

THE WRITING ACADEMY®

A SUBSIDIARY OF TEACH BIG®

GRADE



Cluster 5

Extended Constructed Response - Paired Passages

TEACHER LESSON PLAN GUIDE

Grade 4 • Cluster 5

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Statement of Purpose

Cluster 5 teaches students to answer a paired-passage prompt using balanced evidence from both texts. The cluster's picture is an evidence bridge that must be supported on both sides.

Across four modules students build the bridge - connecting and contrasting ideas across two passages, writing a conclusion that pulls both together, and seeing the structure of a paired response through color. Stamina grows from Low to Very High.

Abstract

Module 1, Building the Evidence Bridge, introduces drawing evidence from two texts. Module 2, HOW Ideas Connect and Differ, focuses on the relationship between the passages.

Module 3, The RRR Conclusion Paragraph, teaches a conclusion that pulls the two texts together, and Module 4, Seeing the Structure Through Color, makes the paired response's parts visible. Every day follows the Teach BIG GRADUATE routine, moving students from gathering and revealing the skill, through attempting, discussing, and using it, to awarding growth, targeting the next step, and explaining their thinking to others.

Standards at a Glance

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

TEKS	STRAND	MODULES
4.11B	Writing Process	M1, M2, M3, M4
4.11C	Revising	M1, M2, M3, M4
4.11D	Editing	M1, M2, M3, M4
4.12B	Writing Genre	M1, M2, M3, M4

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

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

M O D U L E

1

Building the Evidence Bridge

Week 1 • Low Stamina

Module 1: Building the Evidence Bridge

Week 1 - Low Stamina - Cluster 5 (ECR Paired Passages)

A Paired Prompt Needs a Paired Answer

Teacher Script

"When students learn to slow down, notice deeply, and connect ideas across texts, they do more than answer prompts - they begin to think with power."

Overarching Question

How can evidence from two passages work together to build a complete explanation of how ideas and voices influence people and communities?

Today We Will Look For

- how a narrative resolution reveals a bigger idea
- balanced evidence from BOTH passages, not just one
- the Get S.E.T. introduction pattern
- how two details from two texts support one central idea

Student reminder: A paired prompt needs a paired answer.

Why This Module Matters

Students learn to answer paired-passage Extended Constructed Response prompts by using evidence from BOTH passages. The reading focus is understanding how a narrative resolution clarifies a larger idea; the writing focus is building a complete informative response with prompt analysis, thesis (central idea), reasons, evidence, and explanation. Students review the Get S.E.T. introduction pattern and practice balancing ideas from two texts so their answer builds the whole "evidence bridge."

Module Passage Set — Low Stamina

Two selections anchor Cluster 5 and return across all four modules at rising stamina: "Looking Back to Move Forward" (fiction) and "Voices That Shaped Texas" (fiction).

Module Independent Product

Write a paired-passage informative response: plan a Get S.E.T. introduction, use balanced evidence from both passages (color-coded), explain how the details support one central idea, and underline the phrase that connects the passages.

Module 1 — Family Communication

Purpose: Families are partners in this work. This page gives every family a clear picture of what their child is learning this week, a question to ask at home, and one simple way to help.

This Week at a Glance

- The big skill: answering a paired-passage prompt by using balanced evidence from BOTH texts - building the whole "evidence bridge."
- The two reading passages: "Looking Back to Move Forward" (a story about Ava learning how Renaissance ideas changed thinking) and "Voices That Shaped Texas" (about Texas artists whose music shaped the state's culture).
- What your child will produce: a paired-passage response that connects a detail from each text to one central idea.

One Question to Ask at Home



Teacher Script

"You gave me one reason - what is a second reason, from a different example, that supports the same idea?"

One Way to Help

When your child makes a point, ask them to back it up with two different examples. Balancing two pieces of support is exactly the paired-evidence habit we practice this week.

Family Letter

Dear Families,

This week your child is beginning Cluster 5 of our 4th-grade writing curriculum, "ECR Paired Passages." Your child will learn to answer a prompt using evidence from TWO texts at once. We picture it as building a bridge: if a writer builds only one side, the bridge cannot reach across - so a complete answer must use both passages.

We are reading two texts: "Looking Back to Move Forward," a story in which Ava learns how ideas from the Renaissance changed the way people think, and "Voices That Shaped Texas," about artists such as Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe, whose music and talent shaped Texas culture. Your child will connect a detail from each text to one central idea.

Please try this at home: When your child shares an opinion, ask for two different reasons - one, and then a second from a different example. Balancing two pieces of support is the habit we practice this week.

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

Carta para las Familias

Estimadas familias:

Esta semana su hijo o hija comienza el Grupo 5 de nuestro currículo de escritura de cuarto grado, "ECR Paired Passages." Su hijo o hija aprenderá a responder a una indicación usando evidencia de DOS textos a la vez. Lo imaginamos como construir un puente: si un escritor solo construye un lado, el puente no puede cruzar, así que una respuesta completa debe usar ambos pasajes.

Leemos dos textos: "Looking Back to Move Forward," un cuento en el que Ava aprende cómo las ideas del Renacimiento cambiaron la forma de pensar de las personas, y "Voices That Shaped Texas," sobre artistas como Lydia Mendoza, Chelo Silva y Julius Lorenzo Cobb Bledsoe, cuya música y talento moldearon la cultura de Texas. Su hijo o hija conectará un detalle de cada texto con una idea central.

Por favor, intente esto en casa: Cuando su hijo o hija comparta una opinión, pídale dos razones diferentes: una, y luego una segunda de un ejemplo distinto. Equilibrar dos apoyos es el hábito que practicamos esta semana.

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

Module 1 — Family Conversation Starters

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

- Why is one example sometimes not enough to prove an idea?
- What is a resolution in a story, and why does it matter?
- How can two different stories teach the same lesson?
- Which of our two texts did you find more interesting, and what did it teach you?

Simple Family Activities

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

Family Activity - Two Sides of the Bridge

Pick an idea you both believe ("Kindness matters."). Each person gives one different example that proves it. Then say how the two examples support the same idea.

Family Activity - What Was the Lesson?

After a show or a story, ask each other: what did the character understand by the end? That ending understanding is the resolution.

Module 1 — Lesson Overview and Standards

Lesson Overview

Module 1 opens Cluster 5. Students learn to answer paired-passage prompts with balanced evidence from both texts. Using "Looking Back to Move Forward" and "Voices That Shaped Texas," students study plot line and resolution, review prompt analysis and the Get S.E.T. introduction, build a thesis (central idea) for a WHY prompt, and connect a detail from each passage to one central idea, then revise and edit for coherence and conventions.

BIG Goal: Students will build a complete paired-passage informative response that uses balanced evidence from both texts to explain one central idea.

Writing TEKS for This Module

The Student Expectation column below is the exact, full wording of each Grade 4 TEKS breakout — quoted verbatim from the Cluster 5 scope and sequence, not paraphrased or abbreviated.

TEKS	Student Expectation (verbatim TEKS breakout)
(11)(B)(ii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions
(11)(B)(iv)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details
(12)(B)(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
(12)(B)(ii)	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics
(12)(B)(iii)	compose informational texts, including brief compositions that convey information about a topic, using craft
(11)(C)(i)	revise drafts to improve sentence structure
(11)(C)(ii)	revise drafts to improve word choice
(11)(C)(iii)	revise drafts by adding ideas for coherence
(11)(C)(iv)	revise drafts by deleting ideas for coherence
(11)(C)(v)	revise drafts by combining ideas for coherence
(11)(C)(vi)	revise drafts by rearranging ideas for coherence
(11)(D)(i)	edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement

(11)(D)(vi)	edit drafts using standard English conventions, including past tense of irregular verbs
(11)(D)(vii)	edit drafts using standard English conventions, including singular nouns
(11)(D)(viii)	edit drafts using standard English conventions, including plural nouns
(11)(D)(ix)	edit drafts using standard English conventions, including common nouns
(11)(D)(x)	edit drafts using standard English conventions, including proper nouns
(11)(D)(xi)	edit drafts using standard English conventions, including adjectives, including their comparative forms
(11)(D)(xii)	edit drafts using standard English conventions, including adjectives, including their superlative forms
(11)(D)(xiii)	edit drafts using standard English conventions, including adverbs that convey frequency
(11)(D)(xiv)	edit drafts using standard English conventions, including adverbs that convey degree
(11)(D)(xv)	edit drafts using standard English conventions, including prepositions
(11)(D)(xvi)	edit drafts using standard English conventions, including prepositional phrases
(11)(D)(xvii)	edit drafts using standard English conventions, including pronouns, including reflexive
(11)(D)(xxi)	edit drafts using standard English conventions, including capitalization of historical periods
(11)(D)(xxii)	edit drafts using standard English conventions, including capitalization of historical events
(11)(D)(xxiii)	edit drafts using standard English conventions, including capitalization of historical documents
(11)(D)(xxiv)	edit drafts using standard English conventions, including capitalization of titles of books
(11)(D)(xxv)	edit drafts using standard English conventions, including capitalization of titles of stories
(11)(D)(xxvi)	edit drafts using standard English conventions, including capitalization of titles of essays
(11)(D)(xxvii)	edit drafts using standard English conventions, including capitalization of languages
(11)(D)(xxviii)	edit drafts using standard English conventions, including capitalization of races

(11)(D)(xxix)	edit drafts using standard English conventions, including capitalization of nationalities
(11)(D)(xxxiii)	edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns
(11)(D)(xxxiv)	edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic rules
(11)(D)(xxxv)	edit drafts using standard English conventions, including correct spelling of high-frequency words

Where the Standards Are Visible in This Module

- Students develop a focused paired-passage informative response with purposeful transitions and relevant details from both texts.
- Students revise sentence structure and word choice and add, delete, combine, or rearrange ideas for coherence during the standards application check.
- Students edit previously taught conventions, including reflexive pronouns, capitalization categories, spelling patterns/rules, and high-frequency words, while keeping the paired response clear and accurate.

Module 1 — TEKS and ELPS (Cluster 5 · from the Scope & Sequence)

These are the standards listed for Cluster 5 in the Teach BIG Scope and Sequence, in the same form the chart uses.

TEKS — Cluster 5 (from the Scope & Sequence)

Writing Process

- (11)(B)(ii) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions

Writing Genre

- (12)(B)(i) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
- (12)(B)(ii) compose informational texts, including brief compositions that convey information about a topic, using genre characteristics
- (12)(B)(iii) compose informational texts, including brief compositions that convey information about a topic, using craft

Revising

- (11)(C)(i-vi) revise drafts to improve sentence structure, word choice, and coherence by adding, deleting, combining, and rearranging ideas

Editing

- (11)(D)(i), (vi)–(xvii), (xxi)–(xxix), (xxxiii)–(xxxv) edit drafts using standard English conventions — complete simple sentences with subject-verb agreement; irregular verbs, nouns, adjectives, adverbs, prepositions, prepositional phrases, and reflexive pronouns; capitalization of historical periods, events, documents, titles, languages, races, and nationalities; and grade-appropriate spelling

ELPS — Cluster 5 (from the Scope & Sequence)

Writing Process

- 4(D)(iii) write content-area texts using a variety of transition words
- 4(F)(i), (v) write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for purpose and audience

Writing Genre

- 4(C)(i) write using a combination of both high-frequency words and content-area vocabulary
- 4(D)(i)–(iii) write content-area texts using a variety of sentence lengths, sentence types, and transition words

- 4(F)(i)–(ii), (v)–(vi), (ix)–(x), (xiii)–(xiv) write to narrate, describe, explain, respond, or justify with supporting details or supporting evidence using appropriate content and style for purpose and audience

Revising

- 4(C)(i) write using a combination of both high-frequency words and content-area vocabulary
- 4(D)(i)–(iii) write content-area texts using a variety of sentence lengths, sentence types, and transition words
- 4(E)(ii) write content-area-specific text using grammatical structures
- 4(F)(i)–(ii), (v)–(vi) write to narrate, describe, explain, respond, or justify with supporting details using appropriate content and style for purpose and audience

Editing

- 4(A)(i) apply relationships between sounds and letters of the English language to represent sounds when writing [Teacher only]
- 4(B)(i)–(ii) write text following conventional spelling patterns and rules
- 4(C)(i) write using a combination of both high-frequency words and content-area vocabulary
- 4(D)(i)–(ii) write content-area texts using a variety of sentence lengths and sentence types
- 4(E)(i)–(ii) write content-area-specific text using conventions and grammatical structures

Language Domains

This module builds all four language domains as students read, connect, build, and explain. Every task below is open to English learners at any proficiency level; the supports are built in, not bolted on.

Domain	How this module builds it
Listening	In Listen and Circle, students hear two evidence choices and decide which best supports a paired central idea.
Speaking	Students explain each choice and teach a partner why paired prompts need paired evidence.
Reading	Students read a story and an informational-style narrative and mark resolution and evidence in both.
Writing	Students build a paired-passage response with a Get S.E.T. introduction, balanced evidence, and explanation, then revise and edit it.

Module 1 — Learning Destination

I Can Statements

- I can use balanced evidence from both passages to build a complete informative ECR.
- I can read a narrative resolution and explain the bigger idea it reveals.
- I can write a Get S.E.T. introduction with a statement of purpose, an evidentiary transition, and a thesis (central idea).
- I can connect a detail from each passage to one central idea.

I Will Statements

- I will read both passages closely and talk about relationships between ideas.
- I will use balanced evidence, explain my thinking, and revise for clarity.
- I will check that my answer uses both texts, not just one.
- I will color-code my evidence to make sure it is balanced.

Success Criteria

- I can build both sides of the evidence bridge.
- I can name the parts of the plot line and find the resolution.
- I can write a Get S.E.T. introduction and a WHY thesis (central idea).
- I can revise and edit my paired response for coherence and conventions.

Evidence That Will Demonstrate Mastery

- The Paired Prompt Bridge Builder response (thesis (central idea), reason, one detail from each passage, explanation).
- The independent Color-Code and Construct paired response.
- The Turn-and-Teach explanation of why paired prompts need paired evidence.

Module 1 — Rigor and Misconceptions

Rigor Safeguard

You may read both passages aloud, reread them, and let students use the Plot Line chart, the Get S.E.T. chart, the Why Prompt Habit chart, and color-coding for evidence. You may provide oral rehearsal and sentence stems. You may not choose a student's evidence, write their thesis (central idea), or balance the passages for them. The student must still select a detail from each text, connect them to one central idea, and explain the relationship.

Rigor and Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Name the parts of the plot line and identify one detail in each passage.	Supported. The teacher may reread a section.	The student labels the resolution and finds a detail in each text.
Inferential	Choose balanced evidence and connect a detail from each passage to one central idea.	Guided early, independent by Use.	The student pairs two details under one idea and explains the link.
Evaluative	Judge whether an answer is balanced and complete across both texts.	Independent by the standards application check.	The student revises an unbalanced answer to use both passages.

Educator Insight

A common misconception is that using a lot of evidence from one passage is enough for a paired response. Some students also treat resolution as only the final sentence instead of the point where the narrative idea becomes clear. Watch for students who copy evidence without explaining why it matters or who write a thesis (central idea) that answers only half of the prompt. Fix this by having students color-code evidence from each passage and say aloud how each piece helps prove the same central idea. Remind students that strong ECR writing is not longer writing; it is clearer, more complete thinking.

Module 1 — Thinking Levels

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

The Five Thinking Levels

Level	Color	Thinking Stage	Description
Level 1	Red	Foundational	Student follows directions or repeats information exactly as taught with little independent thinking.
Level 2	Orange	Emergent	Student begins trying ideas independently but may be uncertain or inconsistent.
Level 3	Yellow	Visible	Student connects ideas directly to textual evidence.
Level 4	Green	Independent	Student combines evidence with personal reasoning, applying understanding to a claim.
Level 5	Blue	Reflective	Student connects evidence to the world, morals, lessons, or broader understanding.

Building a Balanced Paired Response

Level	What the Response Does
Level 1	Uses only one passage.
Level 2	Uses both passages but does not explain the connection.
Level 3	Connects one detail from each passage to a central idea.
Level 4	Explains how the two details work together to prove the idea.
Level 5	Shows how the resolution deepens the shared idea across both texts.

Challenge: Move one response up a level by adding the second passage or by explaining the connection - not just more words.

 Teacher Script

"A paired answer is not complete if it leans on one text. Balance and explanation, not length, lift the thinking."

Oral-Rehearsal Frame: Build the Bridge **Teacher Script**

"In the first passage, I noticed _____. In the second passage, I learned _____. These two passages work together because _____. On the state writing assessment, balanced evidence from both texts will help your paired answers show complete thinking."

Module 1 — Vocabulary

Vocabulary — Teacher Script

Teacher Script

“Before we begin, let’s preview the words we will use to talk about paired passages, evidence, and influence - everyday words, academic words, and words from our two texts.”

Tier 1 Vocabulary — Everyday Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
idea	a thought about something	One idea in this passage is ____.
voice	a way of being heard or having a say	The artists gave people a voice by ____.
change	to become different	One thing that changed was ____.
share	to give part of what you have to others	The artists shared ____.
learn	to gain new knowledge	Ava learned that ____.
past	the time that has already happened	Looking at the past helped people ____.
connect	to link two things together	I connect the passages by ____.
build	to make something part by part	I build my answer by ____.
matter	to be important	This evidence matters because ____.
remember	to keep in your mind	Their songs are still remembered because ____.

Tier 2 Vocabulary — Academic Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
paired passages	two texts read and answered together	In a paired passages answer, I must ____.
resolution	the point where a story's idea becomes clear	The resolution shows ____.
evidence	proof from the text	My evidence is ____.
balance	using both passages fairly	I check for balance by ____.
inference	an idea built from evidence and thinking	My inference is ____.
influence	the power to change or affect something	The influence of these ideas was ____.
perspective	a way of seeing or understanding something	This gives a new perspective because ____.
thesis (central idea)	the clear central idea a response will prove	My thesis (central idea) is ____.
transition	a word or phrase that connects ideas	I use the transition ____ to ____.
coherence	how well ideas fit and flow together	I improve coherence by ____.

Tier 3 Vocabulary — Passage-Specific Words

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
Renaissance	REN-uh-sahns	a time of change in Europe when people studied old ideas again	During the Renaissance, people ____.
culture	KUL-chur	the shared beliefs, art, and ways of a group	The artists shaped Texas culture by ____.
legacy	LEG-uh-see	something important that is left behind and remembered	Their legacy is ____.
Raphael	RAH-fah-el	a famous Renaissance artist who painted The School of Athens	Raphael's painting showed ____.
Tejano	teh-HAH-noh	a style of Texas music blending Mexican and other influences	Tejano music grew because ____.
opera	OP-ur-uh	a play set to music with singing	Bledsoe performed in operas, which ____.
diversity	dih-VUR-sih-tee	a mix of different people or backgrounds	The diversity of the artists ____.
tradition	truh-DISH-un	a custom passed down over time	The artists shared their traditions by ____.
barrier	BAIR-ee-ur	something that blocks or limits people	Talent could break barriers when ____.
citizen	SIT-ih-zun	a member of a community or country	People believed citizens should ____.



Teacher Resource

For more practice with academic words, see the Teach BIG Academic Vocabulary Companion App.

Module 1 — Background Knowledge and Teacher Context

This module uses two Cluster 5 passages. "Looking Back to Move Forward" is a story in which Ava studies Raphael's painting *The School of Athens* and learns how, during the Renaissance, people revisited ideas from ancient Greece and Rome, changing how they thought about art, government, freedom, and fairness. "Voices That Shaped Texas" describes artists - Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe - whose music, stories, and achievements shaped Texas culture and helped people feel represented and heard.

More Background for the Teacher

Both passages stay the same across the four Cluster 5 modules; each grows in length, detail, evidence density, and conceptual demand from module to module. In Module 1 (Low Stamina), students learn to answer paired-passage prompts using balanced evidence from both texts. The heart of the module is the habit that a paired prompt needs a paired answer: a complete response builds both sides of the evidence bridge and connects a detail from each passage to one shared central idea about influence, learning, voice, or change.

Module 1 — Materials and Teacher Preparation

This module helps students answer paired-passage prompts using evidence from both texts, understand how a narrative resolution clarifies a larger idea, and review the Get S.E.T. introduction pattern.

Anchor Charts to Create

- Paired Passages Need Paired Evidence: a complete answer uses information from both texts; do not stay in only one passage; match your evidence to the prompt.
- Plot Line Review: Beginning, Rising Action, Problem, Climax, Solution/Resolution.
- Why Prompt Habit: read the prompt carefully; circle the people or topics; underline what you must explain; prove your answer with evidence from both passages; explain how the evidence supports your answer.
- Get S.E.T. Introduction Pattern: S = Statement of Purpose (open with a broad idea); E = Evidentiary Transition (bridge with grouped passage evidence); T = Thesis (Central Idea) Statement (state the exact answer to the prompt).
- ECR Reminder: Thesis (Central Idea), Reason, Evidence, Explanation, Evidence, Explanation, Closing thought.

Post for Students

- Subordinating Conjunctions: after, although, as, because, before, even though, if, once, since, so that, though, unless, until, when, whenever, while
- Common Prepositions: about, above, across, after, around, at, before, behind, below, beneath, beside, between, by, during, for, from, in, inside, into, near, of, off, on, over, through, to, under, with, within, without

Materials

- Copies of both passages, interactive notebooks, glue, scissors, crayons or colored pencils, highlighters in 2 colors
- Game cards, task cards, dice, a spinner, paper clips and pencils for the spinner, a gameboard and game pieces, "Pencil Guy" markers
- Anchor chart paper, sticky notes, a whiteboard and markers, teacher-created slides, exit slips
- Cut-and-paste notebook pieces, prompt cards, evidence sorting cards, thesis (central idea) strip cards, reason-and-evidence match cards

Quick Teacher Reference for the Whole Cluster

Cluster 5 teaches students to work across two texts at one time. A paired-passage answer is incomplete if it only uses one passage. Students review prompt analysis, thesis (central idea) writing for WHY statements, reason writing, evidence selection, explanation writing, and the Get S.E.T. pattern. The biggest reminder is that evidence from both passages must work together to explain a shared idea about influence, learning, voice, or change.

Module 1 — The DOT Reading Habit

The DOT Reading Habit

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



Teacher Script

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

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

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

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

Module 1 — Paired Passages, Resolution, and Get S.E.T.

Teacher Script

"Today you become evidence detectives across two passages. Both passages hold pieces of the answer. Imagine the answer is like a bridge - if you build only one side, it cannot reach the other side. Today we build the whole bridge."

Paired Passages Need Paired Evidence

- A complete answer uses information from both texts.
- Do not stay in only one passage.
- Match your evidence to the prompt.
- Whiteboard truth: A paired prompt needs a paired answer.

Plot Line and Resolution

Plot Line Review: Beginning -> Rising Action -> Problem -> Climax -> Solution/Resolution.

Plot Part	In "Looking Back to Move Forward"
Beginning	Ava sees Raphael's The School of Athens and wonders who the people are.
Rising Action	Ava learns that Renaissance thinkers studied ideas from ancient Greece and Rome again.
Problem/Question	Ava is unsure why looking back at old ideas could matter in a changing world.
Climax	Ava thinks hard about why people would look back at the past and begins to see the connection.
Solution/Resolution	Ava understands that art and government ideas helped people see the world differently and that the past can help people move forward.

The resolution matters because it reveals the idea Ava carries away - it connects the narrative to the lasting influence in "Voices That Shaped Texas."

The Get S.E.T. Introduction Pattern

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

Sample introduction: "Ideas and voices can continue to shape communities over time. Looking Back to Move Forward shows Ava learning how Renaissance art and government ideas changed thinking, while Voices That Shaped Texas presents artists whose music and achievements influenced Texas culture. Together, both passages show that learning from the past and sharing meaningful voices can influence how people think, connect, and create change."

ECR Reminder

Thesis (Central Idea) -> Reason -> Evidence -> Explanation -> Evidence -> Explanation -> Closing thought. A WHY thesis (central idea) should answer the question and preview your reasons.

Teacher Script

"Reason is my idea. Evidence is proof from the passage. Explanation is why the proof matters. In a paired response, we pull evidence from BOTH passages and explain how they prove the same idea."

Module 1 — TRACKS: Reading Both Passages for Evidence

Before students build a paired response, they read "Looking Back to Move Forward" and "Voices That Shaped Texas" and TAP the TRACKS to find the six kinds of measurable evidence. Reading for TRACKS in BOTH passages helps students gather balanced evidence for the bridge.

The Six Types of Measurable Evidence: TRACKS

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

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

How to Use TRACKS

Teacher Script

“As we read BOTH passages, we hunt for all six kinds of evidence and highlight each one in its TRACKS color. Time is green, Reactions are purple, Actions are yellow, Character/Concept/Creature is yellow, Key Knowledge is orange, and Scenery/Setting is green. The exact words we highlight become the balanced evidence we use on both sides of the bridge.”

Before Students Read

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

The Six Types of Measurable Evidence: TRACKS

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

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

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

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

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

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

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

PASSAGE 9 — Looking Back to Move Forward

[1] Ava leaned forward as her teacher showed a painting on the board. It was called The School of Athens by Raphael. At first, it looked like a group of people in a large building. Then Ava noticed more. Some people were reading. Others were talking. A few were pointing as if they were explaining ideas.

[2] "Who are they?" Ava asked.

[3] "They are thinkers from ancient Greece and Rome," her teacher said. "During the Renaissance, people began to study their ideas again."

[4] Ava thought about that. Why would people look back at the past?

[5] Her teacher explained that the Renaissance was a time of change in Europe. Artists like Raphael wanted their work to look real. They showed people with clear details and expressions. This helped others see people as thoughtful and important.

[6] People also began to think differently about government. In the past, kings held most of the power. During the Renaissance, some people studied ideas from Greece and Rome. They began to believe that citizens should have a voice. They believed people should not feel powerless.

[7] These changes affected how people saw the world. Art showed people thinking and learning. Government ideas focused more on freedom and fairness.

[8] Ava looked back at the painting. It showed more than a group of people. It showed a hopeful time when ideas were changing.

Student Annotation Guide — Looking Back to Move Forward

T — Time

During the Renaissance

R — Reactions

affected how people saw the world

A — Actions

began to believe that citizens should have a voice

C — Character/Concept/Creature

Ava

K — Key Knowledge

The School of Athens by Raphael

S — Scenery/Setting

in a large building

TRACKS EVIDENCE HIGHLIGHTING — Looking Back to Move Forward

[1] Ava leaned forward as her teacher showed a painting on the board. It was called The School of Athens by Raphael. At first, it looked like a group of people in a large building. Then Ava noticed more. Some people were reading. Others were talking. A few were pointing as if they were explaining ideas.

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[7] These changes affected how people saw the world. Art showed people thinking and learning. Government ideas focused more on freedom and fairness.

[8] Ava looked back at the painting. It showed more than a group of people. It showed a hopeful time when ideas were changing.

PASSAGE 10 — Voices That Shaped Texas

[1] If you turn on the radio in Texas, you might hear many different styles of music. That mix didn't just happen, it came from artists who shared their stories and traditions.

[2] Lydia Mendoza was one of those artists. She grew up in a Mexican American family and sang songs in Spanish about hard work, love, and everyday life. People felt connected to her music because it sounded like their own experiences. Around the same time, Chelo Silva became known for her powerful voice and emotional songs. Her music helped Tejano music grow and reach more listeners across Texas.

[3] Julius Lorenzo Cobb Bledsoe had a different path. He was an African American singer who performed on stage and in operas. He became well known for his role in *Show Boat*, which was a big achievement at the time. His success showed that talent could break barriers, even when opportunities were limited.

[4] The diversity of these artists' backgrounds helped shape Texas culture in their own way. Their music brought people together and gave others a chance to be heard.

[5] Their songs and stories are still remembered. Some people believe their biggest impact was sharing their culture, while others think they helped bring different subgroups of people closer together.

Student Annotation Guide — Voices That Shaped Texas

T — Time

Around the same time

R — Reactions

brought people together and gave others a chance to be heard

A — Actions

sang songs in Spanish about hard work, love, and everyday life

C — Character/Concept/Creature

Lydia Mendoza

K — Key Knowledge

helped shape Texas culture

S — Scenery/Setting

turn on the radio in Texas

TRACKS EVIDENCE HIGHLIGHTING — Voices That Shaped Texas

[1] If you turn on the radio in Texas, you might hear many different styles of music. That mix didn't just happen, it came from artists who shared their stories and traditions.

[2] Lydia Mendoza was one of those artists. She grew up in a Mexican American family and sang songs in Spanish about hard work, love, and everyday life. People felt connected to her music because it sounded like their own experiences. Around the same time, Chelo Silva became known for her powerful voice and emotional songs. Her music helped Tejano music grow and reach more listeners across Texas.

[3] Julius Lorenzo Cobb Bledsoe had a different path. He was an African American singer who performed on stage and in operas. He became well known for his role in Show Boat, which was a big achievement at the time. His success showed that talent could break barriers, even when opportunities were limited.

[4] The diversity of these artists' backgrounds helped shape Texas culture in their own way. Their music brought people together and gave others a chance to be heard.

[5] Their songs and stories are still remembered. Some people believe their biggest impact was sharing their culture, while others think they helped bring different subgroups of people closer together.

Day 1 - Gather and Reveal



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS (12)(B)(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
TEKS (11)(B)(ii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions
ELPS 4(F)(ix)	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for [a] specific purpose

Day 1 Purpose

Students gather the idea that a paired prompt needs a paired answer, then reveal plot-line resolution, the Get S.E.T. introduction, and how to balance evidence from two texts.

G — Gather: Auditory Engagement — Listen and Circle: Which Evidence Fits?

Listen to both choices before marking. Circle A or B. Then tell a partner how the chosen detail supports the central idea (learning or expression can influence a community).

- Round 1 - Teacher reads: A. Ava sees a painting on the board. B. People began to believe that citizens should have a voice. Answer: B, because it shows a change in thinking that affected ideas about government.

- Round 2 - Teacher reads: A. Their music brought people together and gave others a chance to be heard. B. Lydia grew up in a family. Answer: A, because it directly shows cultural influence and connection.

Partner Production: Students complete orally: "I circled ___ because this evidence shows ___." Fresh Recall: Students cover notes and name one strong detail from each passage that supports the shared idea of influence.

★ Daily Deck Slide (Two-Sided Mystery Envelope)

Write on the board: Prompt - Explain why ideas and voices can influence a community. Which envelope builds the more complete answer?

- Envelope 1 - "Only Half the Truth" holds one strip from Looking Back to Move

Forward: "They began to believe that citizens should have a voice."

- Envelope 2 - "The Whole Story" holds that strip PLUS one from Voices That Shaped Texas: "Their music brought people together and gave others a chance to be heard."

🔊 Teacher Script

"I am going to read a statement prompt: Explain why ideas and voices can influence a community. Decide which envelope would help me build the more complete answer and be ready to explain why."

★ Daily Deck Slide (Two-Sided Mystery Envelope) (cont.)

- Answer: Envelope 2. "Why? Because paired passages call for paired thinking." A paired prompt needs a paired answer.

R — Reveal: Prompt Analysis, Resolution, and Get S.E.T.

Display the Paired Evidence chart, the Plot Line chart, the Get S.E.T. chart, and the Why Prompt Habit chart (see the Paired Passages page). Glue the charts into interactive notebooks.

- Prompt Analysis: What am I writing about? What am I asked to do? What kind of answer will be complete? (A complete paired answer uses both texts.)
- Resolution: Ava understands that art and government ideas helped people see the world differently - the past can help people move forward.
- Get S.E.T. sample: "Ideas and voices can continue to shape communities over time. Looking Back to Move Forward shows Ava learning how Renaissance art and government ideas changed thinking, while Voices That Shaped Texas presents artists whose music and achievements influenced Texas culture. Together, both passages show that learning from the past and sharing meaningful voices can influence how people think, connect, and create change."
- WHY thesis (central idea): "Both passages show that ideas and voices can have lasting influence because learning from the past and sharing culture help people think, connect, and create change."

★ Daily Deck Slide (Paired Evidence + Resolution)

Write on the board: Paired passages need paired evidence. Resolution: Ava finishes the first passage with a deeper understanding of how ideas from the past can shape new thinking. Shared idea: learning and expression can influence communities.

Day 1 Closing

Partner completion: "A paired prompt needs a paired answer because ____."

Day 2 - Attempt

A

TEKS and ELPS for Today

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

Day 2 Purpose

Students attempt a balanced paired response through the Paired Prompt Bridge Builder game: select a thesis (central idea), a reason, one detail from each passage, and an explanation to build a complete "evidence bridge."

★ Daily Deck Slide (Paired Prompt Bridge Builder — Directions)

Write on the board: Read the sentence-statement prompt. Build both sides of the evidence bridge - one relevant detail from Passage 1 and one from Passage 2. Connect both details to one central idea before writing. Your answer is not complete unless you use both passages.

Paired Prompt Bridge Builder — Setup and Cards

Setup: a gameboard with a bridge path, "Pencil Guy" markers, and cards for Prompt, Thesis (Central Idea), Reason, Passage 1 Evidence, Passage 2 Evidence, and Explanation. A spinner shows Prompt, Thesis (Central Idea), Reason, Passage 1 Evidence, Passage 2 Evidence, Explanation, Trade, and Extra Turn.

Sample Prompt Cards

- Explain why the resolution in Looking Back to Move Forward strengthens the idea that learning from the past can influence the future.
- Explain why both passages show that ideas and voices can influence people and communities.
- Explain why change and influence matter in both passages.
- Explain why both texts show that ideas and culture can affect how people think and connect.
- Explain why the resolution in Looking Back to Move Forward helps readers connect Ava's learning to Voices That Shaped Texas.
- Explain why evidence from both passages is necessary for a complete paired-passage response.

**Sample Thesis (Central Idea) Cards**

- Both passages show that ideas and voices can have lasting influence because learning, expression, and culture can change how people think and connect.
- Both passages show that ideas and culture matter because they can shape how people think, express themselves, and connect.
- Both texts show that influence grows when people study meaningful ideas and share experiences with others.

Sample Reason Cards

- Learning from the past can change how people think about art, government, freedom, and fairness.
- Music and stories can help people feel represented and connected to a larger culture.
- Ideas become more powerful when people carry them forward and share them with others.
- The first passage develops the idea through Ava's experience, and the second passage develops it through examples of influential artists.

Sample Passage 1 Evidence Cards (Looking Back to Move Forward)

- "They began to believe that citizens should have a voice."
- "Art showed people thinking and learning."
- "Artists like Raphael wanted their work to look real."
- "Government ideas focused more on freedom and fairness."



Sample Passage 2 Evidence Cards (Voices That Shaped Texas)

- "People felt connected to her music because it sounded like their own experiences."
- "Her music helped Tejano music grow and reach more listeners across Texas."
- "His success showed that talent could break barriers, even when opportunities were limited."
- "Their music brought people together and gave others a chance to be heard."

**Sample Explanation Cards**

- This shows that studying older ideas can lead people to think differently about the present.
- This proves that sharing culture through music can help people feel heard and connected.
- This helps the reader understand that influence can travel across time through ideas, art, music, and courageous choices.
- This evidence matters because it connects a detail from one passage to a related idea in the other passage.

**🔑 How to Play and Answer Key**

Each student spins, collects the card named, and, once they have enough cards, reads a full response aloud. The group decides: Did it answer the prompt? Did it use both passages? Was the explanation strong? If yes, the student crosses the bridge and wins. A correct response must include an answer to the prompt, at least one idea from each passage, and an explanation connecting both.

Day 2 Closing

Interactive Notebook Reminder: "Glue your Bridge Builder reminder strip into your interactive notebook and write: A paired answer needs balanced evidence from both passages."

Day 3 - Discuss and Use Again



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS (12)(B)(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
TEKS (11)(C)(iii)	revise drafts by adding ideas for coherence
TEKS (11)(C)(vi)	revise drafts by rearranging ideas for coherence
ELPS 4(F)(x)	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate style for [a] specific purpose

Day 3 Purpose

Students discuss what made answers strong or incomplete, then independently write a balanced paired response and run a revision-and-conventions check.

D — Discuss + Answer Reveal

Check: Did the response use both passages? Did each detail support the same central idea? Did the explanation tell how the two details work together?

- "Why is it not enough to use only one passage?" Student: "One passage gives only part of the answer."
- "How did the resolution help?" Student: "Ava finally understood that looking back can help people move forward."
- "Can I paraphrase instead of quoting?" Teacher: "Yes, as long as your evidence is accurate and strong."

Teacher Script

"Connect to the Overarching Question: How does evidence from two passages work together to explain how ideas and voices influence communities?"

U — Use Again: Color-Code and Construct (Independent)

Directions: Complete your own paired-passage response in your interactive notebook. Use one color for Passage 1 evidence and another for Passage 2 evidence to check for balance. Plan a Get S.E.T. introduction, then write the body with evidence from both passages. Circle your thesis (central idea); underline Passage 1 evidence in blue and Passage 2 evidence in green.

Independent Prompt Choices:

- Explain why both passages show that ideas and voices can influence people and communities.
- Explain why learning from the past and sharing culture are important forms of influence.
- Explain why the resolution in Looking Back to Move Forward makes the narrative more meaningful when paired with Voices That Shaped Texas.
- Explain why both passages show that ideas and culture can influence decisions and actions.

Sample Answer Key (Prompt 2): "Both passages show that learning from the past and sharing culture can influence a community because ideas help people think differently and voices help people feel represented. In Looking Back to Move Forward, Ava learns that people during the Renaissance studied ideas from ancient Greece and Rome and began to believe citizens should have a voice. This shows that earlier ideas can inspire new thinking about fairness and freedom. In Voices That Shaped Texas, Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe use music and talent to share experiences, grow traditions, and break barriers. Their work brings people together and gives others a chance to be heard. Together, both passages show that communities grow when people learn from meaningful ideas and make room for many voices."

Standards Application Check — Module 1 (Balance + Revise + Edit)

Revise one paired-passage paragraph. Improve sentence structure and word choice. ADD a needed idea, DELETE an off-topic idea, COMBINE or REARRANGE ideas for coherence, then edit the previously taught Cluster 5 conventions.

- Teacher Model / Answer Key: Weak - "Ava learned things and artists did things." Revised - "Ava learns that older ideas can change thinking, while Texas artists show how music and achievement can shape culture." Add one relevant detail from each passage; delete an unrelated detail; combine repeated ideas. Check subject-verb agreement, proper nouns, reflexive pronouns when used, capitalization, spelling patterns/rules, and high-frequency words.
- Look-Fors: both passages are represented, transitions connect ideas, evidence supports the same central idea, and conventions do not distract from meaning.

Day 3 Closing

Students underline one phrase that explicitly connects the two passages.

Day 4 - Award and Target



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS (11)(C)(ii)	revise drafts to improve word choice
TEKS (11)(D)(xxxv)	edit drafts using standard English conventions, including correct spelling of high-frequency words
ELPS 4(C)(i)	write using a combination of both high-frequency words and content-area vocabulary

Day 4 Purpose

Students recognize the paired-passage habit they used best and set a precise next goal.

A — Award

Give yourself credit for building the whole bridge today.

- I used evidence from both passages.
- I wrote a stronger thesis (central idea).
- I explained how my evidence works together.
- I read the resolution for a bigger idea.

Recognition: draw a bridge in your notebook and write one thing you did well; earn a sticky-note badge such as Balanced Thinker, Evidence Builder, Resolution Reader, or Paired Passage Pro.

★ Daily Deck Slide (Award Yourself)

Write on the board: Name the paired-passage habit you used best today. Celebrate balance, evidence selection, explanation, or resolution reading. A complete answer uses information from both texts.

T — Target

Set one specific goal for your next paired response. Reflection Prompts: "I want to get better at ____." "One habit I used well today was ____." "Next time I will make my explanation stronger by ____." Curiosity Questions: "Why do second passages often help explain ideas that first passages show through characters?" "How can ideas from the past and voices from the present shape communities beyond Texas?"

★ Daily Deck Slide (Target + Teach Forward)

Write on the board: Set one specific goal for your next paired response. Teach a partner why two passages need connected, balanced evidence.

Day 4 Closing

Complete the sentence: "Next time I will make my explanation stronger by ____."

Day 5 - Explain to Others

E

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS (12)(B)(iii)	compose informational texts, including brief compositions that convey information about a topic, using craft
ELPS 4(F)(ii)	write to narrate, describe, explain, respond, or justify with supporting details using appropriate style for [a] specific purpose

Day 5 Purpose

Students teach a partner why paired prompts need paired evidence, proving they can connect ideas across two texts.

E — Turn and Teach

Teach one of these to a partner or small group: why paired prompts need paired evidence; how the resolution in the first passage helps answer a why prompt; how to build a thesis (central idea) using Get S.E.T.; or the connection between learning from the past and sharing culture across both passages.

Sentence Stems: "A complete paired answer needs ____." "The resolution matters because ____." "In the first passage, I noticed ____." "In the second passage, I learned ____." "These two passages work together because ____."

✓ Module Overarching Question — Answer

How can evidence from two passages work together to build a complete explanation of how ideas and voices influence people and communities?

Evidence from two passages creates a complete explanation when each detail supports the same central idea and the writer explains the relationship between the details. Looking Back to Move Forward shows how learning from earlier ideas can change thinking, while Voices That Shaped Texas shows how artists, music, stories, and achievement can shape culture. Together, the passages show that influence grows through both learning and expression.

 Daily Deck Slide (Answer the Overarching Question)

Write on the board: Evidence from two passages creates a complete explanation when each detail supports the same central idea and the writer explains the relationship. Influence grows through both learning and expression. Finish: "These two passages work together because ____."

Teacher Closing Encouragement **Teacher Script**

"Today you grew in one of the most important habits of strong reading and writing: connecting ideas across texts. When you learn to balance evidence, notice resolution, and explain your thinking with confidence, you begin to write with purpose and power. Keep building the bridge one lesson at a time."

Module 1 — Low, Medium, and High Exemplars

Prompt: Explain why both passages show that ideas and voices can influence people and communities. Use balanced evidence from both texts.

Low Exemplar

- Student Response: "Ava learned about the Renaissance. People studied old ideas. That is important. Ideas can influence people." (Level 1)
- What Is Working: The student names one passage and an idea.
- Teacher Notes: The response uses only one passage; there is no evidence from Voices That Shaped Texas and no explanation of a connection.
- What Needs Improvement: Add a detail from the second passage and explain how both details prove the same idea.

Medium Exemplar

- Student Response: "Both passages show ideas and voices can influence people. In Looking Back to Move Forward, 'They began to believe that citizens should have a voice.' In Voices That Shaped Texas, the artists' music 'brought people together.' This shows influence." (Level 2-3)
- What Is Working: Both passages appear with exact evidence.
- Teacher Notes: The explanation is thin and does not connect the two details to one central idea.
- What Needs Improvement: Explain how learning (Passage 1) and expression (Passage 2) work together to influence a community.

High Exemplar

- Student Response: "Both passages show that ideas and voices can influence people and communities because learning from the past and sharing culture change how people think and connect. In Looking Back to Move Forward, Ava learns that people 'began to believe that citizens should have a voice,' which shows how older ideas inspired new thinking about fairness. In Voices That Shaped Texas, the artists' music 'brought people together and gave others a chance to be heard,' which shows how expression connects a community. Together, these details prove that influence grows through both learning and expression." (Level 4)
- What Is Working: A WHY thesis (central idea), balanced exact evidence from both passages, and an explanation that connects both details to one central idea.
- Teacher Notes: The response builds both sides of the bridge - complete, balanced paired thinking.

Module 1 — Assessment Opportunities

Field	Detail
Purpose	Determine whether students can build a balanced paired-passage response using evidence from both texts.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	Both passages, the Paired Evidence/Plot Line/Get S.E.T./Why Prompt charts, Bridge Builder cards, and student notebooks.
Related TEKS Breakout	(12)(B)(i) compose informational texts using a clear central idea; (11)(B)(ii) organize with purposeful structure, including transitions
Task	Students complete the Paired Prompt Bridge Builder and an independent Color-Code and Construct response.
Expected Response	Students write a thesis (central idea), use one detail from each passage, and explain how both support one central idea.

Informal Assessment

During the lesson, observe Listen and Circle and the Bridge Builder game. Note whether students choose balanced evidence and explain how details from both passages support the same idea.

Formative Assessment

The Day 3 Color-Code and Construct response serves as the formative check.

Formative Check Rubric/Scaffolding

Component	Student Requirement
Thesis (Central Idea)	Must answer the WHY prompt and preview reasons.
Passage 1 Evidence	Must quote or accurately paraphrase a detail from the first passage.
Passage 2 Evidence	Must quote or accurately paraphrase a detail from the second passage.
Explanation	Must connect both details to one central idea.

🔑 Answer Key — What a Strong Paired Answer Does

Answers the "why" clearly; uses one or more ideas from the first passage; uses one or more ideas from the second passage; explains both pieces of evidence; and stays focused on the prompt.

Check the Learning

✓ Check the Learning

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

- Verbal — Gather/Reveal — Listen and Circle: Students circle A or B and say why the chosen detail supports the central idea.
- Visual/Physical — Attempt — Build the Bridge: In Bridge Builder, students hold up a Passage 1 card and a Passage 2 card and connect them to one idea.
- Written — Discuss/Use — Balance Check: Students write one sentence using a detail from each passage and underline the connecting phrase.

Assessment Option

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

- Listen — assess through Listen and Circle and discussion.
- Look — observe a color-coded balance check or a Bridge Builder response.
- Collect — have students produce a Color-Code and Construct paragraph you can examine.

Intervention — Module 1

Evidence Balance Boot Camp

For students who need extra practice noticing when an answer is incomplete or unbalanced. Slow down and make the thinking visible.

Steps:

- Give students the prompt: "Explain why both passages show that ideas and voices can influence people and communities."
- Give them mixed strips: thesis (central idea) strips, Passage 1 evidence strips, Passage 2 evidence strips, explanation strips, and off-topic strips.
- Students sort strips into Helpful and Not Helpful, then place the helpful ones on a two-column mat labeled Passage 1 and Passage 2.
- Ask: "Do we have support from both passages? Which side is weak? What kind of sentence do we still need?"

Sample Helpful Strips: "Ava learns that people studied ideas from ancient Greece and Rome again." / "Texas artists shared music and traditions that helped shape culture." / "Music helped listeners feel represented, connected, and heard." Sample Not Helpful Strips: "Texas is a state in the United States." / "Ava carried a backpack to class." (use only as examples of details that do not support the prompt).

Intervention Answer Goal: Students orally produce, "Both passages show that ideas and voices influence communities because learning from the past can change how people think, while music and stories can help people feel represented and connected."

Module 1 — Embedded Checks and Student Support

Embedded Checks for Understanding

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask students to check for balance.	Students confirm evidence from both passages.	Students think one passage is enough.	Point to the bridge: build both sides.
Ask what the resolution reveals.	Students name the idea Ava carries away.	Students treat resolution as only the last sentence.	Ask, "Where does Ava's understanding become clear?"
Ask students to connect two details.	Students link both to one central idea.	Students list details without connecting them.	Ask, "How do these two details prove the SAME idea?"

Student Support Quick Reference

If a student...	Support to Provide
Uses only one passage	Use the Evidence Balance Boot Camp two-column mat.
Lists details without connecting	Use the frame "These two passages work together because ____."
Cannot find the resolution	Reread the end of Passage 1 and ask what Ava understood.
Masters quickly	Route to Module 1 enrichment (Higher-Level Prompt Lab).

Enrichment — Module 1

Higher-Level Prompt Lab

Challenge advanced students to create and answer deeper paired-passage prompts.

Directions:

- Create two original WHY sentence-statement prompts that truly require evidence from both passages.
- Answer one of your own prompts and one created by a classmate with balanced evidence.
- Explain why the prompt cannot be answered fully from only one text.

Challenge Requirements: the prompt must truly require both passages, include a why focus, connect understanding across both passages, and allow for explanation, not just retelling.

Sample Prompt Models: "Explain why the resolution in Looking Back to Move Forward helps readers connect Ava's learning to the lasting influence in Voices That Shaped Texas." / "Explain why two passages with different structures can deepen a reader's understanding of the same idea."

Extension: Create a mini anchor chart titled "When Paired Passages Work Best Together" (one text shows; one text explains; together they deepen understanding).

Module 1 — Additional Writing Opportunity: Color-Code and Construct

Writing Prompt

Choose one prompt below and write a balanced paired-passage response.

- Explain why both passages show that ideas and voices can influence people and communities.
- Explain why learning from the past and sharing culture are important forms of influence.

Connection to This Module

This week you learned that a paired prompt needs a paired answer. Now plan a Get S.E.T. introduction and build both sides of the evidence bridge.

Planning Support

1. Plan a Get S.E.T. introduction: Statement of Purpose, Evidentiary Transition, Thesis (Central Idea).
2. Choose one detail from Passage 1 (blue) and one from Passage 2 (green).
3. Explain how each detail supports the same central idea.
4. Underline the phrase that connects the two passages.

Step	Planning Guide
Step 1: Get S.E.T.	Write your broad idea, your bridge, and your thesis (central idea).
Step 2: Balanced Evidence	One detail from each passage, color-coded.
Step 3: Explanation	Connect both details to one central idea.

Drafting Space

Success Criteria

- My response uses balanced evidence from both passages.
- My introduction follows the Get S.E.T. pattern.
- I underlined the phrase that connects the two passages.

Additional Writing Opportunity: Revise and Edit

Revise

Read your response aloud. Improve sentence structure or word choice, ADD a needed idea, DELETE an off-topic idea, and COMBINE or REARRANGE ideas for coherence.

Edit

Run the Conventions Sweep: subject-verb agreement, irregular past tense, nouns, adjectives, adverbs, prepositions and prepositional phrases, reflexive pronouns, capitalization categories, spelling patterns and rules, and high-frequency words.

Module 1 — Auditory Engagement (Active Participation)

Approach: Listen and Circle.

Purpose: Students listen for which evidence choice best supports a paired central idea, circle the stronger choice, and explain why. Students are listening to discriminate and justify, not simply copy notes.

Listening Target: Listen for the detail that best proves the idea that learning or expression can influence a community.

Student Materials: interactive notebook; A/B choice card or two hand signals.

Teacher Script

"Listen to both choices before marking. Circle A or B. Then tell a partner how the chosen detail supports the central idea."

Round	Choice A	Choice B	Answer
1	Ava sees a painting on the board.	People began to believe that citizens should have a voice.	B — it shows a change in thinking that affected ideas about government.
2	Their music brought people together and gave others a chance to be heard.	Lydia grew up in a family.	A — it directly shows cultural influence and connection.

Partner Production: Students complete orally: "I circled ___ because this evidence shows ___." Fresh Recall: Students cover notes and name one strong detail from each passage that supports the shared idea of influence.

Pause Points

Pause the lesson at these moments and give students a few quiet seconds to think before they answer. Each pause names exactly what to think about.

|| Pause Point — Both Sides of the Bridge

Stop and think: Have I used a detail from BOTH passages, or am I leaning on only one?

|| Pause Point — Find the Resolution

Stop and think: Where does Ava's understanding become clear? That resolution reveals the bigger idea.

|| Pause Point — One Central Idea

Stop and think: Do my two details prove the SAME central idea, or two different ones?

|| Pause Point — Connect and Explain

Stop and think: Did I explain HOW the two passages work together, not just list them?

Module 1 — My Progress Tracker

Teacher Script

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

Directions: This tracker is for YOU! As you read and write this week, look at each skill below. If you can do it all by yourself without help, color in or check the box that matches how you feel. Be honest with yourself — this helps you see how much you are growing!

I Can...	Not yet	Getting set	I can do it
Use evidence from both passages.			
Find the resolution and the bigger idea.			
Write a Get S.E.T. introduction.			
Connect a detail from each passage to one idea.			
Revise and edit my paired response.			

One thing I am proud of:

One thing I want to get better at:

Module 1 — Teacher Closure and Reflection

Teacher Closure Script

Teacher Script

“At the beginning of this module, we asked how evidence from two passages can work together to explain how ideas and voices influence communities. Now we can answer it: evidence from two passages creates a complete explanation when each detail supports the same central idea and the writer explains the relationship between the details.”

Module Overarching Question — Answered

How can evidence from two passages work together to build a complete explanation of how ideas and voices influence people and communities? Evidence from two passages creates a complete explanation when each detail supports the same central idea and the writer explains the relationship between the details. Looking Back to Move Forward shows how learning from earlier ideas can change thinking, while Voices That Shaped Texas shows how artists, music, stories, and achievement can shape culture. Together, the passages show that influence grows through both learning and expression.

Teacher Reflection - Module 1

Which students consistently use both passages?

Which students can read the resolution for a bigger idea?

Which students still write a thesis (central idea) that answers only half the prompt?

Who is ready for Module 2, deepening balanced evidence and explanation across the two passages?

Teacher Notes

Module 1 — Remote Learning



Virtual Classroom Adjustment for Remote Learners

Use these adjustments to run Module 1 fully online without losing rigor or participation. For Listen and Circle, read both choices aloud with cameras on and have students type A or B in the chat, then call on one student to justify the choice. Post the Paired Evidence chart, the Plot Line chart, the Get S.E.T. chart, and the Why Prompt Habit chart in the class stream so students can glue printed copies or keep a digital version. Run Paired Prompt Bridge Builder on a shared slide: give each group a bridge graphic with a Passage 1 box and a Passage 2 box to fill, and require a thesis (central idea) plus one detail from each passage. For Color-Code and Construct, students draft in a shared or private doc and use two text colors (one per passage) so balance is visible; use private comments to ask "How does the OTHER passage help you answer this?" rather than balancing it for them. Collect the balance-revise-edit check as a one-photo or typed submission of the single revised paragraph.

MODULE

2

HOW Ideas Connect and Differ

Week 2 • Medium Stamina

Module 2: HOW Ideas Connect and Differ

Week 2 - Medium Stamina - Cluster 5 (ECR Paired Passages)

Focus

Answering HOW Prompts Across Paired Passages with Similarities and Differences

Inspiration for Teachers

Teacher Script

“Strong thinking grows when students learn to notice not just what a text says, but how ideas connect, mirror, and differ across texts.”

Overarching Question

How can comparing similarities and differences across two passages help us explain how influence happens?

★ Daily Deck Slide (M2-01)

Write on the board: Cluster 5 | ECR Paired Passages Informative | Module 2 | Medium Stamina passages. Overarching Question: How can comparing similarities and differences across two passages help us explain how influence happens? I can: compare similarities and differences and explain how both passages develop related ideas. I will: read both passages closely, talk about relationships between ideas, use balanced evidence, explain my thinking, and revise for clarity.

SLIDE M2-01 - MODULE LAUNCH Cluster 5 | ECR Paired Passages Informative | Module 2 | Medium Stamina passages Overarching Question: How can comparing similarities and differences across two passages help us explain how influence happens? I can: compare similarities and differences and explain how both passages develop related ideas. I will: read both passages closely, talk about relationships between ideas, use balanced evidence, explain my thinking, and revise for clarity.

Module Passage Set — Medium Stamina

Required stamina level for Module 2: Medium Stamina. The same two Cluster 5 passages increase in length, detail, evidence density, and conceptual demand across the four modules.

Module Independent Product

Build a complete paired-passage HOW response that names a similarity or difference, uses balanced evidence from both passages, and explains the relationship.

Module 2 — Family Communication

This Week at a Glance

- The big skill: explaining HOW two passages develop influence in similar and different ways.
- The two readings: “Looking Back to Move Forward” and “Voices That Shaped Texas,” both at Medium Stamina.
- The student product: a response that names the relationship, supports it with evidence from both texts, and explains the comparison.

One Question to Ask at Home



Teacher Script

“Are those two examples alike or different, and what words make the relationship clear?”

One Way to Help

Choose two familiar stories, songs, or experiences. Ask your child to state one meaningful similarity and one meaningful difference using both, while, unlike, or however.

Family Letter

Dear Families,

This week your child is learning to answer HOW prompts across paired passages. Students will compare “Looking Back to Move Forward,” in which Ava learns how Renaissance ideas influenced art and government, with “Voices That Shaped Texas,” which presents artists whose music, traditions, and achievements shaped Texas culture. They will name a similarity or difference, choose evidence from both passages, and explain the relationship instead of merely listing two facts.

At home, ask your child to compare two familiar things and use a relationship word such as both, while, unlike, or however. Then ask, “What evidence proves your comparison?” This oral practice builds the same habit students use in a complete paired-passage ECR.

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

Carta para las Familias

Estimadas familias:

Esta semana su hijo o hija aprenderá a responder indicaciones de CÓMO usando dos pasajes relacionados. Los estudiantes compararán “Looking Back to Move Forward,” donde Ava aprende cómo las ideas del Renacimiento influyeron en el arte y el gobierno, con “Voices That Shaped Texas,” que presenta artistas cuya música, tradiciones y logros moldearon la cultura de Texas. Nombrarán una semejanza o diferencia, elegirán evidencia de ambos pasajes y explicarán la relación en vez de solamente enumerar dos datos.

En casa, pida a su hijo o hija que compare dos cosas conocidas y que use una palabra de relación como ambos, mientras, a diferencia de o sin embargo. Después pregunte: “¿Qué evidencia demuestra tu comparación?” Esta práctica oral desarrolla el mismo hábito que los estudiantes usan en una respuesta completa sobre dos pasajes.

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

Module 2 — Family Conversation Starters

- How can two things be similar in one way but different in another?
- Why is a comparison incomplete if it only names two facts?
- Which relationship word makes a similarity clear? Which makes a difference clear?
- How can two passages with different structures teach related ideas?

Family Activity — Mirror or Window

Name two familiar experiences. Call a meaningful similarity a mirror and a meaningful difference a window. State each relationship in a complete sentence and support it with one detail from each experience.

Family Activity — Relationship Word Challenge

Take turns completing sentences with both, similarly, however, unlike, and while. After each sentence, explain what the relationship word tells the listener.

Module 2 — Lesson Overview and Standards

Lesson Overview

This module teaches students how to respond to paired-passage Extended Constructed Response HOW statement prompts by using information from both passages. Students focus on explaining how two ideas are similar and how the passages develop related ideas in different ways. The lesson continues to strengthen students' understanding of plot line, especially solution/resolution, while helping them build clear responses with prompt analysis, thesis (central idea), reasons, evidence, and explanation. Students also continue practicing the Get SET introduction pattern and balancing evidence from both passages.

★ Daily Deck Slide (M2-02)

Write on the board: Read for comparison. Mark one similarity and one difference in how the passages develop influence, then identify evidence from both texts that proves the relationship.

SLIDE M2-02 - READING PURPOSE Read for comparison. Mark one similarity and one difference in how the passages develop influence, then identify evidence from both texts that proves the relationship.

Writing TEKS for This Module

TEKS	Student Expectation (verbatim TEKS breakout)
(11)(B)(ii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions
(11)(B)(iv)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details
(12)(B)(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
(12)(B)(ii)	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics
(12)(B)(iii)	compose informational texts, including brief compositions that convey information about a topic, using craft
(11)(C)(i)	revise drafts to improve sentence structure
(11)(C)(ii)	revise drafts to improve word choice
(11)(C)(v)	revise drafts by combining ideas for coherence
(11)(C)(vi)	revise drafts by rearranging ideas for coherence
(11)(D)(i)	edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement
(11)(D)(xv)	edit drafts using standard English conventions, including prepositions
(11)(D)(xvi)	edit drafts using standard English conventions, including prepositional phrases
(11)(D)(xvii)	edit drafts using standard English conventions, including pronouns, including reflexive

Where the Standards Are Visible in This Module

- Students compare and contrast how two passages develop related ideas and use transition/comparison language to make the relationship explicit.
- Students compose a clear central idea and support it with evidence from both passages, then explain how the evidence proves a similarity or difference.
- Students revise sentences for structure, precise word choice, combining/rearranging for coherence, and accurate use of prepositions/prepositional phrases.

Module 2 — TEKS and ELPS (Cluster 5 · from the Scope & Sequence)

These are the standards listed for Cluster 5 in the Teach BIG Scope and Sequence, in the same form the chart uses.

TEKS — Cluster 5 (from the Scope & Sequence)

Writing Process

- (11)(B)(ii) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions

Writing Genre

- (12)(B)(i) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
- (12)(B)(ii) compose informational texts, including brief compositions that convey information about a topic, using genre characteristics
- (12)(B)(iii) compose informational texts, including brief compositions that convey information about a topic, using craft

Revising

- (11)(C)(i-vi) revise drafts to improve sentence structure, word choice, and coherence by adding, deleting, combining, and rearranging ideas

Editing

- (11)(D)(i), (vi)–(xvii), (xxi)–(xxix), (xxxiii)–(xxxv) edit drafts using standard English conventions — complete simple sentences with subject-verb agreement; irregular verbs, nouns, adjectives, adverbs, prepositions, prepositional phrases, and reflexive pronouns; capitalization of historical periods, events, documents, titles, languages, races, and nationalities; and grade-appropriate spelling

ELPS — Cluster 5 (from the Scope & Sequence)

Writing Process

- 4(D)(iii) write content-area texts using a variety of transition words
- 4(F)(i), (v) write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for purpose and audience

Writing Genre

- 4(C)(i) write using a combination of both high-frequency words and content-area vocabulary
- 4(D)(i)–(iii) write content-area texts using a variety of sentence lengths, sentence types, and transition words

- 4(F)(i)–(ii), (v)–(vi), (ix)–(x), (xiii)–(xiv) write to narrate, describe, explain, respond, or justify with supporting details or supporting evidence using appropriate content and style for purpose and audience

Revising

- 4(C)(i) write using a combination of both high-frequency words and content-area vocabulary
- 4(D)(i)–(iii) write content-area texts using a variety of sentence lengths, sentence types, and transition words
- 4(E)(ii) write content-area-specific text using grammatical structures
- 4(F)(i)–(ii), (v)–(vi) write to narrate, describe, explain, respond, or justify with supporting details using appropriate content and style for purpose and audience

Editing

- 4(A)(i) apply relationships between sounds and letters of the English language to represent sounds when writing [Teacher only]
- 4(B)(i)–(ii) write text following conventional spelling patterns and rules
- 4(C)(i) write using a combination of both high-frequency words and content-area vocabulary
- 4(D)(i)–(ii) write content-area texts using a variety of sentence lengths and sentence types
- 4(E)(i)–(ii) write content-area-specific text using conventions and grammatical structures

Language Domains

Domain	How this module builds it
Listening	Students listen to two explanations, decide which actually compares, and defend the choice.
Speaking	Students rehearse similarity and difference statements, discuss evidence, and teach a partner.
Reading	Students mark one similarity, one difference, resolution, and balanced evidence in both Medium passages.
Writing	Students build and revise a complete HOW response using comparison language and both passages.

Module 2 — Learning Destination

I Can Statements

- I can compare similarities and differences and explain how both passages develop related ideas.
- I can identify whether a HOW prompt asks for a similarity or a difference.
- I can use evidence from both passages to prove a relationship.
- I can explain how solution or resolution strengthens a comparison.

I Will Statements

- I will read both passages closely and talk about relationships between ideas.
- I will use balanced evidence from both passages.
- I will use precise comparison transitions to name the relationship.
- I will explain my thinking and revise for clarity.

Success Criteria

- I name the exact similarity or difference before presenting evidence.
- I support the relationship with relevant evidence from both texts.
- I explain rather than list.
- I revise sentence order, word choice, transitions, and prepositional phrases for coherence.

Module 2 — Rigor and Misconceptions

Rigor Safeguard

Teachers may reread either passage, provide the HOW Prompt Habit chart, display comparison words, and allow oral rehearsal or color-coding. Teachers may not name the relationship, select the evidence, or write the explanation for the student. The student must determine similarity or difference and prove it with both texts.

Educator Insight

Students often think a HOW prompt only asks them to retell both passages. Some students also answer a similarity prompt with differences or a difference prompt with similarities because they do not slow down to analyze the wording. Another common misunderstanding is that students think using one detail from each text automatically creates a comparison, even when they never explain the relationship. Watch for students who place two facts beside each other without using words like both, unlike, or however. Also notice students who ignore the resolution in the first passage, even though it often reveals the clearest learning point. Fix this by teaching students to name the relationship first and then prove it with evidence. Color-coding similarities and differences across the texts can help students spot and correct weak comparisons.

Module 2 — Thinking Levels

Level	Color	Thinking Stage	What a Comparison Response Does
Level 1	Red	Foundational	Lists a fact from one passage.
Level 2	Orange	Emergent	Lists a fact from each passage without explaining the relationship.
Level 3	Yellow	Visible	Correctly names a similarity or difference and provides evidence from both texts.
Level 4	Green	Independent	Explains how balanced evidence proves the relationship.
Level 5	Blue	Reflective	Explains how different passage structures develop a related idea in distinct ways.



Teacher Script

"Name the relationship first. Then prove it with balanced evidence and explain how the two details connect."

Module 2 — Vocabulary

Tier 1 Vocabulary — Everyday Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
alike	the same in a meaningful way	The passages are alike because ____.
different	not the same	One important difference is ____.
both	the two together	Both passages show ____.
share	to have something in common or give to others	The passages share the idea that ____.
change	to become different	One change in the first passage is ____.
idea	a thought or understanding	The related idea is ____.
show	to make something clear	This detail shows ____.
learn	to gain understanding	Ava learns ____.
voice	a way to express ideas or experiences	The artists share their voices by ____.
explain	to make thinking clear	I explain the relationship by ____.

Tier 2 Vocabulary — Academic Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
compare	examine how ideas are alike and different	I compare the passages by ____.
contrast	focus on meaningful differences	I contrast the passages by ____.
similarity	a meaningful way two things are alike	One similarity is ____.
difference	a meaningful way two things are not alike	One difference is ____.
method	a way of doing or developing something	The first passage uses the method of ____.
relationship	the way ideas connect	The relationship between the details is ____.
transition	a word or phrase that connects ideas	The transition ____ clarifies ____.
influence	the power to affect people, ideas, or communities	Influence happens when ____.
culture	the shared art, beliefs, traditions, and ways of a group	The artists shape culture by ____.
perspective	a way of seeing or understanding	The passage develops a perspective by ____.

Tier 3 Vocabulary — Passage-Specific Words

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
Renaissance	REN-uh-sahns	a time of change in Europe when people studied older ideas again	During the Renaissance, people ____.
resolution	rez-uh-LOO-shun	the part where a story's problem settles or learning becomes clear	The resolution shows ____.
Raphael	RAH-fah-el	the artist who created The School of Athens	Raphael used ____.
perspective	per-SPEK-tiv	a way of seeing, or an art method that creates depth	The hallway looks deep because ____.
citizen	SIT-ih-zun	a member of a community or country	Citizens should ____.
Tejano	teh-HAH-noh	a Texas music tradition shaped by blended sounds and cultures	Tejano music grew when ____.
tradition	truh-DISH-un	a belief or practice carried over time	The artists honored tradition by ____.
opera	OP-er-uh	a staged drama told largely through music and singing	Bledsoe performed in ____.
barrier	BAIR-ee-ur	something that blocks access or opportunity	Talent could break barriers when ____.
diversity	dih-VUR-sih-tee	the presence of different backgrounds and experiences	The diversity of the artists ____.

Module 2 — Background Knowledge and Teacher Context

Teacher Script

“Looking Back to Move Forward” follows Ava as she studies Raphael's The School of Athens and realizes that older ideas can guide better choices in the future. Its solution/resolution makes the lesson explicit. “Voices That Shaped Texas” presents Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe and explains how music, stories, traditions, and achievement shaped Texas culture. Students compare the texts' related idea of influence and contrast the first passage's narrative learning with the second passage's series of artists and contributions.”

Module 2 Reading and Writing Focus

Reading Focus: understanding solution/resolution; comparing and contrasting ideas across two passages; using text evidence to explain relationships between texts.

Writing Focus: answering HOW prompts; writing about how ideas are similar; writing about how ideas are different; building a complete paired-passage ECR with prompt analysis, thesis (central idea), reasons, evidence, and explanation.

Module 2 — Materials and Teacher Preparation

Materials List

- Copies of both passages
- Interactive notebooks
- Scissors, glue, pencils, crayons, or colored pencils
- Highlighters in 2 colors
- Teacher-made slides; anchor chart paper and markers
- Station cards, task cards, matching cards, sentence strip cards, and comparison foldables
- Dice; paper clips and pencils for spinners
- Large sorting mats; pocket chart or magnetic board
- “Pencil Guy” game markers and gameboard
- Response templates and exit tickets

Anchor Charts to Prepare

- HOW Prompt Habit: Read carefully. Circle what is being compared. Underline whether the prompt asks for similar or different. Use evidence from both passages. Explain how the evidence proves the comparison.
- Similarity and Difference Signal Words: Similar - both, alike, similarly, in the same way. Different - however, but, unlike, while, on the other hand.
- Resolution Reminder: The resolution is where the problem settles. The resolution often shows what was learned. The resolution can help answer paired-passage questions.
- Get S.E.T. Introduction Pattern: S = Statement of Purpose - open with a broad idea; E = Evidentiary Transition - bridge with grouped passage evidence; T = Thesis (Central Idea) Statement - state the exact answer to the prompt.
- Paired Passage Balance Reminder: Evidence from one passage is not enough. A complete answer must include both texts. Compare carefully, not quickly.

Module 2 — The DOT Reading Habit

Teacher Script

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

Step	What It Means
D — Dot	Place a small dot above any unfamiliar word while reading.
O — Discover	Discover its meaning through the sentence, discussion, or a resource.
T — Drop	Erase the dot when you own the meaning.

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

Module 2 — Mentor Thinking for HOW Comparisons

HOW Prompt Habit

What is being compared? Similar or different? What evidence from both passages fits? How will I explain the relationship?

Comparison Words

both, similarly, alike, however, unlike, while

Resolution Reminder

What did Ava learn by the end of Looking Back to Move Forward? How does Ava's resolution help compare the passages?

Get S.E.T.

S = Statement of Purpose - open with a broad idea. E = Evidentiary Transition - bridge with grouped passage evidence. T = Thesis (Central Idea) Statement - state the exact answer to the prompt.

Sample Similarity Introduction

Teacher Script

"Ideas can shape communities in lasting ways. Looking Back to Move Forward shows how people learned from Renaissance art and government ideas, while Voices That Shaped Texas shows how artists shared stories, traditions, and talent. Together, both passages show that ideas can shape communities through learning, expression, and the sharing of culture."

Sample Difference Introduction

Teacher Script

"Influence can appear in many forms. Looking Back to Move Forward develops influence through Ava's discovery of Renaissance ideas, while Voices That Shaped Texas develops influence through examples of artists, music, and achievement. The passages show cultural influence differently because one centers on a learner's realization and the other presents several people whose work shaped a larger culture."

Whiteboard / Anchor Chart Examples for Teacher Use

Whiteboard Example 1

HOW Prompt Habit

What is being compared?

Similar or different?

What evidence from both passages fits?

How will I explain the relationship?

Whiteboard Example 2

Comparison Words

both

similarly

alike

however

unlike

while

Whiteboard Example 3

Resolution Reminder

What did Ava learn by the end of Looking Back to Move Forward?

How does Ava's resolution help compare the passages?

Whiteboard Example 4

Sample Response Stem

Both passages show...

The passages are different because...

In Looking Back to Move Forward...

In Voices That Shaped Texas...

This shows...

Module 2 — TRACKS: Reading Both Medium Passages for Evidence

The Six Types of Measurable Evidence: TRACKS

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

Teacher Script

“TAP the TRACKS in both passages. Compare the evidence you marked, name the relationship, and choose balanced details that prove it.”

Before Students Read

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

The Six Types of Measurable Evidence: TRACKS

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

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

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

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

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

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

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

PASSAGE 9 — Looking Back to Move Forward

[1] Ava leaned forward as her teacher showed a painting on the board. It was called The School of Athens by Raphael. At first, it looked like a group of people in a large building. Then Ava noticed more. Some people were reading. Others were talking. A few were pointing as if they were explaining ideas.

[2] “Who are they?” Ava asked.

[3] “They are thinkers from ancient Greece and Rome,” her teacher said. “During the Renaissance, people began to study their ideas again.”

[4] Ava thought about that. Why would people look back at the past?

[5] Her teacher explained that the Renaissance was a time of change in Europe. Artists like Raphael wanted their work to look real. They showed people with clear details and expressions. This helped others see people as thoughtful and important.

[6] Before the Renaissance, many paintings looked flat or simple. Artists often painted people in ways that did not look very lifelike. During the Renaissance, artists studied the human body, light, and space. They wanted people in paintings to look as if they could move, speak, or think. Raphael used these ideas in The School of Athens. The people in the painting looked active and alive. Ava noticed that some figures seemed deep in thought, while others seemed excited to share what they knew.

[7] The teacher pointed to the large arches and open space in the painting. “Raphael also used math and careful planning,” she said. “He made the building look deep, almost like the viewer could walk inside.”

[8] Ava looked closely. The hallway seemed to stretch far behind the people. She had never thought about art using math before.

[9] People also began to think differently about government. In the past, kings held most of the power. During the Renaissance, some people studied ideas from Greece and Rome. They began to believe that citizens should have a voice. They believed people should not feel powerless.

[10] The class talked about how these ideas were important. In ancient Greece and Rome, some citizens had taken part in making decisions. Renaissance thinkers studied those ideas and asked new questions. Should leaders listen to the people? Should laws be fair to everyone? Should people have the chance to learn and share their opinions?

[11] Ava realized that old ideas could become useful again. Looking back did not mean people wanted everything to stay the same. Sometimes people studied the past so they could make better choices in the future.

[12] These changes affected how people saw the world. Art showed people thinking and learning. Government ideas focused more on freedom and fairness.

[13] The Renaissance also encouraged people to ask questions. Writers, artists, scientists, and leaders wanted to understand more about the world around them. They studied books, nature, history, and people. Learning became an important part of life.

[14] Ava looked back at the painting. It showed more than a group of people. It showed a

hopeful time when ideas were changing. It helped her understand that the past can teach people important lessons. Sometimes, looking back can help people move forward.

Student Annotation Guide — Looking Back to Move Forward

T — Time

During the Renaissance

R — Reactions

affected how people saw the world

A — Actions

began to believe that citizens should have a voice

C — Character/Concept/Creature

Ava

K — Key Knowledge

The School of Athens by Raphael

S — Scenery/Setting

The hallway seemed to stretch far behind the people

TRACKS EVIDENCE HIGHLIGHTING — Looking Back to Move Forward

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[7] The teacher pointed to the large arches and open space in the painting. “Raphael also used math and careful planning,” she said. “He made the building look deep, almost like the viewer could walk inside.”

[8] Ava looked closely. The hallway seemed to stretch far behind the people. She had never thought about art using math before.

[9] People also began to think differently about government. In the past, kings held most of the power. During the Renaissance, some people studied ideas from Greece and Rome. They began to believe that citizens should have a voice. They believed people should not feel powerless.

[10] The class talked about how these ideas were important. In ancient Greece and Rome, some citizens had taken part in making decisions. Renaissance thinkers studied those ideas and asked new questions. Should leaders listen to the people? Should laws be fair to everyone? Should people have the chance to learn and share their opinions?

[11] Ava realized that old ideas could become useful again. Looking back did not mean people wanted everything to stay the same. Sometimes people studied the past so they could make better choices in the future.

[12] These changes affected how people saw the world. Art showed people thinking and learning. Government ideas focused more on freedom and fairness.

[13] The Renaissance also encouraged people to ask questions. Writers, artists, scientists, and leaders wanted to understand more about the world around them. They studied books, nature, history, and people. Learning became an important part of life.

[14] Ava looked back at the painting. It showed more than a group of people. It showed a

hopeful time when ideas were changing. It helped her understand that the past can teach people important lessons. Sometimes, looking back can help people move forward.

PASSAGE 10 — Voices That Shaped Texas

[1] If you turn on the radio in Texas, you might hear many different styles of music. That mix didn't just happen, it came from artists who shared their stories and traditions.

[2] Texas has always been a place where different groups of people have lived, worked, and shared ideas. Music became one way people could tell about their lives. Some songs told about joy, while others told about sadness, hard work, or hope. Over time, these sounds became part of what makes Texas culture special.

[3] Lydia Mendoza was one of those artists. She grew up in a Mexican American family and sang songs in Spanish about hard work, love, and everyday life. People felt connected to her music because it sounded like their own experiences. Her songs were often simple, but they were powerful because they told real stories. Many families heard her music and felt proud of their language, history, and traditions.

[4] Mendoza became known as an important voice in Texas music. She helped show that songs in Spanish had an important place in Texas culture. Her music reminded people that culture can be shared through words, sounds, and feelings.

[5] Around the same time, Chelo Silva became known for her powerful voice and emotional songs. Her music helped Tejano music grow and reach more listeners across Texas. Silva sang in a way that made people feel the meaning of each song. Her voice could sound strong, sad, or full of feeling. Many listeners connected with her because her music seemed honest.

[6] Chelo Silva's songs helped Tejano music become more popular. This music mixed different sounds and traditions. It showed how groups of people in Texas could create something new while still honoring the past. Her success helped more people notice the talent of Mexican American artists.

[7] Julius Lorenzo Cobb Bledsoe had a different path. He was an African American singer who performed on stage and in operas. He became well known for his role in *Show Boat*, which was a big achievement at the time. His success showed that talent could break barriers, even when opportunities were limited.

[8] Bledsoe's career was important because not all performers were given the same chances. During his lifetime, African American artists often faced unfair treatment. Even so, Bledsoe used his talent to reach audiences and earn respect. His performances helped open doors for others who came after him.

[9] The diversity of these artists' backgrounds helped shape Texas culture in their own way. Their music brought people together and gave others a chance to be heard. Each artist shared something different, but all of them helped people understand the stories of Texas.

[10] Their songs and stories are still remembered. Some people believe their biggest impact was sharing their culture, while others think they helped bring different subgroups of people closer together. Either way, these artists helped make Texas music richer. Their work reminds us that culture grows when people share their voices, their history, and their traditions with others.

Student Annotation Guide — Voices That Shaped Texas

T — Time

Around the same time

R — Reactions

brought people together and gave others a chance to be heard

A — Actions

used his talent to reach audiences and earn respect

C — Character/Concept/Creature

Lydia Mendoza

K — Key Knowledge

culture grows when people share their voices

S — Scenery/Setting

turn on the radio in Texas

TRACKS EVIDENCE HIGHLIGHTING — Voices That Shaped Texas

[1] If you turn on the radio in Texas, you might hear many different styles of music. That mix didn't just happen, it came from artists who shared their stories and traditions.

[2] Texas has always been a place where different groups of people have lived, worked, and shared ideas. Music became one way people could tell about their lives. Some songs told about joy, while others told about sadness, hard work, or hope. Over time, these sounds became part of what makes Texas culture special.

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Day 1 - Gather and Reveal



Day 1 Purpose

Students gather attention with Mirror or Window and reveal prompt analysis, resolution, Get S.E.T., HOW theses, and comparison explanation.

★ Daily Deck Slide (M2-03)

Write on the board: Listen to Explanation A and Explanation B. Choose the stronger comparison. Defend your choice with: “I chose ___ because it shows the relationship by ___.”

★ Daily Deck Slide (M2-04)

Write on the board: Mirror = a meaningful similarity. Window = a meaningful difference. A strong comparison names the relationship before giving evidence.

★ Daily Deck Slide (M2-05)

Write on the board: Similarity: Both passages show how ideas shape communities through learning and expression. Difference: One follows Ava's learning and resolution; the other develops influence through several artists and their contributions. Use both, similarly, however, unlike, and while precisely.

G – Gather Their Attention

Attention Activity: Mirror or Window?

Hold up a hand mirror in one hand and a small picture frame or paper “window” in the other.

🔊 Teacher Script

“Boys and girls, today I brought two objects that will help us think like strong readers and writers. This mirror helps us think about things that are alike. When something is reflected, we notice how it looks similar. This window helps us think about differences. When we look through a window, we may see something from a different angle or view.”

🔊 Teacher Script

“Today, we are going to answer HOW prompts, and those prompts will ask us to explain how ideas are similar or how ideas are different across two passages.”

 Teacher Script

"Your job today is not just to find facts. Your job is to notice the relationship between those facts."

 Teacher Script

"When I read paired passages, I ask myself, 'Is this a mirror moment where the texts are alike, or a window moment where the texts are different?' That habit helps me answer HOW questions with power."

 Daily Deck Slide (M2-05) (cont.)

Whiteboard to Write

HOW prompts ask us to explain relationships.

Quick Student Engagement

Read these aloud and have students show a mirror motion with their hands if the idea sounds similar or a window frame with their fingers if it sounds different:

 Teacher Script

"Both passages show that ideas and voices can influence communities."

 Teacher Script

"Looking Back to Move Forward follows Ava's learning, while Voices That Shaped Texas presents examples of several artists."

 Teacher Script

"Both passages show that sharing ideas can affect how people think and connect."

 Teacher Script

"Ava learns from Renaissance ideas, while the Texas artists influence culture through music and performance."

 Teacher Script

"You are already thinking like comparers and contrast thinkers. Now we are going to put that thinking into writing."

★ Daily Deck Slide (M2-05) (cont.)

SLIDE M2-04 - SIMILARITY OR DIFFERENCE?

Mirror = a meaningful similarity.

Window = a meaningful difference.

A strong comparison names the relationship before giving evidence.

R - Reveal the Background Knowledge

🔊 Teacher Script

"Before we jump into today's activities, let's review what good writers do when answering HOW prompts across paired passages."

★ Daily Deck Slide (M2-05) (cont.)

Mini Review 1: Prompt Analysis

Write on the board:

Prompt 1: Explain how both passages show that ideas can shape communities.

Prompt 2: Explain how the passages differ in the way they show cultural influence.

🔊 Teacher Script

"When I analyze a prompt, I look for three things:"

★ Daily Deck Slide (M2-05) (cont.)

What is being compared?

Is the prompt asking for similarity or difference?

What evidence from both passages will help me explain the answer?"

Teacher Think-Aloud

🔊 Teacher Script

"For Prompt 1, I notice the words both passages and explain how. That means I need to explain a relationship using both texts. The word both signals that I should look for a meaningful similarity."

🔊 Teacher Script

"For Prompt 2, I notice that I must explain how the passages develop cultural influence differently. My answer must compare the two methods clearly and support each one with evidence."

★ Daily Deck Slide (M2-05) (cont.)

Mini Review 2: Resolution and Why It Matters

Write on anchor chart:

Resolution in Looking Back to Move Forward

Ava understands that Renaissance art and government ideas helped people see the world differently.

She sees that looking back at important ideas can help people move forward.

The ending reveals the lesson and completes Ava's change in understanding.

🔊 Teacher Script

"The resolution is especially helpful because it shows what Ava understands by the end. When we answer HOW prompts, the resolution helps us compare the narrative's lesson with the lasting cultural influence described in Voices That Shaped Texas."

🔊 Teacher Script

"If I want to compare the texts, I should pay attention to the part of the story where the idea becomes clear. In this story, that happens in the resolution."

★ Daily Deck Slide (M2-05) (cont.)

SLIDE M2-05 - MODEL A HOW COMPARISON

Similarity: Both passages show how ideas shape communities through learning and expression.

Difference: One follows Ava's learning and resolution; the other develops influence through several artists and their contributions.

Use both, similarly, however, unlike, and while precisely.

Mini Review 3: Get S.E.T. Introduction Pattern

Write on the board:

Get S.E.T.

S = Statement of Purpose - open with a broad idea

E = Evidentiary Transition - bridge with grouped passage evidence

T = Thesis (Central Idea) Statement - state the exact answer to the prompt

🔊 Teacher Script

"Listen to this sample introduction for a similarity prompt."

★ Daily Deck Slide (M2-05) (cont.)

Sample Introduction for Similarity Prompt:

 Teacher Script

"Ideas can shape communities in lasting ways. Looking Back to Move Forward shows how people learned from Renaissance art and government ideas, while Voices That Shaped Texas shows how artists shared stories, traditions, and talent. Together, both passages show that ideas can shape communities through learning, expression, and the sharing of culture."

 Teacher Script

"Now listen to this sample introduction for a difference prompt."

 Daily Deck Slide (M2-05) (cont.)

Sample Introduction for Difference Prompt:

 Teacher Script

"Influence can appear in many forms. Looking Back to Move Forward develops influence through Ava's discovery of Renaissance ideas, while Voices That Shaped Texas develops influence through examples of artists, music, and achievement. The passages show cultural influence differently because one centers on a learner's realization and the other presents several people whose work shaped a larger culture."

 Daily Deck Slide (M2-05) (cont.)

Mini Review 4: Building a HOW Thesis (Central Idea)

 Teacher Script

"A HOW thesis (central idea) does more than name the topic. It tells the relationship."

 Daily Deck Slide (M2-05) (cont.)

Write on the board:

Similarity Thesis (Central Idea) Example:

 Teacher Script

"Both passages show how ideas shape communities through learning, expression, and the sharing of culture."

★ Daily Deck Slide (M2-05) (cont.)

Difference Thesis (Central Idea) Example:

Teacher Script

"The passages show influence in different ways because Looking Back to Move Forward follows Ava as she learns from Renaissance art and government ideas, while Voices That Shaped Texas presents artists whose music and achievements shaped Texas culture."

Teacher Script

"Notice that each thesis (central idea) names the relationship clearly. That is an important habit."

★ Daily Deck Slide (M2-05) (cont.)

Mini Review 5: Evidence + Explanation for Comparison

Teacher Script

"When answering HOW prompts, students sometimes list evidence from both passages but forget to explain the connection. The explanation is where the comparison becomes clear."

★ Daily Deck Slide (M2-05) (cont.)

Write on the board:
Evidence from Passage 1:

Teacher Script

"They began to believe that citizens should have a voice."

★ Daily Deck Slide (M2-05) (cont.)

Evidence from Passage 2:

Teacher Script

"Their music brought people together and gave others a chance to be heard."

★ Daily Deck Slide (M2-05) (cont.)

Explanation:

🔊 Teacher Script

"These details show that ideas influence communities in both passages. The Renaissance detail shows people rethinking fairness and power, while the Texas artists show how music and stories can connect people and preserve culture."

🔊 Teacher Script

"That last part is the power sentence. It explains the relationship."

Day 2 - Attempt

A

Day 2 Purpose

Students complete the Compare-Conquer Station Quest, practicing four distinct comparison habits with all task cards, directions, and answer guidance.

★ Daily Deck Slide (M2-06)

Write on the board: Station 1: Similar or Different Sort. Station 2: Match relationship cards. Station 3: Build a HOW response. Station 4: Prove the path with evidence from both texts.

A - Attempt the Activity Directions

Whole Group / Small Group Game:

Compare-Conquer Station Quest

This is a completely different activity from Module 1. Students rotate through stations that each focus on a different kind of HOW prompt. The goal is to conquer each station by completing its comparison challenge.

Station Overview

There will be four stations, and each station will focus on a different comparison habit:

Station 1: Similar or Different Sort

Station 2: Matching Relationship Cards

Station 3: Spinner Response Builder

Station 4: Gameboard Challenge - Path of Proof

Students may work in pairs or small groups.

Teacher Script

"Today you will go on a Compare-Conquer Station Quest. At every station, you will read, compare, discuss, and build stronger paired-passage informative answers. Your mission is to decide whether ideas are similar or different and then prove your thinking with evidence from both passages."

Teacher Script

"Take your time. Be thoughtful. Use your interactive notebook when directed, and remember to use the games and activities in your interactive notebook to continually review all of the ECR concepts whenever you have free time in the classroom."

★ Daily Deck Slide (M2-06) (cont.)

Station 1: Similar or Different Sort

Materials

Sorting mat with two headings:

SIMILAR

DIFFERENT

Sentence strip cards

Directions for Students

Read each sentence strip.

Decide whether it shows a similarity or a difference between the passages.

Place it in the correct section of the sorting mat.

After sorting, choose two cards and explain why they belong there.

** Teacher Script**

“to Read”

** Teacher Script**

“At this station, you will sort comparison ideas. Some cards show how the passages are alike. Some show how they are different. Once you sort them, you must explain your choices using words from the passages.”

★ Daily Deck Slide (M2-06) (cont.)

Sample Sentence Strip Cards

Both passages show that ideas can influence people and communities.

Looking Back to Move Forward follows a character learning, while Voices That Shaped Texas presents examples about several artists.

Both passages help readers understand how ideas can be carried forward.

Ava experiences a change in understanding, while the second passage explains cultural influence through several artists.

Both passages involve change and influence.

The resolution in the first passage reveals Ava's lesson, while the second passage closes by considering the lasting impact of artists' songs and stories.

Both passages help readers think about how ideas and culture matter.

One passage follows Ava's classroom experience, while the other presents artists, music, traditions, and achievements.

Answer Key

SIMILAR

Both passages show that ideas can influence people and communities.

Both passages help readers understand how ideas can be carried forward.

Both passages involve change and influence.

Both passages help readers think about how ideas and culture matter.

DIFFERENT

Looking Back to Move Forward follows a narrative, while Voices That Shaped Texas presents examples about several artists.

Ava experiences a change in understanding, while the second passage explains cultural influence through several artists.

The first passage ends with Ava's resolution, while the second closes by reflecting on the artists' lasting impact.

One passage follows a learner's experience, while the other presents Texas artists and their contributions.

Station 2: Matching Relationship Cards

Materials

Cards in four categories:

Prompt cards

Thesis (Central Idea) cards

Evidence pair cards

Explanation cards

Directions for Students

Choose one prompt card.

Find the thesis (central idea) card that best matches it.

Match the best the two passages evidence pair.

Match the explanation card that clearly explains the relationship.

Teacher Script "to Read"

 Teacher Script

“At this station, you will build strong comparison sets. A strong set must match all the way through. The prompt, thesis (central idea), evidence, and explanation must all agree.”

Daily Deck Slide (M2-06) (cont.)

Sample Prompt Cards Explain how both passages show that ideas can influence people and communities. Explain how the passages differ in the way they teach readers about cultural influence. Explain how both passages help readers understand change and influence. Explain how Ava's narrative experience and the artists' examples develop ideas differently. Sample Thesis (Central Idea) Cards Both passages show that ideas can influence how people think, connect, and act. The passages are different because one teaches through Ava's experience and the other teaches through examples of Texas artists. Both passages help readers understand change through learning, expression, and cultural influence. The texts are different because one has a plot and resolution, while the other is organized around several artists and their contributions. Sample Evidence Pair Cards Passage 1: "They began to believe that citizens should have a voice." / Passage 2: "Their music brought people together and gave others a chance to be heard." Passage 1: "Art showed people thinking and learning." / Passage 2: "People felt connected to her music because it sounded like their own experiences." Passage 1: Ava sees people learning and discussing ideas / Passage 2: Bledsoe's success showed talent could break barriers. Passage 1: Ava experiences a change in understanding / Passage 2: The passage explains the influence of several Texas artists. Sample Explanation Cards These details show that both passages explain how ideas can influence people and communities. These details show that the first passage teaches through a learner's experience, while the second develops ideas through examples and profiles. These details show that both texts include change, but they present that change in different ways. These details show that one text uses plot and resolution, while the other organizes information around influential artists. Answer Key Guidance Any correct match must keep the relationship consistent: similarity prompt -> similarity thesis (central idea) -> supporting evidence from both texts -> explanation of similarity difference prompt -> difference thesis (central idea) -> supporting evidence from both texts -> explanation of difference Station 3: Spinner Response Builder Materials Spinner sections: Similarity Prompt Difference Prompt Passage 1 Evidence Passage 2 Evidence Comparison Word Explanation Sentence Recording sheet Directions for Students Spin four times. Record what you get. Use what you collected to build a mini response. Read your mini response to your partner. Partner checks: Did the response answer a HOW prompt? Did it use both passages? Did it clearly show similarity or difference?

 Teacher Script*"to Read"* **Teacher Script***"At this station, the spinner will challenge you to build a comparison response from pieces. Be sure to use the comparison word you spin. That word will help your explanation become clear."*

★ Daily Deck Slide (M2-06) (cont.)

Sample Comparison Words on Spinner

both

similarly

alike

however

unlike

while

Sample Prompt Options on Spinner

Explain how both passages show that ideas can influence people.

Explain how the passages differ in the way they present cultural influence.

Explain how both texts show change and lasting influence.

Explain how learning from the past and sharing culture represent different paths of influence.

Sample Student Model

Prompt: Explain how both texts show change and lasting influence.

Passage 1 Evidence: "They began to believe that citizens should have a voice."

Passage 2 Evidence: "Their music brought people together and gave others a chance to be heard."

Comparison Word: both

Explanation Sentence: Both texts show change because the first passage shows ideas changing how people thought during the Renaissance, and the second shows artists changing how people experienced and shared Texas culture.

Station 4: Gameboard Challenge – Path of Proof

Materials

Gameboard with comparison pathway

Dice

Teacher Script

"Pencil Guy" markers

★ Daily Deck Slide (M2-06) (cont.)

Task cards with HOW prompts

Directions for Students

Each player chooses the "Pencil Guy" of their choice as their game marker.

Roll the die and move that many spaces.

Read the task card at your space.

Respond to the sentence-statement prompt aloud using both passages.

If the group agrees the answer is complete, stay on the space. If not, move back one.

 **Teacher Script**
"to Read"

 **Teacher Script**

"At this station, your job is to travel the Path of Proof. You can only stay on a space if your answer includes both passages and clearly explains the similarity or difference."

 Daily Deck Slide (M2-06) (cont.)

Sample Task Cards

Explain how both passages help readers understand cultural influence.

Explain how the two passages differ in structure.

Explain how both passages show that people respond to meaningful ideas.

Explain how Ava's learning and the artists' contributions develop influence differently.

Explain how both passages show the importance of learning and expression.

Explain how the resolution in the first passage differs from the reflective ending of the second passage.

Answer Key Guidance

Listen for:

direct answer to the HOW prompt

evidence from both texts

clear use of comparison language

explanation of the relationship

Interactive Notebook Piece After Stations

 **Teacher Script**

"Open your interactive notebook. Glue in the Comparison Foldable. On one flap write SIMILAR and on the other flap write DIFFERENT."

★ Daily Deck Slide (M2-06) (cont.)

Directions for Students

Under SIMILAR, write:

Both passages show that ideas can influence people and communities.

Both passages help readers understand cultural influence.

Both passages involve change and lasting impact.

Under DIFFERENT, write:

One passage follows a narrative learner, and one presents several artists and their contributions.

One follows Ava's growing understanding, and one explains Texas culture through several influential voices.

One ends with Ava's resolution, and one ends by considering the lasting impact of artists' songs and stories.

Reminder to Students

** Teacher Script**

"Use the games and activities in your interactive notebook to continually review all of the ECR concepts whenever you have free time in the classroom."

Day 3 - Discuss and Use Again



Day 3 Purpose

Students discuss why strong comparisons name a relationship, then independently complete the Split-Screen Response Lab.

★ Daily Deck Slide (M2-07)

Write on the board: Do not stop after listing two facts. Name the relationship: both..., while..., unlike..., however... Then explain how the evidence proves the comparison.

★ Daily Deck Slide (M2-08)

Write on the board: Left: Looking Back to Move Forward. Right: Voices That Shaped Texas. Collect evidence on both sides, then write a thesis (central idea) that names the relationship.

SLIDE M2-07 - DISCUSSION + RELATIONSHIP REVEAL

Do not stop after listing two facts.

Name the relationship: both..., while..., unlike..., however...

Then explain how the evidence proves the comparison.

D - Discuss and Ask Questions

Teacher Script

"Let's talk about what made the strongest comparison answers today."

★ Daily Deck Slide (M2-08) (cont.)

Discussion Questions

How can you tell whether a HOW prompt is asking for a similarity or a difference?

Why is it important to explain the relationship instead of just listing two details?

How does the resolution in the first passage help with comparison?

How are the two passages similar in the way they teach readers about influence?

How are the two passages different in structure and purpose?

Why must we use both passages in a paired response?

Possible Student Responses

Teacher Script

"The words in the prompt help us know if it is asking for similar or different."

 Teacher Script

"If we just list details, we are not really comparing."

 Teacher Script

"The resolution shows what Ava learned, and that helps connect the narrative to the artists' lasting cultural influence."

 Teacher Script

"Both passages teach how ideas can influence people and communities."

 Teacher Script

"The first passage tells a narrative of learning, while the second passage presents examples about artists and cultural impact."

 Teacher Script

"Using both passages makes the answer complete."

★ Daily Deck Slide (M2-08) (cont.)

Possible Student Questions and Teacher Responses

Student Question: "What if I know a strong similarity, but I can only find one good detail from one passage?"

Teacher Response: "Pause and reread the second passage with the similarity in mind. Ask yourself, 'Where does this same idea show up in a different way?'"

Student Question: "Can I compare a narrative event from the first passage to a detail from the second passage?"

Teacher Response: "Yes. In paired passages, that is often exactly what you need to do. Just make sure you explain how they connect."

Student Question: "Do I always need comparison words?"

Teacher Response: "Yes, they help your reader understand the relationship clearly. Words like both, while, and however make your thinking easier to follow."

Student Question: "How do I know if my explanation is strong enough?"

Teacher Response: "Ask yourself, 'Did I name the relationship clearly?' If your explanation says exactly how the texts are alike or different, then you are on the right path."

SLIDE M2-08 - SPLIT-SCREEN RESPONSE LAB

Left: Looking Back to Move Forward.

Right: Voices That Shaped Texas.

Collect evidence on both sides, then write a thesis (central idea) that names the relationship.

U – Use the Knowledge Again

Independent Interactive Notebook Activity:

Split-Screen Response Lab

This is the independent application activity.

🔊 Teacher Script

"Now you will use your knowledge in a different way. Instead of rotating through stations, you will work independently to build a complete paired-passages response in your interactive notebook."

★ Daily Deck Slide (M2-08) (cont.)

Directions for Students

Turn to a clean page in your interactive notebook.

Draw a line down the middle of the page to create a split-screen.

Label the left side Passage 1: Looking Back to Move Forward.

Label the right side Passage 2: Voices That Shaped Texas.

Write the prompt at the top.

On each side, collect one or two pieces of evidence that match the prompt.

At the bottom, write a thesis (central idea) and a full response that explains the similarity or difference.

Prompt Choices

Explain how both passages show that ideas can shape communities.

Explain how the passages differ in the way they show cultural influence.

Explain how both passages show change in the way people think, create, or connect.

Explain how the resolution of Looking Back to Move Forward and the ending of Voices That Shaped Texas contribute differently to each passage's message.

Explain how both passages show that ideas can continue to influence people over time.

Teacher Script

"Circle the comparison word in the prompt. Then choose comparison words to use in your own writing. Be sure your thesis (central idea) clearly names the relationship."

★ Daily Deck Slide (M2-08) (cont.)

Sample Answer Key 1

Prompt: Explain how both passages show that ideas can shape communities.

Sample Response:

Both passages show how ideas can shape communities through learning and expression. In Looking Back to Move Forward, Ava learns that people during the Renaissance studied ideas from ancient Greece and Rome and began to believe citizens should have a voice. This shows that ideas from the past can influence how people think about fairness and power. In Voices That Shaped Texas, the artists share stories, traditions, and talent through music and performance. Their work helps people feel connected and gives others a chance to be heard. Together, both passages show that communities are shaped when people learn from important ideas and share meaningful voices.

Sample Answer Key 2

Prompt: Explain how the passages differ in the way they show cultural influence.

Sample Response:

The passages show cultural influence in different ways. Looking Back to Move Forward follows Ava as she learns about Renaissance art and government ideas, so the reader experiences her growing understanding through a narrative. Voices That Shaped Texas presents several artists and explains how their music, traditions, and achievements shaped Texas culture. This means the first passage teaches through Ava's learning and resolution, while the second builds its idea through examples of multiple influential people.

Teacher Expectations for Scoring Student Work

A strong response should:

- answer the HOW prompt directly,
- identify the correct relationship,
- include evidence from both texts,
- explain the comparison clearly,
- use comparison language,
- remain focused on the prompt.

Day 4 - Award and Target



Day 4 Purpose

Students celebrate one specific comparison habit and set a precise goal for the next paired response.

★ Daily Deck Slide (M2-12)

Write on the board: Celebrate one strong similarity, difference, evidence choice, or comparison transition you used today.

★ Daily Deck Slide (M2-13)

Write on the board: Set one comparison goal. Teach a partner how to distinguish a similarity prompt from a difference prompt and how to prove it.

A – Award Yourself for A Job Well Done

Recognition Activity: Comparison Crown or Contrast Shield

Students choose one:

Option 1: Comparison Crown

Students draw a simple crown in their notebook and finish the sentence:

Teacher Script

“Today I ruled my thinking by...”

★ Daily Deck Slide (M2-13) (cont.)

Examples:

using both passages,

explaining a similarity clearly,

spotting an important difference,

using the resolution in my answer.

Option 2: Contrast Shield

Students draw a shield and write:

Teacher Script

“One strong thinking habit I protected today was...”

★ Daily Deck Slide (M2-13) (cont.)

Examples:

slowing down to read the prompt,
checking if the answer was balanced,
using comparison words,
explaining instead of listing.

🔊 Teacher Script

"Take pride in the thinking work you did today. Great readers and writers grow when they notice their progress and celebrate it."

★ Daily Deck Slide (M2-13) (cont.)

T – Target Their Goals

🔊 Teacher Script

"Now let's decide where we want our thinking to grow next."

★ Daily Deck Slide (M2-13) (cont.)

Reflection Questions for Students

Did I clearly tell whether the texts were similar or different?

Did I use both passages?

Did I explain the relationship clearly?

Did I use the resolution when it could strengthen my answer?

What is one habit I want to strengthen next time?

Curiosity Questions

How would the first passage change if Ava never connected the painting to a larger lesson about ideas?

How would the second passage change if it focused on only one artist instead of several voices?

How can two passages with different structures work together to deepen understanding?

What other kinds of texts could be compared for similarities and differences?

How does noticing the ending of the first passage help us compare it to the second passage?

🔊 Teacher Script

"Set a target that matches the work you need most. Strong thinkers grow one habit at a time."

Day 5 - Explain to Others

E

Day 5 Purpose

Students teach how to distinguish similarity and difference prompts, use both passages, and explain the role of resolution.

★ Daily Deck Slide (M2-14)

Write on the board: How can comparing similarities and differences across two passages help us explain how influence happens? Answer: Comparing similarities and differences helps a writer name the exact relationship between the passages. The texts are similar because both show ideas influencing communities, but they develop that influence differently: one follows Ava's learning and resolution, while the other presents several artists and their contributions. A strong HOW response explains that relationship and proves it with balanced evidence.

E - Explain to Others

Turn and Teach Experience

🔊 Teacher Script

"Now it is time to explain your learning to someone else. When you teach another person, your thinking becomes stronger and clearer."

★ Daily Deck Slide (M2-14) (cont.)

Directions

Students turn to a partner, small group, or nearby classmate and teach one of the following:

How to tell if a HOW prompt asks for similarity or difference

How to use evidence from both passages

How the resolution in the first passage can support comparison

How the two passages are alike

How the two passages are different

Sentence Stems for Students

🔊 Teacher Script

"This prompt is asking for a similarity because..."

**Teacher Script**

"This prompt is asking for a difference because..."

**Teacher Script**

"In both passages..."

**Teacher Script**

"One important difference is..."

**Teacher Script**

"The resolution helps because..."

**Teacher Script**

"A strong paired response needs..."

**Teacher Script**

"Teach clearly, point to the passages, and use your comparison words. You are becoming thoughtful explainers."

Module 2 — Low, Medium, and High Exemplars

Prompt: Explain how the passages differ in the way they show cultural influence.

Low Exemplar

- Student Response: "Ava learned about old ideas. Lydia Mendoza sang songs." (Level 1)
- What Is Working: The response mentions both passages.
- Teacher Notes: It lists facts without naming or explaining the relationship.
- What Needs Improvement: State how the passages differ and explain how the evidence proves that difference.

Medium Exemplar

- Student Response: "The passages are different because Ava learns about the Renaissance, while Texas artists share music. The first passage says citizens should have a voice. The second says music brought people together." (Level 2-3)
- What Is Working: The response identifies a difference, uses while, and includes evidence from both texts.
- Teacher Notes: The explanation does not yet show how each passage's method develops cultural influence.
- What Needs Improvement: Explain that one passage develops influence through Ava's learning and resolution, while the other develops it through several artists and their contributions.

High Exemplar

- Student Response: "The passages show cultural influence in different ways. Looking Back to Move Forward follows Ava as she learns about Renaissance art and government ideas, so the reader experiences her growing understanding through a narrative. Voices That Shaped Texas presents several artists and explains how their music, traditions, and achievements shaped Texas culture. This means the first passage teaches through Ava's learning and resolution, while the second builds its idea through examples of multiple influential people." (Level 4)
- What Is Working: The response directly answers the HOW prompt, uses balanced passage evidence, and explains how structure changes the development of influence.
- Teacher Notes: The relationship is precise, coherent, and fully explained.

Module 2 — Assessment Opportunities

★ Daily Deck Slide (M2-09)

Write on the board: Write one comparison thesis (central idea) and two supporting sentences. Revise word choice for precision, COMBINE two related ideas when helpful, REARRANGE ideas so the relationship is easy to follow, and underline the transition or prepositional phrase that clarifies the relationship.

Assessment Purpose

Determine whether students can answer a HOW prompt by identifying the correct relationship, using evidence from both Medium passages, and explaining a similarity or difference coherently.

Formative Evidence

- Listen, Decide, and Defend oral justification
- Compare-Conquer station responses
- Independent Split-Screen Response Lab
- Standards Application Check comparison thesis (central idea) and supporting sentences

Scoring Look-Fors

A clear central idea, balanced evidence, relationship language, varied complete sentences, and a logical order.

STANDARDS APPLICATION CHECK - MODULE 2

SLIDE M2-09 - COMPARE + REVISE FOR COHERENCE

Write one comparison thesis (central idea) and two supporting sentences. Revise word choice for precision, COMBINE two related ideas when helpful, REARRANGE ideas so the relationship is easy to follow, and underline the transition or prepositional phrase that clarifies the relationship.

Teacher Model / Answer Key: "Both passages show influence through ideas that change how people think and connect." Follow with: "Looking Back to Move Forward develops that influence through Ava's learning, while Voices That Shaped Texas develops it through artists, music, and achievement."

Look-Fors: a clear central idea, balanced evidence, relationship language, varied complete sentences, and a logical order.

Check the Learning

- Verbal — Ask a student to name whether a HOW prompt calls for a similarity or difference and identify the signal words.
- Visual/Physical — Check the Similar or Different Sort and the two-color evidence split-screen.
- Written — Collect one comparison thesis (central idea) with evidence from both passages and an explanation of the relationship.

Quick Conference Questions

What relationship did you name? Where is your evidence from each text? Which comparison word makes the connection visible? How does the resolution strengthen your thinking?

Intervention — Module 2

★ Daily Deck Slide (M2-10)

Write on the board: Name the relationship first. Select one relevant detail from each passage. Say the comparison aloud before writing it.

SLIDE M2-10 - INTERVENTION: SIMILAR OR DIFFERENT RESCUE

Name the relationship first.

Select one relevant detail from each passage.

Give the comparison aloud before writing it.

Detailed Intervention Activity

Similar or Different Rescue Lesson

Purpose

To support students who confuse similarity and difference or who struggle to explain the relationship between two pieces of evidence.

Materials

T-chart labeled ALIKE and NOT ALIKE

Picture cards or icons for mirror and window

Sentence strips from both passages

Teacher model response strips

Highlighters in 2 colors

Small sorting cards with signal words

Teacher Script

"We are going to slow our thinking down and rescue the comparison. Sometimes our brains grab details too quickly, and we forget to ask whether the texts are alike or not alike. Today we will practice naming the relationship first."

★ Daily Deck Slide (M2-10) (cont.)

Step-by-Step Intervention

Read a prompt aloud:

Explain how both passages show change and influence.

Ask students:

Teacher Script

"Does this sound like alike or not alike?"

★ Daily Deck Slide (M2-10) (cont.)

Place a mirror icon by the prompt to show similarity.

Reread key evidence from both passages.

Highlight one Passage 1 detail in one color and one Passage 2 detail in another color.

Complete the sentence frame orally:

🔊 Teacher Script

"Both passages show change because Ava learns how older ideas changed Renaissance thinking, and the Texas artists show how creative voices helped shape culture."

★ Daily Deck Slide (M2-10) (cont.)

Repeat with a difference prompt:

Explain how the two passages differ in the way they teach readers about influence.

Place the window icon by the prompt.

Complete the frame:

🔊 Teacher Script

"The passages are different because Looking Back to Move Forward teaches through Ava's classroom experience and resolution, while Voices That Shaped Texas teaches through examples of artists, music, and achievement."

★ Daily Deck Slide (M2-10) (cont.)

Sentence Frames

Both passages are similar because...

Both texts show...

The passages are different because...

One text..., while the other...

This matters because...

Sample Teacher Modeling

Similarity Prompt: Explain how both passages show change and influence.

🔊 Teacher Script

"Both passages show change because the narrative shows Ava recognizing how old ideas affected new thinking, and the Texas passage shows artists influencing culture through music and achievement."

★ Daily Deck Slide (M2-10) (cont.)

Difference Prompt: Explain how the passages are different in structure.

🔊 Teacher Script

"The passages are different because Looking Back to Move Forward follows Ava's learning through a narrative sequence and resolution, while Voices That Shaped Texas organizes information around several artists and their contributions."

★ Daily Deck Slide (M2-10) (cont.)

Intervention Goal

Students should be able to:

identify whether the prompt asks for similarity or difference,
select one relevant detail from each text,

🔊 Teacher Script

"the relationship in a complete sentence."

Module 2 — Embedded Checks and Student Support

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask, “Similar or different?”	Student names the relationship before selecting evidence.	Student retells both passages.	Return to the prompt's signal words.
Ask for a balance check.	Student points to relevant evidence from both passages.	Student uses one strong detail and one unrelated detail.	Ask where the same idea appears in the other text.
Ask, “How do these details connect?”	Student explains the relationship with precise comparison language.	Student lists two facts.	Orally rehearse with both, while, unlike, or however.
Ask how resolution matters.	Student explains what Ava understands at the end.	Student ignores passage structure.	Reread the final paragraph and compare its function with the second passage's ending.

Enrichment — Module 2

★ Daily Deck Slide (M2-11)

Write on the board: Write one similarity and two differences. Use at least two details from each passage. Explain how passage structure changes the way the reader learns the idea.

SLIDE M2-11 - ENRICHMENT: COMPARISON ARCHITECT

Write one similarity and two differences.

Use at least two details from each passage.

Explain how passage structure changes the way the reader learns the idea.

Enrichment Activity

Comparison Architect Challenge

Purpose

To challenge students who are ready to think more deeply about how authors build meaning across different text types.

Directions

Students design a Comparison Blueprint that responds to this sentence-statement prompt:

Explain how both passages help readers understand important ideas in different ways.

Students must:

Write one similarity statement.

Write two difference statements.

Use at least two pieces of evidence from each passage.

Explain how the first passage's resolution strengthens understanding.

Write a short advanced response using formal comparison language.

Optional Challenge Layer

Students create their own HOW sentence-statement prompt that could be used on a class assessment. Then they write:

a strong thesis (central idea),

a weak thesis (central idea),

and an explanation of why one is stronger.

Sample Enrichment Prompt

Explain how both passages show the importance of carrying meaningful ideas forward, and explain how they do so in different ways.

Expected Higher-Level Thinking

Students may note:

both texts teach an important idea,

Looking Back to Move Forward teaches through Ava's experience and resolution,

Voices That Shaped Texas teaches through examples, achievements, and cultural details,

the different structures still support related learning.

Module 2 — Additional Writing Opportunity: Comparison Blueprint

Prompt

Explain how both passages help readers understand important ideas in different ways.

Planning Support

1. Circle what is being compared and underline whether the prompt asks for similarity or difference.
2. Write a thesis (central idea) that names the relationship.
3. Gather at least one relevant detail from each passage.
4. Use both, while, unlike, however, or similarly to explain the relationship.
5. Revise for precise word choice, coherent order, and complete sentences.

Drafting Space

Success Criteria

- I answered the HOW prompt directly.
- I used evidence from both texts.
- I named and explained the relationship.
- I used comparison language and stayed focused.

Module 2 — Auditory Engagement (Active Participation)

AUDITORY ENGAGEMENT - ACTIVE PARTICIPATION

Approach: Listen, Decide, and Defend

Purpose: Students hear two possible comparison explanations, choose the stronger one, and defend the choice using relationship language.

Listening Target: Listen for the explanation that actually compares the passages instead of placing two unrelated facts beside each other.

SLIDE M2-03 - LISTEN, DECIDE, AND DEFEND

Listen to Explanation A and Explanation B. Choose the stronger comparison. Defend your choice with: "I chose ___ because it shows the relationship by ___."

Teacher reads A: "Ava learned about old ideas. Lydia Mendoza sang songs." Teacher reads B: "Both passages show influence, but one develops it through Ava's learning while the other develops it through artists whose work shaped culture."

Answer Key: B is stronger because it explicitly names a similarity and a difference and explains the relationship between the evidence.

Second Round: Students compare one explanation that merely lists Raphael and Bledsoe with one that explains how each person represents a different path of influence.

Fresh Recall: With notes covered, students state one similarity and one difference between the passages in complete sentences.

Pause Points

|| Pause Point — Read the Prompt

Stop and think: What is being compared? Is the prompt asking for a similarity or a difference?

|| Pause Point — Name the Relationship

Stop and think: Can I state the relationship in one complete sentence before I select evidence?

|| Pause Point — Balance the Evidence

Stop and think: Do I have one relevant detail from each passage?

|| Pause Point — Explain, Do Not List

Stop and think: Did I explain how the two details prove the similarity or difference?

Module 2 — My Progress Tracker

I Can...	Not yet	Getting set	I can do it
Tell whether a HOW prompt asks for similarity or difference.			
Name the relationship before selecting evidence.			
Use balanced evidence from both passages.			
Explain how evidence proves the comparison.			
Use resolution and structure to deepen a comparison.			

One comparison habit I am proud of:

One comparison habit I will strengthen:

Module 2 — Teacher Closure and Reflection

✓ Overarching Question — Answered

Question: How can comparing similarities and differences across two passages help us explain how influence happens?

Answer: Comparing similarities and differences helps a writer name the exact relationship between the passages. The texts are similar because both show ideas influencing communities, but they develop that influence differently: one follows Ava's learning and resolution, while the other presents several artists and their contributions. A strong HOW response explains that relationship and proves it with balanced evidence.

Teacher Reflection

Which students name the relationship before selecting evidence?

Which students use balanced, relevant evidence?

Which students explain rather than list?

Which students use resolution and structure to deepen comparison?

Teacher Closing Words of Encouragement

Teacher Script

"You are helping students do powerful work. Teaching children to compare ideas across the two passages builds stronger readers, stronger writers, and stronger thinkers. Every time you guide them to notice the relationship between texts, you are helping them move beyond surface answers and into meaningful understanding. That kind of growth lasts. Keep speaking life into their thinking, keep modeling clearly, and keep celebrating the small breakthroughs. They are learning because you are leading them with purpose."

OVERARCHING QUESTION - ANSWER

Question: How can comparing similarities and differences across two passages help us explain how influence happens?

Answer: Comparing similarities and differences helps a writer name the exact relationship between the passages. The texts are similar because both show ideas influencing communities, but they develop that influence differently: one follows Ava's learning and resolution, while the other presents several artists and their contributions. A strong HOW response explains that relationship and proves it with balanced evidence.

SLIDE M2-14 - ANSWER THE OVERARCHING QUESTION

How can comparing similarities and differences across two passages help us explain how influence happens?

Answer: Comparing similarities and differences helps a writer name the exact relationship between the passages. The texts are similar because both show ideas influencing communities, but they develop that influence differently: one follows Ava's learning and resolution, while the other presents several artists and their contributions. A strong HOW response explains that relationship and proves it with balanced evidence.

Module 2 — Remote Learning



Virtual Classroom Adjustment for Remote Learners

Run Mirror or Window with a mirror reaction and a window-frame hand gesture on camera, then use a poll or chat for Listen, Decide, and Defend before students justify aloud. Post the HOW Prompt Habit, comparison words, resolution reminder, and Get S.E.T. chart in the class stream. Re-create the Compare-Conquer Station Quest in breakout rooms with shared sorting, matching, spinner, and Path of Proof slides, requiring students to record a response before moving on. For the Split-Screen Response Lab, provide a two-column document labeled with the two passage titles, require one evidence color per passage, and ask students to circle the relationship word in their thesis (central idea). Collect the standards application response in a private document and use comments that prompt students to name, prove, and explain the relationship without choosing their evidence for them.

MODULE

3

The RRR Conclusion
Paragraph

Week 3 • High Stamina

Module 3: The RRR Conclusion Paragraph

Week 3 - High Stamina - Cluster 5 (ECR Paired Passages)

Restate, Reference, Reflect

Teacher Script

“A strong conclusion does not just end a paper—it lets student thinking rise, reflect, and reach beyond the page.”

Focus

Writing the Conclusion Paragraph with R1, R2, and R3 (RRR)

Overarching Question

How does an RRR conclusion bring a paired-passage response back to the thesis (central idea) while leaving the reader with a bigger idea?

Why This Module Matters

Students learn to close a paired-passage Extended Constructed Response with purpose. R1 restates the thesis (central idea) without copying it, R2 references evidence from both passages collectively, and R3 reflects on the larger meaning in a Bluebird Moment.

Module Passage Set — High Stamina

Students read “Looking Back to Move Forward” and “Voices That Shaped Texas” at High Stamina.

★ Daily Deck Slide (M3-01)

Write on the board: Cluster 5 | ECR Paired Passages Informative | Module 3 | High Stamina passages

Write on the board: Overarching Question: How does an RRR conclusion bring a paired-passage response back to the thesis (central idea) while leaving the reader with a bigger idea?

Write on the board: I can: write an RRR conclusion that restates, references evidence collectively, and reflects.

Write on the board: I will: read both passages closely, talk about relationships between ideas, use balanced evidence, explain my thinking, and revise for clarity.

★ Daily Deck Slide (M3-02)

Write on the board: Read with the conclusion in mind. Mark evidence you could reference collectively in R2 and a larger idea you could carry into the R3 Bluebird reflection.

Module 3 — Family Communication

This Week at a Glance

- The big skill: writing an RRR conclusion that Restates, References, and Reflects.
- The two readings: “Looking Back to Move Forward” and “Voices That Shaped Texas.”
- The student product: a three-sentence conclusion with R1 in green, R2 in yellow, and R3 in blue.

One Question to Ask at Home



Teacher Script

“How does your conclusion return to your thesis (central idea), look back at proof from both passages, and leave the reader with a bigger idea?”

One Way to Help

Ask your child to teach the job and color of each R without looking at notes. Then listen as your child reads the three conclusion sentences aloud and checks that they flow together.

Family Letter

Dear Families,

This week your child is learning to write a strong conclusion for a paired-passage Extended Constructed Response. Students use the RRR conclusion HABIT: R1 restates the thesis (central idea) with a small wording change, R2 references evidence from both passages as a group, and R3 reflects on the larger meaning. Students call that final reflection the Bluebird Moment because the idea “flies away” beyond the page.

We will practice with “Looking Back to Move Forward” and “Voices That Shaped Texas.” Please ask your child to explain why a conclusion should not introduce brand-new evidence and why a strong R3 is more than a random opinion.

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

Carta para las Familias

Estimadas familias:

Esta semana su hijo o hija aprenderá a escribir una conclusión sólida para una respuesta extensa basada en dos pasajes. Los estudiantes usan el HÁBITO de conclusión RRR: R1 reformula la tesis con un pequeño cambio de palabras, R2 hace referencia en conjunto a la evidencia de ambos pasajes y R3 reflexiona sobre el significado más amplio. Los estudiantes llaman a esa reflexión final el Momento del Pájaro Azul porque la idea “vuela” más allá de la página.

Practicaremos con “Looking Back to Move Forward” y “Voices That Shaped Texas.” Pida a su hijo o hija que explique por qué una conclusión no debe presentar evidencia completamente nueva y por qué un R3 sólido es más que una opinión al azar.

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

Module 3 — Family Conversation Starters

- Why should a conclusion restate a thesis (central idea) instead of copying it exactly?
- How can one sentence refer to proof from two passages as a group?
- What makes a reflection connected to the paper rather than a random opinion?
- Why can a strong final sentence stay in a reader's mind?

Family Activity — Three R Teach-Back

Have your child teach R1, R2, and R3 in order, including each part's color and job.

Family Activity — Bluebird Test

Read a possible last sentence aloud. Ask whether it gives a supported big-picture idea and explains why the topic matters beyond the paper.

Module 3 — Lesson Overview and Standards

Lesson Overview

Students write an effective conclusion paragraph using R1, R2, and R3. They restate the thesis (central idea) with simple synonym changes, refer collectively to evidence from both passages, write a strong reflection sentence, and edit compound sentences for clarity and conventions.

BIG Goal: Students will write an RRR conclusion that returns to the thesis (central idea), groups proof from both passages, and ends with a meaningful Bluebird Moment.

Where the Standards Are Visible in This Module

Where the Standards Are Visible in This Module

- Students construct a purposeful conclusion using R1, R2, and R3, directly addressing the new Cluster 5 drafting expectation for a conclusion and relevant details.
- Students add or delete ideas for clarity so the conclusion restates rather than copies, references evidence collectively, and ends with a meaningful reflection.
- Students edit compound sentences for agreement and completeness, use coordinating conjunctions appropriately, and place commas correctly in compound sentences.

Module 3 — TEKS and ELPS (Cluster 5 · from the Scope & Sequence)

These are the standards listed for Cluster 5 in the Teach BIG Scope and Sequence, in the same form the chart uses.

TEKS — Cluster 5 (from the Scope & Sequence)

Writing Process

- (11)(B)(ii) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions

Writing Genre

- (12)(B)(i) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
- (12)(B)(ii) compose informational texts, including brief compositions that convey information about a topic, using genre characteristics
- (12)(B)(iii) compose informational texts, including brief compositions that convey information about a topic, using craft

Revising

- (11)(C)(i-vi) revise drafts to improve sentence structure, word choice, and coherence by adding, deleting, combining, and rearranging ideas

Editing

- (11)(D)(i), (vi)–(xvii), (xxi)–(xxix), (xxxiii)–(xxxv) edit drafts using standard English conventions — complete simple sentences with subject-verb agreement; irregular verbs, nouns, adjectives, adverbs, prepositions, prepositional phrases, and reflexive pronouns; capitalization of historical periods, events, documents, titles, languages, races, and nationalities; and grade-appropriate spelling

ELPS — Cluster 5 (from the Scope & Sequence)

Writing Process

- 4(D)(iii) write content-area texts using a variety of transition words
- 4(F)(i), (v) write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for purpose and audience

Writing Genre

- 4(C)(i) write using a combination of both high-frequency words and content-area vocabulary
- 4(D)(i)–(iii) write content-area texts using a variety of sentence lengths, sentence types, and transition words

- 4(F)(i)–(ii), (v)–(vi), (ix)–(x), (xiii)–(xiv) write to narrate, describe, explain, respond, or justify with supporting details or supporting evidence using appropriate content and style for purpose and audience

Revising

- 4(C)(i) write using a combination of both high-frequency words and content-area vocabulary
- 4(D)(i)–(iii) write content-area texts using a variety of sentence lengths, sentence types, and transition words
- 4(E)(ii) write content-area-specific text using grammatical structures
- 4(F)(i)–(ii), (v)–(vi) write to narrate, describe, explain, respond, or justify with supporting details using appropriate content and style for purpose and audience

Editing

- 4(A)(i) apply relationships between sounds and letters of the English language to represent sounds when writing [Teacher only]
- 4(B)(i)–(ii) write text following conventional spelling patterns and rules
- 4(C)(i) write using a combination of both high-frequency words and content-area vocabulary
- 4(D)(i)–(ii) write content-area texts using a variety of sentence lengths and sentence types
- 4(E)(i)–(ii) write content-area-specific text using conventions and grammatical structures

Language Domains

Domain	How this module builds it
Listening	Students listen for how R1, R2, and R3 move from the exact answer to grouped proof and then to bigger meaning.
Speaking	Students finish each R thought orally, discuss conclusion choices, and teach the three jobs to a partner.
Reading	Students read both High Stamina passages for proof that can be referenced collectively and meaning that can support reflection.
Writing	Students sort, build, color-code, revise, edit, and independently write complete RRR conclusions.

Module 3 — Learning Destination

I Can Statements

- I can write an RRR conclusion that restates, references evidence collectively, and reflects.
- I can restate a thesis (central idea) by changing one or two words while keeping the same meaning.
- I can reference evidence from both passages together without listing every quote again.
- I can write a supported Bluebird Moment that leaves the reader with a bigger idea.

I Will Statements

- I will read both passages closely, talk about relationships between ideas, use balanced evidence, explain my thinking, and revise for clarity.
- I will color-code R1 green, R2 yellow, and R3 blue to check that every part is present.
- I will keep brand-new evidence out of the conclusion and make all three sentences flow.
- I will edit compound sentences for agreement, boundaries, conjunctions, and comma placement.

Success Criteria

- R1 keeps the thesis (central idea) idea but does not copy it exactly.
- R2 points 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.

Module 3 — Rigor and Misconceptions

Rigor Safeguard

Teachers may reread both passages, provide the RRR color chart, offer the source sentence frames, model one synonym swap, and allow oral rehearsal. Students must still restate without copying, choose a collective evidence reference, write a fitting reflection, and explain how the three sentences work together.

Rigor and Cognitive Demand

Level	Student Thinking	Evidence
Literal	Identify R1, R2, and R3 and name each color and job.	An accurate sort and color code.
Inferential	Connect grouped evidence from both passages to the thesis (central idea) idea.	A specific R2 that does not relist every quote.
Evaluative	Compare reflections and justify which creates the stronger ending.	A defended Bluebird Moment and revised conclusion.

Educator Insight

Educator Insight Students often think a conclusion is just repeating the introduction. Some students copy the thesis (central idea) word for word instead of restating it with small changes. Others use R2 to list every single piece of evidence again instead of referring back to the evidence as a group. Many students also struggle with R3 because they confuse reflection with random opinion. Watch for conclusions that sound abrupt, overly repetitive, or disconnected from the body paragraphs. Fix this by teaching students to see the conclusion as a three-part staircase: return to the answer, glance back at the proof, and rise into the big picture. Color-coding green, yellow, and blue helps students spot whether one of the three parts is missing.

Cluster 5 – Module 3 Focus Reading Focus Continuing to understand paired-passage relationships Noticing how conclusions pull together the big ideas of the full response Connecting the conclusion to the overall meaning of the paper Writing Focus Writing an effective conclusion paragraph Using R1, R2, and R3 Restating the thesis (central idea) with simple synonym changes Referring collectively back to evidence Writing a strong reflection sentence Understanding the Bluebird Moment

Module 3 — Thinking Levels

Level	Thinking Stage	RRR Conclusion Work
Level 1	Foundational	Copies the thesis (central idea) or writes only one conclusion sentence.
Level 2	Emergent	Includes three sentences, but one is vague, repetitive, or disconnected.
Level 3	Visible	Restates, references grouped evidence from both passages, and reflects.
Level 4	Independent	Makes all three parts flow and uses a precise, supported reflection.
Level 5	Reflective	Compares possible Bluebird Moments and justifies which creates greater significance.

Challenge: Write two R3 Bluebird Moments for the same paper, select the stronger one, and justify the choice.

Module 3 — Vocabulary

Tier 1 Vocabulary — Everyday Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
end	the final part	At the end, I want the reader to ____.
again	one more time	I state the idea again by ____.
change	to make different	I change these words: ____.
same	not different in meaning	The idea stays the same because ____.
group	things considered together	I group the proof by ____.
proof	information that supports an answer	The proof supports ____.
big	broad in meaning	The big idea is ____.
strong	clear and effective	This ending is strong because ____.
final	last	My final sentence explains ____.
meaning	what an idea shows or teaches	The larger meaning is ____.

Tier 2 Vocabulary — Academic Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
conclusion	the paragraph that closes a response	My conclusion closes the response by ____.
restate	to express the same idea in slightly different words	I restate the thesis (central idea) by ____.
reference	to point back to something already discussed	I reference both passages by ____.
reflection	a thoughtful statement about larger meaning	My reflection shows that ____.
thesis (central idea)	the sentence that gives the response's main answer	The thesis (central idea) answers ____.
evidence	details that support an idea	The evidence from both passages shows ____.
paraphrase	to express source meaning in new words	I paraphrase without changing ____.
significance	the importance of an idea	The significance is ____.
synthesis	combining ideas into a new understanding	My synthesis connects ____.
legacy	an influence that continues over time	The artists' legacy shows ____.

Tier 3 Vocabulary — Domain Words

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
RRR conclusion	ar-ar-ar kuhn-KLOO-zhuhn	a conclusion that restates, references, and reflects	My RRR conclusion includes ____.
R1 restatement	ar-wuhn ree-STAYT-muhnt	the sentence that returns to the thesis (central idea) in new words	My R1 keeps the idea but changes ____.
R2 collective reference	ar-too kuh-LEK-tiv REF-er-uhns	a sentence that points to proof from both passages as a group	My R2 groups ____.
R3 reflection	ar-three ree-FLEK-shuhn	the final sentence that gives a supported larger meaning	My R3 helps readers understand ____.
Bluebird Moment	BLOO-burd MOH-muhnt	the final big-picture reflection that flies beyond the page	My Bluebird Moment matters because ____.
synonym swap	SIN-uh-nim swap	replacing a word with one that has a similar meaning	My synonym swap changes ____ to ____.
compound sentence	KOM-pownd SEN-tuhns	two complete ideas joined correctly	My compound sentence joins ____.
coordinating conjunction	koh-OR-duh-nay-ting kuhn-JUHNGK-shuhn	a word such as and, but, or so that can join complete ideas	The conjunction ____ joins my ideas.
sentence boundary	SEN-tuhns BOWN-duh-ree	the place where a complete sentence begins or ends	I checked the boundary after ____.
comma placement	KOM-uh PLAYS-muhnt	putting a comma where conventions require it	The comma belongs before ____.

Module 3 — Background Knowledge and Teacher Context

Teacher Preparation Teacher Purpose for This Module This module teaches students how to write a strong conclusion paragraph for a paired-passage Extended Constructed Response. Students will learn the RRR conclusion HABIT: R1 = Restate the thesis (central idea) R2 = Reference the evidence collectively R3 = Reflection sentence Students will practice color-coding the three parts of the conclusion: R1 = Green R2 = Yellow R3 = Blue This module also connects the conclusion back to the TREES acronym. When the S happens as the last sentence of the entire paper, it becomes the reflection statement. In this lesson, that reflection sentence will also be called the Bluebird Moment because the bluebird is leaving the tree the student has written and flying off to share the big-picture thinking with others. This module uses the paired passages: “Looking Back to Move Forward” “Voices That Shaped Texas” The lesson focus is on helping students end their paired-passage writing with purpose, clarity, and significance.

Module 3 — Materials and Teacher Preparation

Materials List Copies of both passages Interactive notebooks Highlighters: green, yellow, and blue Colored pencils or crayons: green, yellow, and blue Anchor chart paper and markers Teacher-made slides Sentence strips Conclusion card sets Scissors and glue Pocket chart Spinner Dice Task cards Gameboard “Pencil Guy” game markers Conclusion foldable pieces Exemplar paper copies Exit tickets Sticky notes

Module 3 — The DOT Reading HABIT

Use DOT while reading both High Stamina passages with the conclusion in mind.

DOT Move	Student Action
D — Discover	Mark evidence from each passage that supports the paper's thesis (central idea).
O — Organize	Group the proof from both passages so it can be referenced collectively in R2.
T — Think	Infer a larger, supported idea that can become the R3 Bluebird Moment.

The reading work prepares students to reference proof accurately without introducing brand-new evidence in the conclusion.

Module 3 — The RRR Conclusion HABIT

Anchor Charts to Prepare

Anchor Charts to Prepare

- The RRR Conclusion HABIT

R1 = Restate the thesis (central idea) R2 = Reference the evidence R3 = Reflection sentence

- Color Code the Conclusion

Green = R1 Yellow = R2 Blue = R3

- What Each Part Does

R1 reminds the reader of the main answer. R2 points back to the proof from the paper. R3 leaves the reader with a thoughtful big-picture idea.

- Bluebird Moment

The final sentence can reflect the meaning of the whole paper. This is the sentence that “flies away” with the big idea. It helps the reader think beyond the page.

- How to Restate at This Level

Use the same idea. Change one or two words with synonyms. Do not copy the thesis (central idea) exactly.

- Conclusion Reminder

Do not add brand-new evidence. Do not make the conclusion longer than the body.

Do not repeat the paper word for word. Do end with strength.

Suggested Slides Slide 1: Today’s focus: Building the RRR Conclusion Slide 2: R1 = Restate, R2 = Reference, R3 = Reflect Slide 3: Green, Yellow, Blue color code Slide 4: Bluebird Moment Slide 5: Sample conclusion paragraph Slide 6: Independent notebook task Slide 7: Exemplar paper overview

Whiteboard and Anchor Chart Examples for Teacher Use

Whiteboard / Anchor Chart Examples for Teacher Use Whiteboard Example 1 RRR Conclusion R1 = Restate the thesis (central idea) R2 = Reference the evidence R3 = Reflection sentence Whiteboard Example 2 Color Code Green = R1 Yellow = R2 Blue = R3 Whiteboard Example 3 Bluebird Moment Final sentence Big-picture thinking Reflects the meaning of the whole paper Whiteboard Example 4 At This Level, Restate by: changing one or two words keeping the same meaning not copying exactly

Module 3 — TRACKS: Reading for the Conclusion

Use the TRACKS tags printed with each High Stamina passage to revisit exact phrases before writing R2 and R3.

Letter	Reading Move	Question
T	Time	When does the event or idea occur?
R	Result	What outcome follows?
A	Action	What does a person do?
C	Character	Who is central?
K	Key Idea	Which exact phrase carries an important idea?
S	Setting	Where does the action or explanation occur?

After tagging, group the proof instead of listing every quote again: Ava’s discoveries about Renaissance thinking and the Texas artists’ stories, music, and achievements all support the shared idea of lasting influence.

Before Students Read

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

The Six Types of Measurable Evidence: TRACKS

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

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

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

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

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

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

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

PASSAGE 9 — Looking Back to Move Forward

[1] Ava leaned forward as her teacher showed a painting on the board. It was called The School of Athens by Raphael. At first, it looked like a group of people in a large building. Then Ava noticed more. Some people were reading. Others were talking. A few were pointing as if they were explaining ideas.

[2] “Who are they?” Ava asked.

[3] “They are thinkers from ancient Greece and Rome,” her teacher said. “During the Renaissance, people began to study their ideas again.”

[4] Ava thought about that. Why would people look back at the past?

[5] Her teacher explained that the Renaissance was a time of change in Europe. Artists like Raphael wanted their work to look real. They showed people with clear details and expressions. This helped others see people as thoughtful and important.

[6] Before the Renaissance, many paintings looked flat or simple. Artists often painted people in ways that did not look very lifelike. During the Renaissance, artists studied the human body, light, and space. They wanted people in paintings to look as if they could move, speak, or think. Raphael used these ideas in The School of Athens. The people in the painting looked active and alive. Ava noticed that some figures seemed deep in thought, while others seemed excited to share what they knew.

[7] The teacher pointed to the large arches and open space in the painting. “Raphael also used math and careful planning,” she said. “He made the building look deep, almost like the viewer could walk inside.”

[8] Ava looked closely. The hallway seemed to stretch far behind the people. She had never thought about art using math before.

[9] Mrs. Lopez, Ava’s teacher, asked the class to study the painting quietly for a moment. Ava let her eyes move across the picture. She noticed that no two people looked exactly the same. Some had long robes. Some held books. Others stood in small groups. A few people seemed to be listening carefully, while others seemed ready to answer a question.

[10] “It almost looks like a school,” Ava said.

[11] “That is a good observation,” Mrs. Lopez replied. “Raphael painted a place where people are sharing knowledge. The painting reminds us that learning can happen when people talk, listen, question, and study.”

[12] Ava liked that idea. She thought about her own classroom. Sometimes students learned from the teacher. Other times, they learned from each other. When one student asked a question, another student might have an idea that helped everyone understand. Ava wondered if the thinkers in the painting had learned in the same way.

[13] Mrs. Lopez explained that the Renaissance did not happen in just one day. It was a period of time when many people became interested in learning, art, science, and old writings. People began to read about ancient thinkers from Greece and Rome. These thinkers had asked big questions about life, truth, beauty, fairness, and government. During the Renaissance, people wanted to bring those questions back into daily life.

[14] “Why did they care so much about old ideas?” Mateo asked from across the room.

[15] “Because some old ideas can still help people think in new ways,” Mrs. Lopez said. “The Renaissance was not only about copying the past. It was about using the past to create something new.”

[16] Ava wrote that in her notebook. She liked the thought that people could look backward and forward at the same time.

[17] People also began to think differently about government. In the past, kings held most of the power. During the Renaissance, some people studied ideas from Greece and Rome. They began to believe that citizens should have a voice. They believed people should not feel powerless.

[18] The class talked about how these ideas were important. In ancient Greece and Rome, some citizens had taken part in making decisions. Renaissance thinkers studied those ideas and asked new questions. Should leaders listen to the people? Should laws be fair to everyone? Should people have the chance to learn and share their opinions?

[19] Ava raised her hand. “So people started thinking that regular citizens mattered?”

[20] “Yes,” Mrs. Lopez said. “That was one important change. People began to see humans as valuable. They believed people could learn, create, reason, and make choices.”

[21] Ava thought about the word citizens. She knew citizens were people who belonged to a community or country. If citizens had a voice, then their thoughts and needs mattered. That seemed very different from a world where only kings or wealthy people made all the decisions.

[22] Mrs. Lopez explained that Renaissance ideas did not make everything fair right away. Many people still did not have equal rights. Many people were still left out of decisions. But the ideas were important because they helped people begin to question power. Over time, those questions helped shape new ways of thinking about government and freedom.

[23] Ava realized that old ideas could become useful again. Looking back did not mean people wanted everything to stay the same. Sometimes people studied the past so they could make better choices in the future.

[24] Then Mrs. Lopez returned to the painting. She asked the class to think about why Raphael might have painted ancient thinkers during the Renaissance.

[25] Ava studied the painting again. “Maybe he wanted people to remember that learning is powerful,” she said.

[26] “That is one strong idea,” Mrs. Lopez answered.

[27] Mateo added, “Maybe he wanted to show that people from long ago still had ideas worth studying.”

[28] Mrs. Lopez nodded. “Yes. Art can send a message. Raphael was not just painting people in a building. He was showing respect for knowledge, thinking, and discussion.”

[29] Ava had never thought of a painting as a message before. She had always thought art was mostly about colors or shapes. Now she saw that art could also tell people what mattered during a certain time. In this painting, thinking mattered. Learning mattered.

Sharing ideas mattered.

[30] These changes affected how people saw the world. Art showed people thinking and learning. Government ideas focused more on freedom and fairness.

[31] The Renaissance also encouraged people to ask questions. Writers, artists, scientists, and leaders wanted to understand more about the world around them. They studied books, nature, history, and people. Learning became an important part of life.

[32] Mrs. Lopez told the class that many Renaissance artists were curious about more than one subject. Some studied art, math, science, music, and building design. They believed that learning in one area could help them in another. For example, understanding math could help an artist draw buildings that looked real. Studying the human body could help an artist draw people with more detail. Watching nature could help a scientist ask better questions.

[33] Ava looked at the painting again and noticed how much planning it must have taken. Raphael had to think about where each person would stand. He had to decide how the building would look. He had to choose how the people would move, point, read, and speak. Every part of the painting seemed to have a purpose.

[34] The more Ava looked, the more she understood. The painting was not only about ancient Greece and Rome. It was also about the Renaissance itself. It showed how people during that time were excited to learn from the past and use those ideas in new ways.

[35] Mrs. Lopez asked the students to write one sentence about the main idea of the lesson. Ava tapped her pencil against her notebook. She wanted her sentence to be clear.

[36] Finally, she wrote, "The Renaissance showed that people could study the past to create new ideas about art, learning, and government."

[37] She read the sentence again and smiled. It sounded like the painting. It sounded like the lesson.

[38] At the end of class, Ava looked back at the painting. It showed more than a group of people. It showed a hopeful time when ideas were changing. It helped her understand that the past can teach people important lessons. Sometimes, looking back can help people move forward.

Student Annotation Guide — Looking Back to Move Forward

T — Time

During the Renaissance

R — Reactions

Sometimes, looking back can help people move forward

A — Actions

began to believe that citizens should have a voice

C — Character/Concept/Creature

Ava

K — Key Knowledge

using the past to create something new

S — Scenery/Setting

The School of Athens

TRACKS EVIDENCE HIGHLIGHTING — Looking Back to Move Forward

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[5] Her teacher explained that the Renaissance was a time of change in Europe. Artists like Raphael wanted their work to look real. They showed people with clear details and expressions. This helped others see people as thoughtful and important.

[6] Before the Renaissance, many paintings looked flat or simple. Artists often painted people in ways that did not look very lifelike. During the Renaissance, artists studied the human body, light, and space. They wanted people in paintings to look as if they could move, speak, or think. Raphael used these ideas in The School of Athens. The people in the painting looked active and alive. Ava noticed that some figures seemed deep in thought, while others seemed excited to share what they knew.

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PASSAGE 10 — Voices That Shaped Texas

[1] If you turn on the radio in Texas, you might hear many different styles of music. That mix didn't just happen, it came from artists who shared their stories and traditions with many people across Texas.

[2] Texas is a large state with many different groups of people. Families have come from many places, and each group has brought its own customs and music. Over time, these traditions mixed together in towns, cities, farms, churches, schools, and dance halls. Music became one way people could share who they were. This music became part of everyday life and helped communities feel connected across towns, families, and generations across the state. A song could tell about work, family, love, loss, hope, or pride. Even when people came from different backgrounds, they could listen to a song and understand the feeling behind it.

[3] Lydia Mendoza was one of those artists. She grew up in a Mexican American family and sang songs in Spanish about hard work, love, and everyday life. People felt connected to her music because it sounded like their own experiences. Her songs did not need to be fancy to be meaningful. They told stories about real people and real feelings. Many listeners heard their own family stories in her music.

[4] Mendoza began performing when she was young. She sang with her family and later became known for her strong, clear voice. She often played the guitar while she sang. Her music reached people who did not always hear their language or experiences on the radio. For Mexican American families in Texas, this mattered. Hearing songs in Spanish helped many people feel seen and respected. It showed that their stories belonged in Texas too.

[5] Lydia Mendoza helped keep traditions alive. She shared music that had been passed down through families and communities. At the same time, she helped those traditions reach new listeners. Her songs were played in homes, on radios, and at gatherings. People could sing along, dance, or simply listen. Through her voice, she helped Texas remember that culture can be carried in music.

[6] Around the same time, Chelo Silva became known for her powerful voice and emotional songs. Her music helped Tejano music grow and reach more listeners across Texas. Silva had a way of singing that made people pay attention. Her songs often sounded full of feeling. A listener could hear sadness, strength, and hope in her voice.

[7] Tejano music was important because it blended different sounds and traditions. It was shaped by Mexican, American, and Texas influences. Instruments, rhythms, and languages came together to create music that many Texans recognized. Chelo Silva helped make this music more widely known. Her success showed that Tejano music was not just for one small group. It could speak to many people across Texas.

[8] Silva's songs also helped people understand emotions that everyone experiences. Even when a song told a personal story, the feelings could be shared by many listeners. In this way, her music helped connect people through common feelings.

[9] Julius Lorenzo Cobb Bledsoe had a different path. He was an African American singer who performed on stage and in operas. He became well known for his role in *Show Boat*, which was a big achievement at the time. His success showed that talent could break

barriers, even when opportunities were limited.

[10] Bledsoe's career was important because African American performers did not always receive fair chances. During his lifetime, many people faced unfair rules and unfair treatment because of race. Even with these challenges, Bledsoe used his talent to reach audiences. His voice helped him earn respect in places where it was not easy to succeed.

[11] When Bledsoe performed, he showed that African American artists had an important place in music and theater. His work helped open doors for other performers who came after him. He also showed that Texas artists could influence audiences beyond their own communities. His success was not only personal. It became part of a larger story about talent, courage, and change.

[12] The diversity of these artists' backgrounds helped shape Texas culture in their own way. Their music brought people together and gave others a chance to be heard. Mendoza shared Mexican American stories through songs in Spanish. Silva helped Tejano music grow and reach more listeners. Bledsoe used his voice on stage and in opera to show what was possible. Each artist followed a different path, but each one added something important to Texas culture.

[13] Their contributions helped people learn from one another. A person who listened to Lydia Mendoza might better understand Mexican American traditions. A person who heard Chelo Silva might notice how Tejano music blended cultures and emotions. A person who learned about Julius Lorenzo Cobb Bledsoe might understand how difficult it was for some artists to succeed and why his success mattered.

[14] These artists also remind us that culture is not created by only one person or one group. Culture grows when people share their voices, stories, and traditions. It grows when music is passed from one generation to the next. It grows when people listen with respect. Texas culture became richer because artists from different backgrounds were brave enough to share their talents.

[15] Their songs and stories are still remembered. Some people believe their biggest impact was sharing their culture, while others think they helped bring different subgroups of people closer together. Both ideas can be true. Their music helped people feel proud of where they came from, and it also helped people learn about others.

[16] Today, when people hear different styles of Texas music, they are hearing pieces of history. They are hearing the voices of artists who told stories that mattered. They are hearing traditions that were kept alive through songs and performances. Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe helped shape Texas culture by using their talents. Their work reminds us that music is more than sound. It is a way to remember, connect, and honor the many people who make Texas what it is.

Student Annotation Guide — Voices That Shaped Texas

T — Time

Around the same time

R — Reactions

helped open doors for other performers who came after him

A — Actions

shared their stories and traditions with many people across Texas

C — Character/Concept/Creature

Lydia Mendoza

K — Key Knowledge

music is more than sound

S — Scenery/Setting

towns, cities, farms, churches, schools, and dance halls

TRACKS EVIDENCE HIGHLIGHTING — Voices That Shaped Texas

[1] If you turn on the radio in Texas, you might hear many different styles of music. That mix didn't just happen, it came from artists who **shared their stories and traditions with many people across Texas.**

[2] Texas is a large state with many different groups of people. Families have come from many places, and each group has brought its own customs and music. Over time, these traditions mixed together in **towns, cities, farms, churches, schools, and dance halls.** Music became one way people could share who they were. This music became part of everyday life and helped communities feel connected across towns, families, and generations across the state. A song could tell about work, family, love, loss, hope, or pride. Even when people came from different backgrounds, they could listen to a song and understand the feeling behind it.

[3] **Lydia Mendoza** was one of those artists. She grew up in a Mexican American family and sang songs in Spanish about hard work, love, and everyday life. People felt connected to her music because it sounded like their own experiences. Her songs did not need to be fancy to be meaningful. They told stories about real people and real feelings. Many listeners heard their own family stories in her music.

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barriers, even when opportunities were limited.

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Day 1 — Gather and Reveal

GRADUATE Cycle: G + R

G – Gather Their Attention Attention Activity: The Suitcase, the Snapshot, and the Bluebird Bring three items or simple pictures: a suitcase a camera snapshot a bluebird Teacher Script “Writers, today I brought three things that will help us remember how to end our papers in a powerful way. This suitcase reminds us to pack up our main idea before we leave the paper. This snapshot reminds us to look back at the important proof we gathered. And this bluebird reminds us that our final thought can fly beyond the page and carry a meaningful idea to the reader.” “Today we are going to learn the three parts of a conclusion paragraph: R1, R2, and R3.” “R1 is like packing the main idea into the suitcase one more time. R2 is like taking a snapshot of the evidence we used. R3 is the Bluebird Moment—the final reflection sentence that lifts the meaning of the whole paper.” Whiteboard to Write RRR = Restate, Reference, Reflect Teacher Script “By the end of today, you will know how to build a conclusion that does not just stop your paper, but strengthens it.”

★ Daily Deck Slide (M3-04)

Write on the board: R1 - Restate the thesis (central idea) in green.

RRR CONCLUSION HABIT

R2 - Reference evidence collectively in yellow. R3 - Reflect on the bigger meaning in blue. R – Reveal the Background Knowledge Teacher Script “In Module 1, you practiced building paired-passage informative answers with evidence from both texts. In Module 2, you practiced answering HOW prompts about similarities and differences. Today, we are focusing on how to end that kind of paper in a clear and thoughtful way.”

Mini Review 1: What Goes in a Conclusion? Teacher Script “A conclusion is not a place for brand-new evidence. It is a place to wrap up the thinking that has already been developed in the paper.” Write on board: Conclusion Paragraph = Restate the answer Refer back to the proof Reflect on the big picture Teacher Script “That is why we will use R1, R2, and R3.”

★ Daily Deck Slide (M3-05)

Write on the board: R1 keeps the answer but shifts a few words.

MODEL THE THREE R MOVES

R2 groups proof from both passages instead of listing quotes. R3 is the Bluebird Moment: a supported big-picture insight. Mini Review 2: R1 – Restate the Thesis (Central Idea) Teacher Script “R1 is the restatement of the thesis (central idea) sentence. At this grade level, we are keeping it simple. We will take the thesis (central idea) and change one or two words using synonyms. The idea stays the same, but the wording shifts a little.” Write on board: Original Thesis (Central Idea): “Together, both passages show that ideas and voices shape communities through learning, expression, and the sharing of culture.” R1

Restatement: “Both texts explain that communities can be shaped through learning, expression, and shared culture.” Teacher Script “Notice that I did not copy the thesis (central idea) exactly. I traded a few words: passages -> texts show -> explain ideas and voices shape -> communities can be shaped through learning, expression, and sharing culture -> learning, expression, and shared culture Teacher Script “That small shift is enough at this level.”

Mini Review 3: R2 – Reference the Evidence Teacher Script “R2 is where we refer back to the evidence as a whole. We do not list every quote all over again. Instead, we nod back toward the proof we already used.” Write on board: R2 Example: “Ava's discovery of Renaissance ideas and the Texas artists' music and achievements both support this idea.” Teacher Script “That sentence references the evidence collectively. It reminds the reader that the paper used proof from both passages.” Teacher Script “R2 is like saying, ‘Remember all that proof I just showed you? It all worked together to support my answer.’”

Mini Review 4: R3 – Reflection Sentence / Bluebird Moment Teacher Script “R3 is the reflection sentence. This is the big-picture thought. It is like making an important inference about the meaning of the entire paper. When it is the last sentence of the paper, it is also called the reflection statement.” “When we connect it to TREES, this last S becomes the reflection statement at the end of the whole response.” “And because we color it blue, we also call it the Bluebird Moment. The bluebird is leaving the tree you have written and flying away to share the idea with others.” Write on board: R3 Example: “When people keep learning and sharing what matters, ideas can continue to influence future generations.” Teacher Script “That sentence does not repeat the evidence. It reflects on why the whole topic matters.”

Mini Review 5: Color Coding Teacher Script “Today, every conclusion will be color-coded.” Write on anchor chart: R1 = Green R2 = Yellow R3 = Blue Teacher Script “When we color-code, we can quickly check whether all three parts are present. If one color is missing, one part of the conclusion is missing.”

Day 2 — Attempt

GRADUATE Cycle: A

★ Daily Deck Slide (M3-06)

Write on the board: Step 1: Match a thesis (central idea) to a restatement.

BUILD THE RRR STAIRCASE

Step 2: Add a grouped evidence reference. Step 3: Choose or create the strongest reflection.

★ Daily Deck Slide (M3-12)

Write on the board: Celebrate the R that became stronger today: Restate, Reference, or Reflect.

AWARD YOUR ENDING

A – Attempt the Activity Directions Whole Group / Small Group Game: RRR Color Code Construction Zone This module's game is centered completely on the conclusion and is different from the previous module games.

Purpose Students will build conclusion paragraphs by sorting, arranging, color-coding, and checking R1, R2, and R3 sentences.

Materials Conclusion card sets Green, yellow, and blue cards Spinner Pocket chart Game mat labeled: R1 R2 R3 "Pencil Guy" markers Gameboard path called The Bluebird Trail

Part 1: Conclusion Sort Warm-Up Teacher Script "You will begin by reading conclusion sentences and deciding whether each one is an R1, an R2, or an R3." Sample Sentence Cards "Both texts show that ideas and voices can influence communities through learning, expression, and shared culture." "Ava's learning and the Texas artists' stories and achievements both support this idea." "When people learn from meaningful ideas and share their voices, influence can continue across generations." "Both passages explain that communities change when people learn, create, and share culture." "The Renaissance examples and the artists' musical contributions work together to support this idea." "This reminds readers that ideas can grow stronger when people carry them forward." Answer Key R1 "Both texts show that ideas and voices can influence communities through learning, expression, and shared culture." "Both passages explain that communities change when people learn, create, and share culture." R2 "Ava's learning and the Texas artists' stories and achievements both support this idea." "The Renaissance examples and the artists' musical contributions work together to support this idea." R3 "When people learn from meaningful ideas and share their voices, influence can continue across generations." "This reminds readers that ideas can grow stronger when people carry them forward."

Part 2: Spinner Build Spinner Sections R1 R2 R3 Fix It Color It Trade One Directions for Students Spin. Pick a sentence card from that category. Place it in the correct location on

the game mat. When all three are collected, arrange them into a complete conclusion paragraph. Color-code: Green for R1 Yellow for R2 Blue for R3 Teacher Script “As you build, ask yourself: Does my green sentence restate the thesis (central idea)? Does my yellow sentence refer back to the evidence? Does my blue sentence give a big-picture reflection?”

Part 3: Bluebird Trail Gameboard Directions for Students Each player chooses the “Pencil Guy” of their choice as a game marker. Roll the die and move along the Bluebird Trail. Land on a space and complete the conclusion task card. If correct, stay on the space. If not, move back one. Sample Task Cards Restate this thesis (central idea) using one or two synonym swaps: “Both passages show that change can affect people in meaningful ways.” Write an R2 sentence that refers back to evidence from both passages. Write a Bluebird Moment for a paper about how the passages help readers understand change. Decide which of these three sentences should come first in a conclusion. Fix this weak conclusion by adding the missing R3. Color-code the three parts of this conclusion. Answer Key Guidance Correct answers will vary, but they must show: R1 = same idea as thesis (central idea) with small wording changes R2 = collective reference to evidence R3 = broad, thoughtful final reflection

Interactive Notebook Activity During A Teacher Script “Open your interactive notebook. Glue in the RRR foldable.” Directions for Students Create three flaps: Green flap = R1 Yellow flap = R2 Blue flap = R3 Under each flap write: R1 Restate the thesis (central idea) Change one or two words with synonyms R2 Refer back to the evidence Mention both passages together R3 Write a reflection sentence Give the Bluebird Moment Reminder to Students “Use the games and activities in your interactive notebook to continually review all of the ECR concepts whenever you have free time in the classroom.”

Day 3 — Discuss and Use Again

GRADUATE Cycle: D + U

★ Daily Deck Slide (M3-07)

Write on the board: Does R1 match the thesis (central idea) without copying?

DISCUSSION + CONCLUSION CHECK

Does R2 point back to both passages? Does R3 widen the thinking without introducing new evidence? D – Discuss and Ask Questions Teacher Script “Let’s talk about what makes a conclusion sound strong instead of repetitive.” Discussion Questions What is the job of R1? How is R2 different from repeating all of the evidence? Why is R3 called a reflection sentence? Why is the Bluebird Moment a helpful name for the last sentence? What happens if a conclusion is missing one of the three parts? Why should a conclusion not introduce new evidence? Possible Student Responses “R1 restates the thesis (central idea).” “R2 reminds the reader about the proof without listing everything again.” “R3 reflects on the meaning of the whole paper.” “The Bluebird Moment helps us remember that the idea flies beyond the paper.” “If one part is missing, the conclusion feels incomplete.” “New evidence belongs in the body, not the conclusion.” Possible Student Questions and Teacher Responses Student Question: “Can R3 be more than one sentence?” Teacher Response: “It can be, but at this level we want one strong reflection sentence so the ending stays clear and powerful.” Student Question: “What if my R1 sounds too much like the thesis (central idea)?” Teacher Response: “That is a sign to trade one or two words for synonyms. Keep the idea, but make a small wording change.” Student Question: “Can I mention both passages in R2 without naming every detail?” Teacher Response: “Yes, that is exactly what R2 is supposed to do.” Student Question: “How do I know if my Bluebird Moment is strong?” Teacher Response: “Ask yourself whether it helps the reader think about why the whole topic matters. If it does, that is a strong reflection.”

★ Daily Deck Slide (M3-08)

Write on the board: Choose a statement prompt from the module.

INDEPENDENT RRR CONCLUSION

Write R1 green, R2 yellow, R3 blue. Read all three aloud and revise for flow. U – Use the Knowledge Again Independent Interactive Notebook Activity: Paint the Conclusion Teacher Script “Now you will build your own conclusion paragraph in your interactive notebook. This time, you will work independently.” Directions for Students Choose one HOW prompt from this cluster. Read the thesis (central idea) for that prompt or use the one from your own paper draft. Write a conclusion paragraph with: R1 in green R2 in yellow R3 in blue Label each sentence: R1 R2 R3 Prompt Choices Explain how both passages show that ideas can shape communities. Explain how the passages differ in the way they show cultural influence. Explain how both passages show change and lasting influence. Explain

how the two passages use different structures to help readers understand the power of ideas and voices. Teacher Script “Be sure your conclusion sounds like it belongs to the whole paper. It should not sound like three random sentences. Make each sentence flow into the next.”

Sample Answer Key 1 Prompt: Explain how both passages show that ideas can shape communities. Thesis (Central Idea): “Together, both passages show that ideas and voices shape communities through learning, expression, and the sharing of culture.” Conclusion Paragraph: R1 (Green): Both texts explain that communities can be shaped through learning, expression, and shared culture. R2 (Yellow): Ava's discovery of Renaissance ideas and the Texas artists' music and achievements both support this idea. R3 (Blue): When people keep learning and sharing what matters, ideas can continue to influence future generations.

Sample Answer Key 2 Prompt: Explain how the passages differ in the way they show cultural influence. Thesis (Central Idea): “The passages show influence differently because Looking Back to Move Forward follows Ava's learning, while Voices That Shaped Texas presents artists whose work shaped Texas culture.” Conclusion Paragraph: R1 (Green): The texts develop influence differently because one follows Ava's learning while the other presents several artists and their contributions. R2 (Yellow): The classroom events, Ava's resolution, and the artists' stories and achievements all support these different approaches. R3 (Blue): Seeing how writers develop related ideas in different ways can help readers make stronger connections across texts.

Teacher Expectations for Independent Work A strong conclusion should: contain all three parts, keep the same main idea as the thesis (central idea), refer back to both passages in R2, end with a thoughtful reflection, match the focus of the paper.

Day 4 — Award and Target

GRADUATE Cycle: A + T

A – Award Yourself for A Job Well Done Recognition Activity: Bluebird Badge Students draw or receive a small bluebird in their notebook and complete one of these stems: “My Bluebird Moment was strong because...” “I did well with R1 when I...” “I improved my R2 by...” “My conclusion became more meaningful when I...” Teacher Script “Take a minute to notice your growth. Great writers do not just write strong endings—they learn how to recognize when their ending truly leaves the reader with something meaningful.”

★ Daily Deck Slide (M3-13)

Write on the board: Set a specific conclusion goal.

TARGET + TEACH RRR

Teach a partner the job and color of R1, R2, and R3 without reading the anchor chart. T – Target Their Goals Teacher Script “Now let’s set a target for the next time we write a conclusion.” Reflection Questions for Students Did I restate the thesis (central idea) instead of copying it? Did I refer back to both passages in R2? Did my R3 sound like a true Bluebird Moment? Which color was easiest for me? Which color do I need to strengthen next time? Curiosity Questions How might conclusions sound different in older grades? Why does a reflection sentence often stay in the reader’s mind? How can a strong ending make the whole paper feel stronger? Why is it important not to add new proof in the conclusion? How does the final sentence connect to what others may think or feel? Teacher Script “A strong target helps your writing grow. Think about which of the three R’s you want to make stronger next time.”

Day 5 — Explain to Others

GRADUATE Cycle: E

E – Explain to Others Turn and Teach Experience Teacher Script “Now you will teach someone else how to build an RRR conclusion.” Directions Students turn to a partner, small group, or nearby classmate and teach one of the following: What R1 does What R2 does What R3 does Why the Bluebird Moment matters How to color-code a conclusion Sentence Stems for Students “R1 is important because...” “R2 helps the reader remember...” “R3 is called the Bluebird Moment because...” “A strong conclusion needs...” “The green sentence should...” “The yellow sentence should...” “The blue sentence should...” Teacher Script “Teach clearly, use your colors, and help your partner understand how the ending of a paper can be powerful.”

Module 3 — Low, Medium, and High Exemplars

Prompt

Explain how both passages show that ideas and voices can shape communities over time.

Low Exemplar

“Both passages show that ideas influence people. They both have evidence. That is why this topic is important.”

What Is Working: The response attempts three conclusion sentences and stays on the topic of influence.

What Needs Improvement: R1 is too close to a copied thesis (central idea), R2 is vague instead of collectively referencing the passage proof, and R3 does not give a meaningful supported reflection.

Medium Exemplar

R1 (Green): Both texts show that ideas and voices can influence communities through learning, expression, and shared culture.

R2 (Yellow): Ava's learning and the Texas artists' stories and achievements both support this idea.

R3 (Blue): This reminds readers that ideas can grow stronger when people carry them forward.

What Is Working: All three R parts are present, the evidence is grouped across both passages, and the ending reflects on a larger idea.

What Needs Improvement: Improve flow by making the collective reference more precise and making the final reflection connect more fully to influence over time.

High Exemplar — Source Sample Paper

Exemplar Sample Paper Prompt Explain how both passages show that ideas and voices can shape communities over time.

Introduction Paragraph – Get S.E.T. Ideas can continue to shape people long after they first appear. Looking Back to Move Forward uses Ava's discovery of Renaissance art and government ideas, while Voices That Shaped Texas presents artists whose music and achievements influenced Texas culture. Together, both passages show that ideas and voices shape communities through learning, expression, and the sharing of culture.

Main Body Paragraph 1 – Reason 1 One way the passages show influence is through learning from the past. In Looking Back to Move Forward, Ava learns that people during the Renaissance studied ideas from ancient Greece and Rome and began to believe citizens should have a voice. This shows that earlier ideas can inspire new thinking about fairness and freedom. The bigger lesson is that learning from the past can help people imagine new possibilities for the future.

Main Body Paragraph 2 – Reason 2 Another way the passages show influence is through the sharing of stories and traditions. In Voices That Shaped Texas, Lydia Mendoza sang about hard work, love, and everyday life, and listeners felt connected because the songs sounded like their own experiences. Chelo Silva's powerful songs also helped Tejano music grow. These details show that shared experiences can strengthen culture by helping people feel recognized and connected.

Main Body Paragraph 3 – Reason 3 A final way the passages show influence is by giving people a voice and breaking barriers. The passage explains that Julius Lorenzo Cobb Bledsoe became well known for his role in Show Boat and that his success showed talent could break barriers. It also states that the artists' music brought people together and gave others a chance to be heard. This demonstrates that creative achievement can open doors for others and strengthen a community's sense of belonging.

RRR Conclusion Paragraph R1 (Green): Both texts show that ideas and voices can influence communities through learning, expression, and shared culture. R2 (Yellow): Ava's discoveries about Renaissance thinking and the Texas artists' stories, music, and achievements all support this idea. R3 (Blue): When people study, create, and share what matters, their influence can continue long after one moment ends.

Module 3 — Assessment Opportunities

Standards Application Check

STANDARDS APPLICATION CHECK - MODULE 3

★ Daily Deck Slide (M3-09)

Write on the board: Revise an RRR conclusion by ADDING one needed idea for clarity or DELETING one repeated idea. Then edit one compound sentence for subject-verb agreement, conjunction choice, sentence boundaries, and comma placement.

CLARITY + COMPOUND SENTENCE CHECK

Teacher Model / Answer Key: "Ava learns from old ideas, and the Texas artists share meaningful voices." The comma belongs before the coordinating conjunction because two complete ideas are joined. Remove a repeated sentence that copies the thesis (central idea), then keep one concise R1, one grouped R2, and one reflective R3. Look-Fors: no new evidence in the conclusion, R2 references both passages collectively, and compound sentences avoid splices, run-ons, and fragments.

Mastery Evidence

A successful conclusion has one concise R1, one grouped R2 that references both passages, and one reflective R3. It adds or deletes ideas for clarity and edits compound sentences for agreement, conjunction choice, boundaries, and comma placement.

Check the Learning

Quick Check

1. Label a source conclusion sentence R1, R2, or R3 and name its color.
2. Explain why R2 should group proof rather than list every quote again.
3. Revise one copied thesis (central idea) into a restatement and select a fitting Bluebird Moment.

Answer Key

- R1 is green and restates; R2 is yellow and collectively references evidence; R3 is blue and reflects.
- R2 reminds the reader that the answer was proven with evidence from both passages without repeating the body.
- Accept responses that preserve the thesis (central idea) idea with a small synonym shift and end in a supported big-picture reflection rather than new evidence.

Intervention — Module 3

★ Daily Deck Slide (M3-10)

Write on the board: Build one sentence at a time.

INTERVENTION: RRR RESCUE

Restate with a small synonym shift. Group evidence, then select a reflection that fits the paper. Detailed Intervention Activity RRR Rescue Group Purpose To help students who confuse the parts of the conclusion or struggle to write a reflection sentence. Materials Prewritten thesis (central idea) sentences Conclusion sentence strips Green, yellow, and blue highlighters Pocket chart Sentence frames Small-group recording sheet Teacher Script “We are going to slow down the conclusion and build it one piece at a time. Sometimes writers mix up the jobs of the three sentences. Today we will make each sentence do its own job.” Step-by-Step Intervention Give students a thesis (central idea) sentence. Ask them to highlight the key words. Practice swapping one or two words with synonyms to create R1. Read several sentence strips and decide which one sounds like an R2. Practice writing one group reference sentence about the evidence. Read three possible R3 choices and decide which one truly reflects on the big picture. Put the full conclusion together in the pocket chart. Read it aloud and check: Did we restate? Did we reference? Did we reflect? Sentence Frames R1 Frame: Both texts _____ that _____ because _____. R2 Frame: Ava's learning in the first passage and the artists' stories and achievements in the second passage both support this idea by showing _____. R3 Frame: This helps readers understand that _____. Sample Intervention Model Thesis (Central Idea): “Both passages show that ideas can influence people in meaningful ways.” R1: Both texts explain that meaningful ideas can have a strong influence on people. R2: Ava's classroom learning and the Texas artists' music and achievements both support this idea. R3: This reminds readers that ideas can continue to matter when people learn from them, share them, and carry them forward. Intervention Goal Students should be able to: identify the purpose of each R, build a simple restatement, write a collective evidence reference, create a reflection sentence that fits the paper.

Module 3 — Embedded Checks and Student Support

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask students to compare R1 with the thesis (central idea).	Students identify the same meaning with a small wording shift.	Students copy the thesis (central idea) exactly.	Ask for one or two synonym swaps.
Ask what proof R2 points back to.	Students name evidence from both passages as a group.	Students list every quote again.	Ask for one collective reference sentence.
Ask why R3 fits the paper.	Students connect the reflection to the thesis (central idea) and developed evidence.	Students give a random opinion or new evidence.	Ask how the thought rises from ideas already proven.
Read the conclusion aloud.	Students revise for flow and completeness.	Students treat the three parts as random sentences.	Ask what transition in thought connects each step.

Language Support

Use the source frames “Both texts _____ that _____ because _____,” “Ava's learning in the first passage and the artists' stories and achievements in the second passage both support this idea by showing _____,” and “This helps readers understand that _____.”

Enrichment — Module 3

★ Daily Deck Slide (M3-11)

Write on the board: Write two different R3 Bluebird Moments for the same paper.

ENRICHMENT: BLUEBIRD LIFT-OFF

Choose the stronger one and justify why it creates a more meaningful ending. Enrichment Activity Bluebird Lift-Off Challenge Purpose To challenge students who are ready to create more sophisticated conclusions. Directions Students choose one paired-passage prompt from this cluster and write: a thesis (central idea), a full RRR conclusion, two possible Bluebird Moments, and a short explanation of which Bluebird Moment is stronger and why. Extension Challenge Students also revise one weak conclusion and explain: what is missing, which R needs revision, and how the improved version is stronger. Sample Weak Conclusion “Both passages show that ideas influence people. They both have evidence. That is why this topic is important.” Student Job Make it stronger by: improving the restatement, making the evidence reference more specific, writing a meaningful reflection sentence. Expected Higher-Level Thinking Students may notice: the difference between vague and precise R2 sentences, the difference between a plain ending and a reflective ending, how stronger word choices improve the whole conclusion.

Module 3 — Additional Writing Opportunity: Paint the Conclusion

Choose one source prompt:

- Explain how both passages show that ideas can shape communities.
- Explain how the passages differ in the way they show cultural influence.
- Explain how both passages show change and lasting influence.
- Explain how the two passages use different structures to help readers understand the power of ideas and voices.

Write a complete RRR conclusion. Write R1 in green, R2 in yellow, and R3 in blue. Label each sentence, read all three aloud, and revise for flow.

Planning Support

- R1: Keep the thesis (central idea) idea and change one or two words with synonyms.
- R2: Refer collectively to evidence from both passages.
- R3: Write a supported Bluebird Moment that gives the bigger meaning.

Drafting Space

Revise and Edit

ADD one needed idea for clarity or DELETE one repeated idea. Then edit one compound sentence for subject-verb agreement, conjunction choice, sentence boundaries, and comma placement.

Module 3 — Auditory Engagement (Active Participation)

AUDITORY ENGAGEMENT - ACTIVE PARTICIPATION Approach: Finish the Thought in Your Own Words Purpose: Students listen to the job of each RRR conclusion sentence and finish the thought orally before writing a shorter version in their own words. Listening Target: Listen for how R1, R2, and R3 move from the exact answer to grouped proof and then to the bigger meaning.

★ Daily Deck Slide (M3-03)

Write on the board: Finish each thought in your own words: R1 matters because... R2 matters because... R3 matters because... Say your answer to a partner before you write.

FINISH THE THOUGHT: R1, R2, R3

Teacher Model: "R1 returns to the thesis (central idea) without copying it. R2 looks back at evidence from both passages as a group. R3 widens the thinking into a lasting insight." Possible Answer Key: R1 keeps the main answer clear; R2 reminds the reader that the answer was proven; R3 shows why the idea matters beyond the paper. Transfer: Students hear a thesis (central idea) about influence and orally create one possible R3 sentence without looking at a model. Fresh Recall: Close notes and teach the three R jobs to a partner in order.

Pause Points

|| Pause Point — Same Idea, New Words

Stop and think: Does R1 preserve the thesis (central idea) meaning without copying it exactly?

|| Pause Point — Group the Proof

Stop and think: Does R2 point back to evidence from both passages without relisting every quote?

|| Pause Point — Bluebird or New Evidence?

Stop and think: Does R3 reflect on a supported larger idea rather than introduce brand-new proof?

|| Pause Point — Three Steps, One Ending

Stop and think: Do R1, R2, and R3 flow as one purposeful conclusion?

Module 3 — My Progress Tracker

Teacher Script

“Use this tracker to record what you can do independently and what you still need to practice.”

I Can...	Not yet	Getting set	I can do it
Restate a thesis (central idea) without copying it exactly.			
Reference evidence from both passages collectively.			
Write a supported R3 Bluebird Moment.			
Color-code and label all three R parts.			
Revise for clarity and edit a compound sentence.			

One thing I am proud of:

One thing I want to strengthen:

Module 3 — Teacher Closure and Reflection

Teacher Closing Words of Encouragement

Teacher Closing Words of Encouragement “You are helping students do something powerful: not just end a paper, but end it with thoughtfulness and purpose. When children learn to restate, reference, and reflect, they begin to understand that writing is more than answering—it is communicating meaning. The Bluebird Moment gives them a way to leave the page with confidence and significance. Keep modeling the colors, the structure, and the heart behind the writing. Those small habits are building strong thinkers one sentence at a time.”

✓ **Overarching Question — Answered**

OVERARCHING QUESTION - ANSWER Question: How does an RRR conclusion bring a paired-passage response back to the thesis (central idea) while leaving the reader with a bigger idea? Answer: An RRR conclusion returns to the response in three deliberate steps: R1 restates the thesis (central idea) without copying it, R2 refers collectively to evidence from both passages, and R3 reflects on the larger meaning. This structure closes the exact response while leaving the reader with a broader insight about learning, voice, culture, and lasting influence.

★ **Daily Deck Slide (M3-14)**

Write on the board: How does an RRR conclusion bring a paired-passage response back to the thesis (central idea) while leaving the reader with a bigger idea?

✓ **ANSWER THE OVERARCHING QUESTION**

Answer: An RRR conclusion returns to the response in three deliberate steps: R1 restates the thesis (central idea) without copying it, R2 refers collectively to evidence from both passages, and R3 reflects on the larger meaning. This structure closes the exact response while leaving the reader with a broader insight about learning, voice, culture, and lasting influence.

Teacher Reflection

Which students restate the thesis (central idea) without copying?

Which students collectively reference evidence from both passages?

Which students write a supported Bluebird Moment rather than a random opinion?

Who is ready to strengthen RRR conclusions independently?

Module 3 — Remote Learning



Virtual Classroom Adjustment for Remote Learners

Post the RRR, color-code, and Bluebird Moment anchor charts in the class stream, then run Finish the Thought with microphones or chat before students write. Place the conclusion cards on collaborative slides so students can drag each sentence into green R1, yellow R2, or blue R3 spaces and explain the job it performs. Run the Bluebird Trail with a shared digital board and require each student to complete the landed-on conclusion task before moving. For independent work, students draft in a private document using green, yellow, and blue text, read the three sentences aloud in a breakout room, and revise for flow. Collect the conclusion and standards application check digitally while preserving the same independent decisions, passage evidence, and compound-sentence editing required in person.

MODULE

4

Seeing the Structure Through
Color

Week 4 • Very High Stamina

Module 4: Seeing the Structure Through Color

Week 4 - Very High Stamina - Cluster 5 (ECR Paired Passages)

Focus

Color-Coding the Exemplar Paper from Beginning to End

Inspiration for Teachers

Teacher Script

"When students can see the parts of good writing, they begin to believe they can build good writing."

Overarching Question

How does color-coding a complete exemplar reveal the job of every sentence and the structure of a strong paired-passage ECR?

Module Passage Set — Very High Stamina

The same two Cluster 5 passages increase in length, detail, evidence density, and conceptual demand: "Looking Back to Move Forward" and "Voices That Shaped Texas."

Module Independent Product

Color-code a complete paired-passage exemplar, label each sentence by job, justify each color, and use the visible structure to revise writing for coherence and clarity.

★ Daily Deck Slide (M4-01)

Write on the board: Cluster 5 | ECR Paired Passages Informative | Module 4 | Very High Stamina passages. Overarching Question: How does color-coding a complete exemplar reveal the job of every sentence and the structure of a strong paired-passage ECR? I can: identify and explain the job of every sentence in a complete ECR through color-coding. I will: read both passages closely, talk about relationships between ideas, use balanced evidence, explain my thinking, and revise for clarity.

★ Daily Deck Slide (M4-02)

Write on the board: Read as a writing analyst. Notice which details could serve as thesis (central idea) support, evidence, explanation, significant inference, and the broad reflection at the end.

Module 4 — Family Communication

This Week at a Glance

- The big skill: color-coding a complete exemplar to identify the job of every sentence.
- The two readings: “Looking Back to Move Forward” and “Voices That Shaped Texas.”
- The product: a complete color-coded ECR with sentence-job labels and written justifications.

One Question to Ask at Home



Teacher Script

“What job is this sentence doing—opening, answering, proving, explaining, inferring, or reflecting?”

One Way to Help

Invite your child to choose a paragraph, name the job of each sentence, and explain why the introduction and conclusion move in opposite directions.

Family Letter

Dear Families,

This week your child will study a complete paired-passage exemplar from beginning to end. Students will use blue, yellow, green, and red to make each sentence's job visible. Blue shows broad or significant thinking, yellow connects to or supplies evidence, green states the answer or reason, and red explains why evidence matters. Students will see that an introduction moves Blue -> Yellow -> Green, while a conclusion moves Green -> Yellow -> Blue.

At home, ask your child to explain the difference between evidence and explanation. Then ask how color-coding can reveal a missing part in a paragraph.

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

Carta para las Familias

Estimadas familias:

Esta semana su hijo o hija estudiará un ejemplo completo de una respuesta sobre dos pasajes, desde el principio hasta el final. Los estudiantes usarán azul, amarillo, verde y rojo para hacer visible el trabajo de cada oración. El azul muestra pensamiento amplio o significativo, el amarillo conecta con la evidencia o la presenta, el verde expresa la respuesta o razón y el rojo explica por qué importa la evidencia. Los estudiantes verán que una introducción avanza Azul -> Amarillo -> Verde, mientras que una conclusión avanza Verde -> Amarillo -> Azul.

En casa, pídale a su hijo o hija que explique la diferencia entre evidencia y explicación. Luego pregúntele cómo el código de colores puede revelar una parte que falta en un párrafo.

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

Module 4 — Family Conversation Starters

- Why do evidence and explanation need different colors?
- How do the introduction and conclusion mirror each other?
- Which sentence job is easiest for you to identify, and why?
- How can seeing a model help a writer improve a new response?

Family Activity — Sentence Job Detective

Choose three sentences in a short article. Decide whether each sentence opens an idea, states an answer, proves, explains, infers, or reflects. Defend each choice.

Family Activity — Reverse the Path

Give the introduction color path and then reverse it to name the conclusion color path. Explain what the writer is doing in each direction.

Module 4 — Lesson Overview and Standards

Lesson Overview

Students visually analyze and reconstruct a complete paired-passage ECR. They color-code sentence jobs, distinguish evidence from explanation, identify the opposite pathways of introduction and conclusion, revise for coherence and clarity, and edit compound sentences.

Grade 4 TEKS Breakouts — Full Verbatim Source Language

- (11)(B)(i) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction
- (11)(B)(ii) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions
- (11)(B)(iii) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion
- (11)(B)(iv) develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details
- (12)(B)(i) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
- (12)(B)(ii) compose informational texts, including brief compositions that convey information about a topic, using genre characteristics
- (12)(B)(iii) compose informational texts, including brief compositions that convey information about a topic, using craft
- (11)(C)(i) revise drafts to improve sentence structure
- (11)(C)(ii) revise drafts to improve word choice
- (11)(C)(iii) revise drafts by adding ideas for coherence
- (11)(C)(iv) revise drafts by deleting ideas for coherence
- (11)(C)(v) revise drafts by combining ideas for coherence
- (11)(C)(vi) revise drafts by rearranging ideas for coherence
- (11)(C)(vii) revise drafts by adding ideas for clarity
- (11)(C)(viii) revise drafts deleting ideas for clarity
- (11)(D)(ii) edit drafts using standard English conventions, including complete compound sentences with subject-verb agreement
- (11)(D)(iii) edit drafts using standard English conventions, including complete compound sentences with avoidance of splices
- (11)(D)(iv) edit drafts using standard English conventions, including complete compound sentences with avoidance of run-ons
- (11)(D)(v) edit drafts using standard English conventions, including complete compound sentences with avoidance of fragments

- (11)(D)(xviii) edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects
- (11)(D)(xix) edit drafts using standard English conventions, including coordinating conjunctions to form compound predicates
- (11)(D)(xx) edit drafts using standard English conventions, including coordinating conjunctions to form compound sentences
- (11)(D)(xxxi) edit drafts using standard English conventions, including punctuation marks, including commas in compound sentences

Where the Standards Are Visible

- Students analyze and reconstruct the full ECR structure from introduction through body paragraphs to conclusion, making all four drafting components visible.
- Students revise the exemplar by adding, deleting, combining, and rearranging ideas for coherence and clarity and explain the job of each sentence.
- Students complete a cumulative compound-sentence, conjunction, and comma check while explaining how the introduction and conclusion create a purposeful whole.

Module 4 — TEKS and ELPS (Cluster 5 · from the Scope & Sequence)

These are the standards listed for Cluster 5 in the Teach BIG Scope and Sequence, in the same form the chart uses.

TEKS — Cluster 5 (from the Scope & Sequence)

Writing Process

- (11)(B)(ii) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions

Writing Genre

- (12)(B)(i) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
- (12)(B)(ii) compose informational texts, including brief compositions that convey information about a topic, using genre characteristics
- (12)(B)(iii) compose informational texts, including brief compositions that convey information about a topic, using craft

Revising

- (11)(C)(i-vi) revise drafts to improve sentence structure, word choice, and coherence by adding, deleting, combining, and rearranging ideas

Editing

- (11)(D)(i), (vi)–(xvii), (xxi)–(xxix), (xxxiii)–(xxxv) edit drafts using standard English conventions — complete simple sentences with subject-verb agreement; irregular verbs, nouns, adjectives, adverbs, prepositions, prepositional phrases, and reflexive pronouns; capitalization of historical periods, events, documents, titles, languages, races, and nationalities; and grade-appropriate spelling

ELPS — Cluster 5 (from the Scope & Sequence)

Writing Process

- 4(D)(iii) write content-area texts using a variety of transition words
- 4(F)(i), (v) write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for purpose and audience

Writing Genre

- 4(C)(i) write using a combination of both high-frequency words and content-area vocabulary
- 4(D)(i)–(iii) write content-area texts using a variety of sentence lengths, sentence types, and transition words

- 4(F)(i)–(ii), (v)–(vi), (ix)–(x), (xiii)–(xiv) write to narrate, describe, explain, respond, or justify with supporting details or supporting evidence using appropriate content and style for purpose and audience

Revising

- 4(C)(i) write using a combination of both high-frequency words and content-area vocabulary
- 4(D)(i)–(iii) write content-area texts using a variety of sentence lengths, sentence types, and transition words
- 4(E)(ii) write content-area-specific text using grammatical structures
- 4(F)(i)–(ii), (v)–(vi) write to narrate, describe, explain, respond, or justify with supporting details using appropriate content and style for purpose and audience

Editing

- 4(A)(i) apply relationships between sounds and letters of the English language to represent sounds when writing [Teacher only]
- 4(B)(i)–(ii) write text following conventional spelling patterns and rules
- 4(C)(i) write using a combination of both high-frequency words and content-area vocabulary
- 4(D)(i)–(ii) write content-area texts using a variety of sentence lengths and sentence types
- 4(E)(i)–(ii) write content-area-specific text using conventions and grammatical structures

Language Domains

Domain	How This Module Builds It
Listening	Students catch and correct deliberately mislabeled sentence jobs.
Speaking	Students justify colors and teach a partner how the whole-paper system works.
Reading	Students read both very-high-stamina passages as writing analysts.
Writing	Students label, justify, revise, and edit a complete paired-passages ECR.

Module 4 — Learning Destination

I Can Statements

- I can identify and explain the job of every sentence in a complete ECR through color-coding.
- I can distinguish evidence from explanation by asking what each sentence does.
- I can explain how the introduction and conclusion mirror each other in opposite directions.
- I can use the complete color pattern to identify missing parts and revise weak sections.

I Will Statements

- I will read both passages closely and talk about relationships between ideas.
- I will use balanced evidence, explain my thinking, and revise for clarity.
- I will color by sentence job, not by paragraph location alone.
- I will label and justify each color in the complete exemplar.

Success Criteria

- Introduction: Blue -> Yellow -> Green.
- Body: Green -> Yellow -> Red -> Blue, when a significant inference is present.
- Conclusion: Green -> Yellow -> Blue.
- Every color is supported by an explanation of the sentence's job.

Module 4 — Rigor and Misconceptions

Rigor Safeguard

Students may use colored square markers, crayons, colored pencils, highlighters, sentence-job cards, and the posted color maps. The teacher may reread and model one sentence. Students must decide the strongest job of each sentence and defend the choice from the sentence itself.

Educator Insight

Many students think color-coding is just a craft activity, but it is really a thinking activity. Some students confuse evidence and explanation because both come after the reason sentence. Others color a sentence by where it is placed instead of by its job. Keep asking, “What is this sentence doing?” instead of “Where is this sentence sitting?”

Module 4 — Thinking Levels

Level	Visible Thinking in This Module
1 — Foundational	Names a color pattern with support.
2 — Emergent	Colors sentences but inconsistently distinguishes evidence and explanation.
3 — Visible	Labels each sentence and cites words that reveal its job.
4 — Independent	Reconstructs the complete ECR and justifies every paragraph's pattern.
5 — Reflective	Explains how the full structure supports meaning and applies it to a new paragraph.



Teacher Script

“Move thinking upward by asking students to defend a color from the function of the sentence, not merely its location.”

Module 4 — Vocabulary

Tier 1 Vocabulary — Everyday Words

Word	Student-Friendly Definition
color	a visual marker used to show a sentence job
job	the work a sentence does
part	one piece of a complete response
order	the sequence in which parts appear
begin	to open the writing
end	to close the writing
show	to make thinking visible
match	to connect a sentence to its correct job
build	to assemble purposeful parts
explain	to tell why evidence matters

Tier 2 Vocabulary — Academic Words (Source List)

Word	Student-Friendly Definition
structure	the purposeful organization of a whole paper
exemplar	a strong model used for study
introduction	the opening paragraph of a response
transition	a bridge that connects ideas
thesis (central idea)	the central answer the response will prove
reason	a point that supports the thesis (central idea)
evidence	a specific detail that proves a point
explanation	thinking that tells why evidence matters
inference	a conclusion built from evidence and reasoning
reflection	broad thinking that closes the response

Tier 3 Vocabulary — Writing-System Words

Word	Pronunciation	Student-Friendly Definition
statement of purpose	STAYT-muhnt uhv PUR-puhs	a broad opening that introduces the topic
evidentiary transition	ev-ih-DEN-shee-air-ee tran-ZISH-un	an introduction sentence that moves toward text support
central idea	SEN-truhl eye-DEE-uh	the main answer developed across the response
significant inference	sig-NIF-ih-kunt IN-fur-uhns	a larger idea drawn from evidence and explanation
restatement	ree-STAYT-muhnt	the thesis (central idea) stated again in new words
reference back	REF-er-uhns bak	a conclusion sentence that recalls the evidence
compound sentence	KOM-pound SEN-tuhns	two independent clauses joined correctly
coordinating conjunction	koh-OR-duh-nay-ting kun-JUNK-shun	a joining word used to connect equal sentence parts
coherence	koh-HEER-uhns	the clear, logical flow of ideas
sentence boundary	SEN-tuhns BOWN-duh-ree	the correct beginning and ending of a sentence

Module 4 — Background Knowledge and Teacher Context

This module teaches students how to visually analyze a complete exemplar paper by color-coding each part of the response. The goal is to help students see how each sentence has a job and how the full paper is built with purpose from the introduction to the conclusion. This lesson uses the exemplar paper from the previous module and helps students notice the structure of an effective paired-passage response. This module also helps students see the beautiful flow between the introduction and conclusion: The introduction moves from a broader opening toward the green thesis (central idea) The conclusion moves from the green restatement toward the broader blue reflection That means the introduction and conclusion are like opposite pathways: One leads into the thesis (central idea) One leads out from the thesis (central idea) Students may complete this work: independently, with a partner, or in a small group. They may use: colored square markers from the pocket at the beginning of their interactive notebook, crayons, colored pencils, or highlighters.

Module Focus

Reading Focus Seeing how a full paired-passage paper is organized Noticing the job of each sentence in a complete response Understanding how structure supports meaning
Writing Focus Color-coding the introduction, body paragraphs, and conclusion Identifying statement of purpose, evidentiary transition, thesis (central idea), reasons, evidence, explanation, significant inference, and RRR conclusion parts Understanding how the introduction and conclusion connect in opposite directions

Module 4 — Materials and Teacher Preparation

Materials List

Copies of the exemplar paper from Module 3 Interactive notebooks Colored square markers from the pocket at the beginning of the interactive notebook Blue, yellow, green, and red crayons Blue, yellow, green, and red colored pencils Blue, yellow, green, and red highlighters Anchor chart paper and markers Teacher-made slides Scissors and glue Pocket chart Color-coding practice strips Task cards Matching cards Spinner Dice Gameboard “Pencil Guy” game markers Exit slips Sticky notes

Anchor Charts to Prepare

- Introduction Color Code
Blue = Statement of Purpose Yellow = Evidentiary Transition Green = Thesis (Central Idea)
- Main Body Paragraph Color Code
Green = Reason or Way Statement Yellow = Evidence Red = Explanation Blue = Significant Inference, when present
- Conclusion Color Code
Green = R1 Restatement of Thesis (Central Idea) Yellow = R2 Reference Back to Evidence Blue = R3 Reflection Statement
- Introduction and Conclusion Relationship
Introduction moves Blue -> Yellow -> Green Conclusion moves Green -> Yellow -> Blue
- What Each Color Means
Blue = broader thinking or significance Yellow = proof or movement toward proof Green = main answer or reason Red = explanation thinking

Suggested Slides

Slide 1: Today’s focus: Color-Coding a Complete ECR Paper Slide 2: Introduction colors Slide 3: Main body colors Slide 4: Conclusion colors Slide 5: Introduction and conclusion are opposite pathways Slide 6: Exemplar paragraph 1 practice Slide 7: Independent color-coding directions

Module 4 — The DOT Reading Habit

Teacher Script

“As strong readers, we use the DOT habit while reading both passages. DOT stands for Dot, Discover, Drop.”

Step	What It Means
D — Dot	Place a small dot above an unfamiliar word.
O — Discover	Discover its meaning through context and instruction.
T — Drop	Erase the dot once you know the meaning.

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

Module 4 — The Complete ECR Color Map

Section	Pattern	Sentence Jobs
Introduction	Blue -> Yellow -> Green	Statement of Purpose -> Evidentiary Transition -> Thesis (Central Idea)
Main Body	Green -> Yellow -> Red -> Blue, if needed	Reason -> Evidence -> Explanation -> Significant Inference
Conclusion	Green -> Yellow -> Blue	R1 Restatement -> R2 Reference Back -> R3 Reflection

The paper opens wide, narrows to the answer, develops proof, then widens into reflection. Color by sentence job, not by paragraph location alone. Ask: Is this sentence opening, answering, proving, explaining, inferring, or reflecting?

Module 4 — TRACKS: Reading Both Passages for Evidence

Students read both very-high-stamina passages and TAP the TRACKS before analyzing how their details function in the exemplar.

Letter	Category	What to Look For	Highlight Color
T	Time	Era, time, and historical or cultural details	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes	Pastel Yellow
C	Character, Concept, Creature	Names and major central concepts	Pastel Yellow
K	Key Knowledge	Other information necessary to meaning	Pastel Orange
S	Scenery / Setting	Setting details measured through the senses	Pastel Green

Teacher Script

“Use exact words from both passages. Those details become the proof you will identify as yellow evidence in the exemplar.”

Before Students Read

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

The Six Types of Measurable Evidence: TRACKS

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

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

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

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

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

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

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

PASSAGE 9 — Looking Back to Move Forward

[1] Ava leaned forward as her teacher showed a painting on the board. It was called The School of Athens by Raphael. At first, it looked like a group of people in a large building. Then Ava noticed more. Some people were reading. Others were talking. A few were pointing as if they were explaining ideas.

[2] “Who are they?” Ava asked.

[3] “They are thinkers from ancient Greece and Rome,” her teacher said. “During the Renaissance, people began to study their ideas again.”

[4] Ava thought about that. Why would people look back at the past?

[5] Her teacher explained that the Renaissance was a time of change in Europe. Artists like Raphael wanted their work to look real. They showed people with clear details and expressions. This helped others see people as thoughtful and important.

[6] Before the Renaissance, many paintings looked flat or simple. Artists often painted people in ways that did not look very lifelike. During the Renaissance, artists studied the human body, light, and space. They wanted people in paintings to look as if they could move, speak, or think. Raphael used these ideas in The School of Athens. The people in the painting looked active and alive. Ava noticed that some figures seemed deep in thought, while others seemed excited to share what they knew.

[7] The teacher pointed to the large arches and open space in the painting. “Raphael also used math and careful planning,” she said. “He made the building look deep, almost like the viewer could walk inside.”

[8] Ava looked closely. The hallway seemed to stretch far behind the people. She had never thought about art using math before.

[9] Mrs. Lopez, Ava’s teacher, asked the class to study the painting quietly for a moment. Ava let her eyes move across the picture. She noticed that no two people looked exactly the same. Some had long robes. Some held books. Others stood in small groups. A few people seemed to be listening carefully, while others seemed ready to answer a question.

[10] “It almost looks like a school,” Ava said.

[11] “That is a good observation,” Mrs. Lopez replied. “Raphael painted a place where people are sharing knowledge. The painting reminds us that learning can happen when people talk, listen, question, and study.”

[12] Ava liked that idea. She thought about her own classroom. Sometimes students learned from the teacher. Other times, they learned from each other. When one student asked a question, another student might have an idea that helped everyone understand. Ava wondered if the thinkers in the painting had learned in the same way.

[13] Mrs. Lopez explained that the Renaissance did not happen in just one day. It was a period of time when many people became interested in learning, art, science, and old writings. People began to read about ancient thinkers from Greece and Rome. These thinkers had asked big questions about life, truth, beauty, fairness, and government. During the Renaissance, people wanted to bring those questions back into daily life.

[14] “Why did they care so much about old ideas?” Mateo asked from across the room.

[15] “Because some old ideas can still help people think in new ways,” Mrs. Lopez said. “The Renaissance was not only about copying the past. It was about using the past to create something new.”

[16] Ava wrote that in her notebook. She liked the thought that people could look backward and forward at the same time. Looking back did not always mean staying stuck in the past. Sometimes it meant finding ideas that could help people make changes.

[17] Mrs. Lopez told the class that the word Renaissance means “rebirth.” Ava pictured something old waking up again. It was not a person being reborn, but ideas, learning, and creativity becoming important again. People were becoming excited about books, paintings, buildings, science, and questions. They wanted to understand people and the world in deeper ways.

[18] The class learned that many people during the Renaissance believed humans were able to think and create. They believed people could learn about many subjects and use that learning to improve life. This idea helped artists show people with more care and detail. Instead of painting people as stiff figures, artists showed feelings, movement, and thought.

[19] Ava looked back at the faces in the painting. Some people looked serious. Some looked curious. Others looked confident, as if they were ready to explain something important. Ava noticed that even though the painting was old, the people in it did not seem boring or far away. They seemed like real people with real ideas.

[20] Mrs. Lopez zoomed in on one part of the painting. The students could see two figures standing near the center. One pointed upward, and the other held out his hand toward the ground.

[21] “They look like they disagree,” said Elena.

[22] “They might,” Mrs. Lopez answered. “Sometimes learning grows when people share different ideas. A respectful disagreement can help people think more clearly.”

[23] Ava thought about times when her class discussed questions during reading. Sometimes students had different answers. At first, those moments felt confusing. But when students explained their thinking, the class often understood more than before. Maybe the people in the painting were doing something similar.

[24] People also began to think differently about government. In the past, kings held most of the power. During the Renaissance, some people studied ideas from Greece and Rome. They began to believe that citizens should have a voice. They believed people should not feel powerless.

[25] The class talked about how these ideas were important. In ancient Greece and Rome, some citizens had taken part in making decisions. Renaissance thinkers studied those ideas and asked new questions. Should leaders listen to the people? Should laws be fair to everyone? Should people have the chance to learn and share their opinions?

[26] Ava raised her hand. “So people started thinking that regular citizens mattered?”

[27] “Yes,” Mrs. Lopez said. “That was one important change. People began to see humans

as valuable. They believed people could learn, create, reason, and make choices.”

[28] Ava thought about the word citizens. She knew citizens were people who belonged to a community or country. If citizens had a voice, then their thoughts and needs mattered. That seemed very different from a world where only kings or wealthy people made all the decisions.

[29] Mrs. Lopez explained that Renaissance ideas did not make everything fair right away. Many people still did not have equal rights. Many people were still left out of decisions. But the ideas were important because they helped people begin to question power. Over time, those questions helped shape new ways of thinking about government and freedom.

[30] Ava realized that old ideas could become useful again. Looking back did not mean people wanted everything to stay the same. Sometimes people studied the past so they could make better choices in the future.

[31] Mrs. Lopez gave the class a simple example. “Think about classroom rules,” she said. “If a class has a rule that does not work well anymore, students and teachers might talk about it. They might ask what worked in the past and what needs to change now.”

[32] Ava nodded. That made sense. The past could give people clues, but people still had to think for themselves. They had to decide which ideas were helpful and how to use them.

[33] Then Mrs. Lopez returned to the painting. She asked the class to think about why Raphael might have painted ancient thinkers during the Renaissance.

[34] Ava studied the painting again. “Maybe he wanted people to remember that learning is powerful,” she said.

[35] “That is one strong idea,” Mrs. Lopez answered.

[36] Mateo added, “Maybe he wanted to show that people from long ago still had ideas worth studying.”

[37] Mrs. Lopez nodded. “Yes. Art can send a message. Raphael was not just painting people in a building. He was showing respect for knowledge, thinking, and discussion.”

[38] Ava had never thought of a painting as a message before. She had always thought art was mostly about colors or shapes. Now she saw that art could also tell people what mattered during a certain time. In this painting, thinking mattered. Learning mattered. Sharing ideas mattered.

[39] The class began to list what the painting showed. It showed people reading. It showed people speaking. It showed people listening. It showed a large, open space that seemed important and peaceful. It showed people from the past being honored by an artist from a later time.

[40] Mrs. Lopez explained that Raphael’s painting was also important because it showed balance and order. The people were not placed randomly. The building, steps, arches, and figures all worked together. This careful design made the painting feel calm, even though many people were gathered in one place.

[41] Ava looked at the painting again and noticed how much planning it must have taken. Raphael had to think about where each person would stand. He had to decide how the

building would look. He had to choose how the people would move, point, read, and speak. Every part of the painting seemed to have a purpose.

[42] These changes affected how people saw the world. Art showed people thinking and learning. Government ideas focused more on freedom and fairness.

[43] The Renaissance also encouraged people to ask questions. Writers, artists, scientists, and leaders wanted to understand more about the world around them. They studied books, nature, history, and people. Learning became an important part of life.

[44] Mrs. Lopez told the class that many Renaissance artists were curious about more than one subject. Some studied art, math, science, music, and building design. They believed that learning in one area could help them in another. For example, understanding math could help an artist draw buildings that looked real. Studying the human body could help an artist draw people with more detail. Watching nature could help a scientist ask better questions.

[45] Ava thought about her own interests. She liked reading, but she also liked drawing. Sometimes she thought of those subjects as separate. Now she wondered if they could work together. A story could inspire a picture. A picture could help explain a story. Learning one thing could help her understand something else.

[46] Mrs. Lopez asked the students to turn and talk with a partner. Ava turned to Mateo.

[47] “What do you think the biggest change was?” Mateo asked.

[48] Ava thought for a moment. “Maybe the biggest change was that people started believing humans could do more,” she said.

[49] Mateo nodded. “Like they could think for themselves?”

[50] “Yes,” Ava said. “And maybe they could make things better.”

[51] When the class came back together, Mrs. Lopez asked for ideas. Students shared that the Renaissance changed art, learning, science, and government. One student said artists made people look more real. Another said citizens began to seem more important. Another said people started asking more questions.

[52] Mrs. Lopez wrote the ideas on the board. Then she drew a line connecting them. “Notice how these ideas are connected,” she said. “When people believe learning matters, they may create better art. When people believe thinking matters, they may ask better questions about government. When people believe citizens matter, they may begin to ask for more fairness.”

[53] Ava copied the idea into her notebook. She was starting to understand that the Renaissance was not only about paintings. It was about a new way of seeing people.

[54] The more Ava looked, the more she understood. The painting was not only about ancient Greece and Rome. It was also about the Renaissance itself. It showed how people during that time were excited to learn from the past and use those ideas in new ways.

[55] Near the end of class, Mrs. Lopez asked the students to imagine that they were standing inside the painting.

[56] “What would you hear?” she asked.

[57] Ava closed her eyes for a moment. She imagined soft footsteps on stone floors. She imagined pages turning. She imagined people asking questions and sharing answers. She imagined someone explaining an idea while others listened carefully.

[58] Then Mrs. Lopez asked, "What would you feel?"

[59] Ava opened her eyes. "I think I would feel curious," she said. "Like there was a lot to learn."

[60] Mrs. Lopez smiled. "That is a good way to describe the Renaissance. It was a time filled with curiosity."

[61] Ava liked that word. Curiosity was what made people ask why. It was what made them look again when something seemed simple at first. It was what made her notice more in the painting than she had seen when it first appeared on the board.

[62] Mrs. Lopez asked the students to write one sentence about the main idea of the lesson. Ava tapped her pencil against her notebook. She wanted her sentence to be clear.

[63] Finally, she wrote, "The Renaissance showed that people could study the past to create new ideas about art, learning, and government."

[64] She read the sentence again and smiled. It sounded like the painting. It sounded like the lesson.

[65] Before the bell rang, Ava looked once more at The School of Athens. At the beginning of class, she had only seen a group of people in a large building. Now she saw readers, thinkers, teachers, and learners. She saw people sharing ideas. She saw an artist using skill to show that thinking was important.

[66] Ava also understood why people might look back at the past. They were not just trying to remember old names or old places. They were searching for ideas that could help them understand their own world. The past could become a guide, not because it had every answer, but because it helped people ask better questions.

[67] As Ava packed her notebook, she thought about how one painting had helped her learn about art and government. It had also helped her understand that change often begins with ideas. People first imagine something different. Then they talk about it, study it, and share it with others.

[68] At the end of class, Ava looked back at the painting. It showed more than a group of people. It showed a hopeful time when ideas were changing. It helped her understand that the past can teach people important lessons. Sometimes, looking back can help people move forward.

Student Annotation Guide — Looking Back to Move Forward

T — Time

During the Renaissance

R — Reactions

Ava realized that old ideas could become useful again.

A — Actions

people began to study their ideas again

C — Character/Concept/Creature

Ava

K — Key Knowledge

the word Renaissance means “rebirth.”

S — Scenery/Setting

soft footsteps on stone floors

TRACKS EVIDENCE HIGHLIGHTING — Looking Back to Move Forward

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[5] Her teacher explained that the Renaissance was a time of change in Europe. Artists like Raphael wanted their work to look real. They showed people with clear details and expressions. This helped others see people as thoughtful and important.

[6] Before the Renaissance, many paintings looked flat or simple. Artists often painted people in ways that did not look very lifelike. During the Renaissance, artists studied the human body, light, and space. They wanted people in paintings to look as if they could move, speak, or think. Raphael used these ideas in The School of Athens. The people in the painting looked active and alive. Ava noticed that some figures seemed deep in thought, while others seemed excited to share what they knew.

[7] The teacher pointed to the large arches and open space in the painting. “Raphael also used math and careful planning,” she said. “He made the building look deep, almost like the viewer could walk inside.”

[8] Ava looked closely. The hallway seemed to stretch far behind the people. She had never thought about art using math before.

[9] Mrs. Lopez, Ava’s teacher, asked the class to study the painting quietly for a moment. Ava let her eyes move across the picture. She noticed that no two people looked exactly the same. Some had long robes. Some held books. Others stood in small groups. A few people seemed to be listening carefully, while others seemed ready to answer a question.

[10] “It almost looks like a school,” Ava said.

[11] “That is a good observation,” Mrs. Lopez replied. “Raphael painted a place where people are sharing knowledge. The painting reminds us that learning can happen when people talk, listen, question, and study.”

[12] Ava liked that idea. She thought about her own classroom. Sometimes students learned from the teacher. Other times, they learned from each other. When one student asked a question, another student might have an idea that helped everyone understand. Ava wondered if the thinkers in the painting had learned in the same way.

[13] Mrs. Lopez explained that the Renaissance did not happen in just one day. It was a period of time when many people became interested in learning, art, science, and old writings. People began to read about ancient thinkers from Greece and Rome. These thinkers had asked big questions about life, truth, beauty, fairness, and government. During the Renaissance, people wanted to bring those questions back into daily life.

[14] “Why did they care so much about old ideas?” Mateo asked from across the room.

[15] “Because some old ideas can still help people think in new ways,” Mrs. Lopez said. “The Renaissance was not only about copying the past. It was about using the past to create something new.”

[16] Ava wrote that in her notebook. She liked the thought that people could look backward and forward at the same time. Looking back did not always mean staying stuck in the past. Sometimes it meant finding ideas that could help people make changes.

[17] Mrs. Lopez told the class that the word Renaissance means “rebirth.” Ava pictured something old waking up again. It was not a person being reborn, but ideas, learning, and creativity becoming important again. People were becoming excited about books, paintings, buildings, science, and questions. They wanted to understand people and the world in deeper ways.

[18] The class learned that many people during the Renaissance believed humans were able to think and create. They believed people could learn about many subjects and use that learning to improve life. This idea helped artists show people with more care and detail. Instead of painting people as stiff figures, artists showed feelings, movement, and thought.

[19] Ava looked back at the faces in the painting. Some people looked serious. Some looked curious. Others looked confident, as if they were ready to explain something important. Ava noticed that even though the painting was old, the people in it did not seem boring or far away. They seemed like real people with real ideas.

[20] Mrs. Lopez zoomed in on one part of the painting. The students could see two figures standing near the center. One pointed upward, and the other held out his hand toward the ground.

[21] “They look like they disagree,” said Elena.

[22] “They might,” Mrs. Lopez answered. “Sometimes learning grows when people share different ideas. A respectful disagreement can help people think more clearly.”

[23] Ava thought about times when her class discussed questions during reading. Sometimes students had different answers. At first, those moments felt confusing. But when students explained their thinking, the class often understood more than before. Maybe the people in the painting were doing something similar.

[24] People also began to think differently about government. In the past, kings held most of the power. During the Renaissance, some people studied ideas from Greece and Rome. They began to believe that citizens should have a voice. They believed people should not feel powerless.

[25] The class talked about how these ideas were important. In ancient Greece and Rome, some citizens had taken part in making decisions. Renaissance thinkers studied those ideas and asked new questions. Should leaders listen to the people? Should laws be fair to everyone? Should people have the chance to learn and share their opinions?

[26] Ava raised her hand. “So people started thinking that regular citizens mattered?”

[27] “Yes,” Mrs. Lopez said. “That was one important change. People began to see humans

as valuable. They believed people could learn, create, reason, and make choices.”

[28] Ava thought about the word citizens. She knew citizens were people who belonged to a community or country. If citizens had a voice, then their thoughts and needs mattered. That seemed very different from a world where only kings or wealthy people made all the decisions.

[29] Mrs. Lopez explained that Renaissance ideas did not make everything fair right away. Many people still did not have equal rights. Many people were still left out of decisions. But the ideas were important because they helped people begin to question power. Over time, those questions helped shape new ways of thinking about government and freedom.

[30] Ava realized that old ideas could become useful again. Looking back did not mean people wanted everything to stay the same. Sometimes people studied the past so they could make better choices in the future.

[31] Mrs. Lopez gave the class a simple example. “Think about classroom rules,” she said. “If a class has a rule that does not work well anymore, students and teachers might talk about it. They might ask what worked in the past and what needs to change now.”

[32] Ava nodded. That made sense. The past could give people clues, but people still had to think for themselves. They had to decide which ideas were helpful and how to use them.

[33] Then Mrs. Lopez returned to the painting. She asked the class to think about why Raphael might have painted ancient thinkers during the Renaissance.

[34] Ava studied the painting again. “Maybe he wanted people to remember that learning is powerful,” she said.

[35] “That is one strong idea,” Mrs. Lopez answered.

[36] Mateo added, “Maybe he wanted to show that people from long ago still had ideas worth studying.”

[37] Mrs. Lopez nodded. “Yes. Art can send a message. Raphael was not just painting people in a building. He was showing respect for knowledge, thinking, and discussion.”

[38] Ava had never thought of a painting as a message before. She had always thought art was mostly about colors or shapes. Now she saw that art could also tell people what mattered during a certain time. In this painting, thinking mattered. Learning mattered. Sharing ideas mattered.

[39] The class began to list what the painting showed. It showed people reading. It showed people speaking. It showed people listening. It showed a large, open space that seemed important and peaceful. It showed people from the past being honored by an artist from a later time.

[40] Mrs. Lopez explained that Raphael’s painting was also important because it showed balance and order. The people were not placed randomly. The building, steps, arches, and figures all worked together. This careful design made the painting feel calm, even though many people were gathered in one place.

[41] Ava looked at the painting again and noticed how much planning it must have taken. Raphael had to think about where each person would stand. He had to decide how the

building would look. He had to choose how the people would move, point, read, and speak. Every part of the painting seemed to have a purpose.

[42] These changes affected how people saw the world. Art showed people thinking and learning. Government ideas focused more on freedom and fairness.

[43] The Renaissance also encouraged people to ask questions. Writers, artists, scientists, and leaders wanted to understand more about the world around them. They studied books, nature, history, and people. Learning became an important part of life.

[44] Mrs. Lopez told the class that many Renaissance artists were curious about more than one subject. Some studied art, math, science, music, and building design. They believed that learning in one area could help them in another. For example, understanding math could help an artist draw buildings that looked real. Studying the human body could help an artist draw people with more detail. Watching nature could help a scientist ask better questions.

[45] Ava thought about her own interests. She liked reading, but she also liked drawing. Sometimes she thought of those subjects as separate. Now she wondered if they could work together. A story could inspire a picture. A picture could help explain a story. Learning one thing could help her understand something else.

[46] Mrs. Lopez asked the students to turn and talk with a partner. Ava turned to Mateo.

[47] “What do you think the biggest change was?” Mateo asked.

[48] Ava thought for a moment. “Maybe the biggest change was that people started believing humans could do more,” she said.

[49] Mateo nodded. “Like they could think for themselves?”

[50] “Yes,” Ava said. “And maybe they could make things better.”

[51] When the class came back together, Mrs. Lopez asked for ideas. Students shared that the Renaissance changed art, learning, science, and government. One student said artists made people look more real. Another said citizens began to seem more important. Another said people started asking more questions.

[52] Mrs. Lopez wrote the ideas on the board. Then she drew a line connecting them. “Notice how these ideas are connected,” she said. “When people believe learning matters, they may create better art. When people believe thinking matters, they may ask better questions about government. When people believe citizens matter, they may begin to ask for more fairness.”

[53] Ava copied the idea into her notebook. She was starting to understand that the Renaissance was not only about paintings. It was about a new way of seeing people.

[54] The more Ava looked, the more she understood. The painting was not only about ancient Greece and Rome. It was also about the Renaissance itself. It showed how people during that time were excited to learn from the past and use those ideas in new ways.

[55] Near the end of class, Mrs. Lopez asked the students to imagine that they were standing inside the painting.

[56] “What would you hear?” she asked.

[57] Ava closed her eyes for a moment. She imagined soft footsteps on stone floors. She imagined pages turning. She imagined people asking questions and sharing answers. She imagined someone explaining an idea while others listened carefully.

[58] Then Mrs. Lopez asked, "What would you feel?"

[59] Ava opened her eyes. "I think I would feel curious," she said. "Like there was a lot to learn."

[60] Mrs. Lopez smiled. "That is a good way to describe the Renaissance. It was a time filled with curiosity."

[61] Ava liked that word. Curiosity was what made people ask why. It was what made them look again when something seemed simple at first. It was what made her notice more in the painting than she had seen when it first appeared on the board.

[62] Mrs. Lopez asked the students to write one sentence about the main idea of the lesson. Ava tapped her pencil against her notebook. She wanted her sentence to be clear.

[63] Finally, she wrote, "The Renaissance showed that people could study the past to create new ideas about art, learning, and government."

[64] She read the sentence again and smiled. It sounded like the painting. It sounded like the lesson.

[65] Before the bell rang, Ava looked once more at The School of Athens. At the beginning of class, she had only seen a group of people in a large building. Now she saw readers, thinkers, teachers, and learners. She saw people sharing ideas. She saw an artist using skill to show that thinking was important.

[66] Ava also understood why people might look back at the past. They were not just trying to remember old names or old places. They were searching for ideas that could help them understand their own world. The past could become a guide, not because it had every answer, but because it helped people ask better questions.

[67] As Ava packed her notebook, she thought about how one painting had helped her learn about art and government. It had also helped her understand that change often begins with ideas. People first imagine something different. Then they talk about it, study it, and share it with others.

[68] At the end of class, Ava looked back at the painting. It showed more than a group of people. It showed a hopeful time when ideas were changing. It helped her understand that the past can teach people important lessons. Sometimes, looking back can help people move forward.

PASSAGE 10 — Voices That Shaped Texas

[1] If you turn on the radio in Texas, you might hear many different styles of music. That mix didn't just happen, it came from artists who shared their stories and traditions with people across the state.

[2] Texas is a large state with many different groups of people. Families have come from many places, and each group has brought its own customs, language, food, stories, and music. Over time, these traditions have mixed together in towns, cities, farms, churches, schools, homes, theaters, and dance halls. Music became one way people could share who they were and what mattered to them.

[3] A song can tell a story in only a few minutes. It can describe hard work, love, sadness, hope, pride, or loss. It can remind people of their families or the places they came from. Sometimes a song helps a person feel less alone. Other times, it helps a whole community feel proud. In Texas, music has often been a bridge between people. Even when listeners came from different backgrounds, they could understand the feelings behind a song.

[4] Lydia Mendoza was one of those artists. She grew up in a Mexican American family and sang songs in Spanish about hard work, love, and everyday life. People felt connected to her music because it sounded like their own experiences. Her songs were not important because they were complicated. They were important because they were honest. They told about real people and real feelings.

[5] Mendoza began performing when she was young. She sang with members of her family, and music became part of her life. She often played the guitar while she sang. Her voice was clear and strong, and people remembered it. When she performed, listeners could hear emotion in every song. Her music helped many families feel that their language and traditions had value.

[6] For Mexican American families in Texas, Lydia Mendoza's music mattered in a special way. Many people did not always hear songs in Spanish on the radio. They did not always see their lives shown in books, plays, or public events. When Mendoza sang, she gave those families a voice. She helped people feel seen and respected. Her songs showed that Mexican American stories belonged in Texas culture.

[7] Mendoza's music also helped keep traditions alive. Some songs had been passed from one generation to another. Other songs told about the lives of working people. Families could listen together and remember where they came from. Children could hear the language of their parents and grandparents in a new way. Adults could hear their own memories in the music.

[8] Her songs reached people in homes, at gatherings, and on the radio. A family might hear one of her songs after a long day of work. A group of people might sing along during a celebration. Someone might listen quietly and think about a person they missed. In each case, the music carried meaning. It connected private feelings to a larger culture.

[9] Lydia Mendoza helped show that music does not have to come from a fancy concert hall to be important. Music can come from family life, community traditions, and everyday experiences. Her work helped Texas remember that culture is built by ordinary people as well as famous ones. By sharing songs in Spanish, she helped make Texas music richer

and more complete.

[10] Around the same time, Chelo Silva became known for her powerful voice and emotional songs. Her music helped Tejano music grow and reach more listeners across Texas. Silva sang in a way that made people pay attention. Her voice could sound strong, sad, hopeful, or full of pain. She made listeners feel the meaning of the song, not just hear the words.

[11] Tejano music was important because it blended different sounds and traditions. It grew from Mexican, American, and Texas influences. The music could include instruments and rhythms that reminded people of different places. It often used Spanish, but it also reflected life in Texas. This mix helped Tejano music become a sound that many Texans recognized.

[12] Chelo Silva helped this music reach more people. Her songs were emotional, and many listeners connected with them. Some songs told about love. Others told about heartbreak or struggle. Even when a song described one person's feelings, many people could understand it. Almost everyone knows what it feels like to miss someone, hope for something, or feel disappointed. Silva used her voice to bring those feelings to life.

[13] Her success helped people notice the talent of Mexican American artists. It also helped Tejano music gain more respect. Instead of being seen as music for only one group, Tejano music became part of the larger story of Texas. Silva's work showed how music can honor tradition while also reaching new listeners.

[14] Chelo Silva's music helped bring people together because emotions are something people share. A listener did not have to have the exact same life as the singer to understand the feeling in the song. This is one reason music can be so powerful. It allows people to feel connected even when their backgrounds are different.

[15] Julius Lorenzo Cobb Bledsoe had a different path. He was an African American singer who performed on stage and in operas. He became well known for his role in *Show Boat*, which was a big achievement at the time. His success showed that talent could break barriers, even when opportunities were limited.

[16] Bledsoe's career was important because African American performers did not always receive fair chances. During his lifetime, many people faced unfair treatment because of race. Some doors were closed to African American artists before they even had a chance to show their talent. This made Bledsoe's success even more meaningful.

[17] When Bledsoe performed, he showed great skill and discipline. Singing on stage and in opera required practice, courage, and control. A performer had to learn the music, understand the role, and connect with the audience. Bledsoe did these things well. His voice helped him earn respect from people who heard him perform.

[18] His role in *Show Boat* became an important part of his career. Being known for a major stage role helped more people learn his name. It also showed that an African American artist from Texas could succeed in a difficult field. His work helped challenge unfair ideas about who belonged on important stages.

[19] Bledsoe's success was not only about his own career. It also mattered because it helped open doors for other performers. When one artist breaks a barrier, others may

have a better chance to follow. Bledsoe's career showed that talent, hard work, and determination could make a difference, even when the world was not fair.

[20] His story adds an important part to Texas culture. Texas music and performance history is not only about one style of music or one group of people. It includes singers, musicians, actors, and performers from many backgrounds. Bledsoe helped show that African American artists were an important part of that story.

[21] The diversity of these artists' backgrounds helped shape Texas culture in their own way. Their music brought people together and gave others a chance to be heard. Lydia Mendoza shared Mexican American stories through songs in Spanish. Chelo Silva helped Tejano music grow and reach more listeners. Julius Lorenzo Cobb Bledsoe used his voice on stage and in opera to show what was possible.

[22] Each artist followed a different path. Mendoza's music grew from family and community traditions. Silva's songs helped people feel deep emotions through Tejano music. Bledsoe's performances showed strength and talent on the stage. Their work was not the same, but each contribution mattered.

[23] These artists helped people learn from one another. A person who listened to Lydia Mendoza might better understand Mexican American traditions. A person who heard Chelo Silva might notice how Tejano music mixed different cultures and feelings. A person who learned about Julius Lorenzo Cobb Bledsoe might understand how difficult it was for some artists to succeed and why his success mattered.

[24] Their stories also show that culture is not created by only one person or one group. Culture grows when people share their voices, talents, and traditions. It grows when songs are passed from parents to children. It grows when people gather to listen, dance, sing, or remember. It grows when someone has the courage to perform, even when the path is difficult.

[25] Music can also help people understand history. A song may not list dates or events the way a textbook does, but it can show how people felt during a time period. It can show what people valued, feared, hoped for, or celebrated. The music of Mendoza, Silva, and Bledsoe helps people hear parts of Texas history that might otherwise be missed.

[26] Their work reminds us that different subgroups of people helped build Texas culture. Mexican American communities, African American communities, and many other groups added their own voices. These voices did not make Texas culture weaker or more divided. Instead, they made it stronger. They gave Texas more sounds, more stories, and more ways to understand the people who live here.

[27] Their songs and stories are still remembered. Some people believe their biggest impact was sharing their culture, while others think they helped bring different subgroups of people closer together. Both ideas can be true. Sharing culture can help people feel proud of who they are. It can also help others learn, respect, and connect.

[28] Today, when people hear different styles of Texas music, they are hearing pieces of history. They are hearing the voices of artists who told stories that mattered. They are hearing traditions that were kept alive through songs and performances. They are also hearing courage, because many artists had to work hard to be heard.

[29] Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe helped shape Texas culture by using their talents. They shared stories from their communities, reached listeners across the state, and showed that every voice can matter. Their work reminds us that music is more than sound. It is a way to remember the past, honor different traditions, and bring people closer together.

Student Annotation Guide — Voices That Shaped Texas

T — Time

During his lifetime

R — Reactions

People felt connected to her music

A — Actions

shared their stories and traditions

C — Character/Concept/Creature

Lydia Mendoza

K — Key Knowledge

music is more than sound

S — Scenery/Setting

towns, cities, farms, churches, schools, homes, theaters, and dance halls

TRACKS EVIDENCE HIGHLIGHTING — Voices That Shaped Texas

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Day 1 — Gather and Reveal

★ Daily Deck Slide (M4-03)

Write on the board: The teacher may try to trick your ears with a close-but-not-correct label. Signal "catch" when you hear an error, then repair it: "It is actually ___ because ___."

★ Daily Deck Slide (M4-04)

Write on the board: Introduction: Blue -> Yellow -> Green. Body: Green -> Yellow -> Red -> Blue. Conclusion: Green -> Yellow -> Blue. The paper opens wide, narrows to the answer, develops proof, then widens into reflection.

Daily Deck Slide (M4-05)

Write on the board: Color by sentence job, not by paragraph location alone. Ask: Is this sentence opening, answering, proving, explaining, inferring, or reflecting? Then justify the color with evidence from the sentence itself. Approach: Catch and Correct the Mistake Purpose: Students listen for deliberately mislabeled sentence jobs in the full ECR color system, catch the error, and repair it with an explanation. Listening Target: Listen for a sentence whose color or job does not match what the sentence actually does. SLIDE M4-03 - CATCH AND CORRECT THE COLOR MISTAKE The teacher may try to trick your ears with a close-but-not-correct label. Signal "catch" when you hear an error, then repair it: "It is actually ___ because ___." Round 1: "The sentence, They began to believe that citizens should have a voice, is red because it explains the evidence." Answer: Incorrect. It is yellow evidence because it is a specific detail from the passage. Round 2: "When people study, create, and share what matters, their influence can continue long after one moment ends, is blue because it reflects on the big picture." Answer: Correct. Round 3: "The green sentence in the introduction is a reason." Answer: Incorrect. In the introduction, green is the thesis (central idea)/central idea. Fresh Recall: With the color key covered, students state the introduction, body, and conclusion color patterns from memory. G - Gather Their Attention Attention Activity: The Writing Rainbow X-Ray Bring a plain black-and-white copy of the exemplar paper and a fully color-coded teacher version covered with a sheet of paper. Teacher Script "Writers, today we are going to do something exciting. We are going to take a strong paper and give it an x-ray. At first, all writing can look like one big block of words. But when we look closer, we begin to see that every sentence has a special job." Hold up the plain copy. "This is how writing looks when we have not yet made its parts visible." Then reveal the color-coded copy. "And this is how writing looks when we can truly see it." Teacher Script "Today, you are going to become writing x-ray experts. You will color-code an exemplar paper so that every important part stands out. When you can see the parts, you can build the parts." Whiteboard to Write Do not just color the sentence. Identify the job of the sentence. Teacher Script "Today we are not coloring for decoration. We are coloring for understanding." SLIDE M4-04 - THE FULL ECR COLOR MAP Introduction: Blue -> Yellow -> Green. Body: Green -> Yellow -> Red -> Blue. Conclusion: Green -> Yellow -> Blue. The paper opens wide, narrows to the answer, develops proof, then widens into reflection. R - Reveal the Background Knowledge Teacher Script "Before we color-code the full exemplar paper, we need to review what each color means and how those colors move through the paper." Mini Review 1: Introduction Paragraph Colors Teacher Script "In the introduction paragraph, the colors move like this: Blue for the statement of purpose Yellow for the evidentiary transition Green for the thesis (central idea)" Write on board: Introduction = Blue -> Yellow -> Green Teacher Script "The statement of purpose opens broadly. The evidentiary transition begins bringing in the text support. The thesis (central idea) gives the clear answer." Sample Introduction from Exemplar "Ideas can continue to shape people long after they first appear." "Looking Back to Move Forward uses Ava's discovery of Renaissance art and government ideas, while Voices That Shaped Texas presents artists whose music and achievements influenced Texas culture." "Together, both passages show that ideas and voices shape communities through learning, expression, and the sharing of culture." Teacher Script "In this module, we will separate that introduction carefully so students can see each part." SLIDE M4-05 -

MODEL THE COMPLETE EXEMPLAR Color by sentence job, not by paragraph location alone. Ask: Is this sentence opening, answering, proving, explaining, inferring, or reflecting? Then justify the color with evidence from the sentence itself. Teacher Modeling Blue: Ideas can continue to shape people long after they first appear. Yellow: Looking Back to Move Forward uses Ava's discovery of Renaissance art and government ideas, while Voices That Shaped Texas presents artists whose music and achievements influenced Texas culture. Green: Together, both passages show that ideas and voices shape communities through learning, expression, and the sharing of culture. Mini Review 2: Main Body Paragraph Colors Teacher Script "Each main body paragraph has its own color path." Write on board: Main Body = Green -> Yellow -> Red -> Blue if needed Green = reason or way statement Yellow = evidence Red = explanation Blue = significant inference, if present Teacher Script "The reason sentence tells the point for that paragraph. The evidence proves it. The explanation tells why the evidence matters. If the paragraph includes a significant inferencing statement, that sentence is blue." Teacher Script "I want you to listen for jobs, not just sentences." Mini Review 3: Conclusion Colors Teacher Script "The conclusion moves in the opposite direction from the introduction." Write on board: Conclusion = Green -> Yellow -> Blue Green = R1 restatement of thesis (central idea) Yellow = R2 reference back to evidence Blue = R3 reflection statement Teacher Script "In the introduction, we move toward the thesis (central idea). In the conclusion, we move away from the thesis (central idea) and out into the big-picture reflection." Teacher Script "That is why the introduction and conclusion are opposites of each other." Mini Review 4: The Big Opposite Pathway Draw arrows on the board: Introduction: Blue -> Yellow -> Green Conclusion: Green -> Yellow -> Blue Teacher Script "This is an important visual habit. The introduction leads us in. The conclusion leads us out. One brings us to the answer. One sends the answer into a bigger thought." Mini Review 5: Red for Explanation Explanation is color-coded red in this module so students can see where the writer explains how evidence supports the reason. Teacher Script "When you see red, think explanation. Red is the thinking color in the middle of the paragraph because that is where the writer explains how the evidence supports the reason."

Day 2 — Attempt

Daily Deck Slide (M4-06)

Write on the board: Capture sentence strips from the exemplar. Sort by job and color. Rebuild the paper from introduction to conclusion. Whole Group / Partner / Small Group Activity: Color Quest: Build the Paper Map This module's central activity is fully centered on color-coding the exemplar paper. Students may work: independently, in partner pairs, or in small groups. They may use: colored square markers from their interactive notebook pocket, colored pencils, crayons, or highlighters. Part 1: Sentence Job Sort Materials Exemplar sentence strips cut apart Color category mats: Blue Yellow Green Red Teacher Script "Before you touch the full paper, you are going to sort sentence strips by job. Read each strip, decide what its job is, and place it on the correct color mat." Sample Sentence Strips Ideas can continue to shape people long after they first appear. Looking Back to Move Forward uses Ava's discovery of Renaissance art and government ideas. Voices That Shaped Texas presents artists whose music and achievements influenced Texas culture. One way the passages show influence is through learning from the past. Ava learns that people studied ideas from ancient Greece and Rome and began to believe citizens should have a voice. This shows that earlier ideas can inspire new thinking about fairness and freedom. Learning from the past can help people imagine new possibilities for the future. Both texts show that ideas and voices can influence communities through learning, expression, and shared culture. Ava's discoveries and the Texas artists' stories, music, and achievements all support this idea. When people study, create, and share what matters, their influence can continue long after one moment ends. Answer Key Guidance Blue Ideas can continue to shape people long after they first appear. Learning from the past can help people imagine new possibilities for the future. When people study, create, and share what matters, their influence can continue long after one moment ends. Yellow Looking Back to Move Forward uses Ava's discovery of Renaissance art and government ideas. Voices That Shaped Texas presents artists whose music and achievements influenced Texas culture. Ava learns that people studied ideas from ancient Greece and Rome and began to believe citizens should have a voice. Ava's discoveries and the Texas artists' stories, music, and achievements all support this idea. Green One way the passages show influence is through learning from the past. Both texts show that ideas and voices can influence communities through learning, expression, and shared culture. Red This shows that earlier ideas can inspire new thinking about fairness and freedom. Part 2: Color the Exemplar Paragraph by Paragraph Teacher Script "Now you are ready to color the exemplar paper. Work one paragraph at a time. Ask yourself, 'What job is this sentence doing?' Then color it correctly." Introduction Paragraph Color-Coding Directions Teacher Script "In the introduction paragraph: color the statement of purpose blue color the evidentiary transition yellow color the thesis (central idea) green" Teacher Model Introduction Blue: Ideas can continue to shape people long after they first appear. Yellow: Looking Back to Move Forward uses Ava's discovery of Renaissance art and government ideas, while Voices That Shaped Texas presents artists whose music and achievements influenced Texas culture. Green: Together, both passages show that ideas and voices shape communities through learning, expression, and the sharing of culture. Main Body Paragraph 1 Color-Coding Directions Teacher Script "In main body paragraph 1: color the reason or way statement green color the evidence yellow color the explanation red if there is a significant inferencing statement, color it blue" Teacher Model Paragraph 1 Green:

One way the passages show influence is through learning from the past. Yellow: In Looking Back to Move Forward, Ava learns that people studied ideas from ancient Greece and Rome and began to believe citizens should have a voice. Red: This shows that earlier ideas can inspire new thinking about fairness and freedom. Blue: The bigger lesson is that learning from the past can help people imagine new possibilities for the future. Main Body Paragraph 2 Color-Coding Directions Teacher Script “Now repeat that same color pattern for main body paragraph 2.” Teacher Model Paragraph 2 Green: Another way the passages show influence is through the sharing of stories and traditions. Yellow: Voices That Shaped Texas explains that Lydia Mendoza sang about hard work, love, and everyday life and that listeners felt connected to her music. Red: Her music reflected experiences people recognized, and Chelo Silva's songs helped Tejano music grow. Blue: This shows that shared experiences can strengthen culture by helping people feel seen and connected. Main Body Paragraph 3 Color-Coding Directions Teacher Script “Repeat the color pattern again for main body paragraph 3.” Teacher Model Paragraph 3 Green: A final way the passages show influence is by giving people a voice and breaking barriers. Yellow: The passage explains that Julius Lorenzo Cobb Bledsoe became well known for his role in Show Boat and that his success showed talent could break barriers. Red: His achievement, together with the artists' music bringing people together, shows that creative work can widen opportunity and representation. Blue: When people use their talents courageously, their influence can open doors for others. Conclusion Paragraph Color-Coding Directions Teacher Script “In the conclusion paragraph: color R1 green color R2 yellow color R3 blue” Teacher Model Conclusion Green: Both texts show that ideas and voices can influence communities through learning, expression, and shared culture. Yellow: Ava's discoveries about Renaissance thinking and the Texas artists' stories, music, and achievements all support this idea. Blue: When people study, create, and share what matters, their influence can continue long after one moment ends. Part 3: Gameboard Activity Race to the Right Color Materials Gameboard Dice “Pencil Guy” markers Color challenge cards Teacher Script “Each player should choose the ‘Pencil Guy’ of their choice as their game marker. Roll the die and move along the path. When you land on a space, draw a color challenge card and complete it.” Sample Color Challenge Cards What color is the thesis (central idea) in the introduction? What color is the evidence in a main body paragraph? What color is the reflection sentence in the conclusion? Why is explanation colored red? How are the introduction and conclusion opposite? Read this sentence and tell its color: “This shows that earlier ideas can inspire new thinking about fairness and freedom.” Read this sentence and tell its color: “Both texts show that ideas and voices can influence communities through learning, expression, and shared culture.” Answer Key Thesis (Central Idea) in introduction = green Evidence in main body = yellow Reflection sentence in conclusion = blue Explanation = red Introduction and conclusion are opposite because one moves Blue -> Yellow -> Green and the other moves Green -> Yellow -> Blue “This shows that earlier ideas can inspire new thinking about fairness and freedom.” = red “Both texts show that ideas and voices can influence communities through learning, expression, and shared culture.” = green Interactive Notebook Directions Teacher Script “Open your interactive notebook and turn to a clean page. Title the page: Color-Coding the Exemplar Paper.” Students Should Write: Introduction Blue = Statement of Purpose Yellow = Evidentiary Transition Green = Thesis (Central Idea) Main Body Paragraphs Green = Reason or Way Yellow = Evidence Red = Explanation Blue = Significant Inference

Conclusion Green = R1 Yellow = R2 Blue = R3 Teacher Script “Place your colored square markers beside each label if you are using the notebook markers. If you are not using the square markers, use your colors, colored pencils, or highlighters to mark the page. This page should become a quick-reference guide for future ECR work.” Reminder to Students “Use the games and activities in your interactive notebook to continually review all of the ECR concepts whenever you have free time in the classroom.”

Day 3 — Discuss and Use Again

★ Daily Deck Slide (M4-07)

Write on the board: Yellow can be a bridge in the introduction and evidence in the body. Green can be the thesis (central idea) in the introduction, reasons in the body, and R1 in the conclusion. Blue carries broad/significant thinking at the beginning, body close, and final reflection.

★ Daily Deck Slide (M4-08)

Write on the board: Color each sentence. Label SP, ET, TH, R, EV, EX, SI, R1, R2, or R3. Write one justification per paragraph explaining why the colors fit.

Teacher Script

"Let's talk about what we noticed while color-coding the paper." Discussion Questions Why is the statement of purpose blue in the introduction? Why does the thesis (central idea) turn green? How is the yellow sentence different in the introduction and the main body? Why is explanation red? When would a sentence in the main body be blue? How are the introduction and conclusion opposite? Why is color-coding a helpful habit for writers? Possible Student Responses "Blue in the introduction is broad and opens the topic." "Green is the main answer." "Yellow in the introduction helps transition into the evidence idea, but yellow in the body is the actual evidence." "Red is the explanation because it shows the thinking." "Blue in the body is a significant inference." "The introduction goes toward the thesis (central idea), and the conclusion goes away from it." "Color-coding helps us see if we are missing something." Possible Student Questions and Teacher Responses Student Question: "Can one sentence ever have more than one color?" Teacher Response: "Sometimes a sentence can do more than one job, but at this level we want to identify its strongest job first." Student Question: "Why is blue used in both the beginning and the end?" Teacher Response: "Blue holds the broad thinking. In the introduction, it opens the topic. In the conclusion, it opens the thinking back up again with reflection." Student Question: "What if I think a sentence is evidence and my partner thinks it is explanation?" Teacher Response: "Go back to the question: Is this sentence proving something, or is it telling why the proof matters? That will usually help you decide." Student Question: "Why do we need to color the exemplar paper?" Teacher Response: "Because when we can see the structure in a strong model, we can start building that same structure in our own writing." SLIDE M4-08 - COLOR IT, LABEL IT, PROVE IT Color each sentence. Label SP, ET, TH, R, EV, EX, SI, R1, R2, or R3. Write one justification per paragraph explaining why the colors fit. U - Use the Knowledge Again Independent / Partner / Small Group Interactive Notebook Activity: Color It, Label It, Prove It Teacher Script "Now you will use the color-coding knowledge again in a different way. This time, you will not just color the paper. You will also label and justify your thinking." Directions for Students Use a clean copy of the exemplar paper. Color-code each paragraph correctly. Label each sentence by job in the margin. SP = Statement of Purpose ET = Evidentiary Transition TH = Thesis (Central Idea) R = Reason EV = Evidence EX = Explanation SI = Significant Inference R1 = Restatement R2 = Reference Back R3 = Reflection Write one sentence at the bottom of each paragraph explaining why the colors fit. Teacher Script "Do not just color it. Prove that you know why the color belongs there." Answer Key Guidance Introduction SP = Blue ET = Yellow TH = Green Main Body 1, 2, and 3 R = Green EV = Yellow EX = Red SI = Blue if present Conclusion R1 = Green R2 = Yellow R3 = Blue Sample Student Justification "The yellow sentence in body paragraph 1 is evidence because it gives a specific passage detail about people studying ideas from ancient Greece and Rome and beginning to believe citizens should have a voice."

Day 4 — Award and Target

★ Daily Deck Slide (M4-12)

Write on the board: Celebrate the sentence job or color relationship that became clearest today.

★ Daily Deck Slide (M4-13)

Write on the board: Set one structural goal for your next ECR. Teach a partner how the introduction and conclusion mirror each other.

A – Award Yourself for A Job Well Done Recognition Activity: Color Master Ribbon Students choose one ribbon sentence stem and finish it in their notebook: “I was a Color Master today when I...” “One color I understand better now is...” “I used this activity to notice...” “A part of writing that became clearer to me is...” Optional Teacher Recognition Titles Paragraph Painter Structure Spotter Exemplar Expert Color Code Champion Writing X-Ray Reader Teacher Script “Recognize what you did well today. You were not just using colors. You were training your brain to notice the structure of strong writing.”

SLIDE M4-13 - TARGET + TEACH THE WHOLE PAPER Set one structural goal for your next ECR. Teach a partner how the introduction and conclusion mirror each other. T – Target Their Goals Teacher Script “Now let’s set a goal for how this color-coding can help your own writing.” Reflection Questions for Students Which color was easiest for me to identify? Which color was hardest? Do I understand the difference between yellow evidence and red explanation? Can I see how the introduction and conclusion are opposite? How will this help me write my own paper better? Curiosity Questions Why do writers need both evidence and explanation? How might this color pattern look different in older grades? Why is a thesis (central idea) the turning point of the introduction? Why is the reflection sentence a strong way to end? How does seeing structure help writers become stronger? Teacher Script “Think about the color that challenged you most. That may be exactly where your writing is ready to grow next.”

Day 5 — Explain to Others

E – Explain to Others Turn and Teach Experience Teacher Script “Now you will teach someone else how the color system works.” Directions Students turn to a partner or small group and teach one of the following: How to color-code the introduction How to color-code a main body paragraph How to color-code the conclusion How the introduction and conclusion are opposite Why color-coding an exemplar paper helps writers Sentence Stems for Students “The blue sentence in the introduction is...” “The green sentence in the body paragraph is...” “The red sentence tells...” “The yellow sentence proves...” “The conclusion starts with green because...” “The introduction and conclusion are opposite because...” Teacher Script “Teach clearly, point to the sentences, and explain the jobs of the colors. You are helping each other become stronger writers.”

Module 4 — Low, Medium, and High Exemplars

Prompt: Explain how each sentence in a complete paired-passage ECR contributes to the paper's structure.

Low Exemplar

Student Response: "The sentences have colors. The introduction is blue, yellow, and green. The body has colors too."

What Is Working: The response recalls part of the introduction pattern.

What Needs Improvement: Explain the job represented by each color and address the body and conclusion.

Medium Exemplar

Student Response: "Blue opens the introduction, yellow gives evidence, green is the answer, and red explains. The conclusion reverses the introduction."

What Is Working: The response names the main color relationships and recognizes the reverse pattern.

What Needs Improvement: Distinguish how yellow and blue function differently in different parts of the paper and support the explanation with sentence-level examples.

High Exemplar

Introduction Blue: Ideas can continue to shape people long after they first appear. Yellow: Looking Back to Move Forward uses Ava's discovery of Renaissance art and government ideas, while Voices That Shaped Texas presents artists whose music and achievements influenced Texas culture. Green: Together, both passages show that ideas and voices shape communities through learning, expression, and the sharing of culture. Main Body Paragraph 1 Green: One way the passages show influence is through learning from the past. Yellow: In Looking Back to Move Forward, Ava learns that people studied ideas from ancient Greece and Rome and began to believe citizens should have a voice. Red: This shows that earlier ideas can inspire new thinking about fairness and freedom. Blue: The bigger lesson is that learning from the past can help people imagine new possibilities for the future. Main Body Paragraph 2 Green: Another way the passages show influence is through the sharing of stories and traditions. Yellow: Voices That Shaped Texas explains that Lydia Mendoza sang about hard work, love, and everyday life and that listeners felt connected to her music. Red: Her music reflected experiences people recognized, and Chelo Silva's songs helped Tejano music grow. Blue: This shows that shared experiences can strengthen culture by helping people feel seen and connected. Main Body Paragraph 3 Green: A final way the passages show influence is by giving people a voice and breaking barriers. Yellow: The passage explains that Julius Lorenzo Cobb Bledsoe became well known for his role in Show Boat and that his success showed talent could break barriers. Red: His achievement, together with the artists' music bringing people together, shows that creative work can widen opportunity and representation. Blue: When people use their talents courageously, their influence can open doors for others. Conclusion Green: Both texts show that ideas and voices can influence communities through learning, expression, and shared culture. Yellow: Ava's discoveries about Renaissance thinking and the Texas artists' stories, music, and achievements all support this idea. Blue: When people study, create, and share what matters, their influence can continue long after one moment ends.

Module 4 — Assessment Opportunities

Standards Application Check — Module 4 Cumulative

★ Daily Deck Slide (M4-09)

Write on the board: Choose one paragraph from the exemplar. Explain each sentence job, then revise the paragraph by adding, deleting, combining, or rearranging one idea for coherence or clarity. Edit any compound sentence for conjunctions, agreement, boundaries, and commas.

Choose one paragraph from the exemplar. Explain each sentence job, then revise the paragraph by adding, deleting, combining, or rearranging one idea for coherence or clarity. Edit any compound sentence for conjunctions, agreement, boundaries, and commas. Teacher Model / Answer Key: In Body Paragraph 1, green states the reason, yellow supplies passage evidence, red explains what the evidence proves, and blue lifts the thinking. A revision is successful only if the new order preserves that logical movement. Cumulative Look-Fors: purposeful introduction, transitions, conclusion, relevant details, clear central idea, genre characteristics/craft, coherent revision, and accurate compound-sentence conventions.

Formative Check

Collect each student's color-coded paragraph, sentence-job labels, justification, and revision. A successful response preserves the logical movement of reason, evidence, explanation, and significant inference.

Check the Learning

- Verbal: In Catch and Correct, students repair a mislabeled sentence and explain why.
- Visual: In Color Quest, students rebuild the paper using the correct color pattern.
- Written: In Color It, Label It, Prove It, students label every sentence and write one justification per paragraph.

Look-Fors

Students color by function, distinguish yellow evidence from red explanation, identify green as the main answer or reason, recognize blue as broad or inferential thinking, and explain the opposite introduction/conclusion pathways.

Intervention — Module 4

★ Daily Deck Slide (M4-10)

Write on the board: Ask whether the sentence proves or explains. Use the sentence job question cards. Sort first, then color, then explain.

Color Clue Rescue Group Purpose To support students who confuse evidence and explanation or who struggle to identify the jobs of sentences. Materials Short paragraph strips Color cards Glue sticks Sorting mat Sentence job question cards Teacher Script “We are going to slow the paper down and look for clues. Every sentence gives us a clue about its job.” Step-by-Step Intervention Give students one short paragraph at a time. Read the paragraph aloud together. Cover all but the first sentence. Ask: “Is this introducing the idea, proving the idea, explaining the idea, or reflecting on the idea?” Let students hold up the color card they think matches. Reveal the next sentence and repeat. Build the paragraph in order with colors underneath. End by asking students to explain why each color fits. Teacher Support Questions Does this sentence answer the paragraph point? Does this sentence give proof from the text? Does this sentence explain why the proof matters? Does this sentence sound broad or reflective? Intervention Goal Students should be able to: identify sentence jobs one at a time, distinguish between yellow evidence and red explanation, recognize green as the main point sentence, see blue as broad or inferential thinking.

Module 4 — Embedded Checks and Student Support

Teacher Check	Expected Student Thinking	Support
Is this sentence proving or explaining?	Yellow proves; red explains why the proof matters.	Cover all but one sentence and use color cards.
What is green doing here?	It is the thesis (central idea), body reason, or R1 restatement.	Identify the section before naming the exact job.
Why is this sentence blue?	It opens broadly, infers significantly, or reflects globally.	Ask whether the thinking is broad or significant.
How do the outside paragraphs connect?	The introduction leads in; the conclusion leads out.	Trace Blue -> Yellow -> Green, then reverse it.

Enrichment — Module 4

Daily Deck Slide (M4-11)

Write on the board: Start with unlabeled colored sentence strips. Infer the sentence job from the color and context. Reconstruct and defend the full ECR sequence. Reverse the Rainbow Challenge Purpose To challenge students who are ready for deeper structural thinking. Directions Students receive a plain, uncolored exemplar paper and must: color-code it correctly, label every sentence job, explain how the structure supports the overall response, and then create one new body paragraph that matches the same color pattern. Extension Layer Students also answer: Why is the introduction not just blue and green? Why is the conclusion not just green and blue? How does yellow function differently in different parts of the paper? How does blue function differently in the introduction, body, and conclusion? Expected Higher-Level Thinking Students may notice: yellow can transition in the introduction but serve as proof in the body, blue can introduce broadly, infer deeply, or reflect globally, the paper feels balanced because every part has a purpose. Sample Exemplar for This Module's Color-Coding Practice Introduction Blue: Ideas can continue to shape people long after they first appear. Yellow: Looking Back to Move Forward uses Ava's discovery of Renaissance art and government ideas, while Voices That Shaped Texas presents artists whose music and achievements influenced Texas culture. Green: Together, both passages show that ideas and voices shape communities through learning, expression, and the sharing of culture. Main Body Paragraph 1 Green: One way the passages show influence is through learning from the past. Yellow: In Looking Back to Move Forward, Ava learns that people studied ideas from ancient Greece and Rome and began to believe citizens should have a voice. Red: This shows that earlier ideas can inspire new thinking about fairness and freedom. Blue: The bigger lesson is that learning from the past can help people imagine new possibilities for the future. Main Body Paragraph 2 Green: Another way the passages show influence is through the sharing of stories and traditions. Yellow: Voices That Shaped Texas explains that Lydia Mendoza sang about hard work, love, and everyday life and that listeners felt connected to her music. Red: Her music reflected experiences people recognized, and Chelo Silva's songs helped Tejano music grow. Blue: This shows that shared experiences can strengthen culture by helping people feel seen and connected. Main Body Paragraph 3 Green: A final way the passages show influence is by giving people a voice and breaking barriers. Yellow: The passage explains that Julius Lorenzo Cobb Bledsoe became well known for his role in Show Boat and that his success showed talent could break barriers. Red: His achievement, together with the artists' music bringing people together, shows that creative work can widen opportunity and representation. Blue: When people use their talents courageously, their influence can open doors for others. Conclusion Green: Both texts show that ideas and voices can influence communities through learning, expression, and shared culture. Yellow: Ava's discoveries about Renaissance thinking and the Texas artists' stories, music, and achievements all support this idea. Blue: When people study, create, and share what matters, their influence can continue long after one moment ends.

Module 4 — Additional Writing Opportunity: Build the Color Pattern

Write one new paired-passage body paragraph that matches the exemplar's Green -> Yellow -> Red -> Blue pattern. Use only details from “Looking Back to Move Forward” and “Voices That Shaped Texas.”

Planning Support

1. Green: State one way the passages show influence.
2. Yellow: Supply a specific passage detail.
3. Red: Explain what that detail proves.
4. Blue: Add a significant inference that lifts the thinking.

Drafting Space

Revise and Edit

Add, delete, combine, or rearrange one idea for coherence or clarity. Edit compound sentences for coordinating conjunctions, subject-verb agreement, sentence boundaries, and commas.

Module 4 — Auditory Engagement (Active Participation)

Approach: Catch and Correct the Mistake Purpose: Students listen for deliberately mislabeled sentence jobs in the full ECR color system, catch the error, and repair it with an explanation. Listening Target: Listen for a sentence whose color or job does not match what the sentence actually does. SLIDE M4-03 - CATCH AND CORRECT THE COLOR MISTAKE The teacher may try to trick your ears with a close-but-not-correct label. Signal "catch" when you hear an error, then repair it: "It is actually ___ because ___." Round 1: "The sentence, They began to believe that citizens should have a voice, is red because it explains the evidence." Answer: Incorrect. It is yellow evidence because it is a specific detail from the passage. Round 2: "When people study, create, and share what matters, their influence can continue long after one moment ends, is blue because it reflects on the big picture." Answer: Correct. Round 3: "The green sentence in the introduction is a reason." Answer: Incorrect. In the introduction, green is the thesis (central idea)/central idea. Fresh Recall: With the color key covered, students state the introduction, body, and conclusion color patterns from memory.

Pause Points

|| Pause Point — Sentence Job

Stop and ask: What is this sentence doing?

|| Pause Point — Evidence or Explanation

Stop and ask: Does the sentence prove the point, or tell why the proof matters?

|| Pause Point — Opposite Pathways

Stop and trace: Does the introduction move Blue -> Yellow -> Green and the conclusion Green -> Yellow -> Blue?

|| Pause Point — Complete Structure

Stop and check: Is any important sentence job missing?

Module 4 — My Progress Tracker

I Can...	Not yet	Getting set	I can do it
Identify the job of every sentence.			
Distinguish evidence from explanation.			
Color-code the introduction, body, and conclusion.			
Explain the opposite introduction and conclusion pathways.			
Revise for coherence and clarity.			

One sentence job I understand better now: ~lines2~

One structural goal for my next ECR: ~lines2~

Module 4 — Teacher Closure and Reflection

Teacher Closing Words of Encouragement

Teacher Script

“Today you helped students do an important kind of noticing. They learned that strong writing is not a mystery block of words. It is built with parts, and each part has a purpose. When students can see the colors, they can begin to see the structure. When they can see the structure, they can begin to build it on their own. That is powerful work, and your careful teaching is helping it happen.”

✓ Module Overarching Question — Answered

Question: How does color-coding a complete exemplar reveal the job of every sentence and the structure of a strong paired-passage ECR? Answer: Color-coding makes the invisible structure of a strong ECR visible. Blue opens or widens the thinking, yellow connects to evidence, green states the central answer or reason, and red explains evidence. Seeing the complete color pattern helps students identify missing parts, revise weak sections, and understand how the paper opens broadly, narrows to a central idea, develops proof, and widens again in reflection.

★ Daily Deck Slide (M4-14)

Write on the board: How does color-coding a complete exemplar reveal the job of every sentence and the structure of a strong paired-passage ECR? Answer: Color-coding makes the invisible structure of a strong ECR visible. Blue opens or widens the thinking, yellow connects to evidence, green states the central answer or reason, and red explains evidence. Seeing the complete color pattern helps students identify missing parts, revise weak sections, and understand how the paper opens broadly, narrows to a central idea, develops proof, and widens again in reflection.

Teacher Reflection

Which students color by sentence job rather than paragraph location? ~lines2~

Which students distinguish evidence from explanation? ~lines2~

Who can explain the opposite pathways independently? ~lines2~

Module 4 — Remote Learning



Virtual Classroom Adjustment for Remote Learners

Share a plain exemplar and a color-coded teacher version on screen, revealing one paragraph at a time. For Catch and Correct, read each label aloud and have students signal “catch” in chat before repairing it with “It is actually ___ because ___.” Provide movable colored squares on shared slides for Sentence Job Sort and Race to the Right Color. In breakout rooms, students color-code a clean exemplar, add SP, ET, TH, R, EV, EX, SI, R1, R2, and R3 labels in comments, and write one justification below each paragraph. Bring the class back together for Color It, Label It, Prove It and the Turn and Teach experience; require students to point to sentences while explaining their jobs. Collect the standards application paragraph with its revision and compound-sentence edit in the learning platform.