

THE WRITING ACADEMY®, LLC

A SUBSIDIARY OF TEACH BIG®

GRADE



Cluster 5

Writing One Answer Across Two Passages



STUDENT WORKBOOK

Student Name: _____

Teacher / Class: _____

Date Started: _____

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Grade 3 Cluster 5

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Grade 3 Cluster 5

Modules 1-4 Combined Student Workbook

Welcome, Thinker!

A note to you before we begin.

Dear Writer,

Welcome to Cluster 5, where you learn to write a paired-passage response - connecting TWO texts into ONE clear answer. The rule is simple: **one answer = two texts.**

You will read "Henry Ford: Visionary of Travel" and "Sam Walton: Visionary of Retail." You will track each story's plot line (Problem, Action, Solution, Impact), find evidence in BOTH passages, and connect the ideas into one explanation.

Remember our HABIT: **a paired-passage question needs a paired-passage answer.** Balance and connection, not length, make your thinking strong.

Your friends at The Writing Academy®

How This Book Helps Me Think

Use these routines and visual cues in every module.

How This Book Helps Me Think

This workbook is built to help you do more of the thinking for yourself.

THE INDEPENDENCE ROUTINE

Attempt	Try the thinking first.
Check	Use the built-in check when one is provided.
Adjust	Fix what you can.
Ask if Needed	Ask for help when you truly need it.

Attempt -> Check -> Adjust -> Ask if Needed

Visual Conventions You Will See

- Dashed line = CUT • Solid line = FOLD
- Scissors symbol = cut page
- STUDENT SUPPORT = another way, same rigor
- READY TO STRETCH? = visible next move
- Tiny Tracks = pause, name thinking level, point to proof.

The Five Thinking Levels

A thinking level describes what your brain is doing - not who you are.

Level	Student Meaning	My Next Cognitive Move
 Foundational	I name what each passage is about.	IDENTIFY - locate the topic and plot line of each text.
 Emergent	I explain each person's problem and solution.	GATHER - pull one piece of evidence from each text.
 Visible	I find evidence in BOTH texts.	CONNECT - explain how both pieces of evidence support one idea.
 Independent	I connect the two ideas into one.	USE IT - apply the connection on my own.
 Reflective	I explain why the connected idea matters.	EXPLAIN - show why the connected idea matters.

BUILDING A PAIRED-PASSAGE RESPONSE

Recall names what each passage is about. Skill finds evidence in each passage.

Strategic connects the two texts into one idea. Extended explains why the connected idea matters. Move a response up a level by adding the second passage or explaining the connection - not just more words. One answer = two texts.

MOVE YOUR THINKING


Foundational
RECALL


Emergent
CONNECT


Visible
EXPLAIN


Independent
USE


Reflective
EXTEND

TRACKS - Six Types of Measurable Evidence

Verbally explain your TRACKS choices, then TAP the TRACKS while you read BOTH passages. Hunt for all six kinds of evidence.

Symbol	Color	Evidence Type	What to Look For
	Pastel Green	T - Time	age, era, dates, cultural details, or historical details
	Pastel Purple	R - Reactions	reactions, solutions, resolutions, or effects
	Pastel Yellow	A - Actions	actions, problems, conflicts, or causes
	Pastel Yellow	C - Character, Concept, Creature	people's names, animals, or major concepts used as the central idea
	Pastel Orange	K - Key Knowledge	important information not accounted for by another TRACKS category
	Pastel Green	S - Scenery / Setting	setting details measured through the five senses

STUDENT SUPPORT - Another Way to Show What You Know

Write the letter, symbol, or color beside evidence in each passage. The exact words you highlight become the evidence you use from each side of the pair.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

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CLUSTER 5



M O D U L E

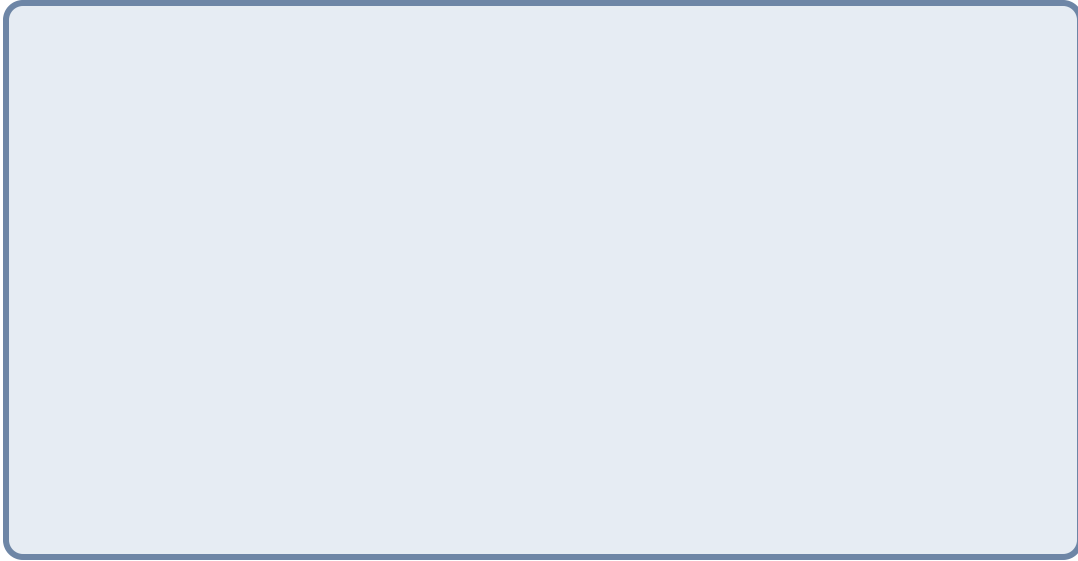


Connecting Two Passages

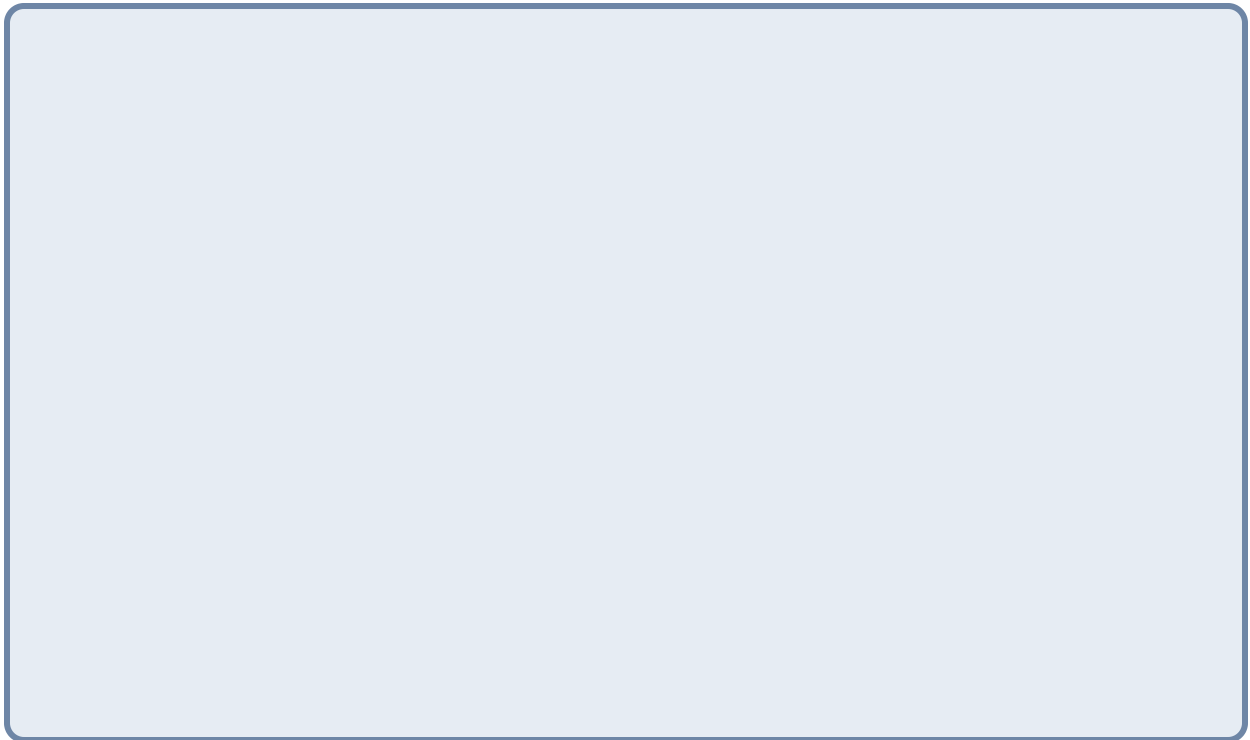
One Answer from Two Texts



Pocket Practice



Attach scratch paper on the left, right, and bottom edges.
Leave the top edge open to make a pocket for this module's activity cards.



Attach scratch paper on the left, right, and bottom edges.
Leave the top edge open to make a pocket for this module's activity cards.

Why This Module Matters

One answer = two texts - use BOTH passages to build one connected answer.

WHY THIS MODULE MATTERS

In Cluster 5 you answer paired-passage Extended Constructed Response (ECR) prompts by using evidence from BOTH passages. The reading focus is the linear plot line (Problem -> Action -> Solution -> Impact); the writing focus is a paired-passage WHY response that uses BOTH texts. You will use the GET SET introduction and the Paired Passage HABIT so your answer connects two texts into one clear idea.

Essential Question

How do I use both texts to build one clear answer?

Keep this question in mind all module. You will answer it on the last page.

How This Book Helps Me Think

This workbook is built to help you do more of the thinking for yourself.

THE INDEPENDENCE ROUTINE

Attempt	Try the thinking first.
Check	Use the built-in check when one is provided.
Adjust	Fix what you can.
Ask if Needed	Ask for help when you truly need it.

Attempt -> Check -> Adjust -> Ask if Needed

Visual Conventions You Will See

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The Standards I Am Learning - Part 1

Read the official TEKS. Directly under it, read how a student can say the same standard.

TEKS 12(B)(i) - Official Standard

compose informational texts, including brief compositions that convey information about a topic, using a clear central idea

HOW I SAY THE STANDARD!

I can write about a topic using one clear central idea.

TEKS 12(B)(ii) - Official Standard

compose informational texts, including brief compositions that convey information about a topic, using genre characteristics

HOW I SAY THE STANDARD!

I can use evidence and explanation from both passages the way an informational writer does.

TEKS 12(B)(iii) - Official Standard

compose informational texts, including brief compositions that convey information about a topic, using craft

HOW I SAY THE STANDARD!

I can polish my paired response so it reads clearly and connects both texts.

TEKS 11(B)(iii) - Official Standard

develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details

HOW I SAY THE STANDARD!

I can grow one clear idea using details from both passages.

TEKS 7(C) - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

The ELPS I Am Learning

Read the official ELPS. Directly under it, read how a student can say the same standard.

ELPS 1(E) - Official Standard

demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification

HOW I SAY THE STANDARD!

I can listen carefully and show I understood by retelling or asking a question.

ELPS 2(E) - Official Standard

use comprehensible language to explain information orally with increasing specificity and detail during classroom interactions

HOW I SAY THE STANDARD!

I can explain my thinking out loud with more detail.

ELPS 3(E) - Official Standard

use pre-reading strategies, including previewing text features, connecting to prior knowledge, and making predictions, to develop comprehension

HOW I SAY THE STANDARD!

I can use a HABIT before reading to help me understand.

ELPS 4(C)(ii) - Official Standard

write using content-area vocabulary

HOW I SAY THE STANDARD!

I can use vocabulary from this topic in my writing.

My Module 1 Learning Launchpad

Read the destination, then choose how you will show up for the work.

I CAN

- use evidence from both passages to write one connected informational response.
- track each passage's linear plot line (Problem, Action, Solution, Impact).
- write a GET SET introduction with a statement of purpose, an evidentiary transition, and a thesis (central idea).
- connect a detail from each passage into one central idea.

I WILL

- read both passages closely and track each plot line.
- find evidence from BOTH texts and connect the ideas.
- check that my answer uses both texts, not just one.
- use the Paired Passage HABIT: one answer = two texts.

LEARNING DESTINATION

I will write one connected informational response that uses evidence from both passages and explains one central idea.

MY LAUNCHPAD PROMISE

The paired-passage part I will practice first is _____ because

My Module 1 Learning Dashboard

Circle where you think your learning is right now. Come back on Monday, Wednesday, and Friday to see how your thinking grows.

I know a lot about this / I know a little bit about this / This is new to me

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Use evidence from both passages	a lot / a little / new	a lot / a little / new	a lot / a little / new
Track the linear plot line in each passage	a lot / a little / new	a lot / a little / new	a lot / a little / new
Write a GET SET introduction	a lot / a little / new	a lot / a little / new	a lot / a little / new
Connect a detail from each passage into one idea	a lot / a little / new	a lot / a little / new	a lot / a little / new
Explain the Paired Passage HABIT to a partner	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal for this module:

Tier 1 Vocabulary - Everyday Words

Say the word, learn its meaning, then rehearse the complete frame.

build

Say it: BILD

What it means: To make something by putting parts together.

Try the frame: Ford chose to _____ the Model T.

change

Say it: CHAYNJ

What it means: To make something different.

Try the frame: Ford and Walton wanted to _____ how people lived.

fix

Say it: FIKS

What it means: To repair or make right.

Try the frame: A solution can _____ a problem.

help

Say it: HELP

What it means: To make something easier for someone.

Try the frame: Their ideas _____ everyday families.

idea

Say it: eye-DEE-uh

What it means: A thought or plan in your mind.

Try the frame: A big _____ can solve a big problem.

Tier 1 Vocabulary - Everyday Words

Say the word, learn its meaning, then rehearse the complete frame.

improve

Say it: im-PROOV

What it means: To make something better.

Try the frame: Both men wanted to _____ people's lives.

plan

Say it: PLAN

What it means: A set of steps to reach a goal.

Try the frame: Walton made a _____ to sell for less.

problem

Say it: PRAH-blum

What it means: Something that needs to be solved or fixed.

Try the frame: Both men saw a _____ to solve.

solution

Say it: suh-LOO-shun

What it means: A way to fix a problem.

Try the frame: Each man found a _____ that helped people.

work

Say it: WURK

What it means: Effort to do or make something.

Try the frame: It took hard _____ to build their ideas.

Tier 2 Vocabulary - Academic Words

Say the word, learn its meaning, then rehearse the complete frame.

central idea

Say it: SEN-truhl eye-DEE-uh

What it means: The main point a text is about.

Try the frame: Both passages share one _____.

connection

Say it: kuh-NEK-shun

What it means: How two ideas relate to each other.

Try the frame: I show the _____ between both men.

evidence

Say it: EV-uh-duhns

What it means: Details from a text that support an idea.

Try the frame: My _____ comes from both passages.

explanation

Say it: ek-spluh-NAY-shun

What it means: Words that tell how or why.

Try the frame: My _____ connects the two texts.

impact

Say it: IM-pakt

What it means: The effect or result of an action.

Try the frame: The _____ was that travel improved.

Tier 2 Vocabulary - Academic Words

Say the word, learn its meaning, then rehearse the complete frame.

linear plot line

Say it: LIN-ee-er PLOT lyne

What it means: The order of events: problem, action, solution, impact.

Try the frame: I follow the _____ to understand the passage.

paired passages

Say it: PAIRD PAS-ij-iz

What it means: Two texts read together to answer one prompt.

Try the frame: These _____ share one big idea.

problem/solution

Say it: PRAH-blum slash suh-LOO-shun

What it means: A problem and the way it is fixed.

Try the frame: This passage uses _____ structure.

sequence

Say it: SEE-kwens

What it means: The order in which things happen.

Try the frame: I put the events in _____.

significance

Say it: sig-NIF-uh-kuhns

What it means: Why something matters.

Try the frame: The _____ is that they helped many people.

Tier 3 Vocabulary - Passage Words

Say the word, learn its meaning, then rehearse the complete frame.

affordable

Say it: uh-FOR-duh-bul

What it means: Cheap enough that people can buy it.

Try the frame: Both men made things more ____.

assembly line

Say it: uh-SEM-blee line

What it means: A way to build things step by step as they move along.

Try the frame: Ford used an ____ to build cars faster.

customers

Say it: KUHS-tuh-merz

What it means: People who buy goods or services.

Try the frame: Walton's ____ liked his low prices.

Great Depression

Say it: grayt dih-PRESH-un

What it means: A time when many people had very little money.

Try the frame: Walton grew up during the ____.

invention

Say it: in-VEN-shun

What it means: A new thing someone makes for the first time.

Try the frame: The car was an important ____.

Tier 3 Vocabulary - Passage Words

Say the word, learn its meaning, then rehearse the complete frame.

Model T

Say it: MOD-ul TEE

What it means: The affordable car Henry Ford created.

Try the frame: The _____ was a car many families could buy.

retail

Say it: REE-tayl

What it means: The selling of goods to everyday shoppers.

Try the frame: Walton worked in _____.

transportation

Say it: trans-por-TAY-shun

What it means: Ways people and goods move from place to place.

Try the frame: Ford changed _____ with the car.

visionary

Say it: VIZH-uh-nair-ee

What it means: Someone with big ideas about the future.

Try the frame: Each man was a _____ who changed his field.

Walmart

Say it: WAWL-mart

What it means: The store Sam Walton opened.

Try the frame: Walton opened _____ to sell for less.

The Paired Passage HABIT

One answer = two texts. Use BOTH passages to build one connected answer.



THE PAIRED PASSAGE HABIT

- Use BOTH texts.
- Include TWO pieces of evidence - one from each passage.
- CONNECT the ideas in ONE explanation.

Anchor chart truth: One answer = two texts.

WHY BOTH TEXTS MATTER

Passage 1	Evidence from "Henry Ford: Visionary of Travel"
Passage 2	Evidence from "Sam Walton: Visionary of Retail"
Center	One shared thesis (central idea) both texts support
Explanation	How the two pieces of evidence work together to prove the idea

ECR STRUCTURE REVIEW

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

The GET SET Introduction

Get SET before you write - open, bridge, then state the answer.

THE GET SET PATTERN

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

SAMPLE INTRODUCTION

"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."

ORAL REHEARSAL FRAME

One reason both men were important was _____

The text stated _____ (Ford).

The passage explained _____ (Walton).

This shows that both men _____

STUDENT SUPPORT - Another Way to Show What You Know

Point to the GET SET chart as you plan. You still write your own broad statement, your bridge, and your thesis (central idea).

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

The Linear Plot Line

Problem -> Action -> Solution -> Impact. Track it in BOTH passages.

LINEAR PLOT LINE ANCHOR CHART

Problem -> Action -> Solution -> Impact.

THE LINEAR PLOT LINE IN BOTH PASSAGES

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

WHY THE PLOT LINE MATTERS

Each passage follows the SAME linear plot line - a problem, an action, a solution, and an impact. Tracking the plot line in each text gives you the evidence you need to build one connected paired-passages answer.

STUDENT SUPPORT - Another Way to Show What You Know

Reread each passage with a partner and label the problem, action, solution, and impact before you write.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

The DOT Reading HABIT

Dot. Discover. Drop.

Step	What I Do
D - Dot	Place a small dot above any word that seems unfamiliar as I read.
O - Discover	Discover the meaning as I learn through reading and discussion.
T - Drop	Go back and erase the dot once I know its meaning.

WORDS TO REMEMBER

Dot the word. Discover the meaning. Drop the dot.

AS YOU READ BOTH PASSAGES

☐ Dot in each passage ☐ List in the margin ☐ Ask after reading

STUDENT SUPPORT - Another Way to Show What You Know

If making a dot is difficult, circle the unfamiliar word or tell a partner which word you want to learn.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

MY FIRST THINKING (DAY ONE)

Answer now. You will answer this question again near the end.

How can I use both stories to build one clear answer?

[illegible]

My thinking level before we begin:

MOVE YOUR THINKING

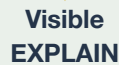
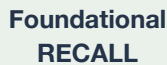
Foundational
RECALL

Emergent
CONNECT

Visible
EXPLAIN

Independent
USE

Reflective
EXTEND



STUDENT SUPPORT - Another Way to Show What You Know

Say your answer first or use this starter: I can build one answer from two texts when _____. Then write your own thinking.

Say your answer first or use this starter: I can build one answer from two texts when _____. Then write your own thinking.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Complete the thinking without the support, then point to evidence and explain why your choice works.

Henry Ford: Visionary of Travel

Passage 1 • Informational • Grade 3 Stamina

AS YOU READ

Use the DOT habit for unfamiliar words. Verbally explain your TRACKS choices, then TAP the TRACKS by marking exact evidence. Ask: Which words could become evidence for the shared central idea?

[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.

Henry Ford: Visionary of Travel - TRACKS Evidence Hunt

Study the exact words from the passage. Explain why each clue fits its TRACKS category.

TRACKS	Exact Evidence	Why It Fits
T • Time	"born in 1863; In 1903"	It fits because _____
R ■ Reactions	"he enjoyed taking machines apart; Henry Ford believed"	It fits because _____
A ▲ Actions	"worked as a mechanic; he created the Model T"	It fits because _____
C ★ Character, Concept, Creature	"Henry Ford; the Model T"	It fits because _____
K ♦ Key Knowledge	"cars became more common"	It fits because _____
S ▼ Scenery / Setting	"a farm in Michigan"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

Point to the TRACKS chart and use this frame: This is ____ evidence because ____.
You still choose the reason.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Sam Walton: Visionary of Retail

Passage 2 • Informational • Grade 3 Stamina

AS YOU READ

Use the DOT habit for unfamiliar words. Verbally explain your TRACKS choices, then TAP the TRACKS by marking exact evidence. Ask: Which words could become evidence for the shared central idea?

[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.

Sam Walton: Visionary of Retail - TRACKS Evidence Hunt

Study the exact words from the passage. Explain why each clue fits its TRACKS category.

TRACKS	Exact Evidence	Why It Fits
T • Time	"born in 1918; After college"	It fits because _____
R ■ Reactions	"people began to notice; Customers liked finding many items"	It fits because _____
A ▲ Actions	"delivering newspapers; milking cows"	It fits because _____
C ★ Character, Concept, Creature	"Sam Walton; Sam Walton's determination"	It fits because _____
K ♦ Key Knowledge	"families needed ways"	It fits because _____
S ▼ Scenery / Setting	"Rogers, Arkansas"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

Point to the TRACKS chart and use this frame: This is ____ evidence because ____.
You still choose the reason.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 1 - GATHER: Double Detectives

We are not solving one story. We are solving TWO stories at the same time.

TODAY WE BECOME DOUBLE DETECTIVES

Henry Ford had a problem to solve. Sam Walton had a problem to solve. You will not just tell about ONE of them - you will connect BOTH of them into ONE powerful answer.

DAILY DECK SLIDE

ONE ANSWER = TWO TEXTS

QUICK REVIEW

- Prompt Shaping: circle the nouns, box the verbs, triangle the clue words.
- 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."
- Reasons: "One reason... Another reason... A final reason..."
- Evidence: "The text stated..." / "The passage explained..."
- Explanation: "This shows..." / "This means..."

STUDENT SUPPORT - Another Way to Show What You Know

Say the review chart aloud with a partner before you name your own example.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 1 - REVEAL: New Learning

When a prompt uses TWO passages, your answer must use TWO passages.

THE 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.

LINEAR PLOT LINE ANCHOR CHART

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

PAIRED PASSAGE RULE

Evidence from Passage 1. Evidence from Passage 2. One answer = two texts. Evidence from BOTH passages.

ESSENTIAL QUESTION

How can I use both stories to build one clear answer?

DAY 1 CLOSING

One answer needs two texts because _____.

Day 2 - ATTEMPT: Double Track Challenge

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

THE GOAL

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.

SETUP

Groups of 3-4. Each group gets: 1 gameboard (Start -> Problem -> Action -> Solution -> Impact -> Connect -> Finish), 1 spinner, prompt cards, evidence cards, reason cards, and 1 game marker per student. Roles: Reader, Evidence Finder, Connector, Recorder.

HOW TO PLAY

1. Place all game markers on START, then spin and follow the direction.
2. Correct thesis (central idea) moves forward 2 spaces; each correct piece of evidence moves forward 1 space; a correct connection moves forward 3 spaces.
3. 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.

BEFORE YOU CUT

Dashed lines mean CUT. Use the matching card number to check the back after you cut.

STUDENT SUPPORT - Another Way to Show What You Know

Use the recording sheet instead of cutting. Write your reason, both details, and explanation. You still connect both passages.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

✂ CUT PAGE - Double Track Challenge - Spinner Cards

Cut on the dashed lines and keep the card number with its set.

DRAW A PROMPT

Reader reads it; group names the topic + task and asks "one text or two?" (answer: TWO); write a thesis (central idea).

FIND FORD EVIDENCE

Find one sentence from the Ford passage with a signal phrase that matches the reason.

FIND WALTON EVIDENCE

Find one matching sentence from the Walton passage.

BUILD A REASON

Create one reason that fits BOTH passages.

Mirrored Backs - Double Track Challenge - Spinner Cards

Use the matching card number to check your work.

2 Spinner Card Walton track	1 Spinner Card Ford track
4 Spinner Card Move your game marker	3 Spinner Card Both tracks

✂ CUT PAGE - Double Track Challenge - Connect + Evidence Cards

Cut on the dashed lines and keep the card number with its set.

CONNECT BOTH Explain in ONE sentence how both pieces of evidence connect (must mention BOTH).	MOVE AHEAD Free move.
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.'"

Mirrored Backs - Double Track Challenge - Connect + Evidence Cards

Use the matching card number to check your work.

6**Spinner Card****Free move****5****Spinner Card****Connect the tracks****W****Passage 2****Sam Walton: Visionary of Retail****F****Passage 1****Henry Ford: Visionary of Travel**

Double Track Challenge - My Recording Sheet

Build the whole answer. Use evidence from BOTH passages.

Answer Part	My Card / My Words
Reason	
Ford Evidence	
Walton Evidence	
Explanation	

NO-CUT PATHWAY

You do not have to cut the cards. Write each answer part in the table above, then read your full response aloud. Check that you used a detail from BOTH passages and explained how they connect.

STUDENT SUPPORT - Another Way to Show What You Know

Use the evidence cards as a reference. Point to a Ford card and a Walton card before you write, so your answer stays connected.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 3 - DISCUSS

The answer lives BETWEEN the texts.

DISCUSSION QUESTIONS

- What made this activity different from answering a question about just one passage?
- Why is it important to use BOTH passages in your answer?
- How did the problem, action, and solution help you understand both passages?
- What is the MOST common mistake someone might make on this type of question?

WHAT WE NOTICED

When we only use one passage, we are only doing half the thinking. Strong answers are not longer - they are clearer and more connected. Common mistake: ONE text only. Strong answer: BOTH texts.

ANCHOR CHART (COPY IN YOUR NOTEBOOK)

Paired Passage HABIT: Use BOTH texts. Include TWO pieces of evidence. CONNECT ideas in ONE explanation.

STUDENT SUPPORT - Another Way to Show What You Know

Use this frame: Passage 1 shows ____.
Passage 2 shows _____. Together they prove _____. Talk it through before you write.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 3 - USE: Write One Full Response

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

GET SET INTRODUCTION

S - Statement of Purpose (broad idea):

E - Evidence Bridge (grouped evidence):

T - Thesis (Central Idea) (the exact answer):

BODY PARAGRAPH

Reason (fits both men):

Ford evidence (use a signal phrase):

Walton evidence (use a signal phrase):

Explanation (connects both):

STUDENT SUPPORT - Another Way to Show What You Know

Use the frame: One reason both men were important was _____. The text stated _____ (Ford). The passage explained _____ (Walton). This shows _____.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

My Paired Response - Draft Space

Build the whole answer. Make sure both texts connect to one idea.

SUCCESS CHECK

- ☐ GET SET introduction
- ☐ Clear thesis (central idea)
- ☐ One detail from EACH passage
- ☐ Explanation connects both details to one idea

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has rounded corners on the left side and a straight edge on the right. There is no handwriting or other markings on the page.

Day 4 - AWARD Yourself

One answer, TWO texts! Celebrate connecting two texts.

GIVE YOURSELF CREDIT FOR CONNECTING BOTH TEXTS

- I used evidence from both passages.
- I connected my evidence in one explanation.
- I used signal phrases correctly.
- I tracked the linear plot line in each passage.

Earn a title: Connection Creator, Evidence Expert, or Meaning Maker.

MY AWARD

One paired-passage habit I used well today is

because

My proof is on page _____.

STUDENT SUPPORT - Another Way to Show What You Know

Choose one habit and point to proof before writing. Rehearse: This habit is strong because my two details ____ prove ____.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

Day 4 - TARGET Your Next Growth

Strong learners don't just finish - they reflect and improve.

DID I...?

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

BUILD A PRECISE TARGET

My next paired-response goal is _____ because

I will know I improved when

CURIOSITY QUESTIONS

Why do different people solve similar problems in different ways? How do solutions from the past still affect us today? How can one idea impact many people?

Ready to Stretch? Take Your Thinking Further!

Raise your target one level: name how their solutions are alike AND how they are different.

Day 5 - EDUCATE and EXPLAIN to Others

Turn and teach: your explanation is proof of your understanding.

TURN & TEACH

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

SENTENCE STEMS

"To answer a paired passage question, you must ____." "One reason both men were important was ____." "The text stated ____." "The passage explained ____." "This shows that both men ____."

TEACHER CIRCULATION PROMPTS

- Where did you use both texts?
- How did you connect them?
- Show me your evidence.

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse with a partner before the teach-back. Use the stems, but explain in your own words.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Tiny Tracks

Teach it, then name the proof that your explanation was clear.

Tiny Tracks

Small Stops. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



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☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

My proof is on page: _____ My next move: _____

Ready to Stretch? Take Your Thinking Further!

Without using a stem, explain how a detail from each passage works together to prove one central idea.

MY THINKING NOW

Answer the module question again. Then compare it with your first thinking.

How can I use both stories to build one clear answer?

WHAT CHANGED?

Circle or underline something you can explain now that you could not explain at the beginning.

My thinking grew because

My thinking level now:

MOVE YOUR THINKING



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USE**



**Reflective
EXTEND**

Check the Learning

Informal, low-stakes ways to show what you understand.

VERBAL - FIST TO FIVE

Hold up 0-5 fingers to show how sure you are that you can explain why a paired-passage answer must use BOTH texts.

My number and reason:

VISUAL / PHYSICAL - SORT IT

Sort evidence cards into two piles: "Henry Ford" and "Sam Walton," then check that a strong answer draws from both.

My sort:

WRITTEN - ONE-SENTENCE SUMMARY

Write one thesis (central idea) that connects both passages into a single answer.

My sentence:

STUDENT SUPPORT - Another Way to Show What You Know

Choose Listen, Look, or Collect: say your fist-to-five number aloud, show your sort, or hand in your one-sentence summary.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

MY MODULE CHECK-IN

Award. Target. Explain. Use proof, not just feelings.

AWARD

Choose the page where you used evidence from both Henry Ford and Sam Walton. Write the favorite part you are proud of and why your two details connect.

TARGET

Choose one next step: remember both texts, connect the ideas, or find the right evidence. You may also write a new-topic question you are curious about.

EXPLAIN

Name the page that best proves your growth. Explain how your reason, Ford evidence, Walton evidence, and one connected explanation work together.

I Can...	Not Yet	Getting Set	I Can Do It
Track the linear plot line in both passages	☐	☐	☐
Write a thesis (central idea) that connects both texts	☐	☐	☐
Find evidence from BOTH passages	☐	☐	☐
Explain how the evidence from both texts connects	☐	☐	☐
Use the HABIT: one answer = two texts	☐	☐	☐

Study the WHY Response Exemplars

Notice how evidence from both passages strengthens one connected answer.

LOW

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

Needs to improve: This has no evidence from either passage and no connection. Add one piece of evidence from each text and explain what the two details show together.

MEDIUM

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.

Needs to improve: The Ford evidence is strong, but the Walton part is only a paraphrase. Add real Walton evidence and explain how both details connect.

HIGH

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 high: It uses evidence from both passages, a signal phrase, and one explanation that connects the two ideas.

Day 5 - Writing Opportunity: Connect Two Texts

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

THE PROMPT

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

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.

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.

STUDENT SUPPORT - Another Way to Show What You Know

Read the prompt aloud. Name your reason before you write, so your evidence from BOTH passages matches it.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Plan My Paired Response

GET SET first, then evidence from each passage, then explain.

1. GET SET INTRODUCTION

Write your broad statement (S), your evidence bridge (E), and your thesis / central idea (T).

2. FORD EVIDENCE - "Henry Ford: Visionary of Travel"

3. WALTON EVIDENCE - "Sam Walton: Visionary of Retail"

4. EXPLANATION - how both details prove the SAME central idea

STUDENT SUPPORT - Another Way to Show What You Know

Use the GET SET chart and your TRACKS evidence hunts. You choose the exact detail from each passage and explain why the two work together.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Paired Response Draft - Page 1

Keep your evidence connected - one detail from each passage, tied to one idea.

MEANING CHECK

After each sentence, ask: Have I used a detail from BOTH passages, or am I leaning on only one? Keep the parts that build the whole answer.

[illegible]

Paired Response Draft - Page 2

Continue only if you need more space. A longer answer is not stronger unless both texts connect.

PRECISION CHECK

Read your explanation. Does it tell HOW the two details prove the same idea, or does it just list them? Adjust for meaning.

[illegible]

Revise, Edit, and Share

Improve one sentence, check conventions, then explain one decision.

REVISE

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

Before:

After:

EDIT

☐ Complete sentences ☐ Subject-verb agreement ☐ 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.

STUDENT SUPPORT - Another Way to Show What You Know

Read only your thesis (central idea) and one detail from each passage to a partner. The feedback must name whether both texts are used.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

READY TO STRETCH? - Dual Impact Challenge

Use BOTH passages in EACH reason. Show a similarity AND a difference.

CHALLENGE

Write two different reasons. Use BOTH passages in EACH reason. Show BOTH a similarity AND a difference between Henry Ford and Sam Walton.

WRITE YOUR REASONS

Reason 1 (similarity):

Reason 2 (difference):

JUSTIFY

Explain: how did their solutions change communities differently? You may build a Venn Diagram (Ford / Walton / Both) first, then turn it into writing.

MOVE YOUR THINKING



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Reflective
EXTEND

Portfolio Evidence + Closing Reflection

Choose the pages that best show what your thinking did during Module 1.

Evidence	Page	What It Proves About My Thinking
1		
2		
3		

LOOK HOW MY THINKING MOVED

At first, I...

Now I...

My biggest improvement was...

MODULE 1 CLOSING IDEA

A strong paired-passage answer uses BOTH texts. One answer equals two texts. I track each passage's plot line, find evidence in each, and connect the ideas into one clear explanation. That is exactly how strong thinkers write across passages.

ESSENTIAL QUESTION - ANSWERED

How can I use both stories to build one clear answer?

MY ANSWER

I can use both stories to build one clear answer. I find one detail from each story, and I explain how the two details show the same idea. One answer needs two texts, so I never leave one story out.

Essential Question - Answered

You started with an Essential Question. Now that you have finished Module 1, read the answer and connect it to what you learned.

OUR ESSENTIAL QUESTION

How do I use both texts to build one clear answer?

My Answer

I pick one detail from each text and connect both details to the same big idea (central idea) - a two-text prompt needs a two-text answer, so I use both and never leave one out.

STUDENT SUPPORT - Another Way to Show What You Know

Start with both texts: Text 1 shows ____, Text 2 shows ____, and together they show ____.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

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CLUSTER 5



M O D U L E

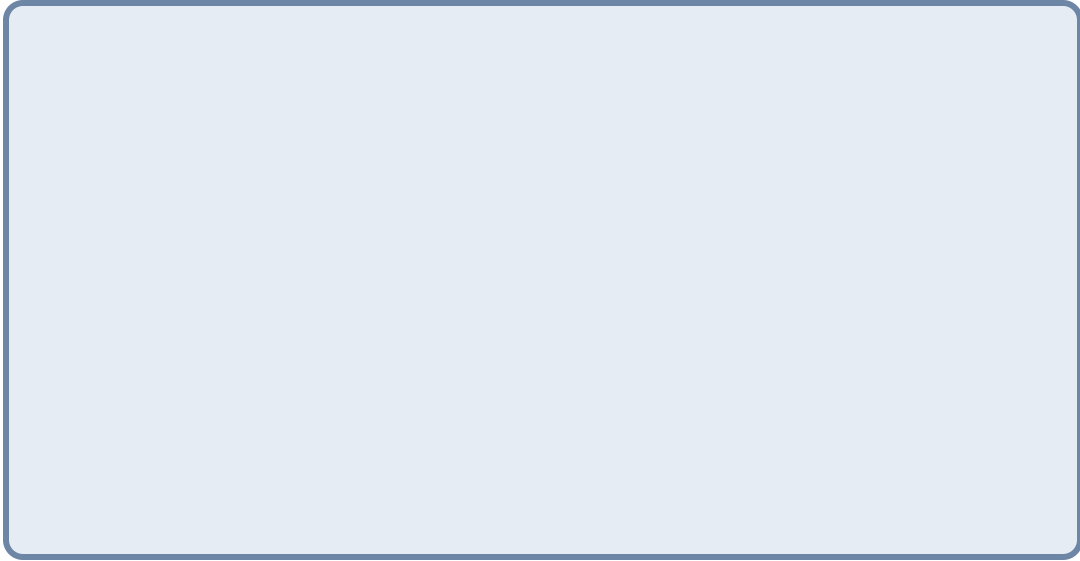


Comparing Two Passages

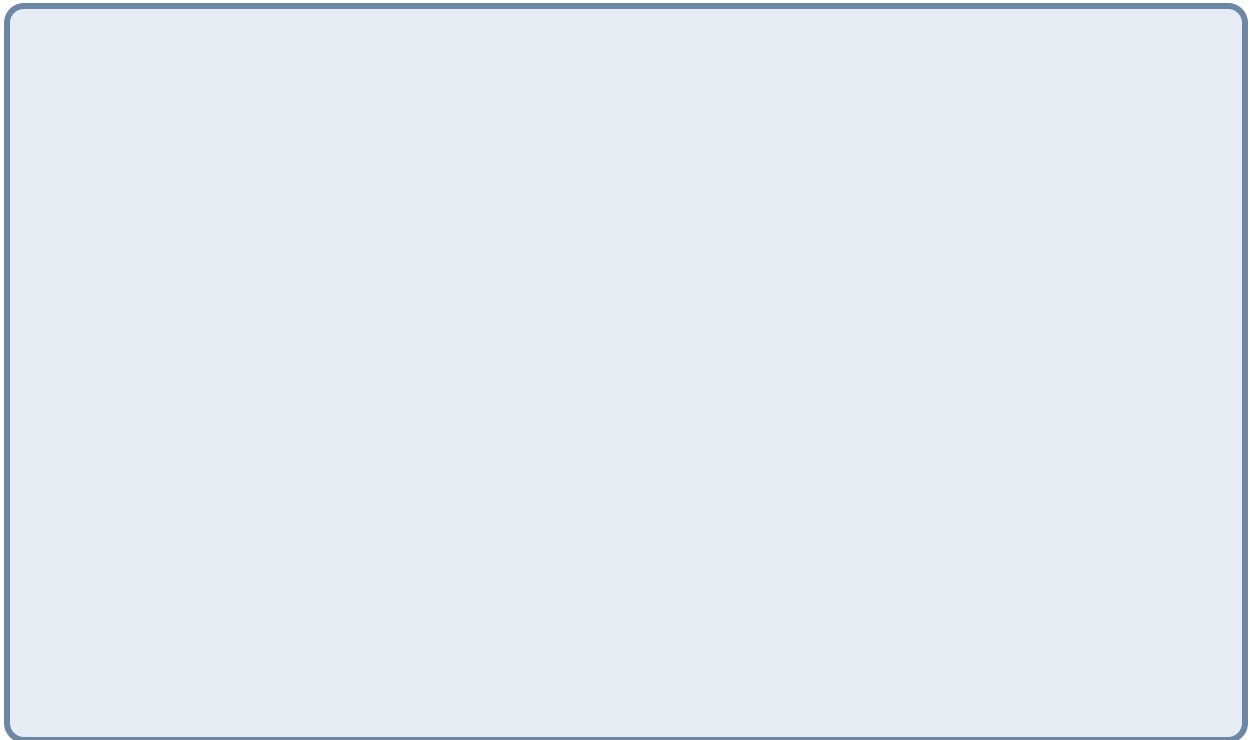
Alike and Different



Pocket Practice



Attach scratch paper on the left, right, and bottom edges.
Leave the top edge open to make a pocket for this module's activity cards.



Attach scratch paper on the left, right, and bottom edges.
Leave the top edge open to make a pocket for this module's activity cards.

Why This Module Matters

One answer, two texts - name the relationship, then prove it with both.

WHY THIS MODULE MATTERS

In Module 1 you learned the paired-passage HABIT: one answer = two texts. This module moves from WHY thinking to HOW thinking. A HOW similarity prompt asks how two things are alike; a HOW difference prompt asks how two things are different. 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. Lining the two plot lines up side by side shows where the paths meet and where they split. A HOW thesis (central idea) is usually a simple sentence with a preposition such as by, through, with, in, or across.

Essential Question

How do I show the way two texts are alike or different?

Keep this question in mind all module. You will answer it on the last page.

How This Book Helps Me Think

This workbook is built to help you do more of the thinking for yourself.

THE INDEPENDENCE ROUTINE

Attempt	Try the thinking first.
Check	Use the built-in check when one is provided.
Adjust	Fix what you can.
Ask if Needed	Ask for help when you truly need it.

Attempt -> Check -> Adjust -> Ask if Needed

Visual Conventions You Will See

- Dashed line = CUT • Solid line = FOLD
- Scissors symbol = cut page
- STUDENT SUPPORT = another way, same rigor
- READY TO STRETCH? = visible next move
- Tiny Tracks = pause, name thinking level, point to proof.

The Standards I Am Learning - Part 1

Read the official TEKS and how a student can say the same standard.

TEKS 3.12B(i) - Official Standard

compose informational texts, including brief compositions that convey information about a topic, using a clear central idea

HOW I SAY THE STANDARD!

I can write a brief informational response with one clear central idea.

TEKS 3.12B(ii) - Official Standard

compose informational texts, including brief compositions that convey information about a topic, using genre characteristics

HOW I SAY THE STANDARD!

I can use the parts readers expect in a brief informational response.

TEKS 3.12B(iii) - Official Standard

compose informational texts, including brief compositions that convey information about a topic, using craft

HOW I SAY THE STANDARD!

I can use purposeful words and details to make my response work well.

TEKS 3.11B(ii) - Official Standard

develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure

HOW I SAY THE STANDARD!

I can organize my draft with purposeful structure.

TEKS 3.11B(iii) - Official Standard

develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details

HOW I SAY THE STANDARD!

I can develop my idea with relevant, specific details.

TEKS 7(C) - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

The ELPS I Am Learning

Read the official ELPS. Directly under it, read how a student can say the same standard.

ELPS 1(E) - Official Standard

demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification

HOW I SAY THE STANDARD!

I can listen carefully and show I understood by retelling or asking a question.

ELPS 2(E) - Official Standard

use comprehensible language to narrate, describe, or explain information orally with increasing specificity and detail during classroom interactions

HOW I SAY THE STANDARD!

I can explain my thinking out loud with more detail.

ELPS 3(E) - Official Standard

use pre-reading strategies, including previewing text features, connecting to prior knowledge, and making predictions, to develop comprehension

HOW I SAY THE STANDARD!

I can use a HABIT before reading to help me understand.

ELPS 4(C)(ii) - Official Standard

write using content-area vocabulary

HOW I SAY THE STANDARD!

I can use vocabulary from this topic in my writing.

My Module 2 Learning Launchpad

Read the destination, then choose how you will show up.

I CAN

- tell whether a HOW prompt is asking for a similarity or a difference.
- track the linear plot line (Problem, Action, Solution, Impact) in both passages.
- use balanced evidence from both passages.
- write a HOW thesis (central idea) that uses a preposition.

I WILL

- read both passages closely and trace each plot line.
- decide whether the roads meet (similarity) or split (difference).
- use one piece of evidence from each passage.
- connect the evidence with one clear explanation.

LEARNING DESTINATION

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

MY LAUNCHPAD PROMISE

The comparison HABIT I will practice first is _____ because

My Module 2 Learning Dashboard

Circle where you think your learning is right now. Come back on Monday, Wednesday, and Friday to see how your thinking grows.

I know a lot about this / I know a little bit about this / This is new to me

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Tell similarity from difference	a lot / a little / new	a lot / a little / new	a lot / a little / new
Track the linear plot line	a lot / a little / new	a lot / a little / new	a lot / a little / new
Use balanced evidence	a lot / a little / new	a lot / a little / new	a lot / a little / new
Write a HOW thesis with a preposition	a lot / a little / new	a lot / a little / new	a lot / a little / new
Explain, do not list	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal:

Tier 1 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

same

Say it: SAYM

What it means: Alike; not different.

Try the frame: Both men were the _____ in some ways.

different

Say it: DIF-ur-uhnt

What it means: Not alike; not the same.

Try the frame: The two men were _____ in other ways.

both

Say it: BOHTH

What it means: The two together.

Try the frame: A paired passage answer uses _____ texts.

changed

Say it: CHAYNJJD

What it means: Made something different.

Try the frame: Each man _____ the way people lived.

helped

Say it: HELPT

What it means: Made things easier for someone.

Try the frame: Both men _____ everyday families.

Tier 1 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

worked

Say it: WURKT

What it means: Did effort to make something happen.

Try the frame: Each man _____ hard on his idea.

built

Say it: BILT

What it means: Made something by putting parts together.

Try the frame: Ford _____ the Model T.

sold

Say it: SOHLD

What it means: Gave something in exchange for money.

Try the frame: Walton _____ goods for less.

made

Say it: MAYD

What it means: Created or produced something.

Try the frame: Both men _____ life easier for families.

solved

Say it: SOLVD

What it means: Found a way to fix a problem.

Try the frame: Each man _____ a problem for people.

Tier 2 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

paired passages

Say it: PAIRD PASS-ij-iz

What it means: Two texts read together to answer one prompt.

Try the frame: These _____ share one big idea.

compare

Say it: kuhm-PAIR

What it means: To tell how two things are alike.

Try the frame: I _____ the two men to find similarities.

contrast

Say it: KON-trast

What it means: To tell how two things are different.

Try the frame: I _____ the two men to find differences.

similarity

Say it: sim-uh-LAIR-ih-tee

What it means: A way two things are alike.

Try the frame: One _____ is that both helped families.

difference

Say it: DIF-ur-uhns

What it means: A way two things are not the same.

Try the frame: One _____ is the kind of solution each made.

Tier 2 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

process

Say it: PRAH-sess

What it means: The steps used to do or make something.

Try the frame: Each man used a _____ to solve a problem.

method

Say it: METH-uhd

What it means: A particular way of doing something.

Try the frame: Ford's _____ was building a car.

response

Say it: rih-SPONSS

What it means: An answer that uses evidence and explanation.

Try the frame: My _____ uses both texts.

evidence

Say it: EV-uh-duhns

What it means: Details from a text that support an idea.

Try the frame: My _____ comes from both passages.

Tier 2 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

explanation

Say it: ek-spluh-NAY-shuhn

What it means: Words that tell how or why.

Try the frame: My _____ connects the two texts.

connection

Say it: kuh-NEK-shuhn

What it means: How two ideas relate to each other.

Try the frame: I show the _____ between both men.

thesis (central idea)

Say it: THEE-sis

What it means: The sentence that states the exact answer.

Try the frame: My HOW _____ uses a preposition.

preposition

Say it: prep-uh-ZISH-uhn

What it means: A word like by, through, with, in, or across.

Try the frame: My thesis (central idea) includes a _____.

Tier 3 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

assembly line

Say it: uh-SEM-blee line

What it means: A way to build things step by step as they move along.

Try the frame: Ford used an _____ to build cars faster.

Model T

Say it: MOD-ul TEE

What it means: The affordable car Henry Ford created.

Try the frame: The _____ was a car many families could buy.

Ford Motor Company

Say it: ford MOH-ter KUHM-puh-nee

What it means: The car company Henry Ford started.

Try the frame: Ford started the _____ in 1903.

retail

Say it: REE-tayl

What it means: The selling of goods to everyday shoppers.

Try the frame: Walton worked in _____.

Walmart

Say it: WAWL-mart

What it means: The store Sam Walton opened.

Try the frame: Walton opened _____ to sell for less.

Tier 3 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

Great Depression

Say it: grayt dih-PRESH-un

What it means: A time when many people had very little money.

Try the frame: Walton grew up during the _____.

mechanic

Say it: muh-KAN-ik

What it means: A person who fixes machines and engines.

Try the frame: Ford worked as a _____.

customers

Say it: KUHS-tuh-merz

What it means: People who buy goods or services.

Try the frame: Walton's _____ liked his low prices.

transportation

Say it: trans-por-TAY-shun

What it means: Ways people and goods move from place to place.

Try the frame: Ford changed _____ with the car.

affordable

Say it: uh-FOR-duh-bul

What it means: Cheap enough that people can buy it.

Try the frame: Both men made things more _____.

The DOT Reading Habit

Dot. Discover. Drop.

Step	What It Means
D - Dot	Place a small dot above any unfamiliar word.
O - Discover	Discover its meaning as we learn.
T - Drop	Erase the dot once you know the meaning.

WORDS TO REMEMBER

Dot the word. Discover the meaning. Drop the dot.

STUDENT SUPPORT - Another Way to Show What You Know

Circle the unfamiliar word or tell a partner which word you want to learn.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

The Paired Passage HABIT

One answer = two texts.

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.

SIGNAL WORDS

HOW Similarity Prompts: explain how both texts are alike, explain how both men responded in similar ways.

HOW Difference Prompts: explain how both texts are different, explain how the men solved problems in different ways.

**READ THE
PROMPT**

**SAME STREET / DIFFERENT
DRIVE**

**EVIDENCE FROM
BOTH**

EXPLANATION

STUDENT SUPPORT - Another Way to Show What You Know

Point to the exact word in the prompt that tells you similar or different before you gather evidence.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Same Street or Different Drive: Tracing the Roads

A shared path means similarity. A split path means difference.

Stage	Henry Ford	Sam Walton
Beginning	Early interest in machines	Early lessons during the Great Depression
Problem	Cars were rare and expensive	Stores charged high prices
Action	Started Ford Motor Company and created the Model T	Opened Walmart and improved store methods
Solution	Affordable car / assembly line	Many products at lower prices
Impact	Travel became easier for many people	Shopping became more affordable and convenient

SAME STREET (Similarity)

Both men noticed a problem that affected everyday people, and both created affordable solutions.

DIFFERENT DRIVE (Difference)

Ford built cars, but Walton opened stores; Ford changed travel, but Walton changed shopping.

STUDENT SUPPORT - Another Way to Show What You Know

Show the two plot lines with your hands moving side by side, then point to where they meet or split.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Get S.E.T. to Introduce a Paired-Passage Comparison

A HOW introduction sets up the relationship before the evidence.

Letter	What It Means
S - Statement of Purpose	Open with a broad idea.
E - Evidentiary Transition	Bridge with grouped passage evidence.
T - Thesis (Central Idea)	State the exact answer to the prompt.

SAMPLE SIMILARITY GET SET

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.

SAMPLE DIFFERENCE GET SET

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.

Ready to Stretch? Take Your Thinking Further!

Write your own Get S.E.T. opening. Make the thesis (central idea) name the relationship clearly.

My Learning Destination

Know what success will look and sound like.

BIG GOAL

I 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.

SUCCESS CRITERIA

- I name the exact similarity or difference before presenting evidence.
- I support the relationship with matching evidence from both texts.
- I explain rather than list.
- I use a HOW thesis with a preposition (by, through, with, in, across).

I WILL KNOW I AM READY WHEN...

MY FIRST THINKING (DAY ONE)

Answer now. You will answer again near the end.

How can I explain the way two passages are alike or different, using evidence from both texts?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has rounded corners on the left side and a slightly irregular right edge, suggesting it might be a scan of a physical document. There is no handwriting or other markings on the page.

MOVE YOUR THINKING



Foundational RECALL



**Emergent
CONNECT**



Visible
EXPLAIN



**Independent
USE**



Reflective EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

Say your answer first, then write your own thinking.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Henry Ford: Visionary of Travel

Passage 1 • Informational • Part 1 of 2

AS YOU READ

Use the DOT HABIT. Verbally explain your TRACKS choices, then TAP the TRACKS. Read for comparison: mark the beginning situation, the problem, and one idea that could be a similarity or a difference between this passage and the other.

[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.

Henry Ford: Visionary of Travel - Continued

Passage 1 • Informational • Part 2 of 2

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice the solution and the impact, and how they compare to the other passage.

[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.

Henry Ford: Visionary of Travel - TRACKS Evidence Hunt

Explain why each exact clue fits.

TRACKS	Exact Evidence	Why It Fits
S ▼ Scenery / Setting	“on a farm in Michigan”	It fits because _____
K ♦ Key Knowledge	“Cars were very rare and very expensive”	It fits because _____
R ■ Reactions	“Henry Ford believed that cars should be available for everyday families”	It fits because _____
T • Time	“In 1903”	It fits because _____
A ▲ Actions	“he created the Model T”	It fits because _____
C ★ Character, Concept, Creature	“the assembly line”	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

Use: This is ____ evidence because _____. You still choose the reason, then tell how it could connect to the other passage.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Sam Walton: Visionary of Retail

Passage 2 • Informational • Part 1 of 2

AS YOU READ

Use the DOT HABIT. Verbally explain your TRACKS choices, then TAP the TRACKS. Read for comparison: mark the beginning situation, the problem, and one idea that could be a similarity or a difference between this passage and the other.

[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.

Sam Walton: Visionary of Retail - Continued

Passage 2 • Informational • Part 2 of 2

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice the solution and the impact, and how they compare to the other passage.

[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.

Sam Walton: Visionary of Retail - TRACKS Evidence Hunt

Explain why each exact clue fits.

TRACKS	Exact Evidence	Why It Fits
S ▼ Scenery / Setting	"in Rogers, Arkansas"	It fits because _____
K ♦ Key Knowledge	"Many stores charged high prices"	It fits because _____
R ■ Reactions	"Sam believed that learning never stopped"	It fits because _____
T • Time	"In 1962"	It fits because _____
A ▲ Actions	"He opened a small store"	It fits because _____
C ★ Character, Concept, Creature	"Sam Walton's determination"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

Use: This is ____ evidence because _____. You still choose the reason, then tell how it could connect to the other passage.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 1 - GATHER: Two Roads

Imagine two roads - one for Ford, one for Walton.

Imagine two roads. One road belongs to Henry Ford. One road belongs to Sam Walton. At first, the roads are separate: one leads through engines, cars, and the assembly line; the other leads through stores, prices, and customer needs. But the roads also cross in important ways - both men saw a problem, both men took action, both men created change. They did not do it in the same exact way.

Today your job is to become a road-mapper: trace where the roads are alike, and where the roads split apart.

DAILY DECK SLIDE

HOW are they the same? HOW are they different?

STUDENT SUPPORT - Another Way to Show What You Know

Show a straight-ahead motion with your hands for a similarity, or a splitting motion for a difference.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 1 - REVEAL: Teacher Modeling

Name the relationship, then prove and explain it.

HOW SIMILARITY PROMPT

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

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.

HOW DIFFERENCE PROMPT

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

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.

STUDENT SUPPORT - Another Way to Show What You Know

Name the relationship first (same street or different drive). Then point to one detail from each passage.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Crossroads Compare Quest - Game Setup

Stand at the crossroads. Decide: does the road stay together, or does it split?

PURPOSE OF THE GAME

Practice answering paired-passage HOW prompts by deciding whether the relationship between the two passages is mainly a similarity or a difference, then build a full response piece by piece using both texts.

GAME SETUP - GROUPS OF 3 OR 4

Each group needs: 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, and 1 game marker per player.

GAMEBOARD PATH

Start Sign → Crossroads → Same Street → Different Drive → Evidence Corner → Explanation Curve → Finish Circle

GROUP 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

STUDENT SUPPORT - Another Way to Show What You Know

No spinner or gameboard? Point to each spinner section printed on the page instead of spinning, and record the same thinking on the recording page.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Crossroads Compare Quest - Spinner

Directions

Spin, complete the task, then move.

SPINNER LABELS

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

Draw a Prompt

The group decides: is this a similarity prompt, or a difference prompt? Correct = move 1 space.

Same or Different?

The group draws one relationship card and places it under Same Street or Different Drive. Correct = move 1 space.

Build the Thesis (Central Idea)

Formula: Both subjects + action + preposition + connected idea. If the thesis uses both texts, is a simple sentence, and includes a preposition, move 2 spaces.

Find Ford Evidence / Find Walton Evidence

Find a quote or strong text detail from the matching passage. If correct, move 1 space.

Connect the Explanation

Write one explanation sentence that joins the evidence from BOTH passages into one idea. Move 3 spaces if it clearly states the similarity or difference.

Winning the Game

The first group to reach Finish Circle answers one paired-passage HOW prompt out loud, using a thesis, one Ford evidence sentence, one Walton evidence sentence, and one explanation sentence.

CUT PAGE - Crossroads Prompt Cards

Dashed lines mean CUT. Decide: similarity or difference?

PROMPT CARD 1

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

PROMPT CARD 2

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

PROMPT CARD 3

Explain how both men were similar in the impact they had on everyday life.

PROMPT CARD 4

Explain how the solutions in both passages were different.

PROMPT CARD 5

Explain how Henry Ford and Sam Walton were similar in noticing a problem.

PROMPT CARD 6

Explain how both men were different in the kind of business change they created.

Crossroads Prompt Cards - Mirrored Card Backs

Use the matching card number to check your work.

PROMPT CARD 2
DIFFERENCE

Self-check: this prompt asks for a difference.

PROMPT CARD 1
SIMILARITY

Self-check: this prompt asks for a similarity.

PROMPT CARD 4
DIFFERENCE

Self-check: this prompt asks for a difference.

PROMPT CARD 3
SIMILARITY

Self-check: this prompt asks for a similarity.

PROMPT CARD 6
DIFFERENCE

Self-check: this prompt asks for a difference.

PROMPT CARD 5
SIMILARITY

Self-check: this prompt asks for a similarity.

CUT PAGE - Same Street or Different Drive Cards

Dashed lines mean CUT. Sort each card under SAME STREET or DIFFERENT DRIVE.

CARD 1

Both men noticed a problem that affected everyday people.

CARD 2

Ford built cars, but Walton opened stores.

CARD 3

Both men made things more affordable.

CARD 4

Ford changed travel, but Walton changed shopping.

CARD 5

Both men worked hard to improve their ideas.

CARD 6

Walton focused on retail, while Ford focused on transportation.

Same Street or Different Drive - Mirrored Card Backs

Use the matching card number to check your work.

CARD 2

DIFFERENT DRIVE

Self-check: this card belongs under
DIFFERENT DRIVE.

CARD 1

SAME STREET

Self-check: this card belongs under **SAME
STREET.**

CARD 4

DIFFERENT DRIVE

Self-check: this card belongs under
DIFFERENT DRIVE.

CARD 3

SAME STREET

Self-check: this card belongs under **SAME
STREET.**

CARD 6

DIFFERENT DRIVE

Self-check: this card belongs under
DIFFERENT DRIVE.

CARD 5

SAME STREET

Self-check: this card belongs under **SAME
STREET.**

Crossroads Compare Quest Recording

Save at least two strong comparison responses.

ROUND 1

Prompt: ____ Relationship: SAME STREET / DIFFERENT DRIVE

Ford evidence:

Walton evidence:

My explanation:

ROUND 2

Prompt: ____ Relationship: SAME STREET / DIFFERENT DRIVE

Ford evidence:

Walton evidence:

My explanation:

STUDENT SUPPORT - Another Way to Show What You Know

Say the relationship and the two details aloud before recording.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 3 - DISCUSS

How is a HOW similarity prompt different from a HOW difference prompt?

- How is a HOW similarity prompt different from a HOW difference prompt?
- Why do we still need BOTH passages even when the prompt asks for a difference?
- How did the linear plot line help you answer today's prompts?
- What makes an explanation stronger in a paired-passage HOW response?
- What is a common mistake students might make on a HOW difference prompt?

MY DISCUSSION NOTES

STUDENT SUPPORT - Another Way to Show What You Know

Finish: "A strong paired-passage HOW response must..."

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Fold-and-Build Compare/Contrast Response

Build the thinking on your own, one flap at a time.

NOTEBOOK SETUP

Divide your page into four flaps: Prompt + Thesis (Central Idea) • Ford Evidence • Walton Evidence • Explanation. At the bottom, 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.

STUDENT SUPPORT - Another Way to Show What You Know

Circle the comparison word in the prompt, then choose the comparison words you will use in your own writing.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Sample Answer Keys

Compare your own response to a strong example.

SAMPLE ANSWER KEY 1 - SIMILARITY PROMPT

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

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.

STUDENT SUPPORT - Another Way to Show What You Know

Ask: Does your thesis use a preposition? Do you have BOTH texts? Did your explanation really compare or contrast?

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Independent HOW Response - SIMILARITY

Name the relationship. Prove it with both passages. Explain the connection.

PROMPT

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

Ford evidence:

Walton evidence:

MY SIMILARITY THESIS (CENTRAL IDEA) + EXPLANATION

STUDENT SUPPORT - Another Way to Show What You Know

Point to each piece of evidence. You still choose the relationship and write the explanation.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Independent HOW Response - DIFFERENCE

Name the relationship. Prove it with both passages. Explain the connection.

PROMPT

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

Ford evidence:

Walton evidence:

MY DIFFERENCE THESIS (CENTRAL IDEA) + EXPLANATION

STUDENT SUPPORT - Another Way to Show What You Know

Point to each piece of evidence. You still choose the relationship and write the explanation.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Revise and Edit My Response

Read your response aloud, then check conventions.

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.

ONE REVISION

STUDENT SUPPORT - Another Way to Show What You Know

Read your thesis (central idea) and one evidence sentence aloud. You still choose the revision.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 4 - AWARD Yourself

Point to evidence in your own work.

CHOOSE A TITLE

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

CELEBRATION MOVE

Move your marker forward: one space for using BOTH texts; one space for writing a HOW thesis (central idea); one space for building a strong explanation.

MY AWARD

I earned the title of _____ because

My proof is on page ____:

STUDENT SUPPORT - Another Way to Show What You Know

Circle your strongest comparison response before writing the explanation.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

MOVE YOUR THINKING



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**Reflective
EXTEND**

Day 4 - TARGET Your Next Move

Choose one source-based target.

- ☐ 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 that connects the texts.

MY TARGET

My next comparison goal is

I chose it because

I will know I improved when

Ready to Stretch? Take Your Thinking Further!

How can two different solutions create similar results? Explain, using both passages.

Day 5 - EXPLAIN or Educate Others

Teach a comparison HABIT.

TURN AND TEACH

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..."

SENTENCE STEMS

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.

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse aloud, point to the passages, and use your comparison words.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Tiny Tracks

Teach, then name your proof.

Tiny Tracks

Small Stops. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



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Reflective
EXTEND

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

My proof is on page: _____ My next move: _____

Ready to Stretch? Take Your Thinking Further!

Explain why a paired answer needs balanced evidence from both texts.

MY THINKING NOW

Answer the module question again.

How can I explain the way two passages are alike or different, using evidence from both texts?

WHAT CHANGED?

MOVE YOUR THINKING



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USE**



**Reflective
EXTEND**

MY MODULE CHECK-IN

Award. Target. Explain. Use proof, not just feelings.

AWARD

Choose the comparison page where you used the clearest HOW thesis and evidence from both passages. Write the favorite part you are proud of and why the relationship is clear.

TARGET

Choose one next step: decide similarity or difference, write a HOW thesis with a preposition, balance evidence from both texts, or connect the explanation. You may also write a curiosity question.

EXPLAIN

Name the page that best proves your growth. Explain how your relationship word, HOW thesis, Ford evidence, Walton evidence, and connection fit together.

Day 5 - Writing Opportunity: Connect Two Texts

Write a reason that fits both men, then connect the evidence.

PROMPT

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

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.

MY REASON:

STUDENT SUPPORT - Another Way to Show What You Know

Say your reason aloud first. You still choose the evidence and the connection.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Plan My Paired Response

Gather balanced evidence and explain what it shows.

FORD EVIDENCE

WALTON EVIDENCE

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."

STUDENT SUPPORT - Another Way to Show What You Know

Use the TRACKS hunt in both passages.
You still explain each detail.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support,
then point to evidence and explain why your
choice works.

Paired-Passage Draft - Page 1

Begin with a reason that fits both men, then use evidence and an explanation from both texts.

DRAFTING FOCUS

Use purposeful structure, one signal phrase per piece of evidence, and an explanation that connects both texts.

[illegible]

Paired-Passage Draft - Page 2

Begin with a reason that fits both men, then use evidence and an explanation from both texts.

DRAFTING FOCUS

Use purposeful structure, one signal phrase per piece of evidence, and an explanation that connects both texts.

[illegible]

Revise, Edit, and Share

Improve coherence and check conventions.

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.

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.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

READY TO STRETCH? - Double Lens Challenge

Look at the same two passages through a similarity lens and a difference lens.

SIMILARITY LENS

Choose one similarity prompt. Write a thesis (central idea), two pieces of evidence, and one explanation.

DIFFERENCE LENS

Choose one difference prompt. Write a thesis (central idea), two pieces of evidence, and one explanation.

HOW DID MY THINKING CHANGE?

Explain how your thinking changed when you switched from the similarity lens to the difference lens.

MOVE YOUR THINKING



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EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

Portfolio Evidence + Closing Reflection

Choose pages that prove your Module 2 growth.

Evidence	Page	What It Proves
1		
2		
3		

At first, I...

Now I...

MODULE 2 CLOSING IDEA

I can explain how two passages are alike or different by naming the relationship first, then proving it with balanced evidence from BOTH texts, and explaining the connection instead of listing two facts. Henry Ford and Sam Walton both noticed a problem and created an affordable solution that helped everyday families - but Ford solved a transportation problem by building a product, while Walton solved a shopping problem by creating a store. Same street, or different drive - I always use both.

Essential Question - Answered

You started with an Essential Question. Now that you have finished Module 2, read the answer and connect it to what you learned.

OUR ESSENTIAL QUESTION

How do I show the way two texts are alike or different?

My Answer

I tell how they are alike or different first, then I show it with details from both texts and tell how the two ideas connect, instead of just naming two facts.

STUDENT SUPPORT - Another Way to Show What You Know

Start with alike or different: The two texts are ____ because ____ and ____.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

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CLUSTER 5



M O D U L E

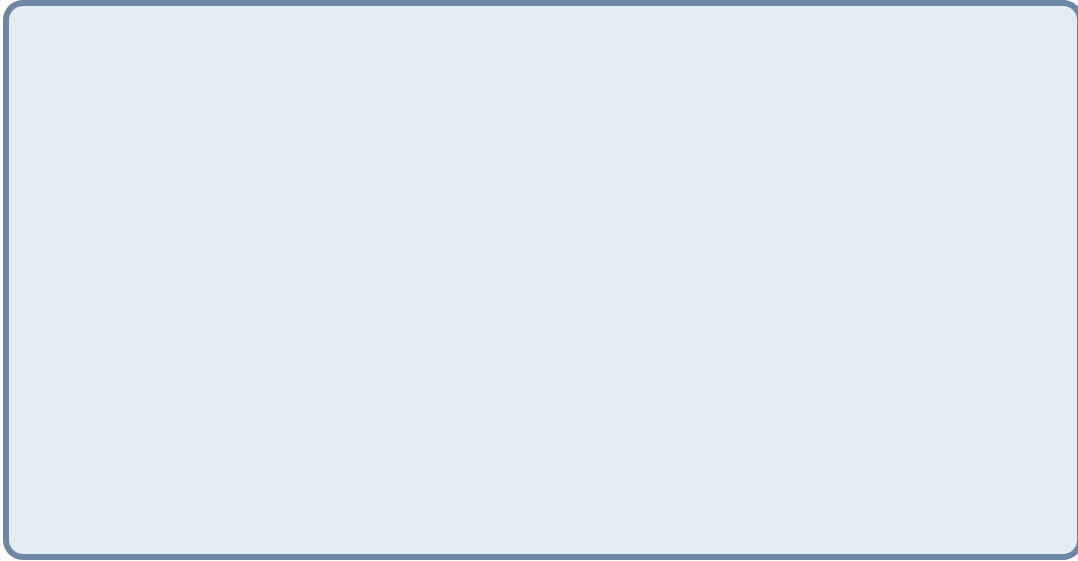


The RRR Conclusion

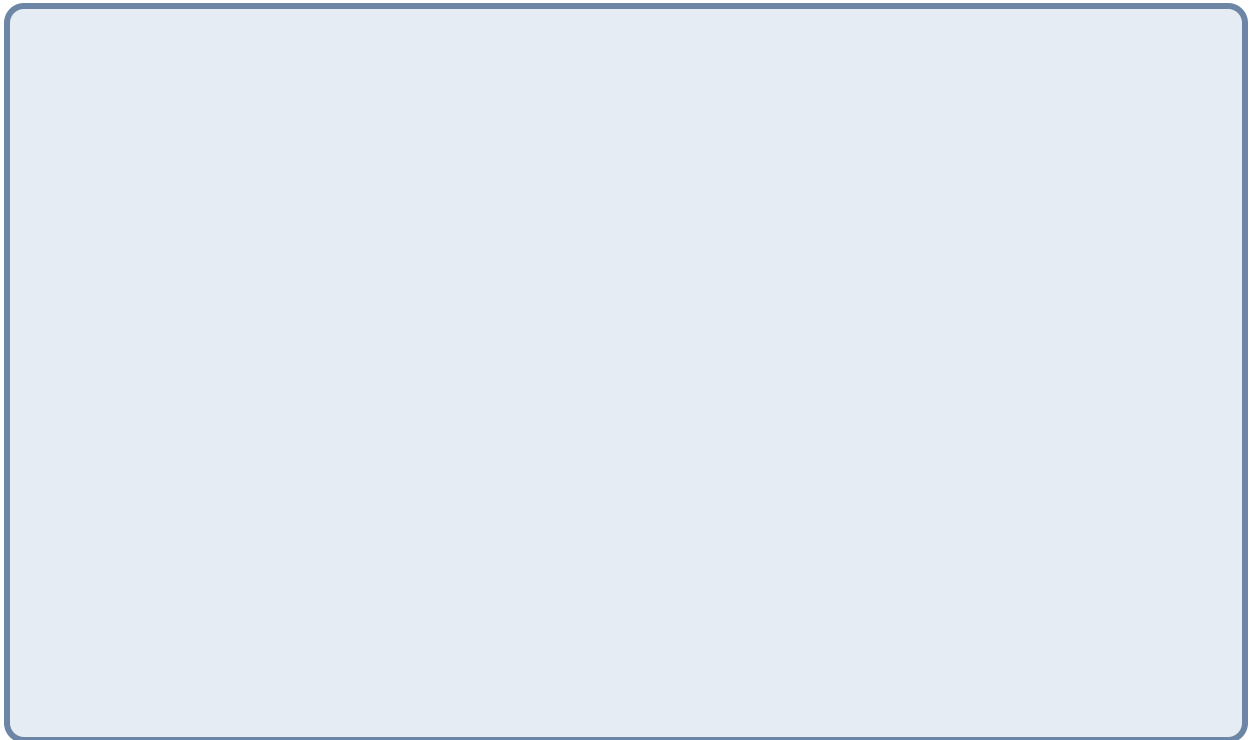
R1, R2, and R3 - the Bluebird Moment



Pocket Practice



Attach scratch paper on the left, right, and bottom edges.
Leave the top edge open to make a pocket for this module's activity cards.



Attach scratch paper on the left, right, and bottom edges.
Leave the top edge open to make a pocket for this module's activity cards.

Why This Module Matters

A strong conclusion does not just stop a paper - it strengthens it.

WHY THIS MODULE MATTERS

You learn to close a paired-passage paper with purpose. R1 restates the thesis (central idea) by changing one or two words with synonyms, R2 refers back to the evidence from both passages collectively, and R3 reflects on the larger meaning in a Bluebird moment. Color-code the three parts - green R1, yellow R2, blue R3 - so you can check that all three are present.

Essential Question

How do I write an ending that returns to my big idea?

Keep this question in mind all module. You will answer it on the last page.

How This Book Helps Me Think

This workbook is built to help you do more of the thinking for yourself.

THE INDEPENDENCE ROUTINE

Attempt	Try the thinking first.
Check	Use the built-in check when one is provided.
Adjust	Fix what you can.
Ask if Needed	Ask for help when you truly need it.

Attempt -> Check -> Adjust -> Ask if Needed

Visual Conventions You Will See

- Dashed line = CUT • Solid line = FOLD
- Scissors symbol = cut page
- STUDENT SUPPORT = another way, same rigor
- READY TO STRETCH? = visible next move
- Tiny Tracks = pause, name thinking level, point to proof.

The Standards I Am Learning - Part 1

Read the official TEKS and how a student can say the same standard.

TEKS 12B(i) - Official Standard

compose informational texts, including brief compositions that convey information about a topic, using a clear central idea

HOW I SAY THE STANDARD!

I can write about a topic using one clear central idea.

TEKS 12B(ii) - Official Standard

compose informational texts, including brief compositions that convey information about a topic, using genre characteristics

HOW I SAY THE STANDARD!

I can build my conclusion using the parts readers expect: restate, refer, reflect.

TEKS 12B(iii) - Official Standard

compose informational texts, including brief compositions that convey information about a topic, using craft

HOW I SAY THE STANDARD!

I can polish my reflection sentence so my ending sounds purposeful.

TEKS 11B(ii) - Official Standard

develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion

HOW I SAY THE STANDARD!

I can organize a complete conclusion with purposeful structure.

TEKS 11B(iii) - Official Standard

develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details

HOW I SAY THE STANDARD!

I can connect my conclusion to the evidence from both texts.

TEKS 7(C) - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

The ELPS I Am Learning

Read the official ELPS. Directly under it, read how a student can say the same standard.

ELPS 1(E) - Official Standard

demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification

HOW I SAY THE STANDARD!

I can listen carefully and show I understood by retelling or asking a question.

ELPS 2(E) - Official Standard

use comprehensible language to explain information orally with increasing specificity and detail during classroom interactions

HOW I SAY THE STANDARD!

I can explain my thinking out loud with more detail.

ELPS 3(E) - Official Standard

use pre-reading strategies, including previewing text features, connecting to prior knowledge, and making predictions, to develop comprehension

HOW I SAY THE STANDARD!

I can use a HABIT before reading to help me understand.

ELPS 4(C)(ii) - Official Standard

write using content-area vocabulary

HOW I SAY THE STANDARD!

I can use vocabulary from this topic in my writing.

My Module 3 Learning Launchpad

Read the destination, then choose how you will show up for the work.

I CAN

- write an RRR conclusion that restates, refers, and reflects.
- restate a thesis (central idea) by changing one or two words while keeping the same meaning.
- refer to proof from both passages together without relisting every quote.
- write a supported Bluebird moment that leaves the reader with a bigger idea.

I WILL

- reread both passages and notice how the ideas connect.
- color-code R1 green, R2 yellow, and R3 blue to check that every part is present.
- keep brand-new evidence out of the conclusion.
- check that my green sentence does not copy the thesis (central idea) exactly.

LEARNING DESTINATION

I will write a three-sentence RRR conclusion that restates the thesis (central idea), refers collectively to the proof, and ends with a meaningful Bluebird moment.

MY LAUNCHPAD PROMISE

The conclusion HABIT I will practice first is _____ because

My Module 3 Learning Dashboard

Circle where you think your learning is right now. Come back on Monday, Wednesday, and Friday to see how your thinking grows.

I know a lot about this / I know a little bit about this / This is new to me

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Restate the thesis without copying	a lot / a little / new	a lot / a little / new	a lot / a little / new
Refer to evidence collectively (R2)	a lot / a little / new	a lot / a little / new	a lot / a little / new
Write a Bluebird moment (R3)	a lot / a little / new	a lot / a little / new	a lot / a little / new
Color-code green, yellow, blue	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal for this module:

Tier 1 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

ending

Say it: END-ing

What it means: The last part that finishes something.

Try the frame: A strong _____ leaves the reader thinking.

restate

Say it: ree-STAYT

What it means: To say something again in a new way.

Try the frame: In R1, I _____ the thesis (central idea).

reflect

Say it: ree-FLEKT

What it means: To think about the bigger meaning.

Try the frame: In R3, I _____ on the big picture.

connect

Say it: kuh-NEKT

What it means: To join two ideas together.

Try the frame: My conclusion helps _____ the whole paper.

same

Say it: SAYM

What it means: Alike; not different.

Try the frame: R1 keeps the _____ meaning as the thesis (central idea).

Tier 1 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

different

Say it: DIF-ur-uhnt

What it means: Not alike.

Try the frame: R1 uses a few _____ words than the thesis (central idea).

important

Say it: im-POR-tuhnt

What it means: Mattering a great deal.

Try the frame: Both men were _____ to everyday families.

helped

Say it: HELPT

What it means: Made things easier for someone.

Try the frame: Both men _____ everyday people.

changed

Say it: CHAYNJJD

What it means: Made something different.

Try the frame: Their ideas _____ how people lived.

solved

Say it: SOLVD

What it means: Found a way to fix a problem.

Try the frame: Each man _____ a real problem.

Tier 2 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

conclusion

Say it: kuhn-KLOO-zhuhn

What it means: The ending paragraph that closes the paper.

Try the frame: My _____ uses R1, R2, and R3.

restatement

Say it: ree-STAYT-muhnt

What it means: Saying the thesis (central idea) again in a fresh way.

Try the frame: R1 is a _____ of the thesis (central idea).

reference

Say it: REF-er-uhns

What it means: Pointing back to something used before.

Try the frame: R2 makes a _____ to the evidence.

reflection

Say it: ree-FLEK-shuhn

What it means: A thought about the bigger meaning.

Try the frame: R3 is my _____ sentence.

significant inference

Say it: sig-NIF-ih-kuhnt IN-fer-uhns

What it means: A big-picture idea drawn from the evidence.

Try the frame: R3 is a _____ about the whole paper.

collective reference

Say it: kuh-LEK-tiv REF-er-uhns

What it means: Referring to all the support as a whole.

Try the frame: R2 is a _____, not a list of quotes.

Tier 2 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

summary

Say it: SUM-uh-ree

What it means: A short retelling of the main points.

Try the frame: A conclusion does more than a _____.

thesis (central idea)

Say it: THEE-sis

What it means: The sentence that states the exact answer.

Try the frame: R1 restates the _____.

evidence

Say it: EV-uh-duhns

What it means: Details from a text that support an idea.

Try the frame: R2 refers back to the _____.

big picture

Say it: BIG PIK-cher

What it means: The larger meaning beyond the paper.

Try the frame: R3 shares the _____ with others.

takeaway

Say it: TAYK-uh-way

What it means: The lasting idea the reader carries away.

Try the frame: R3 leaves the reader with a _____.

Tier 3 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

Model T

Say it: MOD-ul TEE

What it means: The affordable car Henry Ford created.

Try the frame: The _____ was a car many families could buy.

assembly line

Say it: uh-SEM-blee line

What it means: A way to build things step by step as they move along.

Try the frame: Ford used an _____ to build cars faster.

affordable

Say it: uh-FOR-duh-bul

What it means: Cheap enough that people can buy it.

Try the frame: Both men made things more _____.

transportation

Say it: trans-por-TAY-shun

What it means: Ways people and goods move from place to place.

Try the frame: Ford changed _____ with the car.

retail

Say it: REE-tayl

What it means: The selling of goods to everyday shoppers.

Try the frame: Walton worked in _____.

Tier 3 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

Walmart

Say it: WAWL-mart

What it means: The store Sam Walton opened.

Try the frame: Walton opened _____ to sell for less.

Great Depression

Say it: grayt dih-PRESH-un

What it means: A time when many people had very little money.

Try the frame: Walton grew up during the _____.

customers

Say it: KUHS-tuh-merz

What it means: People who buy goods or services.

Try the frame: Walton's _____ liked his low prices.

determination

Say it: dih-ter-muh-NAY-shun

What it means: Working hard and not giving up.

Try the frame: Sam Walton's _____ helped families save money.

visionary

Say it: VIZH-uh-nair-ee

What it means: Someone with big ideas about the future.

Try the frame: Each man was a _____ who changed his field.

The DOT Reading Habit

Dot. Discover. Drop.

Step	What It Means
D - Dot	Place a small dot above any unfamiliar word.
O - Discover	Discover its meaning as we learn.
T - Drop	Erase the dot once you know the meaning.

WORDS TO REMEMBER

Dot the word. Discover the meaning. Drop the dot.

STUDENT SUPPORT - Another Way to Show What You Know

Circle the unfamiliar word or tell a partner which word you want to learn.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Mentor Text Moves

Watch how one answer is built from two texts.

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.

REMEMBER

One answer = two texts. Use evidence from both passages and connect the ideas - this is the same HABIT your RRR conclusion will use to close the whole paper.

The RRR Conclusion HABIT

R1 restates. R2 refers. R3 reflects.

THE RRR CONCLUSION HABIT

R1 - Restate (Green)	Restate the thesis (central idea) by changing one or two words with synonyms.
R2 - Refer (Yellow)	Refer back to the evidence from both passages as a whole.
R3 - Reflect (Blue)	Reflect on the bigger meaning - the Bluebird moment.

WHAT EACH PART DOES

- R1 reminds the reader of the main answer, in fresh words.
- R2 points back to the proof from the paper as a group, not a new list of quotes.
- R3 leaves the reader with a thoughtful big-picture idea.

WORDS TO REMEMBER

Restate. Refer. Reflect. Green, yellow, blue - all three parts must be there.

CONCLUSION REMINDER

A conclusion is not a place for brand-new evidence, and it is not a place to start the paper over. Do not repeat the paper word for word. Do end with strength.

STUDENT SUPPORT - Another Way to Show What You Know

Point to each color and say the job: green restates, yellow refers, blue reflects.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

The Bluebird Moment

R3 is the reflection sentence that flies beyond the page.

WHAT IS THE BLUEBIRD MOMENT?

The Bluebird moment is the final reflection sentence (R3). A tiny bluebird has been sitting quietly in the tree you built - your introduction, your body paragraphs, your evidence. When your paper is truly complete, that bluebird flies away carrying your big idea into the world.

HOW TO RESTATE AT THIS LEVEL (R1)

Keep the same idea. Change one or two words with synonyms. Do not copy the thesis (central idea) exactly. Example: important -> significant, helped -> developed solutions that improved life.

WORDS TO REMEMBER

A Bluebird moment gives a supported big idea for others, not a summary and not new evidence.

TREES CONNECTION

When the last sentence reflects the big picture for everyone beyond the writer, it becomes the Bluebird moment: the paper is leaving the tree, the idea is flying outward, and the reader is left with a reflection to carry away.

STUDENT SUPPORT - Another Way to Show What You Know

Read a possible last sentence aloud. Ask: does it give a supported big-picture idea, or does it just summarize?

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Teacher Modeling - WHY Prompt

See one full RRR conclusion built from a WHY thesis (central idea).

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 - RESTATE (Green)

"Henry Ford and Sam Walton were significant because they developed solutions that improved life for ordinary people."

Change one or two words with synonyms. Keep the same idea.

R2 - REFER (Yellow)

"The evidence from both passages shows how each man noticed a need, worked toward a solution, and created changes that helped many families."

Refer to the proof as a group. Do not list every quote again.

R3 - REFLECT (Blue)

"Ultimately, communities grow stronger when determined people turn everyday problems into ideas that help others."

This is the Bluebird moment.

STUDENT SUPPORT - Another Way to Show What You Know

Read the three model sentences aloud in order. Then say which color and job each one shows.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Teacher Modeling - HOW Prompt

See one full RRR conclusion built from a HOW thesis (central idea).

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.

R1 - RESTATE (Green)

"Henry Ford and Sam Walton supported everyday families through practical solutions that made life more affordable and convenient."

R2 - REFER (Yellow)

"The details from both passages highlight the ways each man responded to a problem and created changes that benefited many people."

R3 - REFLECT (Blue)

"As the Bluebird leaves the tree, we can see that thoughtful problem-solvers often help communities by creating solutions people can truly use."

STUDENT SUPPORT - Another Way to Show What You Know

Compare this HOW conclusion to the WHY conclusion on the page before it. What stayed the same? What changed?

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

My Learning Destination

Know what success will look and sound like.

BIG GOAL

I will write an RRR conclusion that returns to the thesis (central idea), refers to proof from both passages, and ends with a meaningful Bluebird moment.

SUCCESS CRITERIA

- R1 keeps the thesis (central idea) but does not copy it exactly.
- R2 refers collectively to evidence from both passages.
- R3 reflects on why the paper's idea matters beyond the page.
- The conclusion is concise, connected, and complete.

INDEPENDENT PRODUCT

I will write a three-sentence conclusion, color-code R1 green, R2 yellow, and R3 blue, and read all three aloud to check that they flow together.

I WILL KNOW I AM READY WHEN...

MY FIRST THINKING (DAY ONE)

Answer now. You will answer this question again near the end.

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

[illegible]

My thinking level before we begin:

MOVE YOUR THINKING



Foundational RECALL



Emergent CONNECT



Visible
EXPLAIN



Independent USE



Reflective EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

Say your answer first or use this starter:
The three R's help my ending because ____.
Then write your own thinking.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Henry Ford: Visionary of Travel

Passage 1 • Informational • Part 1 of 3

AS YOU READ

Use the DOT HABIT for unfamiliar words. Verbally explain your TRACKS choices, then TAP the TRACKS. Notice ideas you could refer back to collectively in R2.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

[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.

Henry Ford: Visionary of Travel - Continued 2

Passage 1 • Informational • Part 2 of 3

AS YOU CONTINUE READING

Keep numbering and marking exact TRACKS evidence. Watch for the impact this passage describes - a strong Bluebird moment often grows from the impact.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

[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.

Henry Ford: Visionary of Travel - Continued 3

Passage 1 • Informational • Part 3 of 3

AS YOU CONTINUE READING

Keep numbering and marking exact TRACKS evidence. Watch for the impact this passage describes - a strong Bluebird moment often grows from the impact.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

[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.

Henry Ford: Visionary of Travel - TRACKS Evidence Hunt

Study the exact words from the passage. Explain why each clue fits its TRACKS category.

TRACKS	Exact Evidence	Why It Fits
T • Time	"In 1903"	It fits because _____
R ■ Reactions	"Henry Ford believed that cars should be available for everyday families"	It fits because _____
A ▲ Actions	"he created the Model T"	It fits because _____
C ★ Character, Concept, Creature	"the assembly line"	It fits because _____
K ♦ Key Knowledge	"Many families who had never owned a car before were finally able to buy one"	It fits because _____
S ▼ Scenery / Setting	"on a farm in Michigan"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

Point to the TRACKS chart and use this frame: This is ____ evidence because _____. You still choose which proof to refer to in R2.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Sam Walton: Visionary of Retail

Passage 2 • Informational • Part 1 of 3

AS YOU READ

Use the DOT HABIT for unfamiliar words. Verbally explain your TRACKS choices, then TAP the TRACKS. Notice ideas you could refer back to collectively in R2.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

[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.

Sam Walton: Visionary of Retail - Continued 2

Passage 2 • Informational • Part 2 of 3

AS YOU CONTINUE READING

Keep numbering and marking exact TRACKS evidence. Watch for the impact this passage describes - a strong Bluebird moment often grows from the impact.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

[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.

Sam Walton: Visionary of Retail - Continued 3

Passage 2 • Informational • Part 3 of 3

AS YOU CONTINUE READING

Keep numbering and marking exact TRACKS evidence. Watch for the impact this passage describes - a strong Bluebird moment often grows from the impact.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

[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.

Sam Walton: Visionary of Retail - TRACKS Evidence Hunt

Study the exact words from the passage. Explain why each clue fits its TRACKS category.

TRACKS	Exact Evidence	Why It Fits
T • Time	"In 1962"	It fits because _____
R ■ Reactions	"Customers liked finding many items in one place"	It fits because _____
A ▲ Actions	"He opened a small store"	It fits because _____
C ★ Character, Concept, Creature	"Sam Walton"	It fits because _____
K ♦ Key Knowledge	"families needed ways to stretch every dollar"	It fits because _____
S ▼ Scenery / Setting	"in Rogers, Arkansas"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

Point to the TRACKS chart and use this frame: This is ____ evidence because _____. You still choose which proof to refer to in R2.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 1 - GATHER: Bluebird in the Tree

You built a beautiful tree. Now one final moment sends it out into the world.

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, and 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

STUDENT SUPPORT - Another Way to Show What You Know

Show a small flying motion with your hand when you hear "the Bluebird moment."

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 1 - REVEAL: Building the Conclusion

Review what you already built, then teach R1, R2, and R3.

REVIEW WHAT YOU ALREADY BUILT

In the introduction, we got the reader ready (GET SET: Statement of Purpose, Evidentiary Transition, Thesis). In the body paragraphs, we proved our ideas (Reason/Way + Evidence + Explanation + Significant Inferencing). Now we are ready for the conclusion.

ANCHOR CHART - RRR CONCLUSION

R1 = Restatement of the Thesis (Central Idea) R2 = Reference to Evidence R3 = Reflection Statement. A conclusion is NOT a place for brand-new evidence and NOT a place to start over. It is where the paper comes together.

TEACH R1

At this grade level, we simply restate the thesis (central idea) by changing one or two words with synonyms.

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

Restated: "Henry Ford and Sam Walton were significant because they developed solutions that improved daily life for ordinary people."

TEACH R2 and R3

R2 is not where we list every quote - it is where we collectively refer back to the support we used. R3 is the reflection sentence, the Bluebird moment: the same kind of significant inferencing we used before, but now reflecting on the entire paper. Green = R1. Yellow = R2. Blue = R3.

STUDENT SUPPORT - Another Way to Show What You Know

Say it with me: Green restates. Yellow refers. Blue reflects.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Bluebird Landing Race - Game Setup

Move your game marker toward the Bluebird Nest by building a strong conclusion.

PURPOSE OF THE GAME

Practice building conclusion paragraphs by choosing and organizing R1, R2, and R3. This game is completely different from Module 2's game - instead of comparing and contrasting, you are landing the paper smoothly with the final three conclusion sentences.

GAME SETUP - GROUPS OF 3 OR 4

Each group needs: 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, and 1 game marker per player.

GAMEBOARD PATH

Start Branch → Green Grove (R1) → Yellow Path (R2) → Bluebird Sky (R3) → Nest Landing (conclusion complete)

GROUP ROLES

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

STUDENT SUPPORT - Another Way to Show What You Know

No spinner or gameboard? Point to each spinner section printed on the page instead of spinning, and record the same thinking on the recording page.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Bluebird Landing Race - Spinner

Directions

Spin, complete the task, then move.

SPINNER LABELS

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

Draw a Prompt / Match the Thesis

The Prompt Reader reads a prompt card aloud. The group decides what type of response it is (WHY, HOW Similarity, or HOW Difference), then matches the correct thesis (central idea) card. If correct, move 1 space.

Build R1

R1 does NOT copy the thesis (central idea) exactly - it changes one or two words. If the sentence restates the thesis, keeps the same meaning, and changes a word or two, move 2 spaces.

Build R2

R2 is yellow. It looks back at the support as a whole - it does NOT list all the body paragraphs one by one. If the sentence refers back to the evidence collectively and fits both passages, move 2 spaces.

Build R3

R3 is blue - the Bluebird moment. If the sentence reflects the big picture and reaches beyond the paper, move 3 spaces. Color Check: label three sentences green, yellow, and blue correctly to move 2 spaces. Move Ahead: move 1 free space.

WINNING THE GAME

The first group to reach Nest Landing reads 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.

Before You Cut - PROMPT Cards

Choose cut cards or use the numbered card pathway.

SET UP

Use the card numbers to match each front with its self-check back. These cards belong to the Bluebird Landing Race game.

STUDENT SUPPORT - Another Way to Show What You Know

Use the numbered no-cut pathway: read each strip on the page and record where it belongs.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

CUT PAGE - Bluebird Landing Race PROMPT Cards

Dashed lines mean CUT. Keep the card number that matches its set.

PROMPT CARD 1

Explain why Henry Ford and Sam Walton were important.

PROMPT CARD 2

Explain why both men helped everyday families.

PROMPT CARD 3

Explain how Henry Ford and Sam Walton were similar in the ways they helped people.

PROMPT CARD 4

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

Bluebird Landing Race PROMPT Cards - Self-Check Backs

Use the matching card number to check your work.

PROMPT CARD 2

Set 2

Self-check: the prompt names a WHY response.

PROMPT CARD 1

Set 1

Self-check: the prompt names a WHY response.

PROMPT CARD 4

Set 4

Self-check: the prompt names a HOW DIFFERENCE response.

PROMPT CARD 3

Set 3

Self-check: the prompt names a HOW SIMILARITY response.

CUT PAGE - Bluebird Landing Race THESIS (CENTRAL IDEA) Cards

Dashed lines mean CUT. Keep the card number that matches its set.

THESIS CARD 1

Henry Ford and Sam Walton were important because they created solutions that helped everyday people.

THESIS CARD 2

Henry Ford and Sam Walton helped everyday families because they made important products and services more affordable.

THESIS CARD 3

Henry Ford and Sam Walton helped people through practical solutions that improved daily life.

THESIS CARD 4

Henry Ford and Sam Walton solved problems through different forms of innovation and business action.

Bluebird Landing Race THESIS (CENTRAL IDEA) Cards - Self-Check Backs

Use the matching card number to check your work.

THESIS CARD 2

Set 2

Self-check: this thesis matches the WHY prompt in the same set.

THESIS CARD 1

Set 1

Self-check: this thesis matches the WHY prompt in the same set.

THESIS CARD 4

Set 4

Self-check: this thesis matches the HOW DIFFERENCE prompt in the same set.

THESIS CARD 3

Set 3

Self-check: this thesis matches the HOW SIMILARITY prompt in the same set.

CUT PAGE - Bluebird Landing Race R1 - RESTATE (GREEN) Cards

Dashed lines mean CUT. Keep the card number that matches its set.

R1 CARD 1

Henry Ford and Sam Walton were significant because they developed solutions that improved life for ordinary people.

R1 CARD 2

Henry Ford and Sam Walton supported ordinary families because they made everyday needs easier to afford.

R1 CARD 3

Henry Ford and Sam Walton supported others through useful solutions that made everyday life better.

R1 CARD 4

Henry Ford and Sam Walton addressed problems through different types of solutions and leadership.

Bluebird Landing Race R1 - RESTATE (GREEN) Cards - Self-Check Backs

Use the matching card number to check your work.

R1 CARD 2 Set 2

Self-check: Set 2 R1 (Green) - restates the thesis with fresh words.

R1 CARD 1 Set 1

Self-check: Set 1 R1 (Green) - restates the thesis with fresh words.

R1 CARD 4 Set 4

Self-check: Set 4 R1 (Green) - restates the thesis with fresh words.

R1 CARD 3 Set 3

Self-check: Set 3 R1 (Green) - restates the thesis with fresh words.

✂ CUT PAGE - Bluebird Landing Race R2 - REFER (YELLOW) Cards

Dashed lines mean CUT. Keep the card number that matches its set.

R2 CARD 1

The evidence in both passages shows how each man noticed a problem and created changes that helped many families.

R2 CARD 2

The details from both passages describe how their ideas opened more choices for people who had limited money.

R2 CARD 3

The information in both passages highlights how each man saw a need and responded with changes that benefited many people.

R2 CARD 4

The details from both passages show that one man focused on transportation inventions while the other focused on retail improvement and pricing.

Bluebird Landing Race R2 - REFER (YELLOW) Cards - Self-Check Backs

Use the matching card number to check your work.

R2 CARD 2 Set 2

Self-check: Set 2 R2 (Yellow) - refers back
to evidence from both passages.

R2 CARD 1 Set 1

Self-check: Set 1 R2 (Yellow) - refers back
to evidence from both passages.

R2 CARD 4 Set 4

Self-check: Set 4 R2 (Yellow) - refers back
to evidence from both passages.

R2 CARD 3 Set 3

Self-check: Set 3 R2 (Yellow) - refers back
to evidence from both passages.

✂ CUT PAGE - Bluebird Landing Race R3 - REFLECT (BLUE) Cards

Dashed lines mean CUT. Keep the card number that matches its set.

R3 CARD 1

Ultimately, determined people can improve everyday life when they build solutions that meet real needs.

R3 CARD 2

In the big picture, communities benefit when people work to make necessary goods and services available to more families.

R3 CARD 3

As the Bluebird leaves the tree, we can see that thoughtful problem-solvers often help others by turning simple ideas into meaningful change.

R3 CARD 4

Ultimately, people can solve similar needs in very different ways, and each path can still make a strong impact on others.

Bluebird Landing Race R3 - REFLECT (BLUE) Cards - Self-Check Backs

Use the matching card number to check your work.

R3 CARD 2 Set 2

Self-check: Set 2 R3 (Blue) - the Bluebird moment, a big-picture reflection.

R3 CARD 1 Set 1

Self-check: Set 1 R3 (Blue) - the Bluebird moment, a big-picture reflection.

R3 CARD 4 Set 4

Self-check: Set 4 R3 (Blue) - the Bluebird moment, a big-picture reflection.

R3 CARD 3 Set 3

Self-check: Set 3 R3 (Blue) - the Bluebird moment, a big-picture reflection.

Bluebird Landing Race Recording

Save at least two full conclusions you helped build.

ROUND 1

Prompt / Thesis (Central Idea) used:

R1 (Green):

R2 (Yellow):

R3 (Blue):

ROUND 2

Prompt / Thesis (Central Idea) used:

R1 (Green):

R2 (Yellow):

R3 (Blue):

STUDENT SUPPORT - Another Way to Show What You Know

Say the three colors and jobs aloud before recording.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 3 - DISCUSS

What made a conclusion strong today?

- What is the difference between R1 and the thesis (central idea)?
- What is the job of R2?
- What makes R3 the Bluebird moment?
- What mistake do writers make if they only summarize in the conclusion?
- Why is color coding helpful for conclusions?

PARTNER DISCUSSION

Turn to a partner and finish: "R1 is..." / "R2 is..." / "R3 is..."

NOTEBOOK REFLECTION

The most important thing I learned about conclusions is...

STUDENT SUPPORT - Another Way to Show What You Know

Use the frame: R1 restates because _____. R2 refers because _____. R3 reflects because _____.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Color the Bluebird Conclusion - My RRR Draft

Write your own RRR conclusion, then a partner checks the colors.

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.

MY CONCLUSION

Thesis (Central Idea):

R1 (green):

R2 (yellow):

R3 (blue):

STUDENT SUPPORT - Another Way to Show What You Know

Say each sentence aloud before you write it.
Check that all three colors are present.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Sample Answer Keys

Compare your own response to strong examples.

SAMPLE ANSWER KEY - WHY PROMPT

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

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

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.

STUDENT SUPPORT - Another Way to Show What You Know

Ask: Does my R1 restate without copying?
Does my R2 refer to both texts as a group?
Does my R3 really reflect?

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Toward the End of the Lesson - My Whole Paper

See how the conclusion completes all five paragraphs.

MY FIVE PARAGRAPHS

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 CONCLUSION - WHY PROMPT

"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."

STUDENT SUPPORT - Another Way to Show What You Know

Read the exemplar conclusion aloud, then point to where R1 ends and R2 begins, and where R2 ends and R3 begins.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 4 - AWARD Yourself

You built green. You built yellow. You built blue. Your paper has a landing place.

RECOGNITION IDEAS

Draw a small bluebird beside your blue sentence. Circle the synonym changes in your green sentence. Underline the collective words in yellow.

CHOOSE A TITLE

- Bluebird Writer
- Conclusion Closer
- Reflection Flyer
- RRR Builder
- Paper Finisher

WHOLE GROUP CALL AND RESPONSE

"Green means..." ("Restate!") "Yellow means..." ("Refer!") "Blue means..." ("Reflect!")
 "What flies away?" ("The Bluebird!")

MY AWARD

I earned the title of _____ because

My proof is on page ____:

STUDENT SUPPORT - Another Way to Show What You Know

Choose one R and point to proof before writing. Rehearse: I award this part because it ____.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

Day 4 - TARGET Your Next Move

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?

CURIOSITY QUESTIONS

- Why do readers remember strong endings?
- How does the final sentence affect the whole paper?
- Why is reflecting stronger than simply summarizing?
- 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...

BUILD A PRECISE TARGET

My next conclusion goal is _____ because

STUDENT SUPPORT - Another Way to Show What You Know

Use the reflection questions as a starting point. You still explain why the chosen target fits your work.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 5 - EXPLAIN or Educate Others

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

The three parts of the conclusion, the color coding, the difference between summary and reflection, and the purpose of the Bluebird moment.

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse with a partner or make an approved audio recording before the teach-back. Use the card, but explain in your own words.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Tiny Tracks

Teach it, then name the proof that your explanation was clear.

Tiny Tracks

Small Stops. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

My proof is on page: _____ My next move: _____

Ready to Stretch? Take Your Thinking Further!

Without using the frame, explain why a strong ending strengthens the whole paper.

MY THINKING NOW

Answer the module question again. Then compare it with your first thinking.

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

MY ANSWER

I end my paper with an RRR conclusion. R1 says my thesis (central idea) again in new words, without copying it. R2 talks about my evidence from both passages together, as one group. R3 shares one big idea for my reader - the Bluebird moment - like a bluebird flying out of the tree with my message.

WHAT CHANGED?

Circle or underline something you can explain now that you could not explain at the beginning.

My thinking grew because

My thinking level now:

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

Check the Learning

Informal, low-stakes ways to show what you understand.

VERBAL - FIST TO FIVE

Show 0-5 fingers for how sure you are that you can name the three parts of an RRR conclusion (Restate, Refer, Reflect).

My number today: _____

VISUAL - SORT IT

Sort conclusion sentence strips into three piles: Green R1 (Restate), Yellow R2 (Refer), Blue R3 (Reflect).

My sentence and label:

WRITTEN - ONE-SENTENCE SUMMARY

Write one strong R3 (Blue) reflection sentence - the Bluebird moment - for a chosen prompt.

STUDENT SUPPORT - Another Way to Show What You Know

Choose Listen, Look, or Collect: say the three R jobs aloud, show a color-coded conclusion, or hand in a Color the Bluebird Conclusion page.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

MY MODULE CHECK-IN

Award. Target. Explain. Use proof, not just feelings.

AWARD

Star the paragraph you finished best. Circle the synonym changes in your green R1, underline the collective words in yellow R2, then write the part you are proud of.

TARGET

Choose one next conclusion goal: make R1 fresh, make R2 refer to both passages as a group, make R3 a meaningful Bluebird reflection, or polish the ending. You may also write a curiosity question.

EXPLAIN

Name the page that best proves your growth. Explain how R1 restates, R2 refers, and R3 reflects.

I Can...	Not Yet	Getting Set	I Can Do It
Write R1 (Green) - restate the thesis in a fresh way	☐	☐	☐
Write R2 (Yellow) - refer back to evidence from both texts	☐	☐	☐
Write R3 (Blue) - reflect the big picture	☐	☐	☐
Color-code my conclusion green, yellow, blue	☐	☐	☐
Tell the difference between summarizing and reflecting	☐	☐	☐

Study the RRR Conclusion Exemplars

See how a conclusion restates, refers, and reflects.

LOW

Henry Ford and Sam Walton were important. They helped people. That is why they mattered.

Needs to improve: The three jobs are not clear. Add a fresh green R1, a yellow R2 that refers to both texts, and a blue R3 reflection.

MEDIUM

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.

Needs to improve: R1 copies the thesis, R2 names only one text, and R3 summarizes instead of reflecting on the bigger meaning.

HIGH

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 high: R1 uses fresh synonyms, R2 refers to both passages collectively, and R3 gives a big-picture Bluebird reflection.

Day 5 - Writing Opportunity: Connect Two Texts

Write a reason that fits both men, then connect the evidence.

PROMPT

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

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.

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.

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."

STUDENT SUPPORT - Another Way to Show What You Know

Say your reason aloud first. You still choose the evidence and the connection.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Plan My RRR Conclusion

Plan each R before you draft.

1. RESTATE (R1) - Keep the thesis (central idea); change one or two words

2. REFER (R2) - Refer collectively to the proof from both passages

3. REFLECT (R3) - Write a supported Bluebird moment

STUDENT SUPPORT - Another Way to Show What You Know

Use the RRR HABIT page and both passages. You choose the wording and the big idea.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Paired-Passage Draft - Page 1

Begin with a reason that fits both men, then use evidence and an explanation from both texts.

DRAFTING FOCUS

Use purposeful structure, one signal phrase per piece of evidence, and an explanation that connects both texts. End with your RRR conclusion.

[illegible]

Paired-Passage Draft - Page 2

Begin with a reason that fits both men, then use evidence and an explanation from both texts.

DRAFTING FOCUS

Use purposeful structure, one signal phrase per piece of evidence, and an explanation that connects both texts. End with your RRR conclusion.

[illegible]

Revise, Edit, and Share

Improve coherence and check conventions.

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, who points to the Ford evidence, the Walton evidence, and the connection.

STUDENT SUPPORT - Another Way to Show What You Know

Read just your three conclusion sentences to a partner. The feedback must name which R was strongest.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

READY TO STRETCH? - Bluebird Makeover Challenge

Revise a weak conclusion into a full RRR conclusion.

WEAK EXAMPLE

"Henry Ford and Sam Walton were important. They helped people. That is why they mattered."

This has no clear R1, R2, or R3.

YOUR JOB

Rewrite it as one strong green sentence (R1), one strong yellow sentence (R2), and one strong blue sentence (R3).

MY REVISION

R1 (green):

R2 (yellow):

R3 (blue):

ADVANCED EXTENSION

Create one WHY conclusion and one HOW conclusion for the same paper. Compare: what stayed the same? what changed?

Portfolio Evidence + Closing Reflection

Choose the pages that best show what your thinking did during Module 3.

Evidence	Page	What It Proves About My Thinking
1		
2		
3		

LOOK HOW MY THINKING MOVED

At first, I...

Now I...

My biggest improvement was...

MODULE 3 CLOSING IDEA

An RRR conclusion ends a paired-passage paper in three steps: R1 restates the thesis (central idea) in fresh words, R2 refers to the evidence from both passages as a whole, and R3 reflects on the larger meaning in a Bluebird moment. A conclusion should do more than summarize - it should reflect. Green R1, yellow R2, and blue R3 help me check that all three parts are present, and the blue Bluebird moment takes my big idea beyond the page.

Essential Question - Answered

You started with an Essential Question. Now that you have finished Module 3, read the answer and connect it to what you learned.

OUR ESSENTIAL QUESTION

How do I write an ending that returns to my big idea?

My Answer

I use the three R's: R1 says my big idea (central idea) again in new words, R2 tells about my details from both texts together, and R3 shares one bigger idea for my reader - my Bluebird moment.

STUDENT SUPPORT - Another Way to Show What You Know

Start with R1: In new words my big idea is ____, my details showed ____, and it matters because ____.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

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CLUSTER 5



M O D U L E

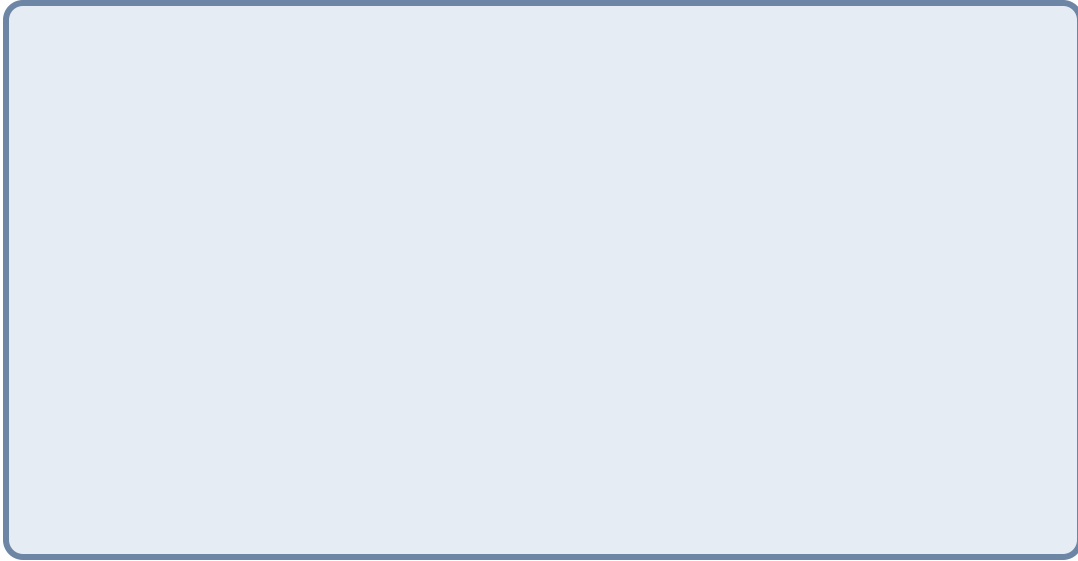


Color-Coding the Whole Paper

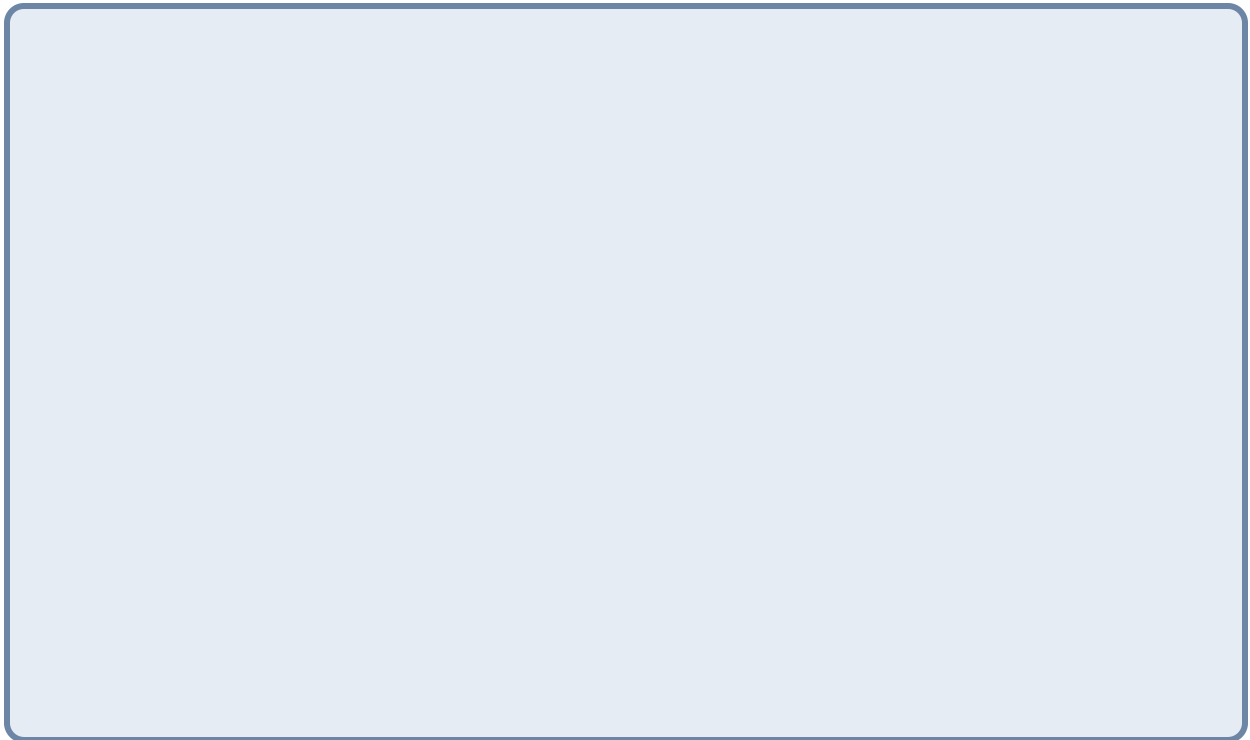
Every Sentence Has a Job



Pocket Practice



Attach scratch paper on the left, right, and bottom edges.
Leave the top edge open to make a pocket for this module's activity cards.



Attach scratch paper on the left, right, and bottom edges.
Leave the top edge open to make a pocket for this module's activity cards.

Why This Module Matters

Color helps me see that every sentence in my paper has a job.

WHY THIS MODULE MATTERS

Strong writing is not one big block of words. When we color-code a complete ECR paper, we can see that every sentence has a job: opening, bridging, answering, giving evidence, explaining, or reflecting. The introduction and conclusion are mirror images - the introduction opens broad and narrows to the answer, and the conclusion starts at the answer and widens back out. When you can see the structure, you can build it again in your own writing.

Essential Question

How do colors help me see the job of every sentence?

Keep this question in mind all module. You will answer it on the last page.

How This Book Helps Me Think

This workbook is built to help you do more of the thinking for yourself.

THE INDEPENDENCE ROUTINE

Attempt	Try the thinking first.
Check	Use the built-in check when one is provided.
Adjust	Fix what you can.
Ask if Needed	Ask for help when you truly need it.

Attempt -> Check -> Adjust -> Ask if Needed

Visual Conventions You Will See

- Dashed line = CUT • Solid line = FOLD
- Scissors symbol = cut page
- STUDENT SUPPORT = another way, same rigor
- READY TO STRETCH? = visible next move
- Tiny Tracks = pause, name thinking level, point to proof.

The Standards I Am Learning - Part 1

Read the official TEKS and how a student can say the same standard.

TEKS 3.12B(i) - Official Standard

compose informational texts, including brief compositions that convey information about a topic, using a clear central idea

HOW I SAY THE STANDARD!

I can write a brief informational response with one clear central idea (thesis).

TEKS 3.12B(ii) - Official Standard

compose informational texts, including brief compositions that convey information about a topic, using genre characteristics

HOW I SAY THE STANDARD!

I can use the parts readers expect in a brief informational response.

TEKS 3.12B(iii) - Official Standard

compose informational texts, including brief compositions that convey information about a topic, using craft

HOW I SAY THE STANDARD!

I can use purposeful words and sentence choices so my response works well.

TEKS 3.11B(ii) - Official Standard

develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure

HOW I SAY THE STANDARD!

I can organize my draft with purposeful structure.

TEKS 3.11B(iii) - Official Standard

develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details

HOW I SAY THE STANDARD!

I can develop an engaging idea with relevant details.

TEKS 7(C) - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

The ELPS I Am Learning

Read the official ELPS. Directly under it, read how a student can say the same standard.

ELPS 1(E) - Official Standard

demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification

HOW I SAY THE STANDARD!

I can listen carefully and show I understood by retelling or asking a question.

ELPS 2(E) - Official Standard

use comprehensible language to explain information orally with increasing specificity and detail during classroom interactions

HOW I SAY THE STANDARD!

I can explain my thinking out loud with more detail.

ELPS 3(E) - Official Standard

use pre-reading strategies, including previewing text features, connecting to prior knowledge, and making predictions, to develop comprehension

HOW I SAY THE STANDARD!

I can use a HABIT before reading to help me understand.

ELPS 4(C)(ii) - Official Standard

write using content-area vocabulary

HOW I SAY THE STANDARD!

I can use vocabulary from this topic in my writing.

My Module 4 Learning Launchpad

Read the destination, then choose how you will show up.

I CAN

- identify and explain the job of every sentence in a complete ECR through color-coding.
- tell yellow evidence apart from red explanation.
- explain how the introduction and conclusion mirror each other.
- rebuild a full paper by sorting sentences by paragraph, job, and color.

I WILL

- reread both passages and Verbally explain your TRACKS choices, then TAP the TRACKS to ground my evidence.
- color by sentence job, not by where the sentence sits.
- label and justify each color in the complete exemplar.
- use the color pattern to check my own writing.

LEARNING DESTINATION

I will color-code a complete paired-passage exemplar, label each sentence by its job, and explain why the introduction and conclusion are mirror color patterns.

MY LAUNCHPAD PROMISE

The color job I will practice first is _____ because

My Module 4 Learning Dashboard

Circle where you think your learning is right now. Come back on Monday, Wednesday, and Friday to see how your thinking grows.

I know a lot about this / I know a little bit about this / This is new to me

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Color by sentence job, not location	a lot / a little / new	a lot / a little / new	a lot / a little / new
Tell yellow evidence from red explanation	a lot / a little / new	a lot / a little / new	a lot / a little / new
Color-code introduction, body, and conclusion	a lot / a little / new	a lot / a little / new	a lot / a little / new
Explain the mirror pattern	a lot / a little / new	a lot / a little / new	a lot / a little / new
Rebuild a full paper from mixed sentences	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal:

Tier 1 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

color

Say it: KUH-lur

What it means: A shade like blue, yellow, green, or red used to mark a job.

Try the frame: Each sentence job has its own _____.

mark

Say it: MARK

What it means: To make a sign or highlight on something.

Try the frame: I _____ each sentence with its color.

match

Say it: MACH

What it means: To pair two things that go together.

Try the frame: I _____ the sentence to its job.

part

Say it: PART

What it means: One piece of a whole.

Try the frame: Each _____ of the paper has a job.

sentence

Say it: SEN-tuhns

What it means: A group of words that tells one complete idea.

Try the frame: Every _____ has a different job.

Tier 1 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

same

Say it: SAYM

What it means: Alike; not different.

Try the frame: The intro and conclusion use the _____ three colors.

different

Say it: DIF-ur-uhnt

What it means: Not alike.

Try the frame: The color order is _____ in the conclusion.

check

Say it: CHEK

What it means: To look closely to make sure something is right.

Try the frame: I _____ my colors with a partner.

begin

Say it: bih-GIN

What it means: To start.

Try the frame: The introduction is where we _____.

end

Say it: END

What it means: The last part.

Try the frame: The conclusion is the _____.

Tier 2 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

structure

Say it: STRUK-cher

What it means: The way the parts of the paper are built and ordered.

Try the frame: Color helps me see the _____ of the paper.

introduction

Say it: in-truh-DUK-shuhn

What it means: The first paragraph that gets the reader ready.

Try the frame: The _____ moves blue to yellow to green.

thesis (central idea)

Say it: THEE-sis

What it means: The sentence that states the exact answer.

Try the frame: The green _____ gives the exact answer.

evidentiary transition

Say it: ev-uh-DEN-shuh-ree tran-ZISH-uhn

What it means: The bridge sentence that groups the support.

Try the frame: The yellow _____ bridges to the texts.

reason

Say it: REE-zuhn

What it means: Why the claim or central idea is true.

Try the frame: A green _____ starts a body paragraph.

way

Say it: WAY

What it means: How two things connect in a HOW response.

Try the frame: A green _____ starts a HOW body paragraph.

Tier 2 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

evidence

Say it: EV-uh-duhns

What it means: Details from a text that support an idea.

Try the frame: The yellow _____ proves the point.

explanation

Say it: ek-spluh-NAY-shuhn

What it means: Words that tell how the evidence proves the idea.

Try the frame: The red _____ makes the meaning clear.

significant inferencing

Say it: sig-NIF-uh-kuhnt IN-fur-uhn-sing

What it means: A big-picture idea drawn from the evidence.

Try the frame: The blue _____ lifts the paragraph outward.

conclusion

Say it: kuh-n-KLOO-zhuhn

What it means: The last paragraph that closes the paper.

Try the frame: The _____ moves green to yellow to blue.

restatement

Say it: ree-STAYT-muhnt

What it means: Saying the thesis (central idea) again in a fresh way.

Try the frame: R1 is a _____ of the thesis (central idea).

reflection

Say it: rih-FLEK-shuhn

What it means: A big-picture thought for others.

Try the frame: R3 is the blue _____.

Tier 3 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

affordable

Say it: uh-FOR-duh-bul

What it means: Cheap enough that people can buy it.

Try the frame: Both men made things more ____.

assembly line

Say it: uh-SEM-blee line

What it means: A way to build things step by step as they move along.

Try the frame: Ford used an ____ to build cars faster.

Model T

Say it: MOD-ul TEE

What it means: The affordable car Henry Ford created.

Try the frame: The ____ was a car many families could buy.

retail

Say it: REE-tayl

What it means: The selling of goods to everyday shoppers.

Try the frame: Walton worked in ____.

Walmart

Say it: WAWL-mart

What it means: The store Sam Walton opened.

Try the frame: Walton opened ____ to sell for less.

Tier 3 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

transportation

Say it: trans-por-TAY-shun

What it means: Ways people and goods move from place to place.

Try the frame: Ford changed _____ with the car.

everyday families

Say it: EV-ree-day FAM-uh-leez

What it means: Ordinary people and their households.

Try the frame: Both men helped _____.

Great Depression

Say it: grayt dih-PRESH-un

What it means: A time when many people had very little money.

Try the frame: Walton grew up during the _____.

customers

Say it: KUHS-tuh-merz

What it means: People who buy goods or services.

Try the frame: Walton's _____ liked his low prices.

problem-solving

Say it: PROB-lum SOL-ving

What it means: Finding ways to fix problems.

Try the frame: Both men were good at _____.

The DOT Reading Habit

Dot. Discover. Drop.

Step	What It Means
D - Dot	Place a small dot above any unfamiliar word.
O - Discover	Discover its meaning as we learn together.
T - Drop	Erase the dot once you know the meaning.

WORDS TO REMEMBER

Dot the word. Discover the meaning. Drop the dot.

STUDENT SUPPORT - Another Way to Show What You Know

Circle an unfamiliar word or tell a partner which word you want to learn.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to the sentence and explain why the color fits its job.

The Complete ECR Color Map

Color by sentence job, not by paragraph location alone.

Section	Pattern	Sentence Jobs
Introduction	Blue → Yellow → Green	Statement of Purpose → Evidentiary Transition → Thesis (Central Idea)
Main Body	Green → Yellow → Red → Blue	Reason/Way → Evidence → Explanation → Significant Inferencing
Conclusion	Green → Yellow → Blue	R1 Restatement → R2 Reference to Evidence → R3 Reflection

THE PAPER OPENS AND CLOSES

The paper opens wide, narrows to the answer, develops proof, then widens again into reflection. Ask: Is this sentence opening, answering, proving, explaining, or reflecting?

STUDENT SUPPORT - Another Way to Show What You Know

Point to a sentence and name its job before you name its color.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to the sentence and explain why the color fits its job.

What Each Color Means

Four colors. Four jobs.

Color	What It Means	Sentence Jobs
Blue	broad or reflective thinking	Statement of Purpose • Significant Inferencing • R3 Reflection
Yellow	proof, or movement toward proof	Evidentiary Transition • Evidence • R2 Reference to Evidence
Green	the main answer or reason	Thesis (Central Idea) • Reason/Way • R1 Restatement
Red	explanation thinking	Explanation of why the evidence matters

WATCH FOR THIS

Yellow is a bridge in the introduction and evidence in the body. Green is the thesis (central idea) in the introduction, the reason in the body, and R1 in the conclusion. Blue carries broad thinking at the start, at the close of the body, and in the final reflection.

STUDENT SUPPORT - Another Way to Show What You Know

When you disagree with a partner, ask:
Does this sentence prove something, or does it tell why the proof matters?

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to the sentence and explain why the color fits its job.

The Introduction and Conclusion Are Mirror Images

One leads in. One leads out.

INTRODUCTION - leads us in

Blue → Yellow → Green

The statement of purpose opens broadly, the evidentiary transition bridges to the text support, and the thesis (central idea) gives the exact answer.

CONCLUSION - leads us out

Green → Yellow → Blue

The R1 restatement returns to the answer, the R2 reference recalls the evidence, and the R3 reflection widens into a bigger thought.

WHY THEY MIRROR

In the introduction, we move toward the thesis (central idea). In the conclusion, we move away from it and out into a big-picture reflection. That is why the introduction and conclusion are mirror images of each other.

STUDENT SUPPORT - Another Way to Show What You Know

Trace Blue → Yellow → Green, then say the conclusion path backward from memory.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to the sentence and explain why the color fits its job.

Study the Color-Coded Exemplar

See how each sentence has a job: introduction, body, and conclusion.

Introduction

Statement of Purpose — BLUE Creative thinkers often solve problems in ways that help many people.

Evidentiary Transition — YELLOW Both passages provide details about how these two men noticed problems and created changes that helped many families.

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

Main Body Paragraph

Reason / Way — GREEN One reason Henry Ford and Sam Walton were important was that they made important needs more affordable for ordinary families.

Evidence — YELLOW 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 — RED This shows that both men helped everyday families by lowering the cost of things people needed in daily life.

Significant Inferencing — BLUE Ultimately, families benefit when useful goods and services become more affordable and easier to access.

Conclusion

R1 Restatement of Thesis (Central Idea) — GREEN Henry Ford and Sam Walton were significant because they developed solutions that improved life for ordinary people.

R2 Reference to Evidence — 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 Reflection — BLUE Ultimately, communities grow stronger when determined people turn everyday problems into ideas that help others.

STUDENT SUPPORT - Another Way to Show What You Know

Read one color block at a time. Say the job before you say the color.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to the sentence and explain why the color fits its job.

MY FIRST THINKING (DAY ONE)

Answer now. You will answer again near the end.

How does color help me see the job of every sentence in my paper?

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

Say your answer first or begin: Color helps me because _____. Then write your own thinking.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to the sentence and explain why the color fits its job.

Henry Ford: Visionary of Travel

Passage 1 • Informational • Part 1 of 4

AS YOU READ

Use the DOT HABIT. Verbally explain your TRACKS choices, then TAP the TRACKS. Numbered paragraphs help you return to exact evidence. Read as a writing analyst and notice which details could serve as proof.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

[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.

Henry Ford: Visionary of Travel - Continued 2

Passage 1 • Informational • Part 2 of 4

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice details that could become yellow evidence in a color-coded paper.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

[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.

Henry Ford: Visionary of Travel - Continued 3

Passage 1 • Informational • Part 3 of 4

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice details that could become yellow evidence in a color-coded paper.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

[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.

Henry Ford: Visionary of Travel - Continued 4

Passage 1 • Informational • Part 4 of 4

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence.
Notice details that could become yellow evidence in a color-coded paper.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

[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.

Henry Ford: Visionary of Travel - TRACKS Evidence Hunt

Study the exact words, then decide what each detail could prove in the color-coded paper.

TRACKS	Exact Evidence	What It Could Prove
S ▼ Scenery / Setting	“on a farm in Michigan”	It could prove _____
K ♦ Key Knowledge	“Families who had never owned a car before were finally able to purchase one”	It could prove _____
R ■ Reactions	“Henry Ford disagreed. He believed automobiles should be available to everyday families”	It could prove _____
T • Time	“In 1903, Henry Ford started the Ford Motor Company”	It could prove _____
A ▲ Actions	“he introduced the assembly line”	It could prove _____
C ★ Character, Concept, Creature	“Henry Ford was an American inventor and businessman”	It could prove _____

STUDENT SUPPORT - Another Way to Show What You Know

Use: This is ____ evidence. It could become yellow evidence because ____.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to the sentence and explain why the color fits its job.

Sam Walton: Visionary of Retail

Passage 2 • Informational • Part 1 of 4

AS YOU READ

Use the DOT HABIT. Verbally explain your TRACKS choices, then TAP the TRACKS. Numbered paragraphs help you return to exact evidence. Read as a writing analyst and notice which details could serve as proof.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

[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.

Sam Walton: Visionary of Retail - Continued 2

Passage 2 • Informational • Part 2 of 4

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice details that could become yellow evidence in a color-coded paper.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

[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.

Sam Walton: Visionary of Retail - Continued 3

Passage 2 • Informational • Part 3 of 4

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice details that could become yellow evidence in a color-coded paper.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

[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.

Sam Walton: Visionary of Retail - Continued 4

Passage 2 • Informational • Part 4 of 4

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice details that could become yellow evidence in a color-coded paper.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

[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.

Sam Walton: Visionary of Retail - TRACKS Evidence Hunt

Study the exact words, then decide what each detail could prove in the color-coded paper.

TRACKS	Exact Evidence	What It Could Prove
S ▼ Scenery / Setting	"in Rogers, Arkansas"	It could prove _____
K ♦ Key Knowledge	"Families with limited money often had trouble purchasing the things they needed"	It could prove _____
R ■ Reactions	"Sam believed that successful businesses should never stop improving"	It could prove _____
T • Time	"In 1962, Sam Walton decided to put his ideas into action"	It could prove _____
A ▲ Actions	"He opened a small store in Rogers, Arkansas called Walmart"	It could prove _____
C ★ Character, Concept, Creature	"Sam Walton grew up during a difficult time in American history"	It could prove _____

STUDENT SUPPORT - Another Way to Show What You Know

Use: This is ____ evidence. It could become yellow evidence because ____.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to the sentence and explain why the color fits its job.

Day 1 - GATHER: Color Detectives

Every sentence in your paper has a jersey color, because every sentence has a different job to do.

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.

COLOR DETECTIVES

Today you become writing color detectives. You will look at complete exemplar papers and prove that you know what every sentence is doing.

STUDENT SUPPORT - Another Way to Show What You Know

Show the round, name the mislabeled job, and orally repair it before writing.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to the sentence and explain why the color fits its job.

Day 1 - REVEAL: The Full Paper Structure

Review the structure of the paper, then watch it modeled sentence by sentence.

ANCHOR CHART: FULL PAPER STRUCTURE

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 (same pattern)

Paragraph 4 = Main Body 3 (same pattern)

Paragraph 5 = Conclusion: R1 Restatement / R2 Reference / R3 Reflection

MODEL - THE INTRODUCTION

Statement of Purpose — BLUE Creative thinkers often solve problems in ways that help many people.

Evidentiary Transition — YELLOW Both passages provide details about how these two men noticed problems and created changes that helped many families.

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

MODEL - A BODY PARAGRAPH

Reason / Way — GREEN One reason Henry Ford and Sam Walton were important was that they made important needs more affordable for ordinary families.

Evidence — YELLOW 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 — RED This shows that both men helped everyday families by lowering the cost of things people needed in daily life.

Significant Inferencing — BLUE Ultimately, families benefit when useful goods and services become more affordable and easier to access.

MODEL - THE CONCLUSION

R1 Restatement of Thesis (Central Idea) — GREEN Henry Ford and Sam Walton were significant because they developed solutions that improved life for ordinary people.

R2 Reference to Evidence — 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 Reflection — BLUE Ultimately, communities grow stronger when determined people turn everyday problems into ideas that help others.

Color Code Capture - Game Setup

Capture where the sentence belongs, what it does, and what color it should wear.

PURPOSE OF THE GAME

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 you understand that strong writing is made of parts with purpose, not just sentences in a row.

MATERIALS FOR EACH GROUP

1 full set of exemplar sentence strips, cut apart; 1 color key card; blue, yellow, green, and red markers, crayons, or highlighters; 1 header set (Introduction, Body 1, Body 2, Body 3, Conclusion); 1 job card set (Statement of Purpose, Evidentiary Transition, Thesis, Reason/Way, Evidence, Explanation, Significant Inferencing, R1, R2, R3).

HOW TO PLAY

1. Spread the sentence strips out. Just look first - do not sort yet.
2. Place the paragraph headers across your table: Introduction, Body 1, Body 2, Body 3, Conclusion.
3. First sort - rebuild the paragraphs: place each sentence strip under the correct paragraph header.
4. Second sort - match the job cards: place the correct job label beside each sentence.
5. Third sort - tag each sentence with its color.
6. Give the ready signal, then check with your teacher or trade with another group.

STUDENT SUPPORT - Another Way to Show What You Know

Work independently, with a partner, or in a small group. Every voice should help make decisions - this is a race to think accurately, not a race to grab papers.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to the sentence and explain why the color fits its job.

Color Code Capture - Answer Key Guidance

Use this key to check your rebuilt paper.

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 two text quotations from both passages.

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."

STUDENT SUPPORT - Another Way to Show What You Know

If a sentence is in the wrong place, wrong job, or wrong color, fix it. Strong writers revise. Strong thinkers recheck.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to the sentence and explain why the color fits its job.

Before You Cut - Paragraph Header Cards

Choose cut cards or use the numbered card pathway.

SET UP

Use the matching card number to check each paragraph header.

STUDENT SUPPORT - Another Way to Show What You Know

Use the numbered card pathway and record your paragraph order on the recording page.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to the sentence and explain why the color fits its job.

✂ CUT PAGE - Paragraph Header Cards

Dashed lines mean CUT. Place these across your table in paper order.

HEADER CARD 1 Introduction	HEADER CARD 2 Body 1
HEADER CARD 3 Body 2	HEADER CARD 4 Body 3
HEADER CARD 5 Conclusion	

Paragraph Header Cards - Mirrored Card Backs

Use the matching card number to check your work.

HEADER CARD 2

2

Self-check: this paragraph comes second in the paper.

HEADER CARD 1

1

Self-check: this paragraph comes first in the paper.

HEADER CARD 4

4

Self-check: this paragraph comes fourth in the paper.

HEADER CARD 3

3

Self-check: this paragraph comes third in the paper.

HEADER CARD 5

5

Self-check: this paragraph comes last in the paper.

CUT PAGE - Job Label Cards 1

Dashed lines mean CUT. Match each job label to its color.

JOB CARD 1 Statement of Purpose	JOB CARD 2 Evidentiary Transition
JOB CARD 3 Thesis (Central Idea)	JOB CARD 4 Reason / Way
JOB CARD 5 Evidence	

Job Label Cards 1 - Mirrored Card Backs

Use the matching card number to check your work.

JOB CARD 2 YELLOW Self-check: Evidentiary Transition is yellow.	JOB CARD 1 BLUE Self-check: Statement of Purpose is blue.
JOB CARD 4 GREEN Self-check: Reason / Way is green.	JOB CARD 3 GREEN Self-check: Thesis (Central Idea) is green.
	JOB CARD 5 YELLOW Self-check: Evidence is yellow.

CUT PAGE - Job Label Cards 2

Dashed lines mean CUT. Match each job label to its color.

JOB CARD 6 Explanation	JOB CARD 7 Significant Inferencing
JOB CARD 8 R1	JOB CARD 9 R2
JOB CARD 10 R3	

Job Label Cards 2 - Mirrored Card Backs

Use the matching card number to check your work.

JOB CARD 7 BLUE

Self-check: Significant Inferencing is blue.

JOB CARD 6 RED

Self-check: Explanation is red.

JOB CARD 9 YELLOW

Self-check: R2 is yellow.

JOB CARD 8 GREEN

Self-check: R1 is green.

JOB CARD 10 BLUE

Self-check: R3 is blue.

CUT PAGE - Sentence Strip Cards 1

Dashed lines mean CUT. Sort each strip by paragraph, job, and color.

SENTENCE STRIP 1

One reason Henry Ford and Sam Walton were important was that they made important needs more affordable for ordinary families.

SENTENCE STRIP 2

The evidence from both passages shows how each man noticed a need, worked toward a solution, and created changes that helped many families.

SENTENCE STRIP 3

People can improve life for others when they respond to everyday needs with thoughtful solutions.

SENTENCE STRIP 4

This shows that both men helped everyday families by lowering the cost of things people needed in daily life.

SENTENCE STRIP 5

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

Sentence Strip Cards 1 - Mirrored Card Backs

Use the matching card number to check your work.

SENTENCE STRIP 2

YELLOW

Self-check: Conclusion - R2.

SENTENCE STRIP 1

GREEN

Self-check: Body - Reason.

SENTENCE STRIP 4

RED

Self-check: Body - Explanation.

SENTENCE STRIP 3

BLUE

Self-check: Introduction - Statement of Purpose.

SENTENCE STRIP 5

BLUE

Self-check: Conclusion - R3.

CUT PAGE - Sentence Strip Cards 2

Dashed lines mean CUT. Sort each strip by paragraph, job, and color.

SENTENCE STRIP 6

Both passages provide details about how these two men noticed problems and created changes that helped many families.

SENTENCE STRIP 7

Henry Ford and Sam Walton were important because they created solutions that helped everyday people.

SENTENCE STRIP 8

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."

SENTENCE STRIP 9

Henry Ford and Sam Walton were significant because they developed solutions that improved life for ordinary people.

Sentence Strip Cards 2 - Mirrored Card Backs

Use the matching card number to check your work.

SENTENCE STRIP 7

GREEN

Self-check: Introduction - Thesis (Central Idea).

SENTENCE STRIP 6

YELLOW

Self-check: Introduction - Evidentiary Transition.

SENTENCE STRIP 9

GREEN

Self-check: Conclusion - R1.

SENTENCE STRIP 8

YELLOW

Self-check: Body - Evidence.

Color Code Capture - Recording

Record where you placed each sentence strip.

STRIP 1

Paragraph: ____ Job: ____ Color: BLUE / YELLOW / GREEN / RED

STRIP 2

Paragraph: ____ Job: ____ Color: BLUE / YELLOW / GREEN / RED

STRIP 3

Paragraph: ____ Job: ____ Color: BLUE / YELLOW / GREEN / RED

STRIP 4

Paragraph: ____ Job: ____ Color: BLUE / YELLOW / GREEN / RED

STUDENT SUPPORT - Another Way to Show What You Know

Say: This sentence belongs in ____ because it does the job of ____, so it is ____.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to the sentence and explain why the color fits its job.

Day 3 - DISCUSS

What did we notice while color-coding the paper?

What did you notice about the way the introduction and conclusion are alike?

How are the introduction and conclusion different in color order?

Why is evidence yellow in both the introduction bridge and the body paragraphs?

Why is explanation red?

STUDENT SUPPORT - Another Way to Show What You Know

Use: Blue in the introduction is _____. Yellow in the body is _____. The introduction moves broad to exact, and the conclusion moves exact to broad.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to the sentence and explain why the color fits its job.

USE: Build and Check the Color Pattern

Color-code a full exemplar in your notebook, then trade with a partner.

DIRECTIONS

1. Glue or copy a short exemplar paper section into your notebook, or use the full exemplar from this module.
2. Color-code each paragraph using blue, yellow, green, and red.
3. Trade notebooks with a partner. Partner checks: Are all introduction colors correct? Do the body paragraphs repeat the same pattern? Is the conclusion mirrored correctly?
4. If a partner disagrees, both students must explain their thinking using the color key.

ANSWER KEY REMINDER

Introduction: Blue → Yellow → Green. Body Paragraphs: Green → Yellow → Red → Blue. Conclusion: Green → Yellow → Blue.

STUDENT SUPPORT - Another Way to Show What You Know

Point to each sentence and name its job before you name its color.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to the sentence and explain why the color fits its job.

Color It, Label It, Prove It - Introduction

Color each sentence, label its job, and prove why the color fits.

JOB CODES

SP = Statement of Purpose • ET = Evidentiary Transition • TH = Thesis (Central Idea)

Introduction

Statement of Purpose — BLUE Creative thinkers often solve problems in ways that help many people.

Evidentiary Transition — YELLOW Both passages provide details about how these two men noticed problems and created changes that helped many families.

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

MY JUSTIFICATION

Write one sentence explaining why the colors fit this paragraph.

STUDENT SUPPORT - Another Way to Show What You Know

Do not just color it. Prove you know why each color belongs there.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to the sentence and explain why the color fits its job.

Color It, Label It, Prove It - Body and Conclusion

Color each sentence, label its job, and prove why the color fits.

JOB CODES

R = Reason/Way • EV = Evidence • EX = Explanation • SI = Significant Inferencing • R1/R2/R3

Main Body Paragraph

Reason / Way — GREEN One reason Henry Ford and Sam Walton were important was that they made important needs more affordable for ordinary families.

Evidence — YELLOW 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 — RED This shows that both men helped everyday families by lowering the cost of things people needed in daily life.

Significant Inferencing — BLUE Ultimately, families benefit when useful goods and services become more affordable and easier to access.

Conclusion

R1 Restatement of Thesis (Central Idea) — GREEN Henry Ford and Sam Walton were significant because they developed solutions that improved life for ordinary people.

R2 Reference to Evidence — 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 Reflection — BLUE Ultimately, communities grow stronger when determined people turn everyday problems into ideas that help others.

STUDENT SUPPORT - Another Way to Show What You Know

Notice how the body repeats Green → Yellow → Red → Blue, then the conclusion reverses the introduction.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to the sentence and explain why the color fits its job.

Build the Color Pattern Draft - Page 1

Write one new body paragraph: Green → Yellow → Red → Blue.

DRAFTING FOCUS

Green: state one way the passages show a connection. Yellow: supply a specific passage detail. Red: explain what that detail proves. Blue: add a significant inferencing sentence that lifts the thinking.

[illegible]

Build the Color Pattern Draft - Page 2

Continue only if you need more space.

PATTERN CHECK

Does my paragraph move Green → Yellow → Red → Blue, and does each sentence do its job?

[illegible]

Day 4 - AWARD Yourself

Today you made the invisible visible.

Today 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 TITLES

Color Code Captain • Structure Spotter • Bluebird Builder • Yellow Bridge Keeper • Red Meaning Maker

MY AWARD

I award myself the _____ Award because

My proof is on page ____:

STUDENT SUPPORT - Another Way to Show What You Know

Star the color you understood best and point to the sentence before writing.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to the sentence and explain why the color fits its job.

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

Day 4 - TARGET Your Next Move

Now that you can see the structure, think about your next step.

- ☐ 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?

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...

MY TARGET

My next structural goal is

I chose it because

STUDENT SUPPORT - Another Way to Show What You Know

Choose one listed target. You still explain why it matches your work.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to the sentence and explain why the color fits its job.

Day 5 - EXPLAIN or Educate Others

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, and the role of red explanation.

What each color means:

How the introduction and conclusion mirror each other:

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse with a partner or make an approved audio recording. Point to the sentences and explain the jobs in your own words.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to the sentence and explain why the color fits its job.

Tiny Tracks

Teach, then name your proof.

Tiny Tracks

Small Stops. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

My proof is on page: _____ My next move: _____

Ready to Stretch? Take Your Thinking Further!

Without the color key, explain why the introduction and conclusion move in opposite directions.

MY THINKING NOW

Answer the module question again.

How does color help me see the job of every sentence in my paper?

WHAT CHANGED?

Circle or underline something you can explain now that you could not explain at the beginning.

MOVE YOUR THINKING


Foundational
RECALL


Emergent
CONNECT


Visible
EXPLAIN


Independent
USE


Reflective
EXTEND

Check the Learning

Informal, low-stakes ways to SEE what students understand.

VERBAL - Gather/Reveal - Fist to Five

Show 0-5 fingers for how sure you are that you can name the color for each sentence job (Blue, Yellow, Green, Red).

VISUAL/PHYSICAL - Attempt - Sort It

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

Explain why the introduction (Blue → Yellow → Green) and conclusion (Green → Yellow → Blue) are mirror color patterns.

MY RESPONSE

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

MY MODULE CHECK-IN

Award. Target. Explain. Use proof, not just feelings.

AWARD

Star the paragraph you color-coded best and circle the color pattern you now know by heart. Write the favorite sentence job/color you are proud of and why.

TARGET

Choose one next step: identify the hardest color, separate yellow evidence from red explanation, use the mirror pattern, or use the color system in your own writing. You may also write a curiosity question.

EXPLAIN

Name the page that best proves your growth. Explain how the sentence jobs match the colors in the introduction, body, and conclusion.

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 yellow evidence from red explanation	☐	☐	☐
Explain why the intro and conclusion are mirror color patterns	☐	☐	☐

Study the Color-Code Exemplars

Check that every sentence has the right job and color.

LOW

Henry Ford and Sam Walton were important. They helped people. The text says families could buy cars. That is good.

Needs to improve: There is no clear green reason, yellow evidence from both passages, red explanation, or blue significant inferencing.

MEDIUM

(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.

Needs to improve: The first sentence should be green and the last sentence should be blue; the jobs are swapped.

HIGH

(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 high: Each sentence is tagged with the correct color and sentence job.

Day 5 - Writing Opportunity: Connect Two Texts

Write a paired-passage response and color-code your own paragraph.

WRITING PROMPT

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

PLANNING GUIDE

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

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."

STUDENT SUPPORT - Another Way to Show What You Know

Say your reason aloud first. You still choose the evidence and the connection.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to the sentence and explain why the color fits its job.

Paired-Passage Draft - Page 1

Write a reason, evidence from each text, and one connected explanation, then color-code it.

DRAFTING FOCUS

Green: reason. Yellow: evidence with a signal phrase from each text. Red: explanation. Blue (optional): a significant inferencing sentence.

[illegible]

Paired-Passage Draft - Page 2

Write a reason, evidence from each text, and one connected explanation, then color-code it.

DRAFTING FOCUS

Green: reason. Yellow: evidence with a signal phrase from each text. Red: explanation. Blue (optional): a significant inferencing sentence.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has rounded corners on the left side and a straight edge on the right. There is no handwriting or other markings on the paper.

Revise, Edit, and Share

Revise for connection, then edit your sentences.

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.

STUDENT SUPPORT - Another Way to Show What You Know

Read the paragraph aloud in color order. You still decide each revision.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to the sentence and explain why the color fits its job.

READY TO STRETCH? - Color Pattern Architect

You are ready to do more than color a paper. You are ready to design one.

THE CHALLENGE

Write your own mini exemplar: one introduction, one body paragraph, and one conclusion. Then color-code it correctly and explain why each color belongs where it does.

ADVANCED EXTENSION

Compare a WHY paper color pattern to 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.

Portfolio Evidence + Closing Reflection

Choose pages that prove your Module 4 growth.

Evidence	Page	What It Proves
1		
2		
3		

At first, I...

Now I...

MODULE 4 CLOSING IDEA

I saw writing in living color. I learned that every sentence has a purpose, and structure can be seen, checked, and understood. Color-coding helped me see that every sentence in a strong paper has a job: blue opens or reflects, yellow bridges or gives proof, green answers or restates, and red explains. My introduction moves Blue → Yellow → Green, and my conclusion moves the opposite way, Green → Yellow → Blue - they are mirror images. Strong writing is not random - it is built with intention. Now that I can see the structure, I can build it again in my own papers.

Essential Question - Answered

You started with an Essential Question. Now that you have finished Module 4, read the answer and connect it to what you learned.

OUR ESSENTIAL QUESTION

How do colors help me see the job of every sentence?

My Answer

When I color-code, I can see each sentence's job: blue opens or looks back, yellow connects to my details, green gives my answer, and red explains - so I can find the parts I am missing and make them stronger.

STUDENT SUPPORT - Another Way to Show What You Know

Start by coloring: My blue sentence is ____, my green sentence is ____, and my yellow and red sentences are ____.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.