenient for many people.; it created jobs for many workers.; Employees stocked shelves, assisted customers, organized products, and helped stores operate smoothly.; Sam Walton continued looking for ways to improve his business.; He encouraged workers to share ideas and help solve problems.; The company continued expanding into new communities while following Sam's original goal of helping families save money.; His ideas changed the way many businesses operated.; and began looking for ways to improve their own stores.; Families visit stores to purchase groceries, clothing, school supplies, and other products they need for everyday life.; His efforts helped families save money, created jobs, and expanded shopping opportunities for people in communities across the nation.

C — Character/Concept/Creature

The Great Depression; the business continued to grow.; Other companies often focused on larger cities.; Sam Walton's determination to help customers; Walmart stores continue serving customers in many communities.; Sam Walton is remembered as a businessman who started a company that changed retail shopping in the United States.

K — Key Knowledge

Money was often tight.; These experiences taught him an important lesson: families needed ways to stretch every dollar.; Jobs were difficult to find.; He learned that even small amounts of money were important.; Whether he was delivering newspapers or helping with chores, he learned valuable lessons about responsibility.; Many stores charged high prices.; which meant families with limited money often struggled to buy the things they needed.; He learned that many people wanted good products but could not always afford them.; His plan was simple but bold: sell many different products at lower prices so that everyday families could afford them.; Building a business required patience, effort, and determination.; One of Sam's main goals was to keep prices low.; This approach helped Walmart earn the trust of many shoppers.; Some communities did not have many stores nearby.; These jobs provided opportunities for people in communities throughout the country.; The company's growth also helped support local economies.; This teamwork helped Walmart continue growing and adapting to customer needs.; Walmart became one of the largest retail companies in the United States.; Millions of customers visited its stores each year.; left a lasting mark on communities across the country.; his ideas eventually reached millions of people.; His success demonstrates how determination, creativity, and hard work can help someone achieve a goal.; and that belief guided many of his decisions.; His story continues to show how one person's ideas can make a lasting difference.

S — Scenery/Setting

and as a child he watched his family work hard during the Great Depression.; in Rogers, Arkansas; especially in small towns where shopping choices had been limited.

TRACKS EVIDENCE HIGHLIGHTING — Sam Walton: Visionary of Retail

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🕒 Day 1 - Gather and Reveal (15 minutes)

G**R**

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12B(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
TEKS 11B(ii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion
ELPS 4(C)(ii)	write using content-area vocabulary
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

GATHER

🔊 Teacher Script

*“Today, I want you to imagine that you have built a beautiful tree.
 This tree has roots, branches, and leaves.
 You worked hard on every part of it.
 You built the introduction.
 You built the body paragraphs.
 You supported your ideas.
 You explained your evidence.
 You reflected in each paragraph.
 But now there is one final moment.
 A tiny bluebird has been sitting quietly in that tree.
 And when your paper is truly complete, that bluebird flies away carrying your big idea into the world.
 That final flight is your conclusion.
 It does not just stop the paper.
 It sends the paper out with meaning.”*

★ Daily Deck Slide

RRR = Restate, Refer, Reflect

 Teacher Script

*"Today we are learning how to build the three sentences of a strong conclusion.
The first R will restate the thesis (central idea).
The second R will refer back to the evidence as a whole.
The third R will reflect the big picture.
And that third sentence is our Bluebird moment."*

REVEAL **Teacher Script**

"Before we write a conclusion, let's quickly review what we already built in this paper."

Review the Introduction **Daily Deck Slide**

— GET SET:

- S = Statement of Purpose
- E = Evidentiary Transition
- T = Thesis (Central Idea)

 Teacher Script

"In the introduction, we got the reader ready."

Review the Body Paragraphs **Daily Deck Slide**

— Body Paragraph = Reason / Way + Evidence + Explanation + Significant Inferencing.

 Teacher Script

"In the body paragraphs, we proved our ideas."

Reveal the New Learning

 Teacher Script

*"Now we are ready for the conclusion.
The conclusion is not a place for brand-new evidence.
It is not a place to start all over.
It is the place where we bring the paper together."*

 Anchor Chart: RRR Conclusion

Write on chart paper — RRR Conclusion:
- R1 = Restatement of Thesis (Central Idea)
- R2 = Reference to Evidence
- R3 = Reflection Statement

Teach R1 **Teacher Script**

*"R1 is the restatement of the thesis (central idea).
At this grade level, we will simply restate the thesis (central idea) by changing one or two words with synonyms."*

- Original Thesis (Central Idea) Example: Henry Ford and Sam Walton were important because they created solutions that helped everyday people.
- Restated Thesis (Central Idea) Example: Henry Ford and Sam Walton were significant because they developed solutions that improved daily life for ordinary people.

 Daily Deck Slide

R1 = say the thesis (central idea) again in a fresh way

Teach R2 **Teacher Script**

*"R2 is the reference back to the evidence.
This is not where we list every quote.
This is where we collectively refer back to the support we used.
R2 sounds a lot like the yellow sentence in the introduction because both group evidence together."*

Example: The details from both passages show how each man noticed a problem, created a solution, and changed life for many families.

 Daily Deck Slide

R2 = refer back to the support as a whole

Teach R3 **Teacher Script**

"R3 is the reflection sentence.

This is the Bluebird moment.

This is the same kind of significant inferencing we used before, but now we are reflecting on the entire paper, not just one paragraph.

This sentence should leave the reader with the big picture, the lesson learned, or the takeaway."

Example: Ultimately, communities grow stronger when determined people turn everyday problems into solutions that help others.

 Daily Deck Slide

R3 = reflect the big picture for others

Color Code the Conclusion **Daily Deck Slide**

Green = R1. Yellow = R2. Blue = R3.

 Teacher Script

"Green restates.

Yellow refers.

Blue reflects."

Teacher Modeling - WHY Prompt

Prompt: Explain why Henry Ford and Sam Walton were important.

Thesis (Central Idea): Henry Ford and Sam Walton were important because they created solutions that helped everyday people.

Conclusion:

- R1 (Green): Henry Ford and Sam Walton were significant because they developed solutions that improved life for ordinary people.
- R2 (Yellow): The information in both passages shows how each man noticed a problem, worked toward a solution, and made life easier for many families.
- R3 (Blue): Ultimately, people can make a lasting difference when they respond to everyday needs with ideas that help others.

Teacher Modeling - HOW Prompt

Prompt: Explain how Henry Ford and Sam Walton were similar in the ways they helped everyday families.

Thesis (Central Idea): Henry Ford and Sam Walton helped everyday families through affordable solutions that improved daily life.

Conclusion:

- R1 (Green): Henry Ford and Sam Walton supported everyday families through practical solutions that made life more affordable and convenient.
- R2 (Yellow): The details from both passages highlight the ways each man responded to a problem and created changes that benefited many people.
- R3 (Blue): As the Bluebird leaves the tree, we can see that thoughtful problem-solvers often help communities by creating solutions people can truly use.

★ Daily Deck Slide

RRR = Restate, Refer, Reflect. The blue R3 is the Bluebird moment — the big idea flying out to others.

Essential Question

How can a writer end a paired-passage paper with a strong RRR conclusion that restates, refers, and reflects?

🕒 Day 2 - Attempt (15 minutes)

A

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12B(iii)	compose informational texts, including brief compositions that convey information about a topic, using craft
TEKS 11B(ii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion
ELPS 4(D)(i)–(iii)	write using a variety of grade-appropriate sentence lengths, sentence types, and connecting words
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

ATTEMPT — Game Title: Bluebird Landing Race

Purpose of the Game

Students will practice building conclusion paragraphs by choosing and organizing:

- R1 restatement
- R2 evidence reference
- R3 reflection

They will race to land the Bluebird by creating a conclusion that truly closes the paper. This game is completely different from the previous module. Instead of comparing and contrasting, students are now landing the paper smoothly with the final three conclusion sentences.

Game Setup

Students work in groups of 3 or 4. Each group receives:

- 1 gameboard
- 1 spinner
- 1 set of prompt cards
- 1 set of thesis (central idea) cards
- 1 set of R1 cards
- 1 set of R2 cards

- 1 set of R3 cards
- 1 Pencil Guy marker for each player

Teacher Script

"Today your Pencil Guy is racing toward the Bluebird Nest. To win, your group must build a strong conclusion—not just any ending, but the right ending."

Gameboard Design

The gameboard path should include: Start Branch -> Green Grove -> Yellow Path -> Bluebird Sky -> Nest Landing

Teacher Script

*"Each stop on the board matches part of the conclusion.
Green Grove is for R1.
Yellow Path is for R2.
Bluebird Sky is for R3.
Nest Landing means your conclusion is complete."*

Spinner Labels

- Draw a Prompt
- Match the Thesis (Central Idea)
- Build R1
- Build R2
- Build R3
- Color Check
- Move Ahead

Group Roles

- Prompt Reader – reads cards aloud
- Conclusion Builder – chooses sentence matches
- Color Checker – checks if the sentence matches green, yellow, or blue purpose
- Recorder – writes the final conclusion

How to Play: Thorough Step-by-Step Directions

Step 1: Place Markers — All players place their Pencil Guy at Start Branch.

Teacher Script

"You are starting at the branch because your paper is almost complete—but not quite. The Bluebird cannot leave until the ending is strong."

Step 2: Spin the Spinner — The first player spins and the group completes the task.

If the Spinner Lands on: Draw a Prompt — The Prompt Reader chooses a prompt card and reads it aloud. Sample Prompt Cards:

- Explain why Henry Ford and Sam Walton were important.
- Explain why both men helped everyday families.
- Explain how Henry Ford and Sam Walton were similar in the ways they helped people.
- Explain how Henry Ford and Sam Walton were different in the ways they solved problems.

Group Task: The group must decide what type of response it is — WHY, HOW Similarity, or HOW Difference. If correct, move 1 space.

If the Spinner Lands on: Match the Thesis (Central Idea) — The group must match the correct thesis (central idea) to the prompt. Example — Prompt: Explain why Henry Ford and Sam Walton were important. Correct Thesis (Central Idea): Henry Ford and Sam Walton were important because they created solutions that helped everyday people. If correct, move 1 space.

If the Spinner Lands on: Build R1 — The group must choose or build a proper restatement of the thesis (central idea).

Teacher Script

“R1 does NOT copy the thesis (central idea) exactly. It changes one or two words.”

- Example Thesis (Central Idea): Henry Ford and Sam Walton were important because they created solutions that helped everyday people.
- Strong R1: Henry Ford and Sam Walton were significant because they developed solutions that improved daily life for ordinary people.
- If the sentence restates the thesis (central idea), keeps the same meaning, and changes one or two words, then move 2 spaces.

If the Spinner Lands on: Build R2 — The group must choose or build a collective reference back to the evidence.

Teacher Script

“R2 is yellow. It looks back at the support as a whole. It does NOT list all the body paragraphs one by one.”

- Example: The details from both passages show how each man noticed a problem, took action, and created changes that helped many families.
- If the sentence refers back to the evidence collectively, sounds smooth, and fits both passages, then move 2 spaces.

If the Spinner Lands on: Build R3 — The group must choose or build a reflection sentence.

 Teacher Script

“R3 is blue. This is the Bluebird moment. This sentence should lift the thinking and leave the reader with the big picture.”

- Example: Ultimately, people can create lasting change when they respond to everyday needs with ideas that help others.
- If the sentence reflects the big picture, sounds meaningful, and reaches beyond the paper, then move 3 spaces.

If the Spinner Lands on: Color Check — The group is given three conclusion sentences and must label which one is green, which one is yellow, and which one is blue. If correct, move 2 spaces.

If the Spinner Lands on: Move Ahead — Move 1 free space.

Winning the Game

The first group to reach Nest Landing must read aloud: the prompt, the thesis (central idea), R1, R2, and R3. If all three R sentences are correct, the Bluebird lands and the group wins.

Prompt and Conclusion Card Sets

Set 1 - WHY

- Prompt: Explain why Henry Ford and Sam Walton were important.
- Thesis (Central Idea): Henry Ford and Sam Walton were important because they created solutions that helped everyday people.
- R1: Henry Ford and Sam Walton were significant because they developed solutions that improved life for ordinary people.
- R2: The evidence in both passages shows how each man noticed a problem and created changes that helped many families.
- R3: Ultimately, determined people can improve everyday life when they build solutions that meet real needs.

Set 2 - WHY

- Prompt: Explain why both men helped everyday families.
- Thesis (Central Idea): Henry Ford and Sam Walton helped everyday families because they made important products and services more affordable.
- R1: Henry Ford and Sam Walton supported ordinary families because they made everyday needs easier to afford.
- R2: The details from both passages describe how their ideas opened more choices for people who had limited money.
- R3: In the big picture, communities benefit when people work to make necessary goods and services available to more families.

Set 3 - HOW Similarity

- Prompt: Explain how Henry Ford and Sam Walton were similar in the ways they helped people.
- Thesis (Central Idea): Henry Ford and Sam Walton helped people through practical solutions that improved daily life.
- R1: Henry Ford and Sam Walton supported others through useful solutions that made everyday life better.
- R2: The information in both passages highlights how each man saw a need and responded with changes that benefited many people.
- R3: As the Bluebird leaves the tree, we can see that thoughtful problem-solvers often help others by turning simple ideas into meaningful change.

Set 4 - HOW Difference

- Prompt: Explain how Henry Ford and Sam Walton were different in the ways they solved problems.
- Thesis (Central Idea): Henry Ford and Sam Walton solved problems through different forms of innovation and business action.
- R1: Henry Ford and Sam Walton addressed problems through different types of solutions and leadership.
- R2: The details from both passages show that one man focused on transportation inventions while the other focused on retail improvement and pricing.
- R3: Ultimately, people can solve similar needs in very different ways, and each path can still make a strong impact on others.



 Answer Key for Game

A strong conclusion must include:

- R1 = a fresh restatement of the thesis (central idea)
- R2 = a collective reference to the evidence
- R3 = a reflective big-picture ending

🕒 Day 3 - Discuss and Use (15 minutes)



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12B(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
TEKS 11B(ii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion
ELPS 4(C)(ii)	write using content-area vocabulary
ELPS 4(D)(iii)	write using a variety of grade-appropriate connecting words

DISCUSS

Teacher Script

*"Now let's talk about what made a conclusion strong.
Today you were not just ending a paper.
You were learning how to send the paper out with purpose."*

Question 1: "What is the difference between R1 and the thesis (central idea)?" Possible Student Responses: "R1 says it again in a new way." / "It changes a few words." / "It keeps the same meaning." Teacher Response: "Yes. R1 should sound familiar, but not copied."

Question 2: "What is the job of R2?" Possible Student Responses: "It refers back to the evidence." / "It talks about the support as a whole." / "It reminds the reader what proved the paper." Teacher Response: "Exactly. Yellow looks back at the support, but it does not dump every detail again."

Question 3: "What makes R3 the Bluebird moment?" Possible Student Responses: "It is the last thought." / "It reflects the big picture." / "It shares the message with others." Teacher Response: "Yes. The Bluebird moment takes the idea beyond the paper."

Question 4: "What mistake do writers make if they only summarize in the conclusion?" Possible Student Responses: "It sounds boring." / "It just repeats." / "It does not leave a strong ending." Teacher Response: "That is right. A conclusion should do more than summarize. It should reflect."

Question 5: "Why is color coding helpful for conclusions?" Possible Student Responses: "It helps me remember each part." / "It helps me see the jobs of the sentences." / "It keeps

the conclusion organized." Teacher Response: "Yes. Green, yellow, and blue help your brain remember purpose."

Partner Discussion Prompt

Turn to a partner and finish: "R1 is..." / "R2 is..." / "R3 is..."

Notebook Reflection



Teacher Script

"The most important thing I learned about conclusions is..."

USE (Independent Practice) — Interactive Notebook Activity: Color the Bluebird Conclusion

Purpose

Students will now use the information independently by writing a full conclusion paragraph and then checking the color-coded parts with a partner.

Teacher Script

*"You practiced in a game.
Now you will build the real thing in your notebook.
You are going to write your own RRR conclusion.
Then a partner will help you check it."*

Student Directions

1. Choose one prompt.
2. Write the matching thesis (central idea) at the top of the page.
3. Write a full three-sentence conclusion: R1 in green, R2 in yellow, R3 in blue.
4. Trade notebooks with a partner.
5. Your partner checks: Is the green sentence a restatement? Is the yellow sentence a reference to evidence? Is the blue sentence a reflection?

Prompt Choices

- Explain why Henry Ford and Sam Walton were important.
- Explain why both men helped everyday families.
- Explain how Henry Ford and Sam Walton were similar in the ways they helped people.
- Explain how Henry Ford and Sam Walton were different in the ways they solved problems.

Sample Answer Key - WHY Prompt

Prompt: Explain why Henry Ford and Sam Walton were important.

- R1 (Green): Henry Ford and Sam Walton were significant because they developed solutions that improved life for ordinary people.
- R2 (Yellow): The evidence from both passages shows how each man noticed a need, took action, and created changes that helped many families.
- R3 (Blue): Ultimately, communities become stronger when determined people solve everyday problems in ways that help others.

** Sample Answer Key - HOW Similarity Prompt**

Prompt: Explain how Henry Ford and Sam Walton were similar in the ways they helped people.

- R1 (Green): Henry Ford and Sam Walton supported others through practical solutions that improved daily life.
- R2 (Yellow): The details in both passages highlight how each man responded to a need and created changes that benefited many people.
- R3 (Blue): In the end, thoughtful problem-solvers often help communities by creating useful ideas that ordinary people can access.

** Sample Answer Key - HOW Difference Prompt**

Prompt: Explain how Henry Ford and Sam Walton were different in the ways they solved problems.

- R1 (Green): Henry Ford and Sam Walton addressed problems through different forms of innovation and business action.
- R2 (Yellow): The information from both passages shows that one focused on changing transportation while the other focused on changing shopping and pricing.
- R3 (Blue): The big picture is that different paths can still lead to meaningful change when the goal is to help others.

Partner Check Script** Teacher Script**

*"Partner A, read the green sentence. Partner B, decide if it restates.
Partner A, read the yellow sentence. Partner B, decide if it refers.
Partner A, read the blue sentence. Partner B, decide if it reflects."*

Toward the End of the Lesson: Show Everything Built So Far** Teacher Script**

*"Now let's stop and look at how much writing we have built.
At this point, your paper has five paragraphs."*

** Daily Deck Slide**

- Paragraph 1 = Introduction (GET SET)
- Paragraph 2 = First Reason / Way + Evidence + Explanation + Significant Inferencing
- Paragraph 3 = Second Reason / Way + Evidence + Explanation + Significant Inferencing

- Paragraph 4 = Third Reason / Way + Evidence + Explanation + Significant Inferencing
- Paragraph 5 = Conclusion (RRR)

Exemplar Sample Paper - WHY Prompt

(Put the exemplar paper in the interactive notebook. There is not room in the teacher curriculum guide. Please make it fit all on one page — they will need it for the next lesson!)

Prompt: Explain why Henry Ford and Sam Walton were important.

Paragraph 1 – Introduction: People can improve life for others when they respond to everyday needs with thoughtful solutions. Both passages provide details about how these two men noticed problems and created changes that helped many families. Henry Ford and Sam Walton were important because they created solutions that helped everyday people.

Paragraph 2 – Reason 1: One reason Henry Ford and Sam Walton were important was that they made important needs more affordable for ordinary families. The text stated, "Many families who had never owned a car before were finally able to buy one." The passage explained, "Customers liked finding many items in one place at prices they could afford." This shows that both men helped everyday families by lowering the cost of things people needed in daily life. Ultimately, families benefit when useful goods and services become more affordable and easier to access.

Paragraph 3 – Reason 2: Another reason Henry Ford and Sam Walton were important was that they solved real problems that affected many people. The text stated, "Cars were very rare and very expensive, so only a few people could afford them." The passage explained, "Many stores charged high prices, which meant families with limited money often struggled to buy the things they needed." This means both men noticed problems that made everyday life more difficult and decided to create better solutions. The big picture is that meaningful change often begins when someone notices a problem that others may have accepted as normal.

Paragraph 4 – Reason 3: A final reason Henry Ford and Sam Walton were important was that their ideas changed the way people lived and worked. The text stated, "His inventions and new ways of building products helped change transportation and industry in the United States." The passage explained, "Over time, Walmart grew into a huge company that created jobs for thousands of people." This shows that both men had an impact that reached far beyond one product or one store. As everyone can benefit, strong ideas can create change that improves both daily life and entire communities.

Paragraph 5 – Conclusion (RRR): Henry Ford and Sam Walton were significant because they developed solutions that improved life for ordinary people. The evidence from both passages shows how each man noticed a need, worked toward a solution, and created changes that helped many families. Ultimately, communities grow stronger when determined people turn everyday problems into ideas that help others.

Exemplar Sample Paper - HOW Prompt

(Put the exemplar paper in the interactive notebook. There is not room in the teacher curriculum guide. Please make it fit all on one page — they will need it for the next lesson!)

Prompt: Explain how Henry Ford and Sam Walton were similar in the ways they helped people.

Paragraph 1 - Introduction: Problem-solvers can improve life for others when they create practical solutions to everyday needs. Both passages describe how these men noticed problems and developed changes that benefited ordinary families. Henry Ford and Sam Walton helped people through practical solutions that improved daily life.

Paragraph 2 - Way 1: One way Henry Ford and Sam Walton were similar was by making important needs more affordable. The text stated, "Many families who had never owned a car before were finally able to buy one." The passage explained, "Customers liked finding many items in one place at prices they could afford." This shows that both men focused on helping everyday families by lowering the cost of things people needed. Ultimately, communities benefit when more families can access goods and services that were once out of reach.

Paragraph 3 - Way 2: Another way both men were similar was by noticing a problem and taking direct action to solve it. The text stated, "Henry Ford believed that cars should be available for everyday families." The passage explained, "Sam began to wonder if there was a better way." This shows that both men first recognized a need before creating a solution that could help others. The big picture is that powerful solutions often begin when someone refuses to ignore an everyday problem.

Paragraph 4 - Way 3: A final way Henry Ford and Sam Walton were similar was in the broad impact of their work on many people. The text stated, "Because of Henry Ford's ideas, cars became more common and travel became easier for many people." The passage explained, "Over time, Walmart grew into a huge company that created jobs for thousands of people." This means both men created changes that reached beyond their original idea and affected many lives. As the Bluebird leaves the tree, we can see that practical ideas can grow into lasting change when they are designed to help others.

Paragraph 5 - Conclusion (RRR): Henry Ford and Sam Walton supported others through practical solutions that improved daily life. The information in both passages highlights how each man recognized a need and responded with changes that benefited many people. In the end, thoughtful problem-solvers often strengthen communities by creating useful ideas that ordinary people can truly use.

🕒 Day 4 - Award and Target (15 minutes)



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12B(iii)	compose informational texts, including brief compositions that convey information about a topic, using craft
TEKS 11B(ii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion
ELPS 4(E)(i)–(ii)	write formal or informal text using conventions and grammatical structures

AWARD

Teacher Script

*“Today you learned how to finish strong.
You learned that a conclusion is not just the end.
It is the final lift.
It is the final flight.
You built green.
You built yellow.
You built blue.
And now your paper has a landing place.”*

Recognition Ideas

- Students draw a small bluebird beside their blue sentence.
- Students circle the synonym changes in their green sentence.
- Students underline the collective words in yellow.

Teacher awards titles such as:

- Bluebird Writer
- Conclusion Closer
- Reflection Flyer
- RRR Builder
- Paper Finisher

Whole Group Call and Response

Teacher Script

"Green means..." (Students: "Restate!")
 "Yellow means..." (Students: "Refer!")
 "Blue means..." (Students: "Reflect!")
 "What flies away?" (Students: "The Bluebird!")"

TARGET

Teacher Script

"Now it's time to think about how your ending sounds.
 A strong writer checks the ending just as carefully as the beginning."

Reflection Questions

- Did my green sentence restate the thesis (central idea) without copying it exactly?
- Did my yellow sentence refer back to the support as a whole?
- Did my blue sentence leave the reader with a meaningful takeaway?
- Did my conclusion sound complete and polished?
- Did my reflection sentence connect the paper to others beyond myself?

Curiosity Questions

- Why do readers remember strong endings?
- How does the final sentence affect the whole paper?
- Why is reflecting stronger than simply summarizing?
- How can one paper send a big idea into the world?
- What makes the Bluebird moment memorable?

Goal Stems

- One HABIT I want to keep using is...
- Next time I want my reflection sentence to sound more...
- I still need practice with...
- One thing I noticed about strong conclusions is...

★ Daily Deck Slide

Finish strong: Restate (green), Refer (yellow), Reflect (blue) — and let the Bluebird fly.

🕒 Day 5 - Educate and Explain to Others (15 minutes)

E

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12B(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
TEKS 11B(ii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

EXPLAIN



Teacher Script

"Now turn and teach someone else how to build an RRR conclusion. If you can explain it, you understand it."

Turn and Teach Sentence Frames

- "R1 is..."
- "R2 is..."
- "R3 is..."
- "The Bluebird moment means..."
- "A strong conclusion should..."

Expected Student Responses

- "R1 restates the thesis (central idea)."
- "R2 refers back to the evidence."
- "R3 reflects the big picture."
- "The Bluebird moment is the final reflection that goes out to others."

Teacher Listen-Fors

Students should explain:

- the three parts of the conclusion
- the color coding
- the difference between summary and reflection
- the purpose of the Bluebird moment

★ Daily Deck Slide

Teach it to prove it: R1 restates, R2 refers, R3 reflects — the Bluebird carries the big idea out.

Closing Teacher Script

Teacher Script

*"Today you learned how to finish the paper with strength.
You learned how to restate, refer, and reflect.
And you learned that the final blue sentence is not just an ending...
It is the Bluebird taking your big idea out into the world."*

Module 3 — Exemplar Responses

Use these exemplars to calibrate what a strong RRR conclusion looks like. Prompt: Explain why Henry Ford and Sam Walton were important. (Each conclusion is color-coded: R1 green = restate, R2 yellow = refer, R3 blue = reflect.)

High Exemplar (Green)

- R1 (Green): Henry Ford and Sam Walton were significant because they developed solutions that improved life for ordinary people.
- R2 (Yellow): The evidence from both passages shows how each man noticed a need, worked toward a solution, and created changes that helped many families.
- R3 (Blue): Ultimately, communities grow stronger when determined people turn everyday problems into ideas that help others.

Why this is a High response: R1 restates the thesis (central idea) with fresh synonyms (not copied), R2 refers collectively to the support from BOTH passages, and R3 reflects a big-picture takeaway that reaches beyond the paper — a true Bluebird moment.

Medium Exemplar (Yellow)

- R1 (Green): Henry Ford and Sam Walton were important because they created solutions that helped everyday people.
- R2 (Yellow): The Ford passage showed he built the Model T.
- R3 (Blue): So they were both good.

What this response needs to improve: R1 copies the thesis (central idea) word-for-word instead of restating with synonyms; R2 lists only one text instead of referring to the support from both passages as a whole; and R3 only summarizes instead of reflecting a big-picture takeaway for others.

Low Exemplar (Red)

Henry Ford and Sam Walton were important. They helped people. That is why they mattered.

What this response needs to improve: it has no clear R1, R2, or R3. It needs a green sentence that restates the thesis (central idea) in a fresh way, a yellow sentence that refers back to the evidence from both texts, and a blue reflection sentence — the Bluebird moment — that leaves the reader with the big picture.

Module 3 — Informal Assessment

Field	Detail
Purpose	Check whether students can write a paired-passage response that uses BOTH texts and connects the ideas.
Related TEKS Breakout	12B(i) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea; 11B(iii) develop drafts by developing an engaging idea with relevant details
Format	Short written response + teacher observation during the Double Track Challenge.

Task

Students respond to: "Explain why Henry Ford and Sam Walton were important," using evidence from BOTH passages.

What to Look For (Listen / Look / Collect)

- Listen: During the game and share-out, do students name a reason that fits BOTH men?
- Look: In notebooks, is there one piece of evidence from EACH passage (with a signal phrase)?
- Collect: Does the written response connect both pieces of evidence in one explanation?

Scoring Guidance

Level	Description
Secure	Uses evidence from both passages and clearly connects the ideas.
Approaching	Uses one passage well but is thin or missing on the second, or the connection is unclear.
Developing	Uses only one passage or gives no text evidence.

Teacher Note: For the independent task, ensure students are practicing the paired-passage HABIT — one answer, two texts — before moving to longer responses in later modules.

Check the Learning

✓ Check the Learning

Informal, low-stakes ways to SEE what students understand in this module — no worksheet required. Use all three so you gather verbal, visual, and written evidence:

- Verbal — Gather/Reveal — Fist to Five: Students hold up 0–5 fingers to show how sure they are they can name the three parts of an RRR conclusion (Restate, Refer, Reflect).
- Visual/Physical — Attempt — Sort It: Students sort conclusion sentence strips into three piles: "Green R1 (Restate)," "Yellow R2 (Refer)," and "Blue R3 (Reflect)."
- Written — Discuss/Use — One-Sentence Summary: Students write one strong R3 (Blue) reflection sentence — the Bluebird moment — for a chosen prompt.

Assessment Option

Beside any activity, choose how to check without slowing the lesson:

- Listen — assess through student discussion.
- Look — observe a signal, sort, or performance.
- Collect — have students produce something you can examine.

Module 3 — Intervention Activity: Sort the Three R's

Field	Detail
Purpose	To help students who need extra practice identifying the three conclusion sentence types.
Relevant TEKS Breakout	12B(i) compose informational texts...using a clear central idea; 11B(ii) organizing with purposeful structure, including a conclusion
Relevant ELPS	4(C)(ii) content-area vocabulary; 4(F)(i) write to explain with detail

Teacher Script

*"We are going to slow it down.
Sometimes students can write a conclusion better once they can hear the different jobs of each sentence.
So first, we are going to sort them."*

Materials

- Sentence strips
- Three sorting headers:
- Green Restate
- Yellow Refer
- Blue Reflect

Directions

1. Teacher reads a sentence strip aloud.
2. Students decide whether it is R1, R2, or R3.
3. Students place it under the correct color header.
4. Students explain why.

Sentence Strips

- Henry Ford and Sam Walton were significant because they created solutions that improved daily life.
- The details in both passages show how each man noticed a problem and worked to help everyday families.
- Ultimately, communities benefit when thoughtful people create solutions that help others.
- Henry Ford and Sam Walton supported others through practical changes that made life easier.

- The evidence from both passages highlights the actions both men took to solve everyday problems.
- In the end, strong ideas can create lasting changes for many people.

Answer Key

R1 / Green

- Henry Ford and Sam Walton were significant because they created solutions that improved daily life.
- Henry Ford and Sam Walton supported others through practical changes that made life easier.

R2 / Yellow

- The details in both passages show how each man noticed a problem and worked to help everyday families.
- The evidence from both passages highlights the actions both men took to solve everyday problems.

R3 / Blue

- Ultimately, communities benefit when thoughtful people create solutions that help others.
- In the end, strong ideas can create lasting changes for many people.

Module 3 — Embedded Checks and Student Support

Embedded Checks for Understanding

Teacher Move	Secure Response	Needs Support	Support Strategy
Ask students how many passages a paired-passage answer must use.	Students say TWO and explain why (the prompt gives two texts).	Students say one.	Anchor: "One answer = two texts." Re-read the paired-passage rule together.
Ask students to find one piece of evidence from EACH passage.	Students cite one Ford detail and one Walton detail, each with a signal phrase.	Students cite only one passage.	Have students highlight Ford evidence in one color and Walton evidence in another before writing.
Ask students to connect the two pieces of evidence.	Students explain how both details support one idea ("both men helped everyday families").	Students list evidence without connecting it.	Provide the frame "This shows that both men ____."

Student Support

If a student...	Try this...
Uses only one passage	Point to the two-color highlight rule: one detail from each text before writing.
Cannot connect the ideas	Use the frame "Both ____ because ____" to state one idea that fits both texts.
Masters quickly	Route to the Dual Impact Challenge enrichment (similarities AND differences).

Module 3 — Enrichment Activity: Bluebird Makeover Challenge

Field	Detail
Purpose	To challenge students who are ready for more advanced conclusion thinking.
Relevant TEKS Breakout	12B(ii) compose informational texts...using genre characteristics; 12B(iii) using craft
Relevant ELPS	4(D)(i)-(iii) sentence types and connecting words; 4(F)(i) write to explain with detail

Teacher Script

*"You are ready to do more than identify strong conclusions.
You are ready to improve weak ones."*

Task

Students are given a weak conclusion and must revise it into a full RRR conclusion.

Weak Example

Henry Ford and Sam Walton were important. They helped people. That is why they mattered.

Student Job

Rewrite it as:

- one strong green sentence
- one strong yellow sentence
- one strong blue sentence

Possible Strong Revision

- R1: Henry Ford and Sam Walton were significant because they created solutions that improved daily life for many people.
- R2: The information in both passages shows how each man noticed a need and developed changes that helped families in meaningful ways.
- R3: Ultimately, everyday life improves when determined people respond to problems with ideas that help others.

Advanced Extension

Students create:

- one WHY conclusion
- one HOW conclusion

Then they compare:

- What stayed the same?
- What changed?

Module 3 — Additional Writing Opportunity: Connect Two Texts

Writing Prompt

Explain why Henry Ford and Sam Walton were important. Use evidence from BOTH passages.

Connection to This Module

This week you learned that one answer = two texts. Now you will use that HABIT to write a paired-passage response with evidence from both texts and one connected explanation.

Planning Support

1. Write a reason that fits BOTH men.
2. Find one piece of evidence from the Ford passage (use a signal phrase).
3. Find one piece of evidence from the Walton passage.
4. Write one explanation that connects BOTH pieces of evidence.

Step	Planning Guide
Step 1: The Reason	Write a reason that applies to both Ford and Walton.
Step 2: The Evidence	One detail from each passage, each with a signal phrase.
Step 3: The Connection	One explanation sentence that ties both together.

Drafting Space

Write your paired-passage response: a reason, one piece of evidence from each text, and one connected explanation.

Model: "One reason both men were important was that they helped everyday families. The text stated, 'Many families who had never owned a car before were finally able to buy one.' The passage explained, 'Customers liked finding many items in one place at prices they could afford.' This shows that both men created solutions that made life easier and more affordable."

Success Criteria

- My answer uses evidence from BOTH passages.
- Each piece of evidence has a signal phrase.
- My explanation connects the two ideas into one.

Additional Writing Opportunity: Revise, Edit, and Share

Revise

Read your response aloud. Make sure you used BOTH texts and connected them.

Edit

Check for complete sentences, subject-verb agreement, and correctly spelled high-frequency words.

Share

Read your response to a partner. Your partner points to the Ford evidence, the Walton evidence, and the connection.

Auditory Engagement

Auditory Engagement Moments

Give every learner a chance to HEAR and SAY the paired-passage thinking, not only read it. These moments are built around this module's work — connecting two texts into one answer:

- Choral-read a connection aloud ("Both men helped everyday families because they created affordable solutions"); students signal when they hear the idea that fits BOTH texts.
- "Two tracks" out loud: partners say one Ford fact, then one Walton fact, then connect them in one sentence — all in one breath.
- Read two evidence sentences aloud (one from each passage); the class claps when they hear the connection that ties them together.
- One student reads their response aloud; the class listens for evidence from BOTH texts and a clear connecting explanation.

Module 3 — Pause Points

Build in short "stop and think" moments so students process the paired-passage thinking as they work.

II Pause Point 1 — Before Reading

Stop and think: The prompt gives me TWO passages. Remember the HABIT: "One answer = two texts." I will need evidence from BOTH Henry Ford and Sam Walton.

II Pause Point 2 — During Drafting

Stop and think: Have I used BOTH passages? Do I have one piece of evidence from Ford and one from Walton, each with a signal phrase ("The text stated..." / "The passage explained...")? If I only used one, I need to add the other now.

II Pause Point 3 — Before Finishing

Stop and think: Did I CONNECT the two pieces of evidence in one explanation? A reader should see how both texts support one idea, such as "This shows that both men created solutions that made life easier and more affordable."

Module 3 — At-Home Practice

Task Card 1 - Two Texts, One Idea

TEKS 12B(i). Read the two passages from school. Write one sentence that names an idea that fits BOTH Henry Ford and Sam Walton. Read it aloud to a family member.



Task Card 2 - Find the Evidence

TEKS 12B(i). Find one sentence from the Ford passage and one from the Walton passage that support your idea. Use a signal phrase: "The text stated..." / "The passage explained..."



Task Card 3 - Connect the Ideas

TEKS 12B(i). Write one explanation sentence that connects BOTH pieces of evidence. Start with "This shows that both men..." Family signature:



Module 3 — My Progress Tracker

Teacher Script

"This is your very own progress tracker. As we learn this week, you get to color in how you feel about each skill by yourself. Be honest with yourself, because this shows you how much you are growing. You are the one in charge of your own learning, and I am so proud of the thinking you are doing."

Directions: This tracker is for YOU! As you practice writing RRR conclusions for a paired-passage paper using both the Henry Ford and Sam Walton passages, look at each skill below. If you can do it all by yourself without help, color in or check the box that matches how you feel. Be honest with yourself — this helps you see how much you are growing!

I Can...	Not yet	Getting set	I can do it
Write R1 (Green) — restate the thesis (central idea) in a fresh way.			
Write R2 (Yellow) — refer back to the evidence from both texts as a whole.			
Write R3 (Blue) — reflect the big picture (the Bluebird moment).			
Color-code my conclusion (green, yellow, blue).			
Tell the difference between summarizing and reflecting.			

One thing I am proud of:

One thing I want to get better at:

Module 3 — Closure

Teacher Script

"Today you learned how to finish the paper with strength. You learned how to restate, refer, and reflect. And you learned that the final blue sentence is not just an ending—it is the Bluebird taking your big idea out into the world."

Exit reflection: Students complete — "A strong RRR conclusion restates, refers, and reflects because ____."

Exit Reflection Question

Students write in their notebook: "The most important thing I learned about conclusions is..." Possible student responses: "R1 restates the thesis (central idea)," "R2 refers to the evidence as a whole," "R3 reflects the big picture for others."

Teacher Closing for Discussion

Teacher Script

"A conclusion should do more than summarize. It should reflect. Green restates, yellow refers, and blue reflects — and the blue Bluebird moment takes the idea beyond the paper."

Final Reinforcement — Teacher: "Green means..." Students: "Restate!" Teacher: "Yellow means..." Students: "Refer!" Teacher: "Blue means..." Students: "Reflect!" Teacher: "What flies away?" Students: "The Bluebird!"

Final Encouragement

Teacher Script

"A powerful paper does not simply stop. It lands with purpose, lifts with reflection, and leaves the reader thinking. Today you gave your paper a landing place — and sent your big idea out into the world."

Virtual Classroom Adjustment



Virtual Classroom Adjustment for Remote Learners

Teaching this module to remote or computer-based learners? Keep every activity — just adjust HOW students share and respond as they learn to connect two texts:

- Display both passages on screen; students highlight Ford evidence in one color and Walton evidence in another in a shared doc.
- Model the HABIT: "One answer = two texts." Show how one Ford detail and one Walton detail connect into a single idea.
- Run the Double Track Challenge in breakout rooms: assign the Reader, Evidence Finder, Connector, and Recorder roles; groups build one connected answer from both passages.
- Have remote students type a connection into the chat: "Both men were important because __," then add one piece of evidence from each passage.
- Screen-share one strong response and have the class point to the Ford evidence, the Walton evidence, and the connecting explanation.
- Keep the Pause Points — a few seconds of quiet think-time works the same on camera.

M O D U L E

4

**Color-Coding the Full ECR
Paper**

**Week 4 • Very High Stamina • Seeing the structure — every
sentence in the full ECR paper**

Module 4: Color-Coding the Full ECR Paper

Week 4 - Very High Stamina - Seeing the structure — every sentence in the full ECR paper has a job, and every job has a color.

Focus

Reading Focus: Linear Plot Line Across Paired Passages Writing Focus: Color-Coding the Full ECR Paper

This module follows the GRADUATE Infinity Lesson Cycle.

Teacher Inspiration

Teacher Script

“When students can see the structure of their writing, they begin to understand the purpose of every sentence. Color helps them notice that strong writing is not random—it is built with intention.”

Module Essential Question

How can a writer use color-coding to see that every sentence in an ECR paper has a specific job?

Module 4 — Family Communication

Purpose

Families are partners in this work. This page gives every family a clear picture of what their child is learning this week, questions they can ask at home, and one simple thing they can do together — no materials needed.

How to Send It

Copy the letter in the language each family prefers, or send both.

This Week's Learning

This week, your child is learning to write a paired-passage response — connecting TWO informational texts into ONE clear answer. The rule is simple: one answer = two texts. Students read about Henry Ford and Sam Walton, track each story's plot line (Problem -> Action -> Solution -> Impact), find evidence in BOTH, and connect the ideas.

Table: The Paired Passage HABIT

Step	What It Does	Student-Friendly Explanation
Use BOTH texts	Answer with two passages	A paired-passage question needs two passages in the answer.
Two pieces of evidence	Prove the idea from each text	Include one detail from each passage.
Connect the ideas	Tie both together	Explain how the two ideas work together in one sentence.

Dinner Table Conversation Starters

- "What is one idea that fits BOTH Henry Ford and Sam Walton?"
- "How were their solutions alike? How were they different?"
- "Why do you need BOTH passages to answer a paired-passage question?"

Family Activity: One Answer, Two Stories

Share two short stories with your child and ask them to name ONE idea that fits both, then say it in one sentence: "Both ___ because ___."

Family Letter

Dear Families,

This week your child is learning to write a paired-passage response — connecting TWO texts into ONE clear answer. The big focus of this module is that "one answer = two texts": when a question gives two passages, a strong answer uses evidence from BOTH and explains how the ideas connect.

We are reading about two American problem-solvers: Henry Ford, who made cars affordable with the Model T, and Sam Walton, who opened Walmart to sell goods for less. Your child learns to track each story's plot line — Problem, Action, Solution, Impact — and then connect the two into one idea, such as "Both men created solutions that helped everyday families."

Please try this at home: After reading or watching two short things (two stories, two shows), ask your child, "What is ONE idea that fits BOTH?" Helping them connect two things into one idea is exactly the thinking we are practicing!

With appreciation, Your child's teacher - The Writing Academy LLC

Carta para las Familias

Estimadas familias:

Esta semana su hijo o hija aprende a escribir una respuesta de pasajes emparejados: conectar DOS textos en UNA respuesta clara. El enfoque principal de este módulo es que "una respuesta = dos textos": cuando una pregunta ofrece dos pasajes, una buena respuesta usa evidencia de AMBOS y explica cómo se conectan las ideas.

Leemos sobre dos solucionadores de problemas estadounidenses: Henry Ford, que hizo los autos accesibles con el Model T, y Sam Walton, que abrió Walmart para vender productos a menor precio. Su hijo o hija aprende a seguir la línea de la trama de cada historia — Problema, Acción, Solución, Impacto — y luego conectar las dos en una idea, como "Ambos crearon soluciones que ayudaron a las familias."

Por favor, intente esto en casa: Después de leer o ver dos cosas cortas, pregunte a su hijo o hija: "¿Cuál es UNA idea que encaja con AMBAS?" ¡Ayudarle a conectar dos cosas en una idea es exactamente el pensamiento que practicamos!

Con aprecio, El maestro o la maestra de su hijo o hija - The Writing Academy LLC

Module 4 — Family Conversation Starters

Send these home with the letter, or post them in the class stream. None of them can be answered with only yes or no.

- What does it mean to connect two texts into one answer?
- Why is it important to use BOTH passages when a question gives you two?
- How were Henry Ford and Sam Walton alike? How were they different?
- What is one idea that fits BOTH Ford and Walton?

Simple Family Activities

Both activities need little or no materials and both end in a conversation rather than a worksheet.

Family Activity - One Idea, Two Stories

Share two short stories or two shows with your child. Ask them to name ONE idea that fits BOTH. Practice saying it as one sentence: "Both ___ because ___."

Family Activity - Problem to Impact

Pick something that changed life for many people (the car, the phone). Walk through it together: What was the problem? The action? The solution? The impact? This is the same plot line we track in both passages.

Module 4 — Lesson Overview and Standards

Lesson Overview

In Module 4, students look at the entire ECR paper as one complete structure and color-code every sentence so they can see that each sentence has a job. Using the exemplar papers from Module 3 (built on "Henry Ford: Visionary of Travel" and "Sam Walton: Visionary of Retail"), students learn the color code — Introduction (Blue -> Yellow -> Green), Body paragraphs (Green -> Yellow -> Red -> Blue), and Conclusion (Green -> Yellow -> Blue) — and discover that the introduction and conclusion are mirror images. The paper opens wide, narrows in, then widens again.

BIG Goal: Students will color-code a full ECR paper correctly, identify the job of every sentence, and explain the mirror color pattern between the introduction and conclusion.

Writing Genre TEKS

TEKS	Student Expectation (verbatim TEKS breakout)	Where It Is Taught and Practiced in This Module
12B(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	Days 1-5: students identify the thesis (central idea)/central idea and its restatement by color.
12B(ii)	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics	Days 1-3: students color-code the full ECR structure.
12B(iii)	compose informational texts, including brief compositions that convey information about a topic, using craft	Day 4: students refine their understanding of how structure serves meaning.

Writing Process TEKS

TEKS	Student Expectation (verbatim TEKS breakout)	Where It Is Taught and Practiced in This Module
11B(ii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure	Days 1-5: students see and rebuild the purposeful structure of a full paper.
11B(iii)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details	Days 2-3: students match evidence and explanation to their color jobs.

Writing Genre ELPS Breakouts

ELPS	Student Expectation (verbatim ELPS breakout)
4(C)(ii)	write using content-area vocabulary
4(D)(i)–(iii)	write using a variety of grade-appropriate sentence lengths, sentence types, and connecting words
4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

Writing Process ELPS Breakouts

ELPS	Student Expectation (verbatim ELPS breakout)
4(C)(ii)	write using content-area vocabulary
4(D)(iii)	write using a variety of grade-appropriate connecting words
4(E)(i)–(ii)	write formal or informal text using conventions and grammatical structures
4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

Interdisciplinary context (background only): both passages connect to Social Studies through innovation, business, and how individuals change communities.

Module 4 — ELPS Correlations

Matched from the approved K-12 ELPS/ELAR Crosswalk to the actual language demands of this module. The final column names the day or days on which each expectation is explicitly addressed, so no searching is required.

ELPS	Domain	Language Pattern	Complete ELPS Student Expectation	Day Addressed
1(E)	Listening	Comprehension	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.	Days 1, 3, 4, and 5
2(E)	Speaking	Discourse	Use comprehensible language to explain information orally with increasing specificity and detail during classroom interactions.	Days 3 and 5
3(E)	Reading	Purpose for Reading	Use pre-reading strategies, including previewing text features, connecting to prior knowledge, and making predictions, to develop comprehension.	Day 1
4(D)	Writing	Language Structures / Syntax	Write using grade-appropriate sentence lengths and types.	Days 1, 2, and 3

ELPS Woven Into Intervention

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
1(E)	Listening	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.	Intervention, after Day 3
2(E)	Speaking	Use comprehensible language to explain information orally with increasing specificity and detail.	Intervention, after Day 3

ELPS Woven Into Enrichment

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
2(E)	Speaking	Use comprehensible language to explain information orally with increasing specificity and detail.	Enrichment, after Day 4
4(D)	Writing	Write using grade-appropriate sentence lengths and types.	Enrichment, after Day 4

Module 4 — ELPS Linguistic Accommodations

Purpose: These accommodations maintain grade-level rigor while opening clear avenues to success for emergent bilingual students as they learn to write paired-passage responses using BOTH texts.

Level	Language Objective
Pre-Production	Point to evidence in each passage using gestures and color-coded highlights.
Beginning	Sort evidence cards by passage (Ford / Walton) and point to the label before speaking.
Intermediate	Say aloud a connection using the frame: "Both men ___ because ___."
High Intermediate	Explain how the two texts connect using the frame: "The Ford passage shows ___, and the Walton passage shows ___."
Advanced	Use oral rehearsal to refine a paired-passage response before writing.

Teacher Script & Oral Rehearsal Scaffolding

To support students in moving from oral rehearsal to written stamina, use the following HABITS:

- Oral Rehearsal Frames: Before writing, have students pair up to practice using these frames:
- "One reason both men were important was ___."
- "The text stated ___ (Ford). The passage explained ___ (Walton)."
- "This shows that both men ___."
- Sentence Stems for Support: "One idea that fits both is ___, "In the same way ___, "Similarly ___."
- Partner Rehearsal: Have students say their connection aloud to a partner before writing, so both pieces of evidence are clear before the pencil moves.

Language Domains

This module builds all four language domains as students color-code a full ECR paper and explain the job of every sentence. Every task below is open to English learners at any proficiency level; the supports are built in, not bolted on.

Domain	How this module builds it
Listening	Students hear the color code and the mirror pattern modeled aloud and restate the job of each color before working.
Speaking	Students explain to a partner why each sentence gets its color, using the color key and sentence frames.
Reading	Students read exemplar paragraphs closely to decide the job of each sentence across the whole paper.
Writing	Students color-code a full paper and, in the enrichment, write and correctly color-code their own mini exemplar.

Module 4 — Learning Destination

Module Learning Objective

Students will write one informational response that uses evidence from BOTH passages and connects the ideas around a clear central idea.

I Will Statements

- I will read two passages and track each one's plot line (Problem -> Action -> Solution -> Impact).
- I will find evidence from BOTH texts.
- I will connect the two ideas into one clear explanation.

I Can Statements

- I can use evidence from both passages.
- I can connect two texts into one answer.
- I can explain how the ideas work together.

★ Daily Deck

Daily Deck - Module Slide 1: the I Will and I Can statements for this module, so students see the week's target before anything else.

Success Criteria

- My answer uses evidence from BOTH passages.
- I include two pieces of evidence (one from each text).
- My explanation connects the ideas into one central idea.

Module 4 — Rigor and Misconceptions

Rigor Safeguard

You may read a prompt aloud, repeat it, and let students use the color-coding anchor chart. You may provide a sentence frame. You may not tell a student the color of a sentence or the job it does. The student must still decide the job of each sentence and must still prove it with the correct color.

Rigor and Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Name the color for each sentence job (Blue, Yellow, Green, Red).	Supported. The teacher may keep the color key visible.	The student correctly matches each job to its color.
Inferential	Decide the job of a sentence and tag it with the right color.	Guided on Days 1 and 2, independent by Day 5.	The student rebuilds a paper and color-codes each sentence accurately.
Evaluative	Judge why the introduction and conclusion are mirror color patterns.	Partner discussion on Day 3, independent on Day 5.	The student explains that the paper opens broad, narrows, then widens again.

Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
Color-coding is just decoration.	A teacher may treat coloring as busywork rather than structure analysis.	Ask, "What job does this color prove the sentence is doing?"
Evidence and explanation are the same color.	A teacher may accept yellow for both quoting and explaining.	Remind: yellow is the quoted proof; red is the thinking that explains it.
The intro and conclusion use the same color order.	A teacher may expect identical patterns.	Show the mirror: intro is Blue -> Yellow -> Green; conclusion is Green -> Yellow -> Blue.

Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
Any color works as long as it is neat.	The student colors without matching the job.	Use the color key: "If you know the job, you know the color."
Red belongs anywhere.	The student marks a reason or evidence red.	Remind: red is only for explanation in the body paragraphs.
The conclusion copies the introduction's colors in order.	The student colors the conclusion Blue -> Yellow -> Green.	Show the mirror pattern: the conclusion is Green -> Yellow -> Blue.

Module 4 — Thinking Levels

These charts support building rigor. Use them in every module to name the level of thinking a prompt and a student response require.

The Progression of Thinking

Level	Hidden Question	Student Thinking	Thinking Focus
Foundational (Red)	What happened?	I can name what each passage is about.	Recall from each text
Emergent (Orange)	Why was it done?	I can explain each person's problem and solution.	Purpose and plot line
Visible (Yellow)	Why is it important in the passages?	I can find evidence in BOTH texts.	Evidence from two texts
Independent (Green)	Why is it important to me?	I can connect the two ideas into one.	Connection across texts
Reflective (Blue)	Why is it important to everyone?	I can explain why the connected idea matters.	Significance

Module 4: Paired Passage Responses

Focus: connecting two informational texts into one clear answer.

Level	Student Thinking	HABIT / Task
Recall	Name what each passage is about.	Identify: Locate the topic and plot line of each text.
Skill	Find evidence in each passage.	Gather: Pull one piece of evidence from each text.
Strategic	Connect the two texts.	Connect: Explain how both pieces of evidence support one idea.
Extended	Explain and reflect.	Explain: Show why the connected idea matters.

Teacher Script

"Class, this module we are focusing on connecting two texts into one answer. We start with Recall, naming what each passage is about. Then Skill, finding evidence in each. As we get stronger, we reach the Strategic level, connecting both texts. Finally, at the Extended level, we explain why the connected idea matters. This is how we build our writing stamina!"

Module 4 — Vocabulary

Vocabulary — Teacher Script

Teacher Script

"Before we begin, let's preview some words you will see in today's lesson and passages. Good readers notice vocabulary before they begin reading or answering questions."

Tier 1 Vocabulary

Word	Student-Friendly Definition	Oral Rehearsal Frame
color	A shade like blue, yellow, green, or red used to mark a job.	"Each sentence job has its own ____."
mark	To make a sign or highlight on something.	"I ____ each sentence with its color."
match	To pair two things that go together.	"I ____ the sentence to its job."
part	One piece of a whole.	"Each ____ of the paper has a job."
sentence	A group of words that tells one complete idea.	"Every ____ has a different job."
same	Alike; not different.	"The intro and conclusion use the ____ three colors."
different	Not alike.	"The color order is ____ in the conclusion."
check	To look closely to make sure something is right.	"I ____ my colors with a partner."
begin	To start.	"The introduction is where we ____."
end	The last part.	"The conclusion is the ____."

Tier 2 Vocabulary

Word	Student-Friendly Definition	Oral Rehearsal Frame
structure	The way the parts of the paper are built and ordered.	"Color helps me see the ____ of the paper."
introduction	The first paragraph that gets the reader ready.	"The ____ moves blue to yellow to green."
thesis (central idea)	The sentence that states the exact answer.	"The green ____ gives the exact answer."
evidentiary transition	The bridge sentence that groups the support.	"The yellow ____ bridges to the texts."
reason	Why the claim or central idea is true.	"A green ____ starts a body paragraph."
way	How two things connect in a HOW response.	"A green ____ starts a HOW body paragraph."
evidence	Details from a text that support an idea.	"The yellow ____ proves the point."
explanation	Words that tell how the evidence proves the idea.	"The red ____ makes the meaning clear."
significant inferencing	A big-picture idea drawn from the evidence.	"The blue ____ lifts the paragraph outward."
conclusion	The last paragraph that closes the paper.	"The ____ moves green to yellow to blue."
restatement	Saying the thesis (central idea) again in a fresh way.	"R1 is a ____ of the thesis (central idea)."
reflection	A big-picture thought for others.	"R3 is the blue ____."

Tier 3 Vocabulary

Teacher Script

"These words are connected specifically to the topics in our passages. When we understand them, the passage becomes easier to understand."

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
affordable	uh-FOR-duh-bul	Cheap enough that people can buy it.	"Both men made things more ____."
assembly line	uh-SEM-blee line	A way to build things step by step as they move along.	"Ford used an ____ to build cars faster."
Model T	MOD-ul TEE	The affordable car Henry Ford created.	"The ____ was a car many families could buy."
retail	REE-tayl	The selling of goods to everyday shoppers.	"Walton worked in ____."
Walmart	WAWL-mart	The store Sam Walton opened.	"Walton opened ____ to sell for less."
transportation	trans-por-TAY-shun	Ways people and goods move from place to place.	"Ford changed ____ with the car."
everyday families	EV-ree-day FAM-uh-leez	Ordinary people and their households.	"Both men helped ____."
Great Depression	grayt dih-PRESH-un	A time when many people had very little money.	"Walton grew up during the ____."
customers	KUHS-tuh-merz	People who buy goods or services.	"Walton's ____ liked his low prices."
problem-solving	PROB-lum SOL-ving	Finding ways to fix problems.	"Both men were good at ____."

Module 4 — Background Knowledge and Teacher Context

In Module 4, students step back and look at the entire ECR paper as one complete structure. Using the exemplar papers built in Module 3 (based on "Henry Ford: Visionary of Travel" and "Sam Walton: Visionary of Retail"), students color-code every sentence so they can visually see that each sentence has a job. This is the module where the whole paper — introduction, three body paragraphs, and conclusion — comes together as a visible, intentional structure.

The key insight is the color pattern: the introduction moves Blue -> Yellow -> Green (broad -> bridge -> exact answer), and the conclusion moves Green -> Yellow -> Blue (exact answer again -> support as a whole -> broad reflection). The introduction and conclusion are mirror images, showing students that the paper opens wide, narrows in, then widens again.

Quick Teacher Reference - Cluster 5

Reading Focus

Students continue working with the linear plot line in paired passages:

- problem
- action
- solution
- impact

Writing Focus

Students are now looking at the entire ECR paper as a complete structure. This module is about helping students visually identify how each sentence in the paper has a job.

Color Code Key for the Full ECR

Introduction Paragraph

- Blue = Statement of Purpose
- Yellow = Evidentiary Transition
- Green = Thesis (Central Idea)

Main Body Paragraphs 1, 2, and 3

- Green = Reason or Way statement
- Yellow = Evidence
- Red = Explanation
- Blue = Significant Inferencing statement

Conclusion Paragraph

- Green = R1 (Restatement of Thesis (Central Idea))
- Yellow = R2 (Reference to Evidence)
- Blue = R3 (Reflection / Bluebird moment)

Important Visual Insight for Teachers

The introduction and conclusion are mirror images in color movement:

- The Introduction moves from Blue -> Yellow -> Green (broad -> bridge -> exact answer)
- The Conclusion moves from Green -> Yellow -> Blue (exact answer again -> support as a whole -> broad reflection)

This helps students visually understand that the paper opens wide, narrows in, then widens again.

Module 4 — Materials and Module at a Glance

Materials Needed

This module is a hands-on color-coding activity, so gather the pieces first. Each student needs an interactive notebook and the pocket color-square markers from the front of the notebook, plus blue, yellow, green, and red crayons, colored pencils, or highlighters for tagging each sentence's job. Bring copies of the exemplar papers from Cluster 5, Module 3 (the teacher will cut these into sentence strips for the Color Code Capture game), a color-coding anchor chart, small group color key cards, a partner check sheet, sticky notes, and scissors and glue if needed. Have chart paper and a whiteboard with markers for modeling. A spinner, game cards, and "Pencil Guy" markers are available if you use a gameboard option. A quick reference list follows.

Materials List

- Copies of the exemplar papers from Cluster 5, Module 3
- Interactive notebooks
- Pocket color-square markers from the front of the notebook
- Blue, yellow, green, and red crayons, colored pencils, or highlighters
- Whiteboard and markers
- Chart paper
- Color-coding anchor chart
- Scissors and glue if needed
- Sticky notes
- "Pencil Guy" markers if using a gameboard option
- Spinner
- Game cards
- Partner check sheet
- Small group color key cards

Module at a Glance

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15	G — Gather + R — Reveal	"Color detectives" hook; review the full-paper structure and the color code, and model color-coding an intro, body, and conclusion.
Day 2	15	A — Attempt	Color Code Capture: rebuild an exemplar paper, label each sentence's job, and tag it with the correct color.
Day 3	15	D — Discuss + U — Use	Discuss the mirror color pattern, then color-code and partner-check a full exemplar in the notebook.
Day 4	15	A — Award + T — Target	Celebrate seeing the structure and set a next-step goal.
Day 5	15	E — Educate and Explain to Others	Teach a partner the color system and the mirror pattern.

Module 4 — Tiny Times Transition

A Tiny Time is a quick, zero-material movement routine — under one minute — used to move students between activities while reinforcing this module's focus: connecting two texts. Use one whenever the class changes activities, when energy dips, or right before a new task.

This Module's Routine: "Two-Track Freeze"

Teacher Script

"Tiny Time! When I say a name, freeze in that pose — arms like a steering wheel for Ford, arms like stacking shelves for Walton. Then whisper one thing BOTH men did to a neighbor."

How to run it:

- Signal the class and get all eyes on you.
- Call "Ford!" or "Walton!" and students strike the pose.
- Call "Connect!" and students whisper one idea that fits BOTH men ("They both helped everyday families").
- Repeat two or three times, then have students return quietly to their seats.

No materials are needed and every student can succeed. Vary the connection each time so the Tiny Time stays fresh all week.

Module 4 — The DOT Reading Habit

The DOT Reading Habit

The DOT reading habit has three steps: Dot, Discover, Drop.

Teacher Script

"As strong readers, we use the DOT habit while we read the passages in our Interactive Notebooks. DOT stands for three steps: Dot, Discover, Drop."

Step	What It Means
D — Dot	Place a small dot above any word that seems unfamiliar as you are reading.
O — Discover	Discover the meaning of the word as we learn together through our lessons.
T — Drop	Go back and erase the dot above the word once you know its meaning.

Board text: Dot the word. Discover the meaning. Drop the dot.

Encouragement: "This habit helps your brain keep track of the words you are still learning. Good readers notice new words, find out what they mean, and celebrate when they own them."

Module 4 — Mentor Text Moves

Teacher Script

"Watch how I build one answer from two texts. I use evidence from BOTH Henry Ford and Sam Walton, and I connect them in one explanation."

Model Prompt: Explain why Henry Ford and Sam Walton were important.

Part of the Response	Example	Purpose
Reason (fits both)	"One reason both men were important was that they helped everyday families."	A reason that applies to BOTH passages.
Ford Evidence	The text stated, "Many families who had never owned a car before were finally able to buy one."	Evidence from Passage 1, with a signal phrase.
Walton Evidence	The passage explained, "Customers liked finding many items in one place at prices they could afford."	Evidence from Passage 2, connected to the same idea.
Explanation (connects both)	"This shows that both men created solutions that made life easier and more affordable."	One explanation that ties BOTH pieces of evidence together.

Teacher Script

"Notice the reason fits both men, I use one piece of evidence from each passage with a signal phrase, and my explanation connects them into one idea. That is a complete paired-passage answer."

When you write your extended constructed response (ECR) for Module 4, remember: one answer = two texts. Use evidence from both passages and connect the ideas.

Module 4 — TRACKS: Reading the Passages for Evidence

Before students color-code a full paper, they reread each passage and TAP the TRACKS so the evidence (yellow) in the paper is grounded in both texts. In this paired-passage module, students hunt the TRACKS in both passages so their color-coded evidence and explanation come from the two texts.

The Six Types of Measurable Evidence: TRACKS

As students read each passage, they TAP the TRACKS — they hunt for the six kinds of evidence and highlight each with the TRACKS color below. Use the same six categories, the same wording, and the same colors in every module.

Letter	Category	What to Look For	Highlight Color
T	Time	Age, era, dates, cultural details, or historical details. Often associated with adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often associated with verbs and adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often associated with verbs and adverbs.	Pastel Yellow
C	Character, Concept, Creature	Characters' or people's names, animals, or major concepts used as the central idea. Often nouns or proper nouns.	Pastel Yellow
K	Key Knowledge	All other important information necessary to the meaning of the passage (background knowledge).	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged or measured through the five senses.	Pastel Green

 Teacher Script

"Note: the TRACKS highlight colors (for reading the passages) are separate from the writing color code in this module (blue/yellow/green/red for the jobs of sentences in the paper). Students use TRACKS to gather evidence, then use the writing color code to see the job of each sentence they write."

How to Use TRACKS **Teacher Script**

"As we reread each passage, we hunt for all six kinds of evidence and highlight each one in its TRACKS color across the whole passage. That evidence from BOTH passages is what becomes the yellow evidence sentences in our color-coded paper."

TRACKS in "Henry Ford: Visionary of Travel"

Here is a sample of the evidence students find and highlight as they TAP the TRACKS in this passage (highlight the whole passage, not just a few pieces):

Letter	Category	Evidence from the Passage
T	Time	was born in 1863; In 1903; A few years later
R	Reactions	enjoyed taking machines apart; Henry Ford believed that cars should be available for everyday families
A	Actions	worked as a mechanic; Henry Ford started the Ford Motor Company; he created the Model T
C	Character, Concept, Creature	Henry Ford; the Model T; the assembly line
K	Key Knowledge	Many families who had never owned a car before were finally able to buy one
S	Scenery / Setting	on a farm in Michigan; who lived in other towns

TRACKS in "Sam Walton: Visionary of Retail"

Here is a sample of the evidence students find and highlight as they TAP the TRACKS in this passage (highlight the whole passage, not just a few pieces):

Letter	Category	Evidence from the Passage
T	Time	was born in 1918; After college; In 1962
R	Reactions	became very interested in how stores worked; Customers liked finding many items in one place
A	Actions	delivering newspapers, milking cows, and doing small jobs; He opened a small store
C	Character, Concept, Creature	Sam Walton; the Great Depression; called Walmart
K	Key Knowledge	families needed ways to stretch every dollar; at prices they could afford
S	Scenery / Setting	in Rogers, Arkansas; especially in small towns

Before Students Read

Preview the two passages with students before reading. Each passage appears twice: first a plain copy to read, then a color-coded copy. As you read, students TAP the TRACKS — they hunt for the six kinds of evidence and highlight each with the TRACKS color below. TRACKS marks the evidence in the passage; the shapes are used only to analyze the prompt.

The Six Types of Measurable Evidence: TRACKS

Students look for six kinds of measurable evidence in every passage. Use the same six categories, the same wording, and the same colors in every module.

T Time — Age, era, dates, cultural details, or historical details. Often associated with adjectives. (Highlight color: Pastel Green.)

R Reactions — Reactions, solutions, resolutions, or effects. Often associated with verbs and adverbs. (Highlight color: Pastel Purple.)

A Actions — Actions, problems, conflicts, or causes. Often associated with verbs and adverbs. (Highlight color: Pastel Yellow.)

C Character, Concept, Creature — Characters' or people's names, animals or animals' names, or major concepts used as the central idea. Often nouns or proper nouns. (Highlight color: Pastel Yellow.)

K Key Knowledge — All other important information necessary to the meaning of the passage that is not accounted for by another TRACKS category (background knowledge). (Highlight color: Pastel Orange.)

S Scenery / Setting — Setting characteristics that are acknowledged or measured through the five senses. (Highlight color: Pastel Green.)

PASSAGE 1 — Henry Ford: Visionary of Travel

[1] Henry Ford was an American inventor and businessman who helped change the way people traveled and worked. He was born in 1863 on a farm in Michigan. When Henry was young, he enjoyed taking machines apart to see how they worked. He was especially interested in engines and tools. While many children spent their free time playing games, Henry often spent time studying machines and trying to understand how they operated.

[2] Life on a farm gave Henry many opportunities to observe tools and equipment. Farmers depended on machines and hard work to complete daily tasks. Henry noticed how much effort was required to care for animals, grow crops, and transport supplies. He often wondered if machines could make these jobs easier and faster. His curiosity encouraged him to learn as much as possible about how mechanical devices worked.

[3] As Henry grew older, his interest in machines continued to grow. He enjoyed fixing equipment and learning how different parts worked together. Family members and neighbors noticed that Henry was curious and liked solving problems. When something broke, he often wanted to understand why it stopped working and how it could be repaired. These experiences helped him develop skills that would later support his career.

[4] Eventually, Henry became a mechanic. He spent many hours working with engines and experimenting with new ideas. He enjoyed testing machines and finding ways to improve them. Unlike many people who accepted things as they were, Henry constantly looked for better solutions. He believed that inventions could improve everyday life.

[5] During the late 1800s, transportation was very different from what it is today. Most people traveled by horse and wagon. Roads were often rough, muddy, or dusty. Traveling from one town to another could take many hours. Long trips sometimes required people to stop overnight before reaching their destinations. Families carefully planned journeys because travel could be slow and difficult.

[6] Although automobiles already existed, they were very rare. They were also very expensive. Only wealthy individuals could usually afford to buy one. Most families depended on horses because automobiles cost too much money. Before buying a car, many families had to preplan long trips because travel took much more time. People often believed that automobiles would never become common because they were too costly.

[7] Henry Ford disagreed. He believed automobiles should be available to everyday families. He thought transportation should not be limited to wealthy people. He imagined a future in which families could travel more easily, reach destinations more quickly, and enjoy greater freedom to move from place to place.

[8] Many business owners at the time focused on building expensive automobiles for wealthy customers. Henry believed there was a better approach. Instead of producing only a small number of expensive vehicles, he wanted to build reliable automobiles that many people could afford. This idea became one of the most important goals of his career.

[9] In 1903, Henry Ford started the Ford Motor Company. Starting a business required determination and hard work. Henry and his team had to design vehicles, hire workers, purchase materials, and convince customers to trust their products. Building a successful company was not easy, but Henry remained committed to his vision.

[10] The Ford Motor Company continued developing automobiles, searching for ways to improve both quality and affordability. Henry wanted his vehicles to be dependable and practical. He believed people would buy automobiles if they were easy to operate and reasonably priced.

[11] A few years later, Henry Ford introduced the Model T. This automobile became one of the most important vehicles in American history. The Model T was strong, simple, and much more affordable than many other automobiles. It was designed for ordinary families rather than just wealthy buyers.

[12] The Model T quickly became popular. Families who had never owned a car before were finally able to purchase one. People who once depended entirely on horses and wagons now had another option for transportation. For many families, owning a car changed daily life.

[13] Automobiles gave people more freedom to travel. Families could visit relatives who lived farther away. Trips that once required many hours could often be completed much more quickly. Traveling to stores, schools, churches, and community events became easier. Farmers could transport supplies and products more efficiently. Workers could travel greater distances to reach their jobs.

[14] As more people purchased automobiles, communities began to change. Roads became increasingly important because people needed reliable routes for travel. Communities worked to improve roads so automobiles could move more easily between towns. Better transportation helped connect communities and encouraged economic growth.

[15] Businesses also benefited from improved transportation. Stores could receive products more quickly. Customers could travel farther to shop. Communities that were once isolated became more connected to surrounding areas. The automobile helped create new opportunities for businesses and families alike.

[16] One of Henry Ford's greatest contributions was introducing the assembly line to automobile production. Before the assembly line, building a car required a great deal of time. Workers often moved around factories completing many different tasks. This process made automobiles expensive to produce.

[17] Henry Ford wanted to find a faster and more efficient method. He studied manufacturing processes and looked for ways to improve production. After careful observation and experimentation, he introduced the assembly line.

[18] On an assembly line, workers stayed in one location while parts moved from station to station. Each worker completed a specific task before the product moved to the next step. Instead of building large sections of a car individually, workers focused on smaller tasks that could be completed repeatedly.

[19] This system increased efficiency. Cars could be built much faster than before. Because production became more efficient, the cost of manufacturing automobiles decreased. Ford Motor Company could produce more vehicles in less time.

[20] Lower production costs allowed Henry Ford to reduce the price of automobiles. As prices decreased, more families could afford to buy cars. This helped expand automobile

ownership throughout the United States.

[21] The success of the assembly line influenced many other industries. Factories that produced furniture, appliances, clothing, and other goods began using similar methods. Businesses learned that organizing work into smaller steps could improve efficiency and reduce costs.

[22] Henry Ford's ideas changed more than transportation. They also changed manufacturing. Many modern factories still use assembly line principles today. Although technology has advanced, the basic concept of moving products through a series of work stations remains important.

[23] As the automobile industry grew, new jobs were created. Factories needed workers to build vehicles. Other businesses supplied materials, parts, and services. Communities benefited from the economic opportunities created by the growing industry. Automobile production became an important part of the American economy.

[24] Cars also influenced the way people lived. Families could travel for vacations, visit relatives more often, and explore new places. Communities expanded as transportation became easier. Businesses reached more customers, and workers gained greater flexibility in choosing where to live and work.

[25] Because of Henry Ford's ideas, automobiles became more common and travel became easier for many people. Dusty roads connected many towns, and cars helped people travel across them more quickly. His inventions and new ways of building products helped transform transportation and industry throughout the United States.

[26] The story of Henry Ford demonstrates the power of curiosity, determination, and innovation. He saw a problem and searched for a solution. Instead of accepting that automobiles were only for wealthy people, he worked to make them available to ordinary families. His willingness to think differently helped create lasting change.

[27] Today, Henry Ford is remembered as an inventor and businessman whose ideas changed the world. His work helped make automobiles available to millions of people and influenced the way products are manufactured. More than a century later, his contributions continue to affect transportation, industry, and daily life. His legacy reminds us that one person's ideas can improve communities and shape the future for generations to come.

[28] Nonfiction - Passage 10

Student Annotation Guide — Henry Ford: Visionary of Travel

T — Time

He was born in 1863; As Henry grew older; Eventually; During the late 1800s; In 1903; A few years later; As more people purchased automobiles; Before the assembly line; Many modern factories still use assembly line principles today; More than a century later

R — Reactions

Henry often spent time studying machines and trying to understand how they operated; He often wondered if machines could make these jobs easier and faster; his interest in machines continued to grow; Family members and neighbors noticed that Henry was curious and liked solving problems; He enjoyed testing machines and finding ways to improve them; Henry constantly looked for better solutions; Families carefully planned journeys because travel could be slow and difficult; People often believed that automobiles would never become common because they were too costly; Henry Ford disagreed; He believed automobiles should be available to everyday families; Building a successful company was not easy, but Henry remained committed to his vision; He believed people would buy automobiles if they were easy to operate and reasonably priced; The Model T quickly became popular; Henry Ford wanted to find a faster and more efficient method; Because of Henry Ford's ideas, automobiles became more common and travel became easier for many people; Instead of accepting that automobiles were only for wealthy people, he worked to make them available to ordinary families; His legacy reminds us that one person's ideas can improve communities and shape the future for generations to come

A — Actions

he enjoyed taking machines apart to see how they worked; His curiosity encouraged him to learn as much as possible; He enjoyed fixing equipment and learning how different parts worked together; When something broke, he often wanted to understand why it stopped working and how it could be repaired; He spent many hours working with engines and experimenting with new ideas; he wanted to build reliable automobiles that many people could afford; Henry Ford started the Ford Motor Company; The Ford Motor Company continued developing automobiles, searching for ways to improve both quality and affordability; Henry Ford introduced the Model T; Families could visit relatives who lived farther away; Communities worked to improve roads; He studied manufacturing processes and looked for ways to improve production; After careful observation and experimentation, he introduced the assembly line; Each worker completed a specific task before the product moved to the next step; Ford Motor Company could produce more vehicles in less time; He saw a problem and searched for a solution

C — Character/Concept/Creature

Henry Ford was an American inventor and businessman; He was especially interested in engines and tools; about how mechanical devices worked; Henry became a mechanic; He believed that inventions could improve everyday life; He imagined a future in which families could travel more easily, reach destinations more quickly, and enjoy greater freedom to move from place to place; This idea became one of the most important goals of his career; Henry wanted his vehicles to be dependable and practical; The Model T was strong, simple, and much more affordable than many other automobiles; The automobile helped create new opportunities for businesses and families alike; One of Henry Ford's greatest contributions was introducing the assembly line to automobile production; This helped expand automobile ownership throughout the United States; Henry Ford's ideas changed more than transportation; They also changed manufacturing; His inventions and new ways of building products helped transform transportation and industry throughout the United States; Today, Henry Ford is remembered as an inventor and businessman whose ideas changed the world

K — Key Knowledge

who helped change the way people traveled and worked; gave Henry many opportunities to observe tools and equipment; Farmers depended on machines and hard work to complete daily tasks; Henry noticed how much effort was required to care for animals, grow crops, and transport supplies; These experiences helped him develop skills that would later support his career; Roads were often rough, muddy, or dusty; Traveling from one town to another could take many hours; Long trips sometimes required people to stop overnight before reaching their destinations; Although automobiles already existed, they were very rare; They were also very expensive; Only wealthy individuals could usually afford to buy one; Many business owners at the time focused on building expensive automobiles for wealthy customers; Henry and his team had to design vehicles, hire workers, purchase materials, and convince customers to trust their products; It was designed for ordinary families rather than just wealthy buyers; Families who had never owned a car before were finally able to purchase one; People who once depended entirely on horses and wagons now had another option for transportation; For many families, owning a car changed daily life; Trips that once required many hours could often be completed much more quickly; Traveling to stores, schools, churches, and community events became easier; Farmers could transport supplies and products more efficiently; Workers could travel greater distances to reach their jobs; communities began to change; Better transportation helped connect communities and encouraged economic growth; Businesses also benefited from improved transportation; Stores could receive products more quickly; Customers could travel farther to shop; Communities that were once isolated became more connected to surrounding areas; building a car required a great deal of time; Workers often moved around factories completing many different tasks; This process made automobiles expensive to produce; workers stayed in one location while parts moved from station to station; workers focused on smaller tasks that could be completed repeatedly; This system increased efficiency; Cars could be built much faster than before; the cost of manufacturing automobiles decreased; Lower production costs allowed Henry Ford to reduce the price of automobiles; As prices decreased, more families could afford to buy cars; The success of the assembly line influenced many other industries; Factories that produced furniture, appliances, clothing, and other goods began using similar methods; the basic concept of moving products through a series of work stations remains important; As the automobile industry grew, new jobs were created; Factories needed workers to build vehicles; Other businesses supplied materials, parts, and services; Communities benefited from the economic opportunities created by the growing industry; Automobile production became an important part of the American economy; Families could travel for vacations, visit relatives more often, and explore new places; Businesses reached more customers, and workers gained greater flexibility in choosing where to live and work; cars helped people travel across them more quickly; The story of Henry Ford demonstrates the power of curiosity, determination, and innovation; His work helped make automobiles available to millions of people and influenced the way products are manufactured; his contributions continue to affect transportation, industry, and daily life; Nonfiction - Passage 10

S — Scenery/Setting

on a farm in Michigan; Life on a farm; Most people traveled by horse and wagon; Roads became increasingly important because people needed reliable routes for travel; On an assembly line; Dusty roads connected many towns

TRACKS EVIDENCE HIGHLIGHTING — Henry Ford: Visionary of Travel

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[28] Nonfiction - Passage 10

PASSAGE 2 — Sam Walton: Visionary of Retail

[1] Sam Walton grew up during a difficult time in American history. He was born in 1918, and as a child he watched his family work hard during the Great Depression. Money was often tight, and young Sam helped by delivering newspapers, milking cows, and doing small jobs to earn extra money. These experiences taught him an important lesson: families needed ways to stretch every dollar.

[2] The Great Depression was a time when many people across the United States struggled financially. Jobs were difficult to find, businesses closed, and families often had very little money to spend. Sam saw these challenges firsthand. He watched his parents work hard to support their family and learned the importance of responsibility. Even as a young boy, he understood that every dollar mattered.

[3] Because of these experiences, Sam developed a strong work ethic. He believed that success came from effort, determination, and helping others. The lessons he learned as a child would later influence the way he ran his business. He never forgot what it was like for families to worry about money, and he wanted to find ways to help people save.

[4] As Sam grew older, he became interested in business. He enjoyed observing how stores operated and how customers made decisions. He noticed that some stores attracted many shoppers while others struggled to stay open. Sam wanted to understand why this happened. He believed there was always something new to learn.

[5] After graduating from college, Sam took a job at a retail store. There he learned about stocking shelves, helping customers, and managing products. He paid close attention to every part of the business. Rather than simply doing his job, Sam studied the store carefully. He wanted to understand what customers liked and what they wished could be improved.

[6] While working in retail, Sam noticed something that bothered him. Many stores charged high prices for everyday items. Families with limited money often had trouble purchasing the things they needed. Sam believed businesses could do a better job serving customers. He thought stores should focus on helping people save money while still providing good products.

[7] The more Sam learned, the more he believed there was an opportunity to create a different kind of store. He wanted to build a business that offered a wide variety of products at lower prices. His goal was to make shopping easier and more affordable for families.

[8] In 1962, Sam Walton decided to put his ideas into action. He opened a small store in Rogers, Arkansas called Walmart. His plan was simple but bold. He would sell many different products at prices that everyday families could afford. Sam believed that if customers could save money, they would continue returning to the store.

[9] Starting a business was not easy. Sam faced many challenges. He had to make decisions about what products to sell, how much to charge, and how to attract customers. He worked long hours and often spent time studying other stores. Whenever he saw a good idea, he thought about how he could adapt it to improve his own business.

[10] Sam was known for constantly looking for ways to learn. He traveled to different communities and visited stores across the country. He observed what worked well and what did not. He believed that successful businesses should never stop improving.

[11] At first, Walmart was just a single store. Sam greeted customers, talked with workers, and paid attention to what shoppers wanted. He understood that customers were the most important part of any business. If people were happy with their shopping experience, they would return and tell others about the store.

[12] Customers soon noticed that Walmart offered lower prices on many items. Families appreciated being able to save money. They could buy clothing, household supplies, toys, and other products without spending as much as they might at other stores. This made Walmart popular with shoppers.

[13] As more people visited the store, sales increased. Sam continued looking for ways to keep prices low. He worked hard to find efficient ways to buy and sell products. His goal was always the same: help customers save money.

[14] Because of the store's success, Sam opened additional locations. Many of these stores were built in small towns where shopping choices had been limited. Other businesses often focused on larger cities, but Sam believed smaller communities deserved access to affordable products as well.

[15] Families in these towns welcomed the new stores. Some people previously had to travel long distances to shop for basic items. Walmart made it easier for them to find what they needed closer to home. This convenience helped attract even more customers.

[16] As Walmart expanded, it created jobs for many people. Workers were needed to stock shelves, help customers, manage inventory, and operate registers. New stores brought employment opportunities to communities across the country. These jobs helped support local families and contributed to local economies.

[17] Sam Walton believed employees played an important role in the success of the business. He encouraged workers to share ideas and suggest improvements. He believed that good ideas could come from anyone, regardless of their position. This approach helped create a culture of teamwork within the company.

[18] Another reason for Walmart's success was Sam's willingness to listen. He listened to customers, employees, and managers. If someone suggested a way to improve the business, Sam considered the idea carefully. He understood that learning from others could lead to better decisions.

[19] As Walmart grew, more stores opened in different states. The company expanded steadily over time. Customers continued supporting the business because they appreciated the lower prices and wide selection of products. What started as one small store gradually became a national company.

[20] The growth of Walmart changed the retail industry. Other businesses noticed Walmart's success and began looking for ways to improve their own stores. Some companies lowered prices or expanded their product selections. Sam Walton's ideas influenced how many businesses operated.

[21] One of Sam's most important beliefs was that customers should come first. He often

reminded employees that the success of the business depended on serving shoppers well. He believed customers should be treated with respect and given good value for their money.

[22] Over time, Walmart became one of the largest retail companies in the world. Millions of customers visited stores each year. The company continued expanding while staying focused on its original goal of helping people save money.

[23] Sam Walton's determination and creativity helped transform retail shopping in the United States. His business created jobs, expanded shopping opportunities, and made products more affordable for many families. The ideas he developed during his career continued influencing businesses long after Walmart became successful.

[24] Although Sam Walton passed away in 1992, his impact can still be seen today. Walmart stores remain part of many communities across the country. Families continue shopping there for groceries, clothing, school supplies, and other everyday items.

[25] Sam's story demonstrates how one person's ideas can make a difference. He grew up during a time when many families struggled financially. Instead of forgetting those experiences, he used them to guide his decisions as a businessman. He wanted to create a company that helped people save money and improve their lives.

[26] Today, Sam Walton is remembered as an entrepreneur who started a business that changed the way people shop. His willingness to work hard, learn from others, and focus on customers helped turn a small store in Arkansas into one of the most successful companies in history. His story continues to inspire people who dream of starting businesses, solving problems, and helping their communities.

[27] CLUSTER 6 STARTS HERE.....

[28] Fiction - Passage 11

Student Annotation Guide — Sam Walton: Visionary of Retail

T — Time

Sam Walton grew up during a difficult time in American history; He was born in 1918; The Great Depression was a time when many people across the United States struggled financially; As Sam grew older; After graduating from college; While working in retail; In 1962; At first; As more people visited the store; As Walmart grew; Over time; Although Sam Walton passed away in 1992; He grew up during a time when many families struggled financially; Today

R — Reactions

Sam saw these challenges firsthand; Sam developed a strong work ethic; he wanted to find ways to help people save; Sam wanted to understand why this happened; He believed there was always something new to learn; He wanted to understand what customers liked and what they wished could be improved; Sam noticed something that bothered him; Sam believed businesses could do a better job serving customers; The more Sam learned, the more he believed there was an opportunity to create a different kind of store; Sam believed that if customers could save money, they would continue returning to the store; Whenever he saw a good idea, he thought about how he could adapt it to improve his own business; He believed that successful businesses should never stop improving; If people were happy with their shopping experience, they would return and tell others about the store; Families appreciated being able to save money; Sam believed smaller communities deserved access to affordable products as well; Families in these towns welcomed the new stores; He believed that good ideas could come from anyone, regardless of their position; Another reason for Walmart's success was Sam's willingness to listen; Sam considered the idea carefully; Customers continued supporting the business because they appreciated the lower prices and wide selection of products; He believed customers should be treated with respect and given good value for their money; Instead of forgetting those experiences, he used them to guide his decisions as a businessman; His story continues to inspire people who dream of starting businesses, solving problems, and helping their communities

A — Actions

young Sam helped by delivering newspapers, milking cows, and doing small jobs to earn extra money; He watched his parents work hard to support their family; He enjoyed observing how stores operated and how customers made decisions; Sam took a job at a retail store; Sam studied the store carefully; He wanted to build a business that offered a wide variety of products at lower prices; Sam Walton decided to put his ideas into action; He had to make decisions about what products to sell, how much to charge, and how to attract customers; He worked long hours and often spent time studying other stores; He traveled to different communities and visited stores across the country; Sam greeted customers, talked with workers, and paid attention to what shoppers wanted; Sam continued looking for ways to keep prices low; He worked hard to find efficient ways to buy and sell products; He encouraged workers to share ideas and suggest improvements; He listened to customers, employees, and managers; Other businesses noticed Walmart's success and began looking for ways to improve their own stores; He often reminded employees that the success of the business depended on serving shoppers well; His willingness to work hard, learn from others, and focus on customers helped turn a small store in Arkansas into one of the most successful companies in history

C — Character/Concept/Creature

He believed that success came from effort, determination, and helping others; he became interested in business; He thought stores should focus on helping people save money while still providing good products; His goal was to make shopping easier and more affordable for families; His plan was simple but bold; He understood that customers were the most important part of any business; This made Walmart popular with shoppers; His goal was always the same: help customers save money; This convenience helped attract even more customers; Sam Walton believed employees played an important role in the success of the business; What started as one small store gradually became a national company; Sam Walton's ideas influenced how many businesses operated; One of Sam's most important beliefs was that customers should come first; Walmart became one of the largest retail companies in the world; Sam Walton's determination and creativity helped transform retail shopping in the United States; He wanted to create a company that helped people save money and improve their lives; Sam Walton is remembered as an entrepreneur who started a business that changed the way people shop

K — Key Knowledge

Money was often tight; These experiences taught him an important lesson: families needed ways to stretch every dollar; Jobs were difficult to find, businesses closed, and families often had very little money to spend; Even as a young boy, he understood that every dollar mattered; He never forgot what it was like for families to worry about money; He noticed that some stores attracted many shoppers while others struggled to stay open; There he learned about stocking shelves, helping customers, and managing products; Many stores charged high prices for everyday items; Families with limited money often had trouble purchasing the things they needed; He would sell many different products at prices that everyday families could afford; Starting a business was not easy; Sam faced many challenges; He observed what worked well and what did not; Customers soon noticed that Walmart offered lower prices on many items; They could buy clothing, household supplies, toys, and other products without spending as much as they might at other stores; sales increased; Because of the store's success, Sam opened additional locations; Some people previously had to travel long distances to shop for basic items; Walmart made it easier for them to find what they needed closer to home; As Walmart expanded, it created jobs for many people; Workers were needed to stock shelves, help customers, manage inventory, and operate registers; New stores brought employment opportunities to communities across the country; These jobs helped support local families and contributed to local economies; This approach helped create a culture of teamwork within the company; He understood that learning from others could lead to better decisions; The company expanded steadily over time; The growth of Walmart changed the retail industry; Some companies lowered prices or expanded their product selections; Millions of customers visited stores each year; The company continued expanding while staying focused on its original goal of helping people save money; His business created jobs, expanded shopping opportunities, and made products more affordable for many families; Families continue shopping there for groceries, clothing, school supplies, and other everyday items; Sam's story demonstrates how one person's ideas can make a difference; CLUSTER 6 STARTS HERE.....; Fiction - Passage 11

S — Scenery/Setting

during the Great Depression; He opened a small store in Rogers, Arkansas called Walmart; Walmart was just a single store; Many of these stores were built in small towns where shopping choices had been limited; more stores opened in different states; Walmart stores remain part of many communities across the country

TRACKS EVIDENCE HIGHLIGHTING — Sam Walton: Visionary of Retail

[1] Sam Walton grew up during a difficult time in American history. He was born in 1918, and as a child he watched his family work hard during the Great Depression. Money was often tight, and young Sam helped by delivering newspapers, milking cows, and doing small jobs to earn extra money. These experiences taught him an important lesson: families needed ways to stretch every dollar.

[2] The Great Depression was a time when many people across the United States struggled financially. Jobs were difficult to find, businesses closed, and families often had very little money to spend. Sam saw these challenges firsthand. He watched his parents work hard to support their family and learned the importance of responsibility. Even as a young boy, he understood that every dollar mattered.

[3] Because of these experiences, Sam developed a strong work ethic. He believed that success came from effort, determination, and helping others. The lessons he learned as a child would later influence the way he ran his business. He never forgot what it was like for families to worry about money, and he wanted to find ways to help people save.

[4] As Sam grew older, he became interested in business. He enjoyed observing how stores operated and how customers made decisions. He noticed that some stores attracted many shoppers while others struggled to stay open. Sam wanted to understand why this happened. He believed there was always something new to learn.

[5] After graduating from college, Sam took a job at a retail store. There he learned about stocking shelves, helping customers, and managing products. He paid close attention to every part of the business. Rather than simply doing his job, Sam studied the store carefully. He wanted to understand what customers liked and what they wished could be improved.

[6] While working in retail, Sam noticed something that bothered him. Many stores charged high prices for everyday items. Families with limited money often had trouble purchasing the things they needed. Sam believed businesses could do a better job serving customers. He thought stores should focus on helping people save money while still providing good products.

[7] The more Sam learned, the more he believed there was an opportunity to create a different kind of store. He wanted to build a business that offered a wide variety of products at lower prices. His goal was to make shopping easier and more affordable for families.

[8] In 1962, Sam Walton decided to put his ideas into action. He opened a small store in Rogers, Arkansas called Walmart. His plan was simple but bold. He would sell many different products at prices that everyday families could afford. Sam believed that if customers could save money, they would continue returning to the store.

[9] Starting a business was not easy. Sam faced many challenges. He had to make decisions about what products to sell, how much to charge, and how to attract customers. He worked long hours and often spent time studying other stores. Whenever he saw a good idea, he thought about how he could adapt it to improve his own business.

[10] Sam was known for constantly looking for ways to learn. He traveled to different communities and visited stores across the country. He observed what worked well and what did not. He believed that successful businesses should never stop improving.

[11] At first, Walmart was just a single store. Sam greeted customers, talked with workers, and paid attention to what shoppers wanted. He understood that customers were the most important part of any business. If people were happy with their shopping experience, they would return and tell others about the store.

[12] Customers soon noticed that Walmart offered lower prices on many items. Families appreciated being able to save money. They could buy clothing, household supplies, toys, and other products without spending as much as they might at other stores. This made Walmart popular with shoppers.

[13] As more people visited the store, sales increased. Sam continued looking for ways to keep prices low. He worked hard to find efficient ways to buy and sell products. His goal was always the same: help customers save money.

[14] Because of the store's success, Sam opened additional locations. Many of these stores were built in small towns where shopping choices had been limited. Other businesses often focused on larger cities, but Sam believed smaller communities deserved access to affordable products as well.

[15] Families in these towns welcomed the new stores. Some people previously had to travel long distances to shop for basic items. Walmart made it easier for them to find what they needed closer to home. This convenience helped attract even more customers.

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[26] Today, Sam Walton is remembered as an entrepreneur who started a business that changed the way people shop. His willingness to work hard, learn from others, and focus on customers helped turn a small store in Arkansas into one of the most successful companies in history. His story continues to inspire people who dream of starting businesses, solving problems, and helping their communities.

[27] CLUSTER 6 STARTS HERE.....

[28] Fiction - Passage 11

🕒 Day 1 - Gather and Reveal (15 minutes)

G**R**

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12B(ii)	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics
TEKS 11B(ii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure
ELPS 4(C)(ii)	write using content-area vocabulary
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

GATHER

🔊 Teacher Script

“Today, we are going to do something a little different.
 We are going to turn writing into a map.
 Not a map with roads...
 A map with colors.
 Imagine that every sentence in your paper has a jersey color because every sentence has a different job to do.
 One sentence opens broadly.
 One sentence bridges.
 One sentence answers.
 One sentence proves.
 One sentence explains.
 One sentence reflects.
 If all the sentences wore the same color, we would not know who was doing what.
 But when each part has its own color...
 We can SEE the structure.”

★ Daily Deck Slide

Good writing has visible jobs. Color helps us see them.

 Teacher Script

"Today, you are going to become writing color detectives. You are going to look at complete exemplar papers and prove that you know what every sentence is doing."

REVEAL **Teacher Script**

"Before we start color coding, let's review the structure of the paper we have built."

 Anchor Chart: Full Paper Structure

Write on chart paper:

- Paragraph 1 = Introduction: Statement of Purpose / Evidentiary Transition / Thesis (Central Idea)
- Paragraph 2 = Main Body 1: Reason / Way / Evidence / Explanation / Significant Inferencing
- Paragraph 3 = Main Body 2: Reason / Way / Evidence / Explanation / Significant Inferencing
- Paragraph 4 = Main Body 3: Reason / Way / Evidence / Explanation / Significant Inferencing
- Paragraph 5 = Conclusion: R1 Restatement / R2 Reference / R3 Reflection

Review the Color Code **Daily Deck Slide****Introduction**

- Blue = Statement of Purpose
- Yellow = Evidentiary Transition
- Green = Thesis (Central Idea)

Main Bodies

- Green = Reason / Way
- Yellow = Evidence
- Red = Explanation
- Blue = Significant Inferencing

Conclusion

- Green = R1

- Yellow = R2
- Blue = R3

Teacher Script

*"Notice something very important.
The introduction starts broad and moves toward the exact answer.
The conclusion starts with the answer again and moves back toward the broad reflection."*

Daily Deck Slide

Introduction: Blue -> Yellow -> Green. Conclusion: Green -> Yellow -> Blue.

Teacher Script

*"The colors are opposite because the writing is doing opposite work.
The introduction gets us ready.
The conclusion sends us out."*

Teacher Modeling with an Exemplar Paragraph

Example Introduction: Creative thinkers often solve problems in ways that help many people. Both passages provide details about how these two men noticed problems and created changes that helped many families. Henry Ford and Sam Walton were important because they created solutions that helped everyday people.

Teacher Script

*"This first sentence is broad, so I color it blue.
This second sentence talks about the evidence as a whole, so I color it yellow.
This third sentence is the thesis (central idea), so I color it green."*

Teacher Modeling with a Body Paragraph

One reason Henry Ford and Sam Walton were important was that they made important needs more affordable for ordinary families. The text stated, "Many families who had never owned a car before were finally able to buy one." The passage explained, "Customers liked finding many items in one place at prices they could afford." This shows that both men helped everyday families by lowering the cost of things people needed in daily life. Ultimately, families benefit when useful goods and services become more affordable and easier to access.

 Teacher Script

*"This first sentence is a reason, so it is green.
 This sentence gives evidence, so it is yellow.
 This sentence explains the evidence, so it is red.
 This final sentence is significant inferencing, so it is blue."*

Teacher Modeling with a Conclusion

Henry Ford and Sam Walton were significant because they developed solutions that improved life for ordinary people. The evidence from both passages shows how each man noticed a need, worked toward a solution, and created changes that helped many families. Ultimately, communities grow stronger when determined people turn everyday problems into ideas that help others.

 Teacher Script

*"This is R1, so it is green.
 This is R2, so it is yellow.
 This is R3, the Bluebird reflection, so it is blue."*

 Daily Deck Slide

Every sentence has a job — and a color. Intro: Blue -> Yellow -> Green. Body: Green -> Yellow -> Red -> Blue. Conclusion: Green -> Yellow -> Blue.

Essential Question

How can a writer use color-coding to see that every sentence in an ECR paper has a specific job?

🕒 Day 2 - Attempt (15 minutes)

A

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12B(iii)	compose informational texts, including brief compositions that convey information about a topic, using craft
TEKS 11B(ii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure
ELPS 4(D)(i)–(iii)	write using a variety of grade-appropriate sentence lengths, sentence types, and connecting words
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

ATTEMPT — Game Title: Color Code Capture

Purpose of the Game

Students will practice identifying the job of each sentence in a full ECR paper by:

- reading exemplar paragraphs closely,
- sorting sentence strips by function,
- and tagging each sentence with the correct color.

This game helps students understand that strong writing is made of parts with purpose, not just sentences in a row. Students work through a capture-and-classify challenge where they must:

- capture the correct sentence strips,
- classify them by writing function,
- and color tag them correctly.

Materials Needed for Each Group

- 1 full set of exemplar sentence strips cut apart
- 1 color key card
- blue, yellow, green, and red square markers from notebook pockets, or crayons/highlighters/colored pencils
- 1 header set with these labels: Introduction, Body 1, Body 2, Body 3, Conclusion

- 1 job card set with these labels: Statement of Purpose, Evidentiary Transition, Thesis (Central Idea), Reason/Way, Evidence, Explanation, Significant Inferencing, R1, R2, R3

Teacher Preparation

Before the lesson:

- Take the exemplar paper from Module 3.
- Cut each sentence apart into strips.
- Mix all strips together for each group.
- Prepare one set of paragraph headers and job labels for each group.
- Optional: Put each mixed sentence set in an envelope or bag labeled with the prompt type — WHY exemplar or HOW exemplar.

Teacher Script (Launching the Activity)

Teacher Script

*"Today we are going to play a new kind of writing game.
This time, you are not moving across a board.
You are doing something more important.
You are going to capture the structure of a strong paper.
All of the sentences from an exemplar paper have been mixed up.
Your job is to put them back where they belong.
But you are not just sorting by paragraph.
You must also decide the job of each sentence.
And then you must prove it by tagging it with the correct color."*

Activity Name Meaning

Teacher Script

"It is called Color Code Capture because you are capturing three things: where the sentence belongs, what the sentence does, and what color it should wear."

How to Play: Step-by-Step Directions

Step 1: Form Groups — Students may work independently, in partner pairs, or in small groups of 3-4.

Teacher Script

"If you work with a group, every voice should help make decisions. This is not a race to grab papers. This is a race to think accurately."

Step 2: Spread Out the Sentence Strips — Give each group one mixed set of sentence strips from the exemplar paper.

 Teacher Script

"Spread your sentence strips out so everyone can see them. Do not start sorting yet. First, just look. Notice that every sentence in a paper has a different job."

Step 3: Place the Paragraph Headers — Students place the five paragraph headers across their desks or tables: Introduction, Body 1, Body 2, Body 3, Conclusion.

 Teacher Script

"These headers will help you first sort by paragraph. You are rebuilding the paper."

Step 4: First Sort — Rebuild the Paragraphs — Students work together to place each sentence strip under the correct paragraph header.

 Teacher Script

"Start by asking: Does this sound like an introduction? Does this sound like proof? Does this sound like a reflection? Does this sound like an ending? Do not color yet. Just rebuild the paper first."

Teacher Support Questions During Step 4:

- "Which sentence sounds broad enough to open the paper?"
- "Which sentence sounds like quoted proof?"
- "Which sentence sounds like explanation?"
- "Which sentence sounds like a final reflection?"
- "Which paragraph should this belong to?"

Step 5: Second Sort — Match the Job Cards — Once the paragraph is rebuilt, students must place the correct job label beside each sentence.

- For the Introduction, they must label: Statement of Purpose, Evidentiary Transition, Thesis (Central Idea).
- For the Body Paragraphs, they must label: Reason/Way, Evidence, Explanation, Significant Inferencing.
- For the Conclusion, they must label: R1, R2, R3.

 Teacher Script

"Now that you have rebuilt the paper, it is time to decide what each sentence does. This is where your real thinking begins. Ask yourself: Is this sentence opening the topic? Is it proving something? Is it explaining? Is it reflecting? Is it closing the whole paper?"

Step 6: Third Sort — Tag Each Sentence with Color — After the job card is matched, students must tag each sentence with the correct color.

Color Key Reminder (write on the board):

- Introduction: Blue = Statement of Purpose, Yellow = Evidentiary Transition, Green = Thesis (Central Idea)
- Main Bodies: Green = Reason/Way, Yellow = Evidence, Red = Explanation, Blue = Significant Inferencing
- Conclusion: Green = R1, Yellow = R2, Blue = R3

Teacher Script

"Now prove your thinking with color. If you know the sentence job, you should know the sentence color."

Step 7: Ready Signal — When a group finishes, they raise their hands or place all coloring tools in the center of the table.

Teacher Script

"When your team believes your paper is fully rebuilt, labeled, and color coded, give me the ready signal. Do not touch another group's work. You are finished only when every sentence has: a paragraph place, a job label, and a color."

Step 8: Teacher Check or Partner Check — Teacher checks each group using the answer key. Optional: Groups may trade with another group for peer checking.

Teacher Script

"If a sentence is in the wrong place, wrong job, or wrong color, your team must fix it. Strong writers revise. Strong thinkers recheck."

Optional Competitive Twist

If you want a team challenge element without using a gameboard, use this scoring system. Teams earn:

- 1 point for each correctly placed sentence
- 1 point for each correct job label
- 1 point for each correct color tag

Bonus Points:

- +3 points if the group can explain why the introduction and conclusion are mirror color patterns
- +2 points if the group can explain why red is only used in the body paragraphs

Teacher Script

"This is not about being the fastest. It is about being the most accurate. Fast and wrong is still wrong. Accurate and thoughtful wins."

Exemplar Sentence Set Example

Below is an example set using the WHY exemplar from Module 3.

Mixed Sentence Strips Example

Students receive these mixed:

- One reason Henry Ford and Sam Walton were important was that they made important needs more affordable for ordinary families.
- The evidence from both passages shows how each man noticed a need, worked toward a solution, and created changes that helped many families.
- People can improve life for others when they respond to everyday needs with thoughtful solutions.
- This shows that both men helped everyday families by lowering the cost of things people needed in daily life.
- Ultimately, communities grow stronger when determined people turn everyday problems into ideas that help others.
- Both passages provide details about how these two men noticed problems and created changes that helped many families.
- Henry Ford and Sam Walton were important because they created solutions that helped everyday people.
- The text stated, "Many families who had never owned a car before were finally able to buy one." The passage explained, "Customers liked finding many items in one place at prices they could afford."
- Henry Ford and Sam Walton were significant because they developed solutions that improved life for ordinary people.

Answer Key for This Example

Introduction

- Blue – Statement of Purpose: People can improve life for others when they respond to everyday needs with thoughtful solutions.
- Yellow – Evidentiary Transition: Both passages provide details about how these two men noticed problems and created changes that helped many families.
- Green – Thesis (Central Idea): Henry Ford and Sam Walton were important because they created solutions that helped everyday people.

Body 1

- Green – Reason: One reason Henry Ford and Sam Walton were important was that they made important needs more affordable for ordinary families.
- Yellow – Evidence: The text stated, "Many families who had never owned a car before were finally able to buy one." The passage explained, "Customers liked finding many items in one place at prices they could afford."
- Red – Explanation: This shows that both men helped everyday families by lowering the cost of things people needed in daily life.

Conclusion

- Green – R1: Henry Ford and Sam Walton were significant because they developed solutions that improved life for ordinary people.
- Yellow – R2: The evidence from both passages shows how each man noticed a need, worked toward a solution, and created changes that helped many families.
- Blue – R3: Ultimately, communities grow stronger when determined people turn everyday problems into ideas that help others.

Teacher Debrief Script After the Activity

Teacher Script

*"Let's look at what you just did.
 You did not just sort strips of paper.
 You rebuilt the skeleton of a strong response.
 You proved that you understand: where each sentence belongs, what each sentence does, and why each sentence matters.
 That is real writing knowledge."*

🕒 Day 3 - Discuss and Use (15 minutes)



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12B(ii)	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics
TEKS 11B(ii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure
ELPS 4(C)(ii)	write using content-area vocabulary
ELPS 4(D)(iii)	write using a variety of grade-appropriate connecting words

DISCUSS

Teacher Script

"Now let's talk about what you noticed.

When you color-coded the paper, you were really color-coding the thinking."

Question 1: "What did you notice about the way the introduction and conclusion are alike?" Possible Student Responses: "They both have three sentences." / "They both use blue, yellow, and green." / "They both move the reader." Teacher Response: "Yes. They both guide the reader, but they guide in opposite directions."

Question 2: "How are the introduction and conclusion different in color order?" Possible Student Responses: "The introduction is blue, yellow, green." / "The conclusion is green, yellow, blue." / "They are opposite." Teacher Response: "Exactly. The introduction moves from broad to exact. The conclusion moves from exact to broad."

Question 3: "Why is evidence yellow in both the introduction bridge and the body paragraphs?" Possible Student Responses: "Because yellow is about support." / "Because both parts refer to evidence." / "Because yellow helps bridge ideas." Teacher Response: "Yes. Yellow represents evidence and support. That color stays steady."

Question 4: "Why is explanation red?" Possible Student Responses: "Because it is active thinking." / "Because it explains the evidence." / "Because it shows the connection." Teacher Response: "Exactly. Red is the thinking work that makes meaning clear."

Question 5: "What makes the blue sentence in the body and the blue sentence in the conclusion similar?" Possible Student Responses: "They both reflect." / "They both are

big-picture thinking." / "They both go beyond the details." Teacher Response: "Yes. Blue always lifts the writing outward."

Partner Discussion Prompt

Turn to a partner and explain: "The most important color in helping me understand the paper today was... because..."

Student Reflection

Students write: "Color coding helped me understand that..."

USE (Independent Practice) — Interactive Notebook Activity: Build and Check the Color Pattern

Purpose

Students will now apply the color-coding system in a new way by marking a full exemplar in their interactive notebooks and then trading with a partner for verification.

Teacher Script

“Now you will use this learning again, but this time you will do it in your notebook so it becomes part of your own writing toolkit.”

Directions

1. Glue or copy a short exemplar paper section into the notebook, or use the full exemplar from the previous lesson if provided.
2. Color code each paragraph using: blue, yellow, green, red.
3. Trade notebooks with a partner. Partner checks: Are all introduction colors correct? Are body paragraphs repeated with the same pattern? Is the conclusion mirrored correctly?
4. If a partner disagrees, both students must explain their thinking using the color key.

Notebook Check Questions

Partners answer:

- Did the introduction follow blue-yellow-green?
- Did each main body follow green-yellow-red-blue?
- Did the conclusion follow green-yellow-blue?
- Was the paper color coded consistently?

Answer Key Reminder

- Introduction: Blue -> Yellow -> Green
- Body Paragraphs: Green -> Yellow -> Red -> Blue
- Conclusion: Green -> Yellow -> Blue

🕒 Day 4 - Award and Target (15 minutes)



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12B(iii)	compose informational texts, including brief compositions that convey information about a topic, using craft
TEKS 11B(ii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure
ELPS 4(E)(i)–(ii)	write formal or informal text using conventions and grammatical structures

AWARD



Teacher Script

*"Today you made the invisible visible.
You did not just read the paper...
You saw the structure.
You saw the pattern.
You saw the jobs of the sentences.
And when a writer can see the structure, the writer can build it again."*

Recognition Ideas

- Students place a star by the paragraph they color-coded best.
- Students circle the color pattern they now know by heart.

Teacher awards titles such as:

- Color Code Captain
- Structure Spotter
- Bluebird Builder
- Yellow Bridge Keeper
- Red Meaning Maker

Whole Group Celebration

Teacher Script

"Blue does what?" (Students: "Opens or reflects!")
"Yellow does what?" (Students: "Bridges or supports!")
"Green does what?" (Students: "Answers or restates!")
"Red does what?" (Students: "Explains!")"

TARGET

Teacher Script

*"Now that you can see the structure, think about your next step.
 What part of the paper do you understand best now?
 What part still needs more practice?"*

Reflection Questions

- Which color was easiest for me to identify?
- Which color was hardest for me to identify?
- Do I understand the difference between yellow evidence and red explanation?
- Do I understand the mirror pattern of intro and conclusion?
- Can I now use this color system in my own writing?

Curiosity Questions

- Why does color help the brain organize writing?
- How does seeing the pattern help us write better?
- What happens when one sentence is the wrong color job?
- Why is the conclusion a mirror of the introduction?
- How can this color system help me revise my own paper?

Goal Stems

- One HABIT I want to keep using is...
- I still need practice with...
- The color that helps me think the most is...
- One thing I noticed about strong writing structure is...

★ Daily Deck Slide

Make the invisible visible: every sentence has a job, and every job has a color.

🕒 Day 5 - Educate and Explain to Others (15 minutes)

E

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12B(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
TEKS 11B(ii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

EXPLAIN



Teacher Script

"Now you are going to teach the color system to someone else. If you can explain the pattern, you truly understand the pattern."

Turn and Teach Sentence Frames

- "The introduction is colored... because..."
- "The body paragraphs repeat... because..."
- "The conclusion mirrors the introduction by..."
- "Yellow means..."
- "Red means..."
- "The Bluebird moment is..."

Teacher Listen-Fors

Students should explain:

- the intro color order
- the body paragraph pattern
- the conclusion color order
- the opposite movement between intro and conclusion
- the role of red explanation

★ Daily Deck Slide

Teach the colors to prove you own them: Intro (B->Y->G), Body (G->Y->R->B), Conclusion (G->Y->B).

Closing Teacher Script**🔊 Teacher Script**

*"Today you saw writing in living color.
You learned that each sentence has a purpose.
You learned that structure can be seen, checked, and understood.
And when you can see the structure of strong writing, you are much closer to writing strong papers on your own."*

Module 4 — Exemplar Responses

Use these exemplars to calibrate what correct color-coding looks like. In this module the "quality" is whether every sentence is tagged with the color that matches its job. (Color code: Intro = Blue -> Yellow -> Green; Body = Green -> Yellow -> Red -> Blue; Conclusion = Green -> Yellow -> Blue.)

High Exemplar (Green) — Correctly Color-Coded Body Paragraph

- (Green — Reason) One reason Henry Ford and Sam Walton were important was that they made important needs more affordable for ordinary families.
 - (Yellow — Evidence) The text stated, "Many families who had never owned a car before were finally able to buy one." The passage explained, "Customers liked finding many items in one place at prices they could afford."
 - (Red — Explanation) This shows that both men helped everyday families by lowering the cost of things people needed in daily life.
 - (Blue — Significant Inferencing) Ultimately, families benefit when useful goods and services become more affordable and easier to access.
- Why this is a High response: every sentence is tagged with the color that matches its job — green reason, yellow evidence, red explanation, blue significant inferencing — following the body-paragraph pattern exactly.

Medium Exemplar (Yellow) — One Color Job Wrong

- (Blue — marked as Significant Inferencing) One reason Henry Ford and Sam Walton were important was that they made important needs more affordable for ordinary families.
 - (Yellow — Evidence) The text stated, "Many families who had never owned a car before were finally able to buy one."
 - (Red — Explanation) This shows that both men helped everyday families by lowering the cost of things people needed.
 - (Green — marked as Reason) Ultimately, families benefit when useful goods and services become more affordable.
- What this response needs to improve: the first sentence is a reason and should be green (it was marked blue), and the last sentence is significant inferencing and should be blue (it was marked green). The reason and the reflection colors were swapped.

Low Exemplar (Red) — No Color Jobs Identified

Henry Ford and Sam Walton were important. They helped people. The text says families could buy cars. That is good.

What this response needs to improve: no sentence is tagged with a color job, and the paragraph is missing a clear green reason, yellow evidence from both texts, a red explanation, and a blue significant-inferencing sentence. It needs the full green-yellow-red-blue body pattern.

Module 4 — Informal Assessment

Field	Detail
Purpose	Check whether students can write a paired-passage response that uses BOTH texts and connects the ideas.
Related TEKS Breakout	12B(i) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea; 11B(iii) develop drafts by developing an engaging idea with relevant details
Format	Short written response + teacher observation during the Double Track Challenge.

Task

Students respond to: "Explain why Henry Ford and Sam Walton were important," using evidence from BOTH passages.

What to Look For (Listen / Look / Collect)

- Listen: During the game and share-out, do students name a reason that fits BOTH men?
- Look: In notebooks, is there one piece of evidence from EACH passage (with a signal phrase)?
- Collect: Does the written response connect both pieces of evidence in one explanation?

Scoring Guidance

Level	Description
Secure	Uses evidence from both passages and clearly connects the ideas.
Approaching	Uses one passage well but is thin or missing on the second, or the connection is unclear.
Developing	Uses only one passage or gives no text evidence.

Teacher Note: For the independent task, ensure students are practicing the paired-passage HABIT — one answer, two texts — before moving to longer responses in later modules.

Check the Learning

✓ Check the Learning

Informal, low-stakes ways to SEE what students understand in this module — no worksheet required. Use all three so you gather verbal, visual, and written evidence:

- Verbal — Gather/Reveal — Fist to Five: Students hold up 0-5 fingers to show how sure they are they can name the color for each sentence job (Blue, Yellow, Green, Red).
- Visual/Physical — Attempt — Sort It: Students tag mixed sentence strips with the correct color for their job and place them under the right paragraph header.
- Written — Discuss/Use — One-Sentence Summary: Students explain why the introduction (Blue -> Yellow -> Green) and conclusion (Green -> Yellow -> Blue) are mirror color patterns.

Assessment Option

Beside any activity, choose how to check without slowing the lesson:

- Listen — assess through student discussion.
- Look — observe a signal, sort, or performance.
- Collect — have students produce something you can examine.

Module 4 — Intervention Activity: Find the Wrong Color Job

Field	Detail
Purpose	To help students who need extra practice identifying sentence functions.
Relevant TEKS Breakout	12B(ii) compose informational texts...using genre characteristics; 11B(ii) organizing with purposeful structure
Relevant ELPS	4(C)(ii) content-area vocabulary; 4(F)(i) write to explain with detail

Teacher Script

*"We are going to look for mistakes on purpose.
Sometimes the best way to understand structure is to find where it breaks."*

Materials

Short exemplar paragraphs with one or two intentionally miscolored sentences.

Directions

1. Teacher gives students a paragraph with incorrect colors.
2. Students identify the sentence with the wrong color.
3. Students explain why it is wrong.
4. Students fix the color.

Example

Miscolored Body Paragraph:

- Reason sentence marked blue
- Evidence sentence marked yellow
- Explanation sentence marked red
- Significant inferencing sentence marked green

Corrected Answer:

- Reason = green
- Evidence = yellow
- Explanation = red
- Significant inferencing = blue

Module 4 — Embedded Checks and Student Support

Embedded Checks for Understanding

Teacher Move	Secure Response	Needs Support	Support Strategy
Ask students how many passages a paired-passage answer must use.	Students say TWO and explain why (the prompt gives two texts).	Students say one.	Anchor: "One answer = two texts." Re-read the paired-passage rule together.
Ask students to find one piece of evidence from EACH passage.	Students cite one Ford detail and one Walton detail, each with a signal phrase.	Students cite only one passage.	Have students highlight Ford evidence in one color and Walton evidence in another before writing.
Ask students to connect the two pieces of evidence.	Students explain how both details support one idea ("both men helped everyday families").	Students list evidence without connecting it.	Provide the frame "This shows that both men ____."

Student Support

If a student...	Try this...
Uses only one passage	Point to the two-color highlight rule: one detail from each text before writing.
Cannot connect the ideas	Use the frame "Both ____ because ____" to state one idea that fits both texts.
Masters quickly	Route to the Dual Impact Challenge enrichment (similarities AND differences).

Module 4 — Enrichment Activity: Color Pattern Architect

Field	Detail
Purpose	To challenge students who are ready to think at a higher level about writing structure.
Relevant TEKS Breakout	12B(ii) compose informational texts...using genre characteristics; 12B(iii) using craft
Relevant ELPS	4(D)(i)-(iii) sentence types and connecting words; 4(F)(i) write to explain with detail

Teacher Script

*"You are ready to do more than color a paper.
You are ready to design one."*

Task

Students create their own mini exemplar by writing:

- one introduction
- one body paragraph
- one conclusion

Then they color code it correctly and explain why each color belongs where it does.

Advanced Extension

Students compare:

- a WHY paper color pattern
- a HOW paper color pattern

Then answer: "What stays the same in the color structure, even when the prompt type changes?"

Expected Insight

The color structure stays the same because the job of the sentence stays the same, even when the content changes.

Module 4 — Additional Writing Opportunity: Connect Two Texts

Writing Prompt

Explain why Henry Ford and Sam Walton were important. Use evidence from BOTH passages.

Connection to This Module

This week you learned that one answer = two texts. Now you will use that HABIT to write a paired-passage response with evidence from both texts and one connected explanation.

Planning Support

1. Write a reason that fits BOTH men.
2. Find one piece of evidence from the Ford passage (use a signal phrase).
3. Find one piece of evidence from the Walton passage.
4. Write one explanation that connects BOTH pieces of evidence.

Step	Planning Guide
Step 1: The Reason	Write a reason that applies to both Ford and Walton.
Step 2: The Evidence	One detail from each passage, each with a signal phrase.
Step 3: The Connection	One explanation sentence that ties both together.

Drafting Space

Write your paired-passage response: a reason, one piece of evidence from each text, and one connected explanation.

Model: "One reason both men were important was that they helped everyday families. The text stated, 'Many families who had never owned a car before were finally able to buy one.' The passage explained, 'Customers liked finding many items in one place at prices they could afford.' This shows that both men created solutions that made life easier and more affordable."

Success Criteria

- My answer uses evidence from BOTH passages.
- Each piece of evidence has a signal phrase.
- My explanation connects the two ideas into one.

Additional Writing Opportunity: Revise, Edit, and Share

Revise

Read your response aloud. Make sure you used BOTH texts and connected them.

Edit

Check for complete sentences, subject-verb agreement, and correctly spelled high-frequency words.

Share

Read your response to a partner. Your partner points to the Ford evidence, the Walton evidence, and the connection.

Auditory Engagement

Auditory Engagement Moments

Give every learner a chance to HEAR and SAY the paired-passage thinking, not only read it. These moments are built around this module's work — connecting two texts into one answer:

- Choral-read a connection aloud ("Both men helped everyday families because they created affordable solutions"); students signal when they hear the idea that fits BOTH texts.
- "Two tracks" out loud: partners say one Ford fact, then one Walton fact, then connect them in one sentence — all in one breath.
- Read two evidence sentences aloud (one from each passage); the class claps when they hear the connection that ties them together.
- One student reads their response aloud; the class listens for evidence from BOTH texts and a clear connecting explanation.

Module 4 — Pause Points

Build in short "stop and think" moments so students process the paired-passage thinking as they work.

II Pause Point 1 — Before Reading

Stop and think: The prompt gives me TWO passages. Remember the HABIT: "One answer = two texts." I will need evidence from BOTH Henry Ford and Sam Walton.

II Pause Point 2 — During Drafting

Stop and think: Have I used BOTH passages? Do I have one piece of evidence from Ford and one from Walton, each with a signal phrase ("The text stated..." / "The passage explained...")? If I only used one, I need to add the other now.

II Pause Point 3 — Before Finishing

Stop and think: Did I CONNECT the two pieces of evidence in one explanation? A reader should see how both texts support one idea, such as "This shows that both men created solutions that made life easier and more affordable."

Module 4 — At-Home Practice

Task Card 1 - Two Texts, One Idea

TEKS 12B(i). Read the two passages from school. Write one sentence that names an idea that fits BOTH Henry Ford and Sam Walton. Read it aloud to a family member.



Task Card 2 - Find the Evidence

TEKS 12B(i). Find one sentence from the Ford passage and one from the Walton passage that support your idea. Use a signal phrase: "The text stated..." / "The passage explained..."



Task Card 3 - Connect the Ideas

TEKS 12B(i). Write one explanation sentence that connects BOTH pieces of evidence. Start with "This shows that both men..." Family signature:



Module 4 — My Progress Tracker

Teacher Script

"This is your very own progress tracker. As we learn this week, you get to color in how you feel about each skill by yourself. Be honest with yourself, because this shows you how much you are growing. You are the one in charge of your own learning, and I am so proud of the thinking you are doing."

Directions: This tracker is for YOU! As you practice color-coding a full ECR paper, look at each skill below. If you can do it all by yourself without help, color in or check the box that matches how you feel. Be honest with yourself — this helps you see how much you are growing!

I Can...	Not yet	Getting set	I can do it
Color the introduction Blue -> Yellow -> Green.			
Color each body paragraph Green -> Yellow -> Red -> Blue.			
Color the conclusion Green -> Yellow -> Blue.			
Tell the difference between yellow evidence and red explanation.			
Explain why the intro and conclusion are mirror color patterns.			

One thing I am proud of:

One thing I want to get better at:

Module 4 — Closure

Teacher Script

"Today you saw writing in living color. You learned that each sentence has a purpose. You learned that structure can be seen, checked, and understood. And when you can see the structure of strong writing, you are much closer to writing strong papers on your own."

Exit reflection: Students complete — "Color coding helped me see that every sentence in a strong paper has ____."

Exit Reflection Question

Students write in their notebook: "The most important thing I learned about the structure of a strong paper is..." Possible student responses: "Every sentence has a job," "The intro and conclusion are mirror images," "Red is only for explanation in the body."

Teacher Closing for Discussion

Teacher Script

"When you color-coded the paper, you were really color-coding the thinking. The introduction moves broad to exact (Blue -> Yellow -> Green), and the conclusion moves exact to broad (Green -> Yellow -> Blue) — opposite work, mirror colors."

Final Reinforcement — Teacher: "Blue does what?" Students: "Opens or reflects!" Teacher: "Yellow does what?" Students: "Bridges or supports!" Teacher: "Green does what?" Students: "Answers or restates!" Teacher: "Red does what?" Students: "Explains!"

Final Encouragement

Teacher Script

"Strong writing is not random — it is built with intention. Now that you can see the structure, you can build it again in your own papers."

Virtual Classroom Adjustment



Virtual Classroom Adjustment for Remote Learners

Teaching this module to remote or computer-based learners? Keep every activity — just adjust HOW students share and respond as they learn to connect two texts:

- Display both passages on screen; students highlight Ford evidence in one color and Walton evidence in another in a shared doc.
- Model the HABIT: "One answer = two texts." Show how one Ford detail and one Walton detail connect into a single idea.
- Run the Double Track Challenge in breakout rooms: assign the Reader, Evidence Finder, Connector, and Recorder roles; groups build one connected answer from both passages.
- Have remote students type a connection into the chat: "Both men were important because __," then add one piece of evidence from each passage.
- Screen-share one strong response and have the class point to the Ford evidence, the Walton evidence, and the connecting explanation.
- Keep the Pause Points — a few seconds of quiet think-time works the same on camera.