

THE WRITING ACADEMY®, LLC

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GRADE



Cluster 5

Writing Across Two Passages



STUDENT WORKBOOK

Student Name: _____

Teacher / Class: _____

Date Started: _____

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Grade 4 Cluster 5

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Grade 4 Cluster 5

Modules 1-4 Combined Student Workbook

Welcome, Thinker!

A note to you before we begin.

Dear Writer,

Welcome to Cluster 5, where you learn to answer a prompt using TWO passages at once. We picture the answer as a bridge: if you build only one side, the bridge cannot reach across. A complete answer must use both texts.

You will read a story, "Looking Back to Move Forward," in which Ava learns how ideas from the Renaissance changed the way people think, and "Voices That Shaped Texas," about artists whose music and talent shaped Texas culture. You will connect one detail from each text to one central idea.

Remember our reminder: **A paired prompt needs a paired answer.** Balance and explanation, not length, make your thinking strong.

Your friends at The Writing Academy®

How This Book Helps Me Think

Use these routines and visual cues in every module.

How This Book Helps Me Think

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

THE INDEPENDENCE ROUTINE

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

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

Visual Conventions You Will See

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

The Five Thinking Levels

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

Level	Student Meaning	My Next Cognitive Move
 Foundational	I follow directions or repeat information.	FIND IT - locate, name, identify.
 Emergent	I begin trying ideas independently.	CONNECT IT - link a clue to an idea.
 Visible	I connect ideas directly to text evidence.	EXPLAIN IT - show what evidence proves.
 Independent	I combine evidence with my own reasoning.	USE IT - apply the thinking on my own.
 Reflective	I connect evidence to broader understanding.	EXTEND IT - defend, evaluate, connect, or teach.

BUILDING A BALANCED PAIRED RESPONSE

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

MOVE YOUR THINKING


Foundational
RECALL


Emergent
CONNECT


Visible
EXPLAIN


Independent
USE


Reflective
EXTEND

TRACKS - Six Types of Measurable Evidence

TAP the TRACKS while you read BOTH passages. Hunt for all six kinds of evidence.

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

STUDENT SUPPORT - Another Way to Show What You Know

Write the letter, symbol, or color beside evidence in each passage. The exact words you highlight become the balanced evidence you use on both sides of the bridge.

Ready to Stretch? Take Your Thinking Further!

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

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CLUSTER 5



M O D U L E



Building the Evidence Bridge

Connecting Two Passages



Pocket Practice



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



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

Why This Module Matters

A paired prompt needs a paired answer - build both sides of the bridge.

WHY THIS MODULE MATTERS

In Cluster 5 you answer paired-passage Extended Constructed Response (ECR) prompts by using balanced evidence from BOTH passages. The reading focus is how a narrative resolution reveals a bigger idea; the writing focus is building a complete informative response with prompt analysis, a thesis (central idea), reasons, evidence, and explanation. You will use the Get S.E.T. introduction and balance ideas from two texts so your answer builds the whole evidence bridge.

Essential Question

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

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

How This Book Helps Me Think

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

THE INDEPENDENCE ROUTINE

Attempt	Try the thinking first.
Check	Use the built-in check when one is provided.
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Attempt -> Check -> Adjust -> Ask if Needed

Visual Conventions You Will See

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The Standards I Am Learning - Part 1

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

TEKS 11(B)(ii) - Official Standard

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

HOW I SAY THE STANDARD!

I can organize my paired response with a clear structure and transitions that link my ideas.

TEKS 11(B)(iv) - Official Standard

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

HOW I SAY THE STANDARD!

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

TEKS 12(B)(i) - Official Standard

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

HOW I SAY THE STANDARD!

I can write an informative response built around one clear central idea.

TEKS 12(B)(ii) - Official Standard

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

HOW I SAY THE STANDARD!

I can use the parts readers expect in an informative paired response.

The Standards I Am Learning - Part 2

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

TEKS 12(B)(iii) - Official Standard

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

HOW I SAY THE STANDARD!

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

TEKS 11(C)(i) - Official Standard

revise drafts to improve sentence structure

HOW I SAY THE STANDARD!

I can change my sentences so my ideas are clearer and sound better.

TEKS 11(C)(ii) - Official Standard

revise drafts to improve word choice

HOW I SAY THE STANDARD!

I can choose more precise words so my response shows stronger thinking.

TEKS 11(C)(iii) - Official Standard

revise drafts by adding ideas for coherence

HOW I SAY THE STANDARD!

I can add a needed idea so my paired response holds together.

The Standards I Am Learning - Part 3

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

TEKS 11(C)(iv) - Official Standard

revise drafts by deleting ideas for coherence

HOW I SAY THE STANDARD!

I can delete an off-topic idea so my paired response stays clear.

TEKS 11(C)(v) - Official Standard

revise drafts by combining ideas for coherence

HOW I SAY THE STANDARD!

I can combine ideas so my sentences flow together.

TEKS 11(C)(vi) - Official Standard

revise drafts by rearranging ideas for coherence

HOW I SAY THE STANDARD!

I can rearrange my ideas so they are in the clearest order.

TEKS 11(D)(i) - Official Standard

edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement

HOW I SAY THE STANDARD!

I can check that my simple sentences are complete and that my subjects and verbs agree.

The Standards I Am Learning - Part 4

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

TEKS 11(D)(vi) - Official Standard

edit drafts using standard English conventions, including past tense of irregular verbs

HOW I SAY THE STANDARD!

I can use the correct past tense of irregular verbs.

TEKS 11(D)(vii) - Official Standard

edit drafts using standard English conventions, including singular nouns

HOW I SAY THE STANDARD!

I can use singular nouns correctly when I mean one person, place, thing, or idea.

TEKS 11(D)(viii) - Official Standard

edit drafts using standard English conventions, including plural nouns

HOW I SAY THE STANDARD!

I can use plural nouns correctly when I mean more than one.

TEKS 11(D)(xvii) - Official Standard

edit drafts using standard English conventions, including pronouns, including reflexive

HOW I SAY THE STANDARD!

I can use reflexive pronouns like myself and themselves correctly.

The Standards I Am Learning - Part 5

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

TEKS 11(D)(x) - Official Standard

edit drafts using standard English conventions, including proper nouns

HOW I SAY THE STANDARD!

I can capitalize proper nouns like Ava, Raphael, and Texas correctly.

TEKS 11(D)(xxxiii) - Official Standard

edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns

HOW I SAY THE STANDARD!

I can spell words correctly using grade-level spelling patterns.

TEKS 11(D)(xxxv) - Official Standard

edit drafts using standard English conventions, including correct spelling of high-frequency words

HOW I SAY THE STANDARD!

I can spell words I see and use often correctly.

TEKS 7(C) - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

The ELPS I Am Learning

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

ELPS 4(F)(ix) - Official Standard

write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for [a] specific purpose

HOW I SAY THE STANDARD!

I can use evidence and fitting language when I explain or justify an idea.

ELPS 4(D)(iii) - Official Standard

write content-area texts using a variety of transition words

HOW I SAY THE STANDARD!

I can use transition words that make the relationship among ideas clear.

ELPS 4(F)(x) - Official Standard

write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate style for [a] specific purpose

HOW I SAY THE STANDARD!

I can use evidence and a fitting style to explain or justify my response.

ELPS 4(C)(i) - Official Standard

write using a combination of both high-frequency words and content-area vocabulary

HOW I SAY THE STANDARD!

I can combine familiar words with precise words from this module.

ELPS 4(F)(ii) - Official Standard

write to narrate, describe, explain, respond, or justify with supporting details using appropriate style for [a] specific purpose

HOW I SAY THE STANDARD!

I can explain my thinking with supporting details and a fitting style.

My Module 1 Learning Launchpad

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

I CAN

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

I WILL

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

LEARNING DESTINATION

I will build a complete paired-passages informative response that uses balanced evidence from both texts to explain one central idea.

MY LAUNCHPAD PROMISE

The bridge-building part I will practice first is _____ because

My Module 1 Learning Dashboard

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

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

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Use evidence from both passages	a lot / a little / new	a lot / a little / new	a lot / a little / new
Find the resolution and the bigger idea	a lot / a little / new	a lot / a little / new	a lot / a little / new
Write a Get S.E.T. introduction	a lot / a little / new	a lot / a little / new	a lot / a little / new
Connect a detail from each passage to one idea	a lot / a little / new	a lot / a little / new	a lot / a little / new
Revise and edit my paired response	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal for this module:

Tier 1 Vocabulary - Everyday Words

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

build

Say it: BILD

What it means: to make something part by part

Try the frame: I build my answer by ____.

change

Say it: CHAYNJ

What it means: to become different

Try the frame: One thing that changed was ____.

connect

Say it: kuh-NEKT

What it means: to link two things together

Try the frame: I connect the two passages by ____.

idea

Say it: eye-DEE-uh

What it means: a thought about something

Try the frame: One idea in this passage is ____.

learn

Say it: LURN

What it means: to gain new knowledge

Try the frame: Ava learned that ____.

Tier 1 Vocabulary - Everyday Words

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

matter

Say it: MAT-er

What it means: to be important

Try the frame: This evidence matters because ____.

past

Say it: PAST

What it means: the time that has already happened

Try the frame: Looking at the past helped people ____.

remember

Say it: rih-MEM-ber

What it means: to keep in your mind

Try the frame: Their songs are still remembered because ____.

share

Say it: SHAIR

What it means: to give part of what you have to others

Try the frame: The artists shared ____.

voice

Say it: VOYS

What it means: a way of being heard or having a say

Try the frame: The artists gave people a voice by ____.

Tier 2 Vocabulary - Academic Words

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

balance

Say it: BAL-uhns

What it means: using both passages fairly

Try the frame: I check for balance by ____.

coherence

Say it: koh-HEER-uhns

What it means: how well ideas fit and flow together

Try the frame: I improve coherence by ____.

evidence

Say it: EV-uh-duhns

What it means: proof from the text

Try the frame: My evidence is ____.

inference

Say it: IN-fur-uhns

What it means: an idea built from evidence and thinking

Try the frame: My inference is ____.

influence

Say it: IN-floo-uhns

What it means: the power to change or affect something

Try the frame: The influence of these ideas was ____.

Tier 2 Vocabulary - Academic Words

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

paired passages

Say it: PAIRD PAS-ij-iz

What it means: two texts read and answered together

Try the frame: In a paired passages answer, I must ____.

perspective

Say it: per-SPEK-tiv

What it means: a way of seeing or understanding something

Try the frame: This gives a new perspective because ____.

resolution

Say it: rez-uh-LOO-shun

What it means: the point where a story's idea becomes clear

Try the frame: The resolution shows ____.

thesis (central idea)

Say it: THEE-sis (SEN-truhl eye-DEE-uh)

What it means: the clear central idea a response will prove

Try the frame: My thesis (central idea) is ____.

transition

Say it: tran-ZISH-un

What it means: a word or phrase that connects ideas

Try the frame: I use the transition ____ to ____.

Tier 3 Vocabulary - Passage Words

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

barrier

Say it: BAIR-ee-ur

What it means: something that blocks or limits people

Try the frame: Talent could break barriers when ____.

citizen

Say it: SIT-ih-zun

What it means: a member of a community or country

Try the frame: People believed citizens should ____.

culture

Say it: KUL-chur

What it means: the shared beliefs, art, and ways of a group

Try the frame: The artists shaped Texas culture by ____.

diversity

Say it: dih-VUR-sih-tee

What it means: a mix of different people or backgrounds

Try the frame: The diversity of the artists ____.

legacy

Say it: LEG-uh-see

What it means: something important that is left behind and remembered

Try the frame: Their legacy is ____.

Tier 3 Vocabulary - Passage Words

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

opera

Say it: OP-ur-uh

What it means: a play set to music with singing

Try the frame: Bledsoe performed in operas, which ____.

Raphael

Say it: RAH-fah-el

What it means: a famous Renaissance artist who painted The School of Athens

Try the frame: Raphael's painting showed ____.

Renaissance

Say it: REN-uh-sahns

What it means: a time of change in Europe when people studied old ideas again

Try the frame: During the Renaissance, people ____.

Tejano

Say it: teh-HAH-noh

What it means: a style of Texas music blending Mexican and other influences

Try the frame: Tejano music grew because ____.

tradition

Say it: truh-DISH-un

What it means: a custom passed down over time

Try the frame: The artists shared their traditions by ____.

Building the Evidence Bridge

A paired prompt needs a paired answer - build BOTH sides.



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.

THE EVIDENCE BRIDGE

Left side	Passage 1 evidence - "Looking Back to Move Forward"
Right side	Passage 2 evidence - "Voices That Shaped Texas"
Center	One shared thesis (central idea) both sides support
Explanation	How the two details work together to prove the idea

ECR REMINDER

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

The Get S.E.T. Introduction

Get S.E.T. before you write - open, bridge, then state the answer.

THE GET S.E.T. 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."

ORAL REHEARSAL FRAME - BUILD THE BRIDGE

In the first passage, I noticed _____. In the second passage, I learned _____. These two passages work together because _____.

STUDENT SUPPORT - Another Way to Show What You Know

Point to the Get S.E.T. chart as you plan. You still write your own broad idea, your bridge, and your thesis (central idea).

Ready to Stretch? Take Your Thinking Further!

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

Plot Line and Resolution

The resolution reveals the bigger idea - read for it in the story.

PLOT LINE REVIEW

Beginning -> Rising Action -> Problem -> Climax -> Solution / Resolution.

PLOT LINE 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 and begins to see the connection.
Solution / Resolution	Ava understands that art and government ideas helped people see the world differently - the past can help people move forward.

WHY THE RESOLUTION MATTERS

The resolution reveals the idea Ava carries away. It connects the story to the lasting influence in "Voices That Shaped Texas." A resolution is not only the last sentence - it is the point where the idea becomes clear.

STUDENT SUPPORT - Another Way to Show What You Know

Reread the end of Passage 1 with a partner and ask: What did Ava finally understand? That is the resolution.

Ready to Stretch? Take Your Thinking Further!

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

The Why Prompt Habit

Read the prompt as a statement. Circle, underline, prove, and explain.

Step	What I Do
Read	Read the prompt carefully. A paired prompt is a statement to respond to.
Circle	Circle the people or topics the prompt is about.
Underline	Underline what you must explain (the WHY or HOW).
Prove	Prove your answer with evidence from BOTH passages.
Explain	Explain how the evidence supports your answer.

PROMPTS ARE STATEMENTS

Explain why both passages show that ideas and voices can influence people and communities. This is a statement, and it names a WHY. A paired prompt needs a paired answer.

STUDENT SUPPORT - Another Way to Show What You Know

Point to the Why Prompt Habit chart as you mark a prompt. You still decide which words to circle and underline.

Ready to Stretch? Take Your Thinking Further!

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

The DOT Reading Habit

Dot. Discover. Drop.

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

WORDS TO REMEMBER

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

AS YOU READ BOTH PASSAGES

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

MY FIRST THINKING (DAY ONE)

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

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

My thinking level before we begin:

MOVE YOUR THINKING



Foundational RECALL



Emergent CONNECT



Visible
EXPLAIN



Independent USE



Reflective EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

Say your answer first or use this starter: A paired answer is strong when ____ because _____. Then write your own thinking.

Ready to Stretch? Take Your Thinking Further!

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

Looking Back to Move Forward

Paired Passage 1 • Fiction • Part 1 of 1

AS YOU READ

Use the DOT habit for unfamiliar words. TAP the TRACKS by marking exact evidence.
Ask: Which words could grow into balanced evidence for one shared central idea?

[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.

Looking Back to Move Forward - TRACKS Evidence Hunt 1

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

TRACKS	Exact Evidence	Why It Fits
T • Time	"During the Renaissance"	It fits because _____
C ★ Character, Concept, Creature	"Ava"	It fits because _____
K ♦ Key Knowledge	"The School of Athens by Raphael"	It fits because _____
S ▼ Scenery / Setting	"in a large building"	It fits because _____
A ▲ Actions	"began to study their ideas again"	It fits because _____
A ▲ Actions	"began to believe that citizens should have a voice"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Looking Back to Move Forward - TRACKS Evidence Hunt 2

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

TRACKS	Exact Evidence	Why It Fits
R ■ Reactions	"affected how people saw the world"	It fits because _____
R ■ Reactions	"focused more on freedom and fairness"	It fits because _____
C ★ Character, Concept, Creature	"thinkers from ancient Greece and Rome"	It fits because _____
K ♦ Key Knowledge	"a time of change in Europe"	It fits because _____
A ▲ Actions	"wanted their work to look real"	It fits because _____
R ■ Reactions	"a hopeful time when ideas were changing"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Voices That Shaped Texas

Paired Passage 2 • Fiction • Part 1 of 1

AS YOU READ

Use the DOT habit for unfamiliar words. TAP the TRACKS by marking exact evidence.
Ask: Which words could grow into balanced evidence for one shared central idea?

[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.

Voices That Shaped Texas - TRACKS Evidence Hunt 1

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

TRACKS	Exact Evidence	Why It Fits
T • Time	"Around the same time"	It fits because _____
C ★ Character, Concept, Creature	"Lydia Mendoza"	It fits because _____
S ▼ Scenery / Setting	"turn on the radio in Texas"	It fits because _____
A ▲ Actions	"sang songs in Spanish about hard work, love, and everyday life"	It fits because _____
K ♦ Key Knowledge	"helped shape Texas culture"	It fits because _____
R ■ Reactions	"brought people together and gave others a chance to be heard"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Voices That Shaped Texas - TRACKS Evidence Hunt 2

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

TRACKS	Exact Evidence	Why It Fits
C ★ Character, Concept, Creature	"Julius Lorenzo Cobb Bledsoe"	It fits because _____
C ★ Character, Concept, Creature	"Chelo Silva"	It fits because _____
A ▲ Actions	"performed on stage and in operas"	It fits because _____
R ■ Reactions	"talent could break barriers"	It fits because _____
K ♦ Key Knowledge	"his role in Show Boat"	It fits because _____
R ■ Reactions	"still remembered"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - GATHER

Auditory Engagement: Listen and Circle - Which Evidence Fits? Pencils down first.

MY DAY 1 LEARNING TARGET

I will explain why a paired prompt needs a paired answer and name one strong detail from each passage.

LISTEN AND CIRCLE

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

Round	Choice A	Choice B	I Circled
1	Ava sees a painting on the board.	People began to believe that citizens should have a voice.	A B
2	Their music brought people together and gave others a chance to be heard.	Lydia grew up in a family.	A B

PARTNER PRODUCTION

Say it aloud: "I circled ____ because this evidence shows ____."

FRESH RECALL

Cover your notes. Name one strong detail from EACH passage that supports the shared idea of influence.

STUDENT SUPPORT - Another Way to Show What You Know

If choosing is difficult, point to the stronger detail and say why with a partner before you circle.

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - REVEAL

Two-Sided Mystery Envelope: which envelope builds the more complete answer?

THE PROMPT

Explain why ideas and voices can influence a community. Which envelope builds the more complete answer?

TWO ENVELOPES

- **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."

THE ANSWER

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

REVEAL - PROMPT ANALYSIS, RESOLUTION, AND GET S.E.T.

- Prompt Analysis: What am I writing about? What am I asked to do? 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.
- 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."

DAY 1 CLOSING

A paired prompt needs a paired answer because _____.

Day 2 - ATTEMPT

Paired Prompt Bridge Builder - How to play.

MY DAY 2 LEARNING TARGET

I will build both sides of the evidence bridge: a thesis (central idea), a reason, one detail from each passage, and an explanation.

THE GOAL

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.

SETUP

Use the gameboard with a bridge path and simple game markers. The card decks are Prompt, Thesis (Central Idea), Reason, Passage 1 Evidence, Passage 2 Evidence, and Explanation. The spinner shows Prompt, Thesis (Central Idea), Reason, Passage 1 Evidence, Passage 2 Evidence, Explanation, Trade, and Extra Turn.

HOW TO PLAY

1. Each player spins and collects the card named.
2. Once you have enough cards, read a full response aloud.
3. The group decides: Did it answer the prompt? Did it use BOTH passages? Was the explanation strong?
4. If yes, you cross the bridge and win.

A correct response must include an answer to the prompt, at least one idea from each passage, and an explanation connecting both.

BEFORE YOU CUT

Dashed lines mean CUT. Match first; then use the self-check backs to adjust if needed.

STUDENT SUPPORT - Another Way to Show What You Know

Use the recording sheet instead of cutting. Write your prompt, thesis (central idea), both details, and explanation. You still connect both passages.

Ready to Stretch? Take Your Thinking Further!

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

CUT PAGE - Bridge Builder Role Cards

Cut on the dashed lines, then build and defend a complete bridge.

PROMPT

Explain why both passages show that ideas and voices can influence people and communities.

THESIS (CENTRAL IDEA)

Both passages show that ideas and voices can have lasting influence because learning and sharing culture change how people think and connect.

REASON

Learning from the past can change how people think, and music and stories can help people feel represented.

EXPLANATION

This evidence matters because it connects a detail from one passage to a related idea in the other passage.

Self-Check Backs - Bridge Builder Role Cards

Check the card labels only after your group commits to a complete bridge.

T TRUNK CARD Thesis (Central Idea)	P PROMPT Read it as a statement.
E EXPLAIN How the two details connect.	R REASON My idea behind the answer.

✂ CUT PAGE - Passage 1 Evidence Cards (Looking Back to Move Forward)

Cut on the dashed lines, then build and defend a complete bridge.

PASSAGE 1 EVIDENCE

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

PASSAGE 1 EVIDENCE

"Art showed people thinking and learning."

PASSAGE 1 EVIDENCE

"Artists like Raphael wanted their work to look real."

PASSAGE 1 EVIDENCE

"Government ideas focused more on freedom and fairness."

Self-Check Backs - Passage 1 Evidence Cards (Looking Back to Move Forward)

Check the card labels only after your group commits to a complete bridge.

1 Passage 1 Left side of the bridge	1 Passage 1 Looking Back to Move Forward
1 Passage 1 Use with a Passage 2 card	1 Passage 1 Learning changes thinking

✂ CUT PAGE - Passage 2 Evidence Cards (Voices That Shaped Texas)

Cut on the dashed lines, then build and defend a complete bridge.

PASSAGE 2 EVIDENCE

"People felt connected to her music because it sounded like their own experiences."

PASSAGE 2 EVIDENCE

"Her music helped Tejano music grow and reach more listeners across Texas."

PASSAGE 2 EVIDENCE

"His success showed that talent could break barriers, even when opportunities were limited."

PASSAGE 2 EVIDENCE

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

Self-Check Backs - Passage 2 Evidence Cards (Voices That Shaped Texas)

Check the card labels only after your group commits to a complete bridge.

2**Passage 2****Right side of the bridge****2****Passage 2****Voices That Shaped Texas****2****Passage 2****Use with a Passage 1 card****2****Passage 2****Expression connects people**

Paired Prompt Bridge Builder - My Recording Sheet

Build the whole bridge. Balance evidence from BOTH passages.

Bridge Part	My Card / My Words
Prompt	
Thesis (Central Idea)	
Reason	
Passage 1 Evidence	
Passage 2 Evidence	
Explanation	

NO-CUT PATHWAY

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

STUDENT SUPPORT - Another Way to Show What You Know

Use the evidence cards as a reference. Point to a Passage 1 card and a Passage 2 card before you write, so your bridge stays balanced.

Ready to Stretch? Take Your Thinking Further!

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

Day 3 - DISCUSS

What makes a paired answer strong or incomplete?

MY DAY 3 LEARNING TARGET

I will discuss what makes a paired answer strong, then color-code and construct my own.

DISCUSSION QUESTIONS

- Why is it not enough to use only one passage?
- How did the resolution help you understand the bigger idea?
- Can I paraphrase instead of quoting? (Yes, as long as your evidence is accurate and strong.)

WHAT WE NOTICED

One passage gives only part of the answer. Ava finally understood that looking back can help people move forward. Balance and explanation - not length - make paired thinking complete.

MY DISCUSSION NOTES

A phrase that connects the two passages:

The two details prove the same idea because:

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 3 - USE AGAIN: Color-Code and Construct

Plan a Get S.E.T. introduction, then build a balanced paired response.

CHOOSE A PROMPT

- ☐ 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.

GET S.E.T. INTRODUCTION

S - Statement of Purpose (broad idea):

E - Evidentiary Transition (bridge with grouped evidence):

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

BALANCED EVIDENCE

Underline Passage 1 evidence in blue:

Underline Passage 2 evidence in green:

Circle your thesis (central idea) and underline the phrase that connects the two passages.

STUDENT SUPPORT - Another Way to Show What You Know

Use one color for Passage 1 evidence and another for Passage 2 evidence so you can SEE that your bridge is balanced. You still choose the evidence.

Ready to Stretch? Take Your Thinking Further!

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

My Paired Response - Draft Space

Build the whole bridge. Make sure both sides balance and connect to one idea.

SUCCESS CHECK

- ☐ Get S.E.T. introduction ☐ Clear thesis (central idea)
☐ One detail from EACH passage ☐ Explanation connects both details to one idea

[illegible]

Standards Application Check - My Editing Standards

Read the official standard, then say it in student-friendly words.

TEKS 11(D)(i) - Official Standard

edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement

HOW I SAY THE STANDARD!

I can check that my simple sentences are complete and that my subjects and verbs agree.

TEKS 11(D)(vi) - Official Standard

edit drafts using standard English conventions, including past tense of irregular verbs

HOW I SAY THE STANDARD!

I can use the correct past tense of irregular verbs.

TEKS 11(D)(vii) - Official Standard

edit drafts using standard English conventions, including singular nouns

HOW I SAY THE STANDARD!

I can use singular nouns correctly when I mean one person, place, thing, or idea.

TEKS 11(D)(xvii) - Official Standard

edit drafts using standard English conventions, including pronouns, including reflexive

HOW I SAY THE STANDARD!

I can use reflexive pronouns like myself and themselves correctly.

Module 1 Conventions Sweep

This is not a new paragraph. It is a quick balance, revise, and edit check on writing you already have.

BALANCE + REVISE ONE PARAGRAPH FROM YOUR PAIRED RESPONSE

ADD a needed idea, DELETE an off-topic idea, and COMBINE or REARRANGE ideas for coherence.

MARK AND CHECK

1. Underline the subject once and the verb twice; do they agree?
2. Check any irregular past-tense verb you used.
3. Circle a singular noun; box a plural noun.
4. Check any reflexive pronoun (myself, yourself, themselves).
5. Capitalize proper nouns like Ava, Raphael, and Texas; check spelling patterns and high-frequency words.

IF I FOUND SOMETHING TO FIX

Write the corrected sentence:

STUDENT SUPPORT - Another Way to Show What You Know

Point to the subject, verb, and nouns with a partner or use an approved word list. You still decide what changes.

Ready to Stretch? Take Your Thinking Further!

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

Day 4 - AWARD Yourself

An award counts when you point to evidence in your own paired response.

MY DAY 4 LEARNING TARGET

I will name the paired-passage habit I used best and set one precise next goal.

GIVE YOURSELF CREDIT FOR BUILDING THE WHOLE BRIDGE

- 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.

Earn a badge: Balanced Thinker, Evidence Builder, Resolution Reader, or Paired Passage Pro.

MY AWARD

One paired-passage habit I used well today is

because

My proof is on page _____.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING



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Day 4 - TARGET Your Next Growth

A useful target names the precise part you will grow next.

WHICH PART NEEDS MORE PRACTICE?

- ☐ Balancing evidence from both passages ☐ Get S.E.T. introduction
☐ Reading for the resolution ☐ Explanation that connects both details

BUILD A PRECISE TARGET

My next paired-response goal is _____ because

I will know I improved when

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?

Ready to Stretch? Take Your Thinking Further!

Raise your target one level: name how you could show that the resolution deepens the shared idea across BOTH texts.

Day 5 - EXPLAIN or Educate Others

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

MY DAY 5 LEARNING TARGET

I will teach one idea: why paired prompts need paired evidence, and give one example from each passage.

TEACH ONE OF THESE

- 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.;
- 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 ____."

LISTENER RESPONSIBILITIES

- Restate the idea.
- Name why paired evidence matters.
- Ask: How do the two details prove the SAME idea?
- Give evidence-based feedback.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

MY THINKING NOW

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

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

WHAT CHANGED?

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

My thinking grew because

My thinking level now:

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Check the Learning

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

VERBAL - LISTEN AND CIRCLE

Circle A or B for the stronger evidence, then say why the chosen detail supports the central idea.

My round and reason:

VISUAL / PHYSICAL - BUILD THE BRIDGE

Hold up a Passage 1 card and a Passage 2 card and connect them to one idea.

My two details:

WRITTEN - BALANCE CHECK

Write one sentence using a detail from each passage and underline the connecting phrase.

My sentence:

STUDENT SUPPORT - Another Way to Show What You Know

Choose Listen, Look, or Collect: say your choice aloud, show a color-coded balance check, or hand in a Color-Code and Construct paragraph.

Ready to Stretch? Take Your Thinking Further!

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

MY MODULE CHECK-IN

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

AWARD

Draw a bridge and write one thing you did well. Choose the part you are proudest of: using both passages, writing a stronger thesis (central idea), explaining how the evidence works together, or reading the resolution for a bigger idea.

TARGET

Set one specific goal for your next paired response. Complete: "Next time I will make my explanation stronger by ____." Then name one new question this lesson made you curious about.

EXPLAIN

Teach a partner why paired prompts need paired evidence. Use one detail from Looking Back to Move Forward and one from Voices That Shaped Texas to show how both support the same central idea.

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	☐	☐	☐

Day 5 - Writing Opportunity - Color-Code and Construct

Choose one prompt, then build a balanced paired-passage response.

CHOOSE ONE PROMPT

- ☐ 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.

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.
- I revise for coherence and run the Conventions Sweep.

MY FIRST DECISION

Prompt I chose:

This is a WHY prompt, so my thesis (central idea) will

STUDENT SUPPORT - Another Way to Show What You Know

Read both prompts aloud. Choose the one whose evidence from BOTH passages you can explain most clearly. Then plan your Get S.E.T. introduction.

Ready to Stretch? Take Your Thinking Further!

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

Plan My Paired Response

Get S.E.T. first, then balance one detail from each passage, then explain.

1. GET S.E.T. INTRODUCTION

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

2. PASSAGE 1 EVIDENCE (blue) - "Looking Back to Move Forward"

3. PASSAGE 2 EVIDENCE (green) - "Voices That Shaped Texas"

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

STUDENT SUPPORT - Another Way to Show What You Know

Use the Get S.E.T. chart and your TRACKS evidence hunts. You choose the exact detail from each passage and explain why the two work together.

Ready to Stretch? Take Your Thinking Further!

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

Paired Response Draft - Page 1

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

MEANING CHECK

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

[illegible]

Paired Response Draft - Page 2

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

PRECISION CHECK

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

[illegible]

Revise, Edit, and Share

Improve one sentence, run the Conventions Sweep, then explain one decision.

REVISE

Improve one sentence's structure or word choice; ADD, DELETE, COMBINE, or REARRANGE ideas for coherence.

Before:

After:

EDIT - Conventions Sweep

- ☐ Subject-verb agreement
 ☐ Irregular past tense
 ☐ Singular / plural nouns
☐ Reflexive pronouns
 ☐ Proper nouns
 ☐ Spelling patterns
 ☐ High-frequency spelling

SHARE

My partner heard my bridge balance when I _____ because

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Tiny Tracks

Did both sides of your bridge balance and connect to one idea? Use proof.

Tiny Tracks

Small Steps. Big Growth.

I just learned:

My thinking level:

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Reflective
EXTEND

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

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

Ready to Stretch? Take Your Thinking Further!

Point to your Passage 1 detail and your Passage 2 detail. Defend how they prove the same central idea.

PROOF OF TRANSFER

I knew I could build a balanced paired answer for a new prompt because on page _____ I

READY TO STRETCH? - Higher-Level Prompt Lab

One idea can grow across two texts in different ways. Create your own paired prompt.

CHALLENGE

Create two original WHY sentence-statement prompts that truly require evidence from BOTH passages.

WRITE YOUR PROMPTS

Prompt 1:

Prompt 2:

JUSTIFY

Explain why your prompt cannot be answered fully from only one text. When do paired passages work best together?

MOVE YOUR THINKING



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Portfolio Evidence + Closing Reflection

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

Evidence	Page	What It Proves About My Thinking
1		
2		
3		

LOOK HOW MY THINKING MOVED

At first, I...

Now I...

My biggest improvement was...

MODULE 1 CLOSING IDEA

An Extended Constructed Response across two passages is like building a bridge. A complete answer builds both sides - one detail from Passage 1 and one from Passage 2 - and connects them to one shared central idea. Evidence from two passages creates a complete explanation when each detail supports the same central idea and the writer explains the relationship between them. A longer answer is not a stronger answer unless the evidence from both texts works together. A paired prompt needs a paired answer.

Essential Question - Answered

You started with an Essential Question. Now connect this answer to what you learned in Module 1.

OUR ESSENTIAL QUESTION

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

My Answer

I build a complete explanation by choosing a detail from each passage that supports the same central idea and explaining 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.

STUDENT SUPPORT - Another Way to Show What You Know

Start with both sides: Passage 1 shows ____, Passage 2 shows ____, and together they prove ____.

Ready to Stretch? Take Your Thinking Further!

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

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CLUSTER 5



M O D U L E



HOW Ideas Connect and Differ

Comparing Across Texts



Pocket Practice



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



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

Why This Module Matters

A strong HOW answer names the relationship before it gives evidence.

WHY THIS MODULE MATTERS

In Module 1 you learned that a paired prompt needs a paired answer - both sides of the evidence bridge. This module zooms in on HOW the two passages connect and differ. A strong HOW comparison names the relationship first (a similarity or a difference), proves it with balanced evidence from BOTH texts, and then explains how the two details work together. A comparison that only lists two facts is not finished.

Essential Question

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

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

How This Book Helps Me Think

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

THE INDEPENDENCE ROUTINE

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

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

Visual Conventions You Will See

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

The Standards I Am Learning - Part 1

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

TEKS 11(B)(ii) - Official Standard

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

HOW I SAY THE STANDARD!

I can organize my draft with purposeful transitions.

TEKS 11(B)(iv) - Official Standard

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

HOW I SAY THE STANDARD!

I can develop an interesting idea with details that fit.

TEKS 12(B)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

TEKS 12(B)(ii) - Official Standard

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

HOW I SAY THE STANDARD!

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

The Standards I Am Learning - Part 2

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

TEKS 12(B)(iii) - Official Standard

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

HOW I SAY THE STANDARD!

I can use purposeful words and sentence choices to make an informational response work well.

TEKS 11(C)(i) - Official Standard

revise drafts to improve sentence structure

HOW I SAY THE STANDARD!

I can change my sentences so my ideas are clearer and sound better.

TEKS 11(C)(ii) - Official Standard

revise drafts to improve word choice

HOW I SAY THE STANDARD!

I can choose more precise words so my response shows stronger thinking.

The Standards I Am Learning - Part 3

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

TEKS 11(C)(v) - Official Standard

revise drafts by combining ideas for coherence

HOW I SAY THE STANDARD!

I can combine related ideas so my writing flows together.

TEKS 11(C)(vi) - Official Standard

revise drafts by rearranging ideas for coherence

HOW I SAY THE STANDARD!

I can reorder my ideas so the relationship is easy to follow.

TEKS 11(D)(i) - Official Standard

edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement

HOW I SAY THE STANDARD!

I can write complete simple sentences where the subject and verb agree.

The Standards I Am Learning - Part 4

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

TEKS 11(D)(xv) - Official Standard

edit drafts using standard English conventions, including prepositions

HOW I SAY THE STANDARD!

I can use prepositions correctly.

TEKS 11(D)(xvi) - Official Standard

edit drafts using standard English conventions, including prepositional phrases

HOW I SAY THE STANDARD!

I can use prepositional phrases correctly.

TEKS 11(D)(xvii) - Official Standard

edit drafts using standard English conventions, including pronouns, including reflexive

HOW I SAY THE STANDARD!

I can use pronouns, including reflexive pronouns, correctly.

TEKS 7(C) - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

The ELPS I Am Learning

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

ELPS 4(F)(v) - Official Standard

write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for [a] specific purpose

HOW I SAY THE STANDARD!

I can use language that fits this writing work.

ELPS 4(D)(iii) - Official Standard

write content-area texts using a variety of transition words

HOW I SAY THE STANDARD!

I can use language that fits this writing work.

ELPS 4(C)(i) - Official Standard

write using a combination of both high-frequency words and content-area vocabulary

HOW I SAY THE STANDARD!

I can use language that fits this writing work.

ELPS 4(F)(vi) - Official Standard

write to narrate, describe, explain, respond, or justify with supporting details using appropriate style for [a] specific purpose

HOW I SAY THE STANDARD!

I can use language that fits this writing work.

ELPS 4(E)(ii) - Official Standard

write content-area-specific text using grammatical structures

HOW I SAY THE STANDARD!

I can use language that fits this writing work.

My Module 2 Learning Launchpad

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

I CAN

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

I WILL

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

LEARNING DESTINATION

I will build a complete paired-passages HOW response that names a similarity or a difference, uses balanced evidence from both texts, and explains the relationship.

MY LAUNCHPAD PROMISE

The comparison habit I will practice first is _____ because

My Module 2 Learning Dashboard

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

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

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Tell similarity from difference	a lot / a little / new	a lot / a little / new	a lot / a little / new
Name the relationship first	a lot / a little / new	a lot / a little / new	a lot / a little / new
Use balanced evidence	a lot / a little / new	a lot / a little / new	a lot / a little / new
Explain, do not list	a lot / a little / new	a lot / a little / new	a lot / a little / new
Check conventions	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal:

Tier 1 Vocabulary

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

alike

Say it: uh-LYKE

What it means: the same in a meaningful way

Try the frame: The passages are alike because ____.

both

Say it: BOHTH

What it means: the two together

Try the frame: Both passages show ____.

change

Say it: CHAYNJ

What it means: to become different

Try the frame: One change in the first passage is ____.

different

Say it: DIF-ur-uhnt

What it means: not the same

Try the frame: One important difference is ____.

explain

Say it: ek-SPLAYN

What it means: to make thinking clear

Try the frame: I explain the relationship by ____.

Tier 1 Vocabulary

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

idea

Say it: eye-DEE-uh

What it means: a thought or understanding

Try the frame: The related idea is ____.

learn

Say it: LURN

What it means: to gain understanding

Try the frame: Ava learns ____.

share

Say it: SHAIR

What it means: to have something in common or give to others

Try the frame: The passages share the idea that ____.

show

Say it: SHOH

What it means: to make something clear

Try the frame: This detail shows ____.

voice

Say it: VOYS

What it means: a way to express ideas or experiences

Try the frame: The artists share their voices by ____.

Tier 2 Vocabulary

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

compare

Say it: kuhm-PAIR

What it means: examine how ideas are alike and different

Try the frame: I compare the passages by ____.

contrast

Say it: kuhn-TRAST

What it means: focus on meaningful differences

Try the frame: I contrast the passages by ____.

culture

Say it: KUL-chur

What it means: the shared art, beliefs, traditions, and ways of a group

Try the frame: The artists shape culture by ____.

difference

Say it: DIF-ur-uhns

What it means: a meaningful way two things are not alike

Try the frame: One difference is ____.

influence

Say it: IN-floo-uhns

What it means: the power to affect people, ideas, or communities

Try the frame: Influence happens when ____.

Tier 2 Vocabulary

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

method

Say it: METH-uhd

What it means: a way of doing or developing something

Try the frame: The first passage uses the method of ____.

perspective

Say it: per-SPEK-tiv

What it means: a way of seeing or understanding

Try the frame: The passage develops a perspective by ____.

relationship

Say it: rih-LAY-shun-ship

What it means: the way ideas connect

Try the frame: The relationship between the details is ____.

similarity

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

What it means: a meaningful way two things are alike

Try the frame: One similarity is ____.

transition

Say it: tran-ZISH-uhn

What it means: a word or phrase that connects ideas

Try the frame: The transition ____ clarifies ____.

Tier 3 Vocabulary

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

barrier

Say it: BAIR-ee-ur

What it means: something that blocks access or opportunity

Try the frame: Talent could break barriers when ____.

citizen

Say it: SIT-ih-zun

What it means: a member of a community or country

Try the frame: Citizens should ____.

diversity

Say it: dih-VUR-sih-tee

What it means: the presence of different backgrounds and experiences

Try the frame: The diversity of the artists ____.

opera

Say it: OP-er-uh

What it means: a staged drama told largely through music and singing

Try the frame: Bledsoe performed in ____.

perspective

Say it: per-SPEK-tiv

What it means: a way of seeing, or an art method that creates depth

Try the frame: The hallway looks deep because ____.

Tier 3 Vocabulary

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

Raphael

Say it: RAH-fah-el

What it means: the artist who created The School of Athens

Try the frame: Raphael used ____.

Renaissance

Say it: REN-uh-sahns

What it means: a time of change in Europe when people studied older ideas again

Try the frame: During the Renaissance, people ____.

resolution

Say it: rez-uh-LOO-shun

What it means: the part where a story's problem settles or learning becomes clear

Try the frame: The resolution shows ____.

Tejano

Say it: teh-HAH-noh

What it means: a Texas music tradition shaped by blended sounds and cultures

Try the frame: Tejano music grew when ____.

tradition

Say it: truh-DISH-un

What it means: a belief or practice carried over time

Try the frame: The artists honored tradition by ____.

The DOT Reading Habit

Dot. Discover. Drop.

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

WORDS TO REMEMBER

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

The HOW Prompt Habit

Read the prompt for clues before you write.

Step	What I Do
Read carefully	Read the whole prompt slowly.
Circle	Circle what is being compared.
Underline	Underline whether the prompt asks for similar or different .
Prove	Use evidence from BOTH passages.
Explain	Explain how the evidence proves the comparison.

COMPARISON SIGNAL WORDS

Similar: both, alike, similarly, in the same way

Different: however, but, unlike, while, on the other hand

READ ›

NAME IT ›

SIMILAR / DIFFERENT ›

EVIDENCE ›

EXPLAIN

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Mirror or Window: Similar or Different

A mirror shows what is alike. A window shows what is different.

Tool	What It Means	Signal Words
MIRROR	A meaningful similarity - the texts are alike.	both, alike, similarly, in the same way
WINDOW	A meaningful difference - the texts are not alike.	however, but, unlike, while, on the other hand

MODEL SIMILARITY (Mirror)

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

MODEL DIFFERENCE (Window)

One passage follows Ava's learning and resolution, while the other develops influence through several artists and their contributions.

STUDENT SUPPORT - Another Way to Show What You Know

Show a mirror motion for a similarity or a window frame for a difference, then name the relationship in one sentence.

Ready to Stretch? Take Your Thinking Further!

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

Get S.E.T. to Introduce a Comparison

A HOW introduction sets up the relationship before the evidence.

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

SAMPLE SIMILARITY INTRODUCTION

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

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.

Ready to Stretch? Take Your Thinking Further!

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

Explain, Do Not List

The explanation is where the comparison becomes clear.

EVIDENCE FROM PASSAGE 1

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

EVIDENCE FROM PASSAGE 2

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

THE POWER SENTENCE (EXPLANATION)

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.

RESOLUTION REMINDER

The resolution is where a story's problem settles and the learning becomes clear. Ava's resolution shows that looking back at important ideas can help people move forward - and that helps you compare the story's lesson with the lasting cultural influence in the second passage.

STUDENT SUPPORT - Another Way to Show What You Know

Read your two details aloud, then add one sentence that starts with "These details show..." to explain the relationship.

Ready to Stretch? Take Your Thinking Further!

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

My Learning Destination

Know what success will look and sound like.

BIG GOAL

I will build a complete paired-passage HOW response that names a similarity or a difference, uses balanced evidence from both texts, and explains the relationship.

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.

I WILL KNOW I AM READY WHEN...

MY FIRST THINKING (DAY ONE)

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

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

MOVE YOUR THINKING



Foundational RECALL



**Emergent
CONNECT**



Visible EXPLAIN



Independent USE



Reflective EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

Say your answer first, then write your own thinking.

Ready to Stretch? Take Your Thinking Further!

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

Looking Back to Move Forward

Passage 1 - Medium Stamina • Story • Part 1 of 2

AS YOU READ

Use the DOT HABIT. TAP the TRACKS. Read for comparison: mark one idea that could be a similarity and one that could be a difference between this passage and the other.

[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.

Looking Back to Move Forward - Continued 2

Passage 1 - Medium Stamina • Story • Part 2 of 2

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence.
Notice the resolution or ending and what it reveals.

[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.

Looking Back to Move Forward - TRACKS Evidence Hunt

Verbally explain why each exact clue fits.

TRACKS	Exact Evidence	Why It Fits
T • Time	"During the Renaissance"	It fits because _____
R ■ Reactions	"affected how people saw the world"	It fits because _____
A ▲ Actions	"began to believe that citizens should have a voice"	It fits because _____
C ★ Character, Concept, Creature	"Ava"	It fits because _____
K ♦ Key Knowledge	"The School of Athens by Raphael"	It fits because _____
S ▼ Scenery / Setting	"The hallway seemed to stretch far behind the people"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Voices That Shaped Texas

Passage 2 - Medium Stamina • Nonfiction • Part 1 of 2

AS YOU READ

Use the DOT HABIT. TAP the TRACKS. Read for comparison: mark one idea that could be a similarity and one that could be a difference between this passage and the other.

[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.

Voices That Shaped Texas - Continued 2

Passage 2 - Medium Stamina • Nonfiction • Part 2 of 2

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence.
Notice the resolution or ending and what it reveals.

[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.

Voices That Shaped Texas - TRACKS Evidence Hunt

Verbally explain why each exact clue fits.

TRACKS	Exact Evidence	Why It Fits
T • Time	“Around the same time”	It fits because _____
R ■ Reactions	“brought people together and gave others a chance to be heard”	It fits because _____
A ▲ Actions	“used his talent to reach audiences and earn respect”	It fits because _____
C ★ Character, Concept, Creature	“Lydia Mendoza”	It fits because _____
K ♦ Key Knowledge	“culture grows when people share their voices”	It fits because _____
S ▼ Scenery / Setting	“turn on the radio in Texas”	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - GATHER: Mirror or Window

Pencils down. Listen for a mirror moment or a window moment.

MY DAY 1 LEARNING TARGET

I will listen for a similarity or a difference with Mirror or Window and reveal how to build a HOW comparison across both passages.

Show a **mirror** motion with your hands if the idea sounds **similar**, or a **window** frame with your fingers if it sounds **different**.

1. Both passages show that ideas and voices can influence communities.
2. Looking Back to Move Forward follows Ava's learning, while Voices That Shaped Texas presents examples of several artists.
3. Both passages show that sharing ideas can affect how people think and connect.
4. Ava learns from Renaissance ideas, while the Texas artists influence culture through music and performance.

Finish: "This is a ___ moment because ___."

FRESH RECALL

Close your notes. Tell a partner one word that signals a similarity and one word that signals a difference.

STUDENT SUPPORT - Another Way to Show What You Know

Show mirror or window with your hands, then name one signal word.

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - REVEAL: Build a HOW Comparison

Name the relationship, then prove and explain it.

SIMILARITY THESIS (CENTRAL IDEA)

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

DIFFERENCE THESIS (CENTRAL IDEA)

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.

WHY THE RESOLUTION HELPS

Ava understands that looking back at important ideas can help people move forward. Her resolution reveals the lesson, so you can compare the story's learning with the lasting cultural influence in the second passage.

STUDENT SUPPORT - Another Way to Show What You Know

Name the relationship first (mirror or window). Then point to one detail from each passage.

Ready to Stretch? Take Your Thinking Further!

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

Compare-Conquer Station Quest

Conquer each station by completing its comparison challenge.

MY DAY 2 LEARNING TARGET

I will conquer the Compare-Conquer Station Quest by sorting, matching, spinning, and building comparison responses from both passages.

YOUR MISSION

Read, compare, discuss, and build stronger paired-passage answers. Decide whether ideas are **similar** or **different**, then prove your thinking with evidence from BOTH passages. You may work in pairs or small groups.

THE FOUR STATIONS

Station 1	Similar or Different Sort
Station 2	Matching Relationship Cards
Station 3	Spinner Response Builder
Station 4	Gameboard Challenge - Path of Proof

QUICK CHECK AT EVERY STATION

Did I name the relationship? Did I use both passages? Did I explain how the details connect - not just list two facts?

STUDENT SUPPORT - Another Way to Show What You Know

No cards to cut? Point to the numbered cards on the printed pages instead of cutting, read each one in order, and record the same thinking on the recording page.

Ready to Stretch? Take Your Thinking Further!

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

Station 1 and Station 2 Directions

Sort the relationships, then match a complete comparison set.

STATION 1 - SIMILAR OR DIFFERENT SORT

Read each sentence strip. Decide whether it shows a similarity or a difference between the passages. Place it under SIMILAR or DIFFERENT. Then choose two cards and explain why they belong there.

ANSWER KEY - STATION 1

SIMILAR: the cards that begin with "Both passages..."

DIFFERENT: the cards that use "while" to contrast Ava's narrative with the several Texas artists.

STATION 2 - MATCHING RELATIONSHIP CARDS

Choose one prompt card. Find the thesis (central idea) card that matches it. Match the best evidence pair (one detail from each passage). Match the explanation card that clearly explains the relationship.

ANSWER KEY GUIDANCE - STATION 2

A strong set must agree all the way through:

similarity prompt -> similarity thesis (central idea) -> evidence from both texts -> explanation of similarity.

difference prompt -> difference thesis (central idea) -> evidence from both texts -> explanation of difference.

STUDENT SUPPORT - Another Way to Show What You Know

Not sure a set matches? Reread the prompt's signal word first, then check that every card names the same relationship.

Ready to Stretch? Take Your Thinking Further!

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

Station 3 and Station 4 Directions

Spin to build a response, then travel the Path of Proof.

STATION 3 - SPINNER RESPONSE BUILDER

Spinner sections: Similarity Prompt • Difference Prompt • Passage 1 Evidence • Passage 2 Evidence • Comparison Word • Explanation Sentence. Spin four times, record what you get, and build a mini response. Read it to a partner, who checks: Did it answer a HOW prompt? Did it use both passages? Did it clearly show similarity or difference?

COMPARISON WORDS ON THE SPINNER

both • similarly • alike • however • unlike • while

SAMPLE STUDENT MODEL (Station 3)

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

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."

Comparison word: both.

Explanation: 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

Choose a simple game marker. Roll the die and move that many spaces. Read the task card at your space. Respond aloud using BOTH passages. If the group agrees the answer is complete, stay on the space. If not, move back one. Listen for: a direct answer to the HOW prompt, evidence from both texts, clear comparison language, and an explanation of the relationship.

STUDENT SUPPORT - Another Way to Show What You Know

No spinner or die? Read the prompt cards in order and point to each spinner section instead of spinning; record the same complete response.

Ready to Stretch? Take Your Thinking Further!

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

✂ CUT PAGE - Similar or Different Sort Cards

Dashed lines mean CUT. Sort each strip under SIMILAR or DIFFERENT.

SORT CARD 1

Both passages show that ideas can influence people and communities.

SORT CARD 2

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

SORT CARD 3

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

SORT CARD 4

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

SORT CARD 5

Both passages involve change and influence.

SORT CARD 6

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.

SORT CARD 7

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

SORT CARD 8

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

Similar or Different Sort - Self-Check Backs

Check each relationship only after completing the sort.

SORT CARD 2

DIFFERENT

Self-check: this strip belongs under DIFFERENT.

SORT CARD 1

SIMILAR

Self-check: this strip belongs under SIMILAR.

SORT CARD 4

DIFFERENT

Self-check: this strip belongs under DIFFERENT.

SORT CARD 3

SIMILAR

Self-check: this strip belongs under SIMILAR.

SORT CARD 6

DIFFERENT

Self-check: this strip belongs under DIFFERENT.

SORT CARD 5

SIMILAR

Self-check: this strip belongs under SIMILAR.

SORT CARD 8

DIFFERENT

Self-check: this strip belongs under DIFFERENT.

SORT CARD 7

SIMILAR

Self-check: this strip belongs under SIMILAR.

✂ CUT PAGE - Path of Proof Task Cards

Dashed lines mean CUT.

TASK CARD 1

Explain how both passages help readers understand cultural influence.
Use both passages. Name similar or different, then explain.

TASK CARD 2

Explain how the two passages differ in structure.
Use both passages. Name similar or different, then explain.

TASK CARD 3

Explain how both passages show that people respond to meaningful ideas.
Use both passages. Name similar or different, then explain.

TASK CARD 4

Explain how Ava's learning and the artists' contributions develop influence differently.
Use both passages. Name similar or different, then explain.

TASK CARD 5

Explain how both passages show the importance of learning and expression.
Use both passages. Name similar or different, then explain.

TASK CARD 6

Explain how the resolution in the first passage differs from the reflective ending of the second passage.
Use both passages. Name similar or different, then explain.

Path of Proof - Self-Check Backs

Check only after completing each Path of Proof response.

PATH OF PROOF

COMPARE-CONQUER STATION QUEST

Task Card 2

NAME • PROVE • EXPLAIN

PATH OF PROOF

COMPARE-CONQUER STATION QUEST

Task Card 1

NAME • PROVE • EXPLAIN

PATH OF PROOF

COMPARE-CONQUER STATION QUEST

Task Card 4

NAME • PROVE • EXPLAIN

PATH OF PROOF

COMPARE-CONQUER STATION QUEST

Task Card 3

NAME • PROVE • EXPLAIN

PATH OF PROOF

COMPARE-CONQUER STATION QUEST

Task Card 6

NAME • PROVE • EXPLAIN

PATH OF PROOF

COMPARE-CONQUER STATION QUEST

Task Card 5

NAME • PROVE • EXPLAIN

Compare-Conquer Recording

Save at least two strong comparison responses.

ROUND 1

Station: ____ Relationship: SIMILAR / DIFFERENT Comparison word: ____

Passage 1 evidence:

Passage 2 evidence:

My explanation:

ROUND 2

Station: ____ Relationship: SIMILAR / DIFFERENT Comparison word: ____

Passage 1 evidence:

Passage 2 evidence:

My explanation:

STUDENT SUPPORT - Another Way to Show What You Know

Say the relationship and the two details aloud before recording.

Ready to Stretch? Take Your Thinking Further!

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

Comparison Foldable

Glue this into your interactive notebook. One flap SIMILAR, one flap DIFFERENT.

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.

STUDENT SUPPORT - Another Way to Show What You Know

Point to each flap and say the relationship aloud before you write.

Ready to Stretch? Take Your Thinking Further!

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

Day 3 - DISCUSS

How do the words in the prompt guide the comparison?

MY DAY 3 LEARNING TARGET

I will build an independent Split-Screen response that names a relationship and proves it with balanced evidence, then run a conventions sweep.

- 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?

MY DISCUSSION NOTES

STUDENT SUPPORT - Another Way to Show What You Know

Use: The prompt says _____. That signals _____, so my answer needs _____.

Ready to Stretch? Take Your Thinking Further!

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

Split-Screen Response Lab

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

HOW TO SET UP

1. Draw a line down the middle of your page to make a split-screen.
2. Label the left side Passage 1: Looking Back to Move Forward.
3. Label the right side Passage 2: Voices That Shaped Texas.
4. Write the prompt at the top.
5. On each side, collect one or two pieces of evidence that match the prompt.
6. 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.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Independent HOW Response - SIMILARITY

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

PROMPT

Explain how both passages show that ideas can shape communities.

Passage 1 (Looking Back to Move Forward) evidence:

Passage 2 (Voices That Shaped Texas) evidence:

MY SIMILARITY THESIS (CENTRAL IDEA) + EXPLANATION

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Independent HOW Response - DIFFERENCE

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

PROMPT

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

Passage 1 (Looking Back to Move Forward) evidence:

Passage 2 (Voices That Shaped Texas) evidence:

MY DIFFERENCE THESIS (CENTRAL IDEA) + EXPLANATION

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Module 2 Conventions Sweep

Apply four checks.

READ

During the Renaissance, Ava studied ideas from Greece and Rome. In Texas, the artists shared their own traditions through music.

1. Underline one preposition.
2. Draw a box around one prepositional phrase.
3. Check that a simple sentence has subject-verb agreement.
4. Find a place where a reflexive pronoun (myself, herself, themselves) could show who did the action.

TRANSFER TO MY SENTENCE

STUDENT SUPPORT - Another Way to Show What You Know

Point to each feature in the model before checking your own.

Ready to Stretch? Take Your Thinking Further!

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

Day 4 - AWARD Yourself

Point to evidence in your own work.

MY DAY 4 LEARNING TARGET

I will award my strongest comparison habit and target one next move.

CHOOSE: Comparison Crown or Contrast Shield

- Comparison Crown - "Today I ruled my thinking by..." (using both passages, explaining a similarity clearly, spotting an important difference, using the resolution).
- Contrast Shield - "One strong thinking habit I protected today was..." (slowing down to read the prompt, checking that the answer was balanced, using comparison words, explaining instead of listing).

MY AWARD

I earned the _____ because

My proof is on page ____:

CLASS CHEER

Mirror or window - name it true! Both passages prove it through and through!

STUDENT SUPPORT - Another Way to Show What You Know

Circle your strongest comparison response before writing the explanation.

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

Day 4 - TARGET Your Next Move

Choose one source-based target.

- ☐ Tell whether the prompt asks for similarity or difference.
- ☐ Name the relationship before I choose evidence.
- ☐ Use balanced evidence from both passages.
- ☐ Explain how the details connect instead of listing them.
- ☐ Use the resolution to strengthen my answer.

MY TARGET

My next comparison goal is

I chose it because

I will know I improved when

Ready to Stretch? Take Your Thinking Further!

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

Day 5 - EXPLAIN or Educate Others

Teach a comparison habit.

MY DAY 5 LEARNING TARGET

I will teach a partner how to tell a similarity prompt from a difference prompt and prove it with both passages.

TURN AND TEACH

Teach a partner one of these: how to tell if a HOW prompt asks for similarity or difference; how to use evidence from both passages; how the resolution can support comparison; how the two passages are alike; how the two passages are different.

SENTENCE STEMS

This prompt is asking for a similarity because ____.

This prompt is asking for a difference because ____.

In both passages ____.

One important difference is ____.

The resolution helps because ____.

A strong paired response needs ____.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

MY THINKING NOW

Answer the module question again.

How are two texts alike and different, and how can I show it?

WHAT CHANGED?

MOVE YOUR THINKING



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**Reflective
EXTEND**

MY MODULE CHECK-IN

Award. Target. Explain.

AWARD

Choose a Comparison Crown or Contrast Shield. Complete one: “Today I ruled my thinking by ____” or “One strong thinking habit I protected today was ____.” Point to the similarity, difference, evidence choice, or comparison transition you are proudest of.

TARGET

Choose one comparison habit to strengthen: name the relationship, use both passages, explain instead of list, use comparison words, or use the resolution. Then write one curiosity question this work raised for you.

EXPLAIN

Teach a partner how to tell whether a HOW prompt asks for a similarity or a difference, then show how balanced evidence from both passages proves the relationship.

Day 5 - Writing Opportunity - Comparison Blueprint

Name the relationship and plan a focused paired response.

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.

MY THESIS (CENTRAL IDEA):

STUDENT SUPPORT - Another Way to Show What You Know

Mark the signal word first. You still choose the relationship and the evidence.

Ready to Stretch? Take Your Thinking Further!

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

Plan My Paired Response

Gather balanced evidence and explain what it shows.

PASSAGE 1 DETAIL

WHAT IT SHOWS

PASSAGE 2 DETAIL

WHAT IT SHOWS

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Paired-Passage Draft - Page 1

Begin with a Get S.E.T. introduction that names the relationship.

DRAFTING FOCUS

Use purposeful structure and transitions, balanced evidence from both texts, and an explanation of the relationship.

[illegible]

Paired-Passage Draft - Page 2

Begin with a Get S.E.T. introduction that names the relationship.

DRAFTING FOCUS

Use purposeful structure and transitions, balanced evidence from both texts, and an explanation of the relationship.

[illegible]

Revise, Edit, and Share

Improve coherence and check conventions.

REVISE

☐ transitions ☐ sentence structure ☐ word choice ☐ combine / rearrange for coherence

EDIT

☐ subject-verb agreement ☐ preposition ☐ prepositional phrase ☐ reflexive pronoun ☐ spelling pattern

ONE REVISION

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Tiny Tracks

Point to the relationship and both passages.

Tiny Tracks

Small Stops. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



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Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

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

Ready to Stretch? Take Your Thinking Further!

Defend how your response uses balanced evidence to prove the relationship.

READY TO STRETCH? - Comparison Architect Challenge - Part 1

Design a Comparison Blueprint that thinks more deeply across the two texts.

ONE SIMILARITY

Explain how both passages help readers understand important ideas.

TWO DIFFERENCES

Use at least two details from each passage.

READY TO STRETCH? - Comparison Architect Challenge - Part 2

Study how structure shapes meaning, then explain the growth in your thinking.

STRUCTURE MATTERS

Explain how the first passage's resolution strengthens understanding and how the second passage's structure develops influence differently.

EXPLAIN THE GROWTH

Write your own strong thesis (central idea) and a weak one, then explain why one is stronger.

MOVE YOUR THINKING



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CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

Portfolio Evidence + Closing Reflection

Choose pages that prove your Module 2 growth.

Evidence	Page	What It Proves
1		
2		
3		

At first, I...

Now I...

MODULE 2 CLOSING IDEA

A HOW comparison names the relationship first - a similarity or a difference - and then proves it with balanced evidence from BOTH passages. Looking Back to Move Forward develops influence through Ava's learning and resolution, while Voices That Shaped Texas develops it through several artists and their contributions. Explaining that relationship, instead of listing two facts, is what makes a paired-passage response complete.

Essential Question - Answered

You started with an Essential Question. Now connect this answer to what you learned in Module 2.

OUR ESSENTIAL QUESTION

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

My Answer

I compare similarities and differences to 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. I explain that relationship and prove it with balanced evidence.

STUDENT SUPPORT - Another Way to Show What You Know

Start with the relationship: Both texts ____ (alike), but they differ because ____.

Ready to Stretch? Take Your Thinking Further!

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

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CLUSTER 5



M O D U L E



The RRR Conclusion Paragraph

Writing a Strong Conclusion



Pocket Practice



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



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

Why This Module Matters

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

WHY THIS MODULE MATTERS

You learn to close a paired-passage 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. Color-code the three parts - green R1, yellow R2, blue R3 - so you can check that all three are present.

Essential 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?

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

How This Book Helps Me Think

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

THE INDEPENDENCE ROUTINE

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

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

Visual Conventions You Will See

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

The Standards I Am Learning - Part 1

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

TEKS 11(B)(ii) - Official Standard

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

HOW I SAY THE STANDARD!

I can organize my writing with purposeful structure, including transitions.

TEKS 12(B)(i) - Official Standard

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

HOW I SAY THE STANDARD!

I can write an informational response with one clear central idea.

TEKS 12(B)(ii) - Official Standard

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

HOW I SAY THE STANDARD!

I can use the parts readers expect in an informational response.

TEKS 12(B)(iii) - Official Standard

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

HOW I SAY THE STANDARD!

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

The Standards I Am Learning - Part 2

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

TEKS 11(C)(iii) - Official Standard

revise drafts by adding ideas for coherence

HOW I SAY THE STANDARD!

I can add an idea so my conclusion holds together.

TEKS 11(C)(iv) - Official Standard

revise drafts by deleting ideas for coherence

HOW I SAY THE STANDARD!

I can delete a repeated or off-topic idea so my conclusion stays focused.

The Standards I Am Learning - Part 3

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

TEKS 11(D)(i) - Official Standard

edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments

HOW I SAY THE STANDARD!

I can write complete compound sentences with subject-verb agreement and correct commas.

TEKS 7(C) - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

The ELPS I Am Learning

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

ELPS 4(D)(iii) - Official Standard

write content-area texts using a variety of transition words

HOW I SAY THE STANDARD!

I can use transition words to connect the parts of my conclusion.

ELPS 4(F)(v) - Official Standard

write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for a specific purpose

HOW I SAY THE STANDARD!

I can use supporting details that fit the purpose of my conclusion.

ELPS 4(C)(i) - Official Standard

write using a combination of both high-frequency words and content-area vocabulary

HOW I SAY THE STANDARD!

I can combine familiar words with precise words from this module.

ELPS 4(E)(ii) - Official Standard

write content-area-specific text using grammatical structures

HOW I SAY THE STANDARD!

I can use correct grammatical structures in my conclusion sentences.

ELPS 4(F)(ii) - Official Standard

write to narrate, describe, explain, respond, or justify with supporting details using appropriate style for a specific purpose

HOW I SAY THE STANDARD!

I can explain my thinking with supporting details and a fitting style.

My Module 3 Learning Launchpad

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

I CAN

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

I WILL

- read both passages closely and talk about how the ideas connect.
- color-code R1 green, R2 yellow, and R3 blue to check that every part is present.
- keep brand-new evidence out of the conclusion.
- edit my compound sentences for agreement, conjunctions, and commas.

LEARNING DESTINATION

I will write a three-sentence RRR conclusion that returns to the thesis (central idea), groups the proof, and ends with a meaningful Bluebird Moment.

MY LAUNCHPAD PROMISE

The conclusion HABIT I will practice first is _____ because

My Module 3 Learning Dashboard

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

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

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Restate the thesis without copying	a lot / a little / new	a lot / a little / new	a lot / a little / new
Reference evidence collectively (R2)	a lot / a little / new	a lot / a little / new	a lot / a little / new
Write a Bluebird Moment (R3)	a lot / a little / new	a lot / a little / new	a lot / a little / new
Color-code green, yellow, blue	a lot / a little / new	a lot / a little / new	a lot / a little / new
Edit a compound sentence	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal for this module:

Tier 1 Vocabulary - Everyday Words

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

again

Say it: uh-GEN

What it means: one more time

Try the frame: I state the idea again by ____.

big

Say it: BIG

What it means: broad in meaning

Try the frame: The big idea is ____.

change

Say it: CHAYNJ

What it means: to make different

Try the frame: I change these words: ____.

end

Say it: END

What it means: the final part

Try the frame: At the end, I want the reader to ____.

final

Say it: FY-nuhl

What it means: last

Try the frame: My final sentence explains ____.

Tier 1 Vocabulary - Everyday Words

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

group

Say it: GROOP

What it means: things considered together

Try the frame: I group the proof by ____.

meaning

Say it: MEE-ning

What it means: what an idea shows or teaches

Try the frame: The larger meaning is ____.

proof

Say it: PROOF

What it means: information that supports an answer

Try the frame: The proof supports ____.

same

Say it: SAYM

What it means: not different in meaning

Try the frame: The idea stays the same because ____.

strong

Say it: STRAWNG

What it means: clear and effective

Try the frame: This ending is strong because ____.

Tier 2 Vocabulary - Academic Words

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

conclusion

Say it: kuhn-KLOO-zhuhn

What it means: the paragraph that closes a response

Try the frame: My conclusion closes the response by ____.

evidence

Say it: EV-uh-duhns

What it means: details that support an idea

Try the frame: The evidence from both passages shows ____.

legacy

Say it: LEG-uh-see

What it means: an influence that continues over time

Try the frame: The artists' legacy shows ____.

paraphrase

Say it: PAIR-uh-frayz

What it means: to express source meaning in new words

Try the frame: I paraphrase without changing ____.

reference

Say it: REF-er-uhns

What it means: to point back to something already discussed

Try the frame: I reference both passages by ____.

Tier 2 Vocabulary - Academic Words

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

reflection

Say it: ree-FLEK-shuhn

What it means: a thoughtful statement about larger meaning

Try the frame: My reflection shows that ____.

restate

Say it: ree-STAYT

What it means: to express the same idea in slightly different words

Try the frame: I restate the thesis (central idea) by ____.

significance

Say it: sig-NIF-ih-kuhns

What it means: the importance of an idea

Try the frame: The significance is ____.

synthesis

Say it: SIN-thuh-sis

What it means: combining ideas into a new understanding

Try the frame: My synthesis connects ____.

thesis (central idea)

Say it: THEE-sis

What it means: the sentence that gives the response's main answer

Try the frame: The thesis (central idea) answers ____.

Tier 3 Vocabulary - Domain Words

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

Bluebird Moment

Say it: BLOO-burd MOH-muhnt

What it means: the final big-picture reflection that flies beyond the page

Try the frame: My Bluebird Moment matters because ____.

comma placement

Say it: KOM-uh PLAYS-muhnt

What it means: putting a comma where conventions require it

Try the frame: The comma belongs before ____.

compound sentence

Say it: KOM-pownd SEN-tuhns

What it means: two complete ideas joined correctly

Try the frame: My compound sentence joins ____.

coordinating conjunction

Say it: koh-OR-duh-nay-ting kuhn-JUHNGK-shuhn

What it means: a word such as and, but, or so that can join complete ideas

Try the frame: The conjunction ____ joins my ideas.

R1 restatement

Say it: ar-wuhn ree-STAYT-muhnt

What it means: the sentence that returns to the thesis (central idea) in new words

Try the frame: My R1 keeps the idea but changes ____.

Tier 3 Vocabulary - Domain Words

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

R2 collective reference

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

What it means: a sentence that points to proof from both passages as a group

Try the frame: My R2 groups ____.

R3 reflection

Say it: ar-three ree-FLEK-shuhn

What it means: the final sentence that gives a supported larger meaning

Try the frame: My R3 helps readers understand ____.

RRR conclusion

Say it: ar-ar-ar kuhn-KLOO-zhuhn

What it means: a conclusion that restates, references, and reflects

Try the frame: My RRR conclusion includes ____.

sentence boundary

Say it: SEN-tuhns BOWN-duh-ree

What it means: the place where a complete sentence begins or ends

Try the frame: I checked the boundary after ____.

synonym swap

Say it: SIN-uh-nim swap

What it means: replacing a word with one that has a similar meaning

Try the frame: My synonym swap changes ____ to ____.

The DOT Reading Habit

Read both passages with the conclusion in mind.

Step	What I Do
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.

WORDS TO REMEMBER

Discover the proof. Organize it into a group. Think about the bigger idea.

AS YOU READ

☐ Discover proof in both passages ☐ Organize it for R2 ☐ Think toward an R3 idea

STUDENT SUPPORT - Another Way to Show What You Know

If marking every clue is difficult, mark just one strong piece of proof in each passage and tell a partner how they connect.

Ready to Stretch? Take Your Thinking Further!

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

The RRR Conclusion HABIT

R1 restates. R2 references. R3 reflects.

THE RRR CONCLUSION HABIT

R1 - Restate (Green)	Restate the thesis (central idea) in new words.
R2 - Reference (Yellow)	Reference the evidence from both passages as a group.
R3 - Reflect (Blue)	Reflect on the bigger meaning - the Bluebird Moment.

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.

WORDS TO REMEMBER

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

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.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

The Three R Moves

See one model conclusion built from a real thesis (central idea).

ORIGINAL THESIS (CENTRAL IDEA)

"Together, both passages show that ideas and voices shape communities through learning, expression, and the sharing of culture."

R1 - RESTATE (Green)

"Both texts explain that communities can be shaped through learning, expression, and shared culture."

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

R2 - REFERENCE (Yellow)

"Ava's discovery of Renaissance ideas and the Texas artists' music and achievements both support this idea."

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

R3 - REFLECT (Blue)

"When people keep learning and sharing what matters, ideas can continue to influence future generations."

Reflect on why the whole topic matters. This is the Bluebird Moment.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

The Bluebird Moment

R3 is the reflection sentence that flies beyond the page.

WHAT IS THE BLUEBIRD MOMENT?

The Bluebird Moment is the final reflection sentence (R3). It reflects on the meaning of the whole paper. We color it blue because the bluebird is leaving the tree you have written and flying away to share the big idea with others.

HOW TO RESTATE AT THIS LEVEL (R1)

Use the same idea. Change one or two words with synonyms. Do not copy the thesis (central idea) exactly. Example: passages -> texts, show -> explain.

WORDS TO REMEMBER

A Bluebird Moment gives a supported big idea, not a random opinion and not new evidence.

THE THREE-PART STAIRCASE

Return to the answer (R1). Glance back at the proof (R2). Rise into the big picture (R3).

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

My Learning Destination

Know what success will look and sound like.

BIG GOAL

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

SUCCESS CRITERIA

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

INDEPENDENT PRODUCT

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

I WILL KNOW I AM READY WHEN...

MY FIRST THINKING (DAY ONE)

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

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

My thinking level before we begin:

MOVE YOUR THINKING



Foundational RECALL



Emergent CONNECT



Visible EXPLAIN



Independent USE



Reflective EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Looking Back to Move Forward

Passage 9 - High Stamina • Narrative • Part 1 of 4

AS YOU READ

Use the DOT habit for proof. TAP the TRACKS by marking exact evidence. Notice ideas you could group and reference collectively in R2.

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

[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.

Looking Back to Move Forward - Continued 2

Passage 9 - High Stamina • Narrative • Part 2 of 4

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence.

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

[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."

Looking Back to Move Forward - Continued 3

Passage 9 - High Stamina • Narrative • Part 3 of 4

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence.

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

[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.

Looking Back to Move Forward - Continued 4

Passage 9 - High Stamina • Narrative • Part 4 of 4

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence.

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

[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.

Looking Back to Move Forward - TRACKS Evidence Hunt

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

TRACKS	Exact Evidence	Why It Fits
T • Time	“During the Renaissance”	It fits because _____
R ■ Reactions	“Sometimes, looking back can help people move forward”	It fits because _____
A ▲ Actions	“began to believe that citizens should have a voice”	It fits because _____
C ★ Character, Concept, Creature	“Ava”	It fits because _____
K ♦ Key Knowledge	“using the past to create something new”	It fits because _____
S ▼ Scenery / Setting	“The School of Athens”	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Voices That Shaped Texas

Passage 10 - High Stamina • Informational • Part 1 of 3

AS YOU READ

Use the DOT habit for proof. TAP the TRACKS by marking exact evidence. Notice ideas you could group and reference collectively in R2.

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

[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.

Voices That Shaped Texas - Continued 2

Passage 10 - High Stamina • Informational • Part 2 of 3

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence.

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

[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.

Voices That Shaped Texas - Continued 3

Passage 10 - High Stamina • Informational • Part 3 of 3

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence.

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

[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.

Voices That Shaped Texas - TRACKS Evidence Hunt

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

TRACKS	Exact Evidence	Why It Fits
T • Time	“Around the same time”	It fits because _____
R ■ Reactions	“helped open doors for other performers who came after him”	It fits because _____
A ▲ Actions	“shared their stories and traditions with many people across Texas”	It fits because _____
C ★ Character, Concept, Creature	“Lydia Mendoza”	It fits because _____
K ♦ Key Knowledge	“music is more than sound”	It fits because _____
S ▼ Scenery / Setting	“towns, cities, farms, churches, schools, and dance halls”	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - GATHER

The Suitcase, the Snapshot, and the Bluebird.

MY DAY 1 LEARNING TARGET

I will name the job and color of R1, R2, and R3, and explain how a conclusion strengthens a paper.

THREE THINGS TO REMEMBER

A suitcase reminds us to pack up our main idea before we leave the paper (R1). A snapshot reminds us to look back at the important proof we gathered (R2). A bluebird reminds us that our final thought can fly beyond the page and carry a meaningful idea (R3).

RRR = RESTATE, REFERENCE, REFLECT

R1 packs the main idea into the suitcase one more time. R2 takes a snapshot of the evidence we used. R3 is the Bluebird Moment - the final reflection.

FRESH RECALL

Cover the chart and teach the three R jobs and colors to a partner in order.

STUDENT SUPPORT - Another Way to Show What You Know

If naming all three is hard, start with R1 only: say the main answer again in new words.

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - REVEAL

What goes in a conclusion - and what does not.

A CONCLUSION IS...

A place to wrap up the thinking already developed in the paper: restate the answer, refer back to the proof, and reflect on the big picture. A conclusion is NOT a place for brand-new evidence.

MODEL THE THREE R MOVES

R1 keeps the answer but shifts a few words. R2 groups proof from both passages instead of listing quotes. R3 is the Bluebird Moment: a supported big-picture insight.

COLOR CODING

R1 = Green R2 = Yellow R3 = Blue. When we color-code, we can quickly check whether all three parts are present. If a color is missing, a part is missing.

NOTICE AND DEFEND

Why should a conclusion not add new evidence?

STUDENT SUPPORT - Another Way to Show What You Know

Underline the R1 answer once, then circle the color you would use for each of the three sentences.

Ready to Stretch? Take Your Thinking Further!

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

Day 2 - ATTEMPT

RRR Color Code Construction Zone - how to play.

MY DAY 2 LEARNING TARGET

I will sort conclusion sentences into R1, R2, and R3, then build a complete conclusion and color-code it green, yellow, and blue.

THE GOAL

Build conclusion paragraphs by sorting, arranging, color-coding, and checking R1, R2, and R3 sentences.

HOW TO PLAY

1. **Part 1 - Conclusion Sort:** read each sentence card and decide whether it is an R1, an R2, or an R3.
2. **Part 2 - Spinner Build:** spin, pick a card from that category, and place it on the game mat. Spinner sections are R1, R2, R3, Fix It, Color It, and Trade One. When all three are collected, arrange them into a complete conclusion.
3. **Part 3 - Bluebird Trail:** choose a simple game marker, roll the die, and complete the conclusion task card where you land. If correct, stay. If not, move back one.

COLOR-CODE AS YOU BUILD

Green for R1 Yellow for R2 Blue for R3. Ask: 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?

BEFORE YOU CUT

Dashed lines mean CUT. Complete each RRR task, then use the self-check backs.

STUDENT SUPPORT - Another Way to Show What You Know

Use the card number on the game mat instead of cutting. You still sort, build, and color-code the same way.

Ready to Stretch? Take Your Thinking Further!

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

RRR Color Code Construction Zone - Build the Conclusion Mat

Place each sentence card in its color lane. Together the three lanes make one conclusion.

R1 - RESTATE (GREEN)

My restatement card:

R2 - REFERENCE (YELLOW)

My collective-reference card:

R3 - REFLECT (BLUE)

My Bluebird Moment card:

SPINNER SECTIONS

R1 • R2 • R3 • Fix It • Color It • Trade One

My spin and my move:

Conclusion Sort Warm-Up - Sort the Six Cards

Read each sentence card. Decide whether it is an R1, an R2, or an R3, and name its color.

Card	R1, R2, or R3?	Color
Card 1		
Card 2		
Card 3		
Card 4		
Card 5		
Card 6		

REMEMBER

R1 restates the thesis (central idea) in new words. R2 references proof from both passages as a group. R3 reflects on the bigger meaning.

STUDENT SUPPORT - Another Way to Show What You Know

Read a card aloud and ask: does it answer, point to proof, or reflect? Then choose R1, R2, or R3.

Ready to Stretch? Take Your Thinking Further!

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

✂ CUT PAGE - RRR Cards - Set A - Conclusion Sort Cards 1

Cut on the dashed lines. Keep each sentence or task inside its card.

CARD 1

“Both texts show that ideas and voices can influence communities through learning, expression, and shared culture.”

R1, R2, or R3? Build it.

CARD 2

“Both passages explain that communities change when people learn, create, and share culture.”

R1, R2, or R3? Build it.

CARD 3

“Ava's learning and the Texas artists' stories and achievements both support this idea.”

R1, R2, or R3? Build it.

CARD 4

“The Renaissance examples and the artists' musical contributions work together to support this idea.”

R1, R2, or R3? Build it.

CARD 5

“When people learn from meaningful ideas and share their voices, influence can continue across generations.”

R1, R2, or R3? Build it.

CARD 6

“This reminds readers that ideas can grow stronger when people carry them forward.”

R1, R2, or R3? Build it.

Self-Check Backs - RRR Cards - Set A - Conclusion Sort Cards 1

Check the answer only after your group commits.

R1 - Restate (Green)

RRR CONSTRUCTION ZONE · Set A -
Conclusion Sort Cards · Card 2

R1 - Restate (Green)

RRR CONSTRUCTION ZONE · Set A -
Conclusion Sort Cards · Card 1

R2 - Reference (Yellow)

RRR CONSTRUCTION ZONE · Set A -
Conclusion Sort Cards · Card 4

R2 - Reference (Yellow)

RRR CONSTRUCTION ZONE · Set A -
Conclusion Sort Cards · Card 3

R3 - Reflect (Blue)

RRR CONSTRUCTION ZONE · Set A -
Conclusion Sort Cards · Card 6

R3 - Reflect (Blue)

RRR CONSTRUCTION ZONE · Set A -
Conclusion Sort Cards · Card 5

✂ CUT PAGE - RRR Cards - Set B - Bluebird Trail Task Cards 1

Cut on the dashed lines. Keep each sentence or task inside its card.

CARD 1

“Restate this thesis (central idea) using one or two synonym swaps: “Both passages show that change can affect people in meaningful ways.””

R1, R2, or R3? Build it.

CARD 2

“Write an R2 sentence that refers back to evidence from both passages.”

R1, R2, or R3? Build it.

CARD 3

“Write a Bluebird Moment (R3) for a paper about how the passages help readers understand change.”

R1, R2, or R3? Build it.

CARD 4

“Decide which of three conclusion sentences should come first, and explain why.”

R1, R2, or R3? Build it.

CARD 5

“Fix this weak conclusion by adding the missing R3.”

R1, R2, or R3? Build it.

CARD 6

“Color-code the three parts of a conclusion: green R1, yellow R2, blue R3.”

R1, R2, or R3? Build it.

Self-Check Backs - RRR Cards - Set B - Bluebird Trail Task Cards 1

Check the answer only after your group commits.

R2 = collective reference to evidence
RRR CONSTRUCTION ZONE · Set B -
Bluebird Trail Task Cards · Card 2

R1 = same idea, small wording change
RRR CONSTRUCTION ZONE · Set B -
Bluebird Trail Task Cards · Card 1

R1 comes first: restate before you reference
RRR CONSTRUCTION ZONE · Set B -
Bluebird Trail Task Cards · Card 4

R3 = broad, thoughtful final reflection
RRR CONSTRUCTION ZONE · Set B -
Bluebird Trail Task Cards · Card 3

Green = R1, Yellow = R2, Blue = R3
RRR CONSTRUCTION ZONE · Set B -
Bluebird Trail Task Cards · Card 6

Add a supported reflection, not new evidence
RRR CONSTRUCTION ZONE · Set B -
Bluebird Trail Task Cards · Card 5

RRR Interactive Notebook Foldable - My Recording Sheet

Build the RRR foldable, then write one complete conclusion.

THE RRR FOLDABLE

Green flap = R1	Restate the thesis (central idea). Change one or two words with synonyms.
Yellow flap = R2	Refer back to the evidence. Mention both passages together.
Blue flap = R3	Write a reflection sentence. Give the Bluebird Moment.

MY COMPLETE CONCLUSION

R1 (green):

R2 (yellow):

R3 (blue):

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 3 - DISCUSS

What makes a conclusion sound strong instead of repetitive?

MY DAY 3 LEARNING TARGET

I will write a complete RRR conclusion, add or delete an idea for clarity, and edit one compound sentence.

TALK IT THROUGH

What is the job of R1?

How is R2 different from repeating all of the evidence?

Why is R3 called a reflection sentence?

What happens if a conclusion is missing one of the three parts?

CONNECT TO THE ESSENTIAL 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?

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 3 - USE AGAIN: Paint the Conclusion

Choose a prompt, then write R1 green, R2 yellow, and R3 blue.

CHOOSE ONE 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.

MY CONCLUSION PLAN

The thesis (central idea) I will restate:

Proof from BOTH passages I will reference in R2:

My big-picture idea for R3:

STUDENT SUPPORT - Another Way to Show What You Know

Reread both passages and gather proof first. You decide which idea becomes your Bluebird Moment.

Ready to Stretch? Take Your Thinking Further!

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

Paint the Conclusion - My RRR Draft

Write your three sentences in order and label each one.

SUCCESS CHECK

☐ R1 restates without copying ☐ R2 references both passages as a group ☐ R3 reflects with a supported big idea

MY CONCLUSION

R1 (green):

R2 (yellow):

R3 (blue):

Day 3 - USE AGAIN: Write a Second Bluebird Moment

Practice R3 again with a different focus.

GIVEN 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."

MY R3 PRACTICE

My R1 restatement (new words):

My R2 collective reference:

My Bluebird Moment (R3):

STUDENT SUPPORT - Another Way to Show What You Know

Write two possible Bluebird Moments, then circle the stronger one and tell why it fits the paper.

Ready to Stretch? Take Your Thinking Further!

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

Module 3 Conventions Sweep - Add, Delete, and Compound Sentences

Add or delete for clarity, then edit one compound sentence.

ADD AND DELETE

Read your conclusion. ADD one idea that makes it clearer. DELETE one repeated idea that copies the thesis (central idea).

Idea I added:

Idea I deleted:

COMPOUND SENTENCE CHECK

Edit one compound sentence for subject-verb agreement, conjunction choice, sentence boundaries, and comma placement.

- Model: "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.
- Watch for splices, run-ons, and fragments.

MY EDITED COMPOUND SENTENCE

STUDENT SUPPORT - Another Way to Show What You Know

Point to the coordinating conjunction and the comma with a partner. You still decide what to change.

Ready to Stretch? Take Your Thinking Further!

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

Day 4 - AWARD Yourself

An award counts when you point to real conclusion work in your own writing.

MY DAY 4 LEARNING TARGET

I will award the R that became stronger today and target one specific conclusion HABIT to strengthen next.

BLUEBIRD BADGE

Draw or add a small bluebird in your notebook. Celebrate the R that became stronger today: Restate, Reference, or Reflect.

CLASS CHEER

"Restate it! Reference it! Reflect and let it fly!"

MY AWARD

My Bluebird Moment was strong because

One R I improved today was _____ because

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

Day 4 - TARGET Your Next Move

A useful target names the precise conclusion HABIT you will practice.

CHOOSE ONE TARGET

- ☐ Restate without copying (R1) ☐ Reference proof as a group (R2)
- ☐ Write a stronger Bluebird Moment (R3) ☐ Color-code all three parts
- ☐ Edit a compound sentence

CURIOSITY QUESTIONS

- 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?

BUILD A PRECISE TARGET

My next conclusion goal is _____ because

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 5 - EXPLAIN or Educate Others

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

MY DAY 5 LEARNING TARGET

I will teach the jobs and colors of R1, R2, and R3 and explain why the Bluebird Moment matters.

TEACH THE THREE R MOVES

Teach your partner what R1, R2, and R3 do, why the Bluebird Moment matters, and how to color-code a conclusion green, yellow, and blue.

MY TEACHING CARD

R1 is important because:

R2 helps the reader remember:

R3 is called the Bluebird Moment because:

The green sentence should:

The yellow sentence should:

The blue sentence should:

LISTENER RESPONSIBILITIES

- Name R1, R2, and R3 in order.
- Name each color.
- Ask why a conclusion should not add new evidence.
- Check that the Bluebird Moment reflects, not just repeats.

MY THINKING NOW

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

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

WHAT CHANGED?

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

My thinking grew because

My thinking level now:

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

Check the Learning

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

VERBAL - FIST TO FIVE

Show 0-5 fingers for how sure you are that you can name the jobs of R1, R2, and R3.

My number today: _____

VISUAL - SORT AND SHOW

Label a conclusion sentence R1, R2, or R3 and name its color.

My sentence and label:

WRITTEN - REVISE AND REFLECT

Revise one copied thesis (central idea) into an R1 restatement, then write a fitting Bluebird Moment.

R1:

--

R3:

--

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

MY MODULE CHECK-IN

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

AWARD

Create a Bluebird Badge. Complete one: “My Bluebird Moment was strong because __,” “I did well with R1 when __,” “I improved my R2 by __,” or “My conclusion became more meaningful when __.”

TARGET

Choose the RRR part you need to strengthen next: restate without copying, refer back to both passages, or write a true Bluebird Moment. Then write one curiosity question this conclusion work raised for you.

EXPLAIN

Teach a partner the job and color of R1, R2, and R3 without reading the anchor chart. Explain why the Bluebird Moment matters and why a conclusion should not add new proof.

I Can...	Not Yet	Getting Set	I Can Do It
Restate a thesis without copying it	☐	☐	☐
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	☐	☐	☐

Day 5 - Writing Opportunity - Paint the Conclusion

Choose one prompt and write a complete RRR conclusion.

CHOOSE ONE 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.

SUCCESS CRITERIA

- R1 keeps the thesis (central idea) idea but changes one or two words.
- R2 refers collectively to evidence from both passages.
- R3 gives a supported Bluebird Moment.

MY FIRST DECISION

Prompt I chose:

Passage pages I will use:

STUDENT SUPPORT - Another Way to Show What You Know

Read all four prompts aloud. Choose the one whose proof you can group most clearly, then reread both passages before planning.

Ready to Stretch? Take Your Thinking Further!

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

Plan My RRR Conclusion

Plan each R before you draft.

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

2. REFERENCE (R2) - Group the proof from both passages

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

RRR Draft - Page 1

Write your three sentences so they flow as one ending.

COLOR CHECK

After each sentence, ask: is this R1 (green), R2 (yellow), or R3 (blue)? Are all three present?

[illegible]

RRR Draft - Page 2

Continue only if you need more space. Stronger does not mean longer.

THREE-PART STAIRCASE CHECK

Return to the answer (R1) • glance back at the proof (R2) • rise into the big picture (R3)

This image shows a single sheet of white paper with horizontal blue or grey ruling lines, typical of notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Revise, Edit, and Share

Add or delete for clarity, run the Conventions Sweep, then explain one decision.

REVISE

Read your conclusion aloud.

ADD one idea that makes it clearer:

DELETE one repeated idea that copies the thesis (central idea):

EDIT - Conventions Sweep

☐ Compound sentence with a coordinating conjunction ☐ Comma before the conjunction ☐ No splices, run-ons, or fragments

My edited sentence:

SHARE

My partner heard a strong ending when I _____ because

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Tiny Tracks

Did your independent conclusion use all three R parts?

Tiny Tracks

Small Steps. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

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

Ready to Stretch? Take Your Thinking Further!

Point to R1, R2, and R3 in your draft. Defend why your R3 reflects instead of repeating.

PROOF OF TRANSFER

I knew I could use the RRR HABIT in a new response because on page _____ I

READY TO STRETCH? - Bluebird Lift-Off

Write two Bluebird Moments for the same paper, then choose the stronger one.

DIRECTIONS

Choose one paired-passage prompt. Write a thesis (central idea) and a full RRR conclusion. Then write TWO possible Bluebird Moments (R3) for the same paper, choose the stronger one, and explain why it creates a more meaningful ending.

SAMPLE HIGH CONCLUSION

- 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.

MY TWO BLUEBIRD MOMENTS

Option 1:

Option 2:

JUSTIFY

The stronger Bluebird Moment is Option _____ because

Portfolio Evidence + Closing Reflection

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

Evidence	Page	What It Proves About My Thinking
1		
2		
3		

LOOK HOW MY THINKING MOVED

At first, I...

Now I...

My biggest improvement was...

My next cognitive address is...

MODULE 3 CLOSING IDEA

An RRR conclusion ends a paired-passage response in three steps: R1 restates the thesis (central idea) in new words, R2 references the evidence from both passages as a group, and R3 reflects on the larger meaning in a Bluebird Moment. Together, the three R's close the exact response while leaving the reader with a bigger idea about learning, voice, culture, and lasting influence. Green R1, yellow R2, and blue R3 help me check that all three parts are present.

Essential Question - Answered

You started with an Essential Question. Now connect this answer to what you learned in Module 3.

OUR ESSENTIAL 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?

My Answer

I return to my 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 my exact response while leaving the reader with a broader insight about learning, voice, culture, and lasting influence.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

The Writing Academy[®], LLC

CLUSTER 5



M O D U L E



Seeing the Structure Through Color

Color-Coding the Whole Essay



Pocket Practice



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



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

Why This Module Matters

Color makes the job of every sentence visible.

WHY THIS MODULE MATTERS

Strong writing is not one big block of words. Each sentence has a job. When you color-code a complete essay, you can see how the paper opens broadly, narrows to a clear answer, develops proof, and widens again into reflection. When you can see the parts, you can build the parts.

Essential Question

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

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

How This Book Helps Me Think

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

THE INDEPENDENCE ROUTINE

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

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

Visual Conventions You Will See

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

The Standards I Am Learning - Part 1

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

TEKS 11(B)(i) - Official Standard

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

HOW I SAY THE STANDARD!

I can organize my draft with a purposeful introduction.

TEKS 11(B)(ii) - Official Standard

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

HOW I SAY THE STANDARD!

I can use transitions to connect my ideas.

TEKS 11(B)(iii) - Official Standard

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

HOW I SAY THE STANDARD!

I can end my draft with a purposeful conclusion.

TEKS 11(B)(iv) - Official Standard

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

HOW I SAY THE STANDARD!

I can develop an engaging idea with relevant details.

The Standards I Am Learning - Part 2

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

TEKS 12(B)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

TEKS 12(B)(ii) - Official Standard

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

HOW I SAY THE STANDARD!

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

TEKS 12(B)(iii) - Official Standard

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

HOW I SAY THE STANDARD!

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

TEKS 11(C)(i) - Official Standard

revise drafts to improve sentence structure

HOW I SAY THE STANDARD!

I can change my sentences so my ideas are clearer and sound better.

The Standards I Am Learning - Part 3

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

TEKS 11(C)(ii) - Official Standard

revise drafts to improve word choice

HOW I SAY THE STANDARD!

I can choose more precise words so my response shows stronger thinking.

TEKS 11(C)(iii) - Official Standard

revise drafts by adding ideas for coherence

HOW I SAY THE STANDARD!

I can add ideas that make my response clearer and more connected.

TEKS 11(C)(iv) - Official Standard

revise drafts by deleting ideas for coherence

HOW I SAY THE STANDARD!

I can take out ideas that are weak or off topic so my response stays clear.

TEKS 11(C)(v) - Official Standard

revise drafts by combining ideas for coherence

HOW I SAY THE STANDARD!

I can combine ideas so my response reads smoothly.

The Standards I Am Learning - Part 4

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

TEKS 11(C)(vi) - Official Standard

revise drafts by rearranging ideas for coherence

HOW I SAY THE STANDARD!

I can rearrange ideas so my response is better organized.

TEKS 11(C)(vii) - Official Standard

revise drafts by adding ideas for clarity

HOW I SAY THE STANDARD!

I can add ideas that make my meaning clear.

TEKS 11(C)(viii) - Official Standard

revise drafts deleting ideas for clarity

HOW I SAY THE STANDARD!

I can delete ideas that make my meaning unclear.

TEKS 11(D)(ii) - Official Standard

edit drafts using standard English conventions, including complete compound sentences with subject-verb agreement

HOW I SAY THE STANDARD!

I can check that my compound sentences are complete and that their subjects and verbs agree.

The Standards I Am Learning - Part 5

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

TEKS 11(D)(iii) - Official Standard

edit drafts using standard English conventions, including complete compound sentences with avoidance of splices

HOW I SAY THE STANDARD!

I can fix comma splices in my compound sentences.

TEKS 11(D)(iv) - Official Standard

edit drafts using standard English conventions, including complete compound sentences with avoidance of run-ons

HOW I SAY THE STANDARD!

I can fix run-on sentences in my compound sentences.

TEKS 11(D)(v) - Official Standard

edit drafts using standard English conventions, including complete compound sentences with avoidance of fragments

HOW I SAY THE STANDARD!

I can fix sentence fragments so my sentences are complete.

TEKS 11(D)(xviii) - Official Standard

edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects

HOW I SAY THE STANDARD!

I can use a coordinating conjunction to make a compound subject.

The Standards I Am Learning - Part 6

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

TEKS 11(D)(xix) - Official Standard

edit drafts using standard English conventions, including coordinating conjunctions to form compound predicates

HOW I SAY THE STANDARD!

I can use a coordinating conjunction to make a compound predicate.

TEKS 11(D)(xx) - Official Standard

edit drafts using standard English conventions, including coordinating conjunctions to form compound sentences

HOW I SAY THE STANDARD!

I can use a coordinating conjunction to make a compound sentence.

TEKS 11(D)(xxxi) - Official Standard

edit drafts using standard English conventions, including punctuation marks, including commas in compound sentences

HOW I SAY THE STANDARD!

I can put a comma in the right place in a compound sentence.

TEKS 7(C) - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

The ELPS I Am Learning

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

ELPS 4(F)(i) - Official Standard

write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for purpose and audience

HOW I SAY THE STANDARD!

I can use language that fits this color-coding work.

ELPS 4(D)(iii) - Official Standard

write content-area texts using a variety of transition words

HOW I SAY THE STANDARD!

I can use language that fits this color-coding work.

ELPS 4(E)(ii) - Official Standard

write content-area-specific text using grammatical structures

HOW I SAY THE STANDARD!

I can use language that fits this color-coding work.

ELPS 4(C)(i) - Official Standard

write using a combination of both high-frequency words and content-area vocabulary

HOW I SAY THE STANDARD!

I can use language that fits this color-coding work.

ELPS 4(F)(v) - Official Standard

write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for purpose and audience

HOW I SAY THE STANDARD!

I can use language that fits this color-coding work.

My Module 4 Learning Launchpad

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

I CAN

- identify and explain the job of every sentence in a complete ECR through color-coding.
- distinguish evidence from explanation by asking what each sentence does.
- explain how the introduction and conclusion mirror each other in opposite directions.
- use the complete color pattern to identify missing parts and revise weak sections.

I WILL

- read both passages closely and talk about relationships between ideas.
- use balanced evidence, explain my thinking, and revise for clarity.
- color by sentence job, not by paragraph location alone.
- label and justify each color in the complete exemplar.

LEARNING DESTINATION

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

MY LAUNCHPAD PROMISE

The color job I will practice first is _____ because

My Module 4 Learning Dashboard

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

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

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Color by sentence job, not location	a lot / a little / new	a lot / a little / new	a lot / a little / new
Tell yellow evidence from red explanation	a lot / a little / new	a lot / a little / new	a lot / a little / new
Color-code introduction, body, and conclusion	a lot / a little / new	a lot / a little / new	a lot / a little / new
Explain the opposite introduction/conclusion pathways	a lot / a little / new	a lot / a little / new	a lot / a little / new
Revise for coherence and clarity	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal:

Tier 1 Vocabulary

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

begin

Say it: bih-GIN

What it means: to open the writing

Try the frame: I begin my writing by ____.

build

Say it: BILD

What it means: to assemble purposeful parts

Try the frame: I build my response by ____.

color

Say it: KUH-lur

What it means: a visual marker used to show a sentence job

Try the frame: One color I use is ____.

end

Say it: END

What it means: to close the writing

Try the frame: I end my writing by ____.

explain

Say it: ek-SPLAYN

What it means: to tell why evidence matters

Try the frame: This sentence explains ____.

Tier 1 Vocabulary

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

job

Say it: JOB

What it means: the work a sentence does

Try the frame: The job of this sentence is ____.

match

Say it: MACH

What it means: to connect a sentence to its correct job

Try the frame: This sentence matches ____.

order

Say it: OR-der

What it means: the sequence in which parts appear

Try the frame: The order of the parts is ____.

part

Say it: PART

What it means: one piece of a complete response

Try the frame: One part of the response is ____.

show

Say it: SHOH

What it means: to make thinking visible

Try the frame: This color shows ____.

Tier 2 Vocabulary

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

evidence

Say it: EV-ih-dens

What it means: a specific detail that proves a point

Try the frame: My evidence is ____.

exemplar

Say it: eg-ZEM-plar

What it means: a strong model used for study

Try the frame: This exemplar shows ____.

explanation

Say it: ek-spluh-NAY-shun

What it means: thinking that tells why evidence matters

Try the frame: My explanation is ____.

inference

Say it: IN-fur-uhns

What it means: a conclusion built from evidence and reasoning

Try the frame: My inference is ____.

introduction

Say it: in-truh-DUK-shun

What it means: the opening paragraph of a response

Try the frame: The introduction ____.

Tier 2 Vocabulary

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

reason

Say it: REE-zun

What it means: a point that supports the thesis (central idea)

Try the frame: My reason is ____.

reflection

Say it: rih-FLEK-shun

What it means: broad thinking that closes the response

Try the frame: My reflection is ____.

structure

Say it: STRUK-cher

What it means: the purposeful organization of a whole paper

Try the frame: The structure of this paper is ____.

thesis (central idea)

Say it: THEE-sis

What it means: the central answer the response will prove

Try the frame: The thesis (central idea) is ____.

transition

Say it: tran-ZISH-un

What it means: a bridge that connects ideas

Try the frame: This transition connects ____.

Tier 3 Vocabulary

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

central idea

Say it: SEN-truhl eye-DEE-uh

What it means: the main answer developed across the response

Try the frame: The central idea is ____.

coherence

Say it: koh-HEER-uhns

What it means: the clear, logical flow of ideas

Try the frame: My response has coherence because ____.

compound sentence

Say it: KOM-pound SEN-tuhns

What it means: two independent clauses joined correctly

Try the frame: My compound sentence is ____.

coordinating conjunction

Say it: koh-OR-duh-nay-ting kun-JUNK-shun

What it means: a joining word used to connect equal sentence parts

Try the frame: One coordinating conjunction is ____.

evidentiary transition

Say it: ev-ih-DEN-shee-air-ee tran-ZISH-un

What it means: an introduction sentence that moves toward text support

Try the frame: The evidentiary transition moves toward ____.

Tier 3 Vocabulary

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

reference back

Say it: REF-er-uhns bak

What it means: a conclusion sentence that recalls the evidence

Try the frame: My reference back recalls ____.

restatement

Say it: ree-STAYT-muhnt

What it means: the thesis (central idea) stated again in new words

Try the frame: My restatement is ____.

sentence boundary

Say it: SEN-tuhns BOWN-duh-ree

What it means: the correct beginning and ending of a sentence

Try the frame: I check the sentence boundary by ____.

significant inference

Say it: sig-NIF-ih-kunt IN-fur-uhns

What it means: a larger idea drawn from evidence and explanation

Try the frame: My significant inference is ____.

statement of purpose

Say it: STAYT-muhnt uhv PUR-puhs

What it means: a broad opening that introduces the topic

Try the frame: The statement of purpose opens with ____.

The DOT Reading Habit

Dot. Discover. Drop.

Step	What It Means
D - Dot	Place a small dot above any word that seems unfamiliar.
O - Discover	Discover its meaning through context and instruction.
T - Drop	Erase the dot once you know the meaning.

WORDS TO REMEMBER

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

AS YOU READ

☐ Dot unfamiliar words ☐ TAP the TRACKS ☐ Ask what job each sentence does

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

The Complete ECR Color Map

Color by sentence job, not by paragraph location alone.

Section	Pattern	Sentence Jobs
Introduction	Blue → Yellow → Green	Statement of Purpose → Evidentiary Transition → Thesis (Central Idea)
Main Body	Green → Yellow → Red → Blue, if needed	Reason → Evidence → Explanation → Significant Inference
Conclusion	Green → Yellow → Blue	R1 Restatement → R2 Reference Back → R3 Reflection

THE PAPER OPENS AND CLOSES

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

What Each Color Means

Four colors. Four jobs.

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

WATCH FOR THIS

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

STUDENT SUPPORT - Another Way to Show What You Know

When two students disagree, ask: Does this sentence prove something, or does it tell why the proof matters?

Ready to Stretch? Take Your Thinking Further!

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

The Introduction and Conclusion Are Opposite Pathways

One leads in. One leads out.

INTRODUCTION - leads us in

Blue → Yellow → Green

The statement of purpose opens broadly, the evidentiary transition moves toward the text support, and the thesis (central idea) gives the clear answer.

CONCLUSION - leads us out

Green → Yellow → Blue

The R1 restatement returns to the answer, the R2 reference back recalls the evidence, and the R3 reflection widens into a bigger thought.

WHY THEY MIRROR

In the introduction, we move toward the thesis (central idea). In the conclusion, we move away from it and out into a big-picture reflection. That is why the introduction and conclusion are opposites of each other.

STUDENT SUPPORT - Another Way to Show What You Know

Trace Blue → Yellow → Green, then reverse it to say the conclusion path from memory.

Ready to Stretch? Take Your Thinking Further!

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

Study the Color-Coded Exemplar - Part 1

See how each sentence has a job. Introduction and Body 1.

Introduction

Statement of Purpose — BLUE Ideas can continue to shape people long after they first appear.

Evidentiary Transition — 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.

Thesis (Central Idea) — GREEN Together, both passages show that ideas and voices shape communities through learning, expression, and the sharing of culture.

Main Body Paragraph 1

Reason / Way — GREEN One way the passages show influence is through learning from the past.

Evidence — 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.

Explanation — RED This shows that earlier ideas can inspire new thinking about fairness and freedom.

Significant Inference — BLUE The bigger lesson is that learning from the past can help people imagine new possibilities for the future.

STUDENT SUPPORT - Another Way to Show What You Know

Read one color block at a time. Say the job before you say the color.

Ready to Stretch? Take Your Thinking Further!

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

Study the Color-Coded Exemplar - Part 2

Body 2, Body 3, and the Conclusion.

Main Body Paragraph 2

Reason / Way — GREEN Another way the passages show influence is through the sharing of stories and traditions.

Evidence — 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.

Explanation — RED Her music reflected experiences people recognized, and Chelo Silva's songs helped Tejano music grow.

Significant Inference — BLUE This shows that shared experiences can strengthen culture by helping people feel seen and connected.

Main Body Paragraph 3

Reason / Way — GREEN A final way the passages show influence is by giving people a voice and breaking barriers.

Evidence — 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.

Explanation — RED His achievement, together with the artists' music bringing people together, shows that creative work can widen opportunity and representation.

Significant Inference — BLUE When people use their talents courageously, their influence can open doors for others.

Conclusion

R1 Restatement of Thesis (Central Idea) — GREEN Both texts show that ideas and voices can influence communities through learning, expression, and shared culture.

R2 Reference Back to Evidence — YELLOW Ava's discoveries about Renaissance thinking and the Texas artists' stories, music, and achievements all support this idea.

R3 Reflection Statement — BLUE When people study, create, and share what matters, their influence can continue long after one moment ends.

STUDENT SUPPORT - Another Way to Show What You Know

Notice how each body paragraph repeats Green → Yellow → Red → Blue, then the conclusion reverses the introduction.

Ready to Stretch? Take Your Thinking Further!

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

MY FIRST THINKING (DAY ONE)

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

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

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

STUDENT SUPPORT - Another Way to Show What You Know

Say your answer first or begin: Colors help me because _____. Then write your own thinking.

Ready to Stretch? Take Your Thinking Further!

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

Looking Back to Move Forward

Passage 9 — Very High Stamina • Nonfiction • Part 1 of 7

AS YOU READ

Use the DOT HABIT. TAP the TRACKS. Numbered paragraphs help you return to exact evidence. Read as a writing analyst and notice which details could serve as proof.

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

[1] 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.

Looking Back to Move Forward - Continued 2

Passage 9 — Very High Stamina • Nonfiction • Part 2 of 7

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice details that could become yellow evidence in the exemplar.

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

[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.

Looking Back to Move Forward - Continued 3

Passage 9 — Very High Stamina • Nonfiction • Part 3 of 7

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice details that could become yellow evidence in the exemplar.

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

[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.

Looking Back to Move Forward - Continued 4

Passage 9 — Very High Stamina • Nonfiction • Part 4 of 7

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice details that could become yellow evidence in the exemplar.

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

[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.

Looking Back to Move Forward - Continued 5

Passage 9 — Very High Stamina • Nonfiction • Part 5 of 7

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice details that could become yellow evidence in the exemplar.

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

[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.

Looking Back to Move Forward - Continued 6

Passage 9 — Very High Stamina • Nonfiction • Part 6 of 7

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice details that could become yellow evidence in the exemplar.

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

[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.”

Looking Back to Move Forward - Continued 7

Passage 9 — Very High Stamina • Nonfiction • Part 7 of 7

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice details that could become yellow evidence in the exemplar.

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

[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.

Looking Back to Move Forward - TRACKS Evidence Hunt

Study the exact words. Verbally explain what each detail could prove in an ECR.

TRACKS	Exact Evidence	What It Could Prove
T • Time	“During the Renaissance”	It could prove _____
R ■ Reactions	“Ava realized that old ideas could become useful again”	It could prove _____
A ▲ Actions	“people began to study their ideas again”	It could prove _____
C ★ Character, Concept, Creature	“Ava”	It could prove _____
K ♦ Key Knowledge	“the word Renaissance means rebirth”	It could prove _____
S ▼ Scenery / Setting	“soft footsteps on stone floors”	It could prove _____

STUDENT SUPPORT - Another Way to Show What You Know

Use: This is ____ evidence. It could become yellow evidence because ____.

Ready to Stretch? Take Your Thinking Further!

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

Voices That Shaped Texas

Passage 10 — Very High Stamina • Nonfiction • Part 1 of 5

AS YOU READ

Use the DOT HABIT. TAP the TRACKS. Numbered paragraphs help you return to exact evidence. Read as a writing analyst and notice which details could serve as proof.

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

[1] 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.

Voices That Shaped Texas - Continued 2

Passage 10 — Very High Stamina • Nonfiction • Part 2 of 5

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice details that could become yellow evidence in the exemplar.

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

[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.

Voices That Shaped Texas - Continued 3

Passage 10 — Very High Stamina • Nonfiction • Part 3 of 5

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice details that could become yellow evidence in the exemplar.

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

[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.

Voices That Shaped Texas - Continued 4

Passage 10 — Very High Stamina • Nonfiction • Part 4 of 5

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice details that could become yellow evidence in the exemplar.

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

[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.

Voices That Shaped Texas - Continued 5

Passage 10 — Very High Stamina • Nonfiction • Part 5 of 5

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice details that could become yellow evidence in the exemplar.

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

[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.

Voices That Shaped Texas - TRACKS Evidence Hunt

Study the exact words. Verbally explain what each detail could prove in an ECR.

TRACKS	Exact Evidence	What It Could Prove
T • Time	“During his lifetime”	It could prove _____
R ■ Reactions	“People felt connected to her music”	It could prove _____
A ▲ Actions	“shared their stories and traditions”	It could prove _____
C ★ Character, Concept, Creature	“Lydia Mendoza”	It could prove _____
K ♦ Key Knowledge	“music is more than sound”	It could prove _____
S ▼ Scenery / Setting	“towns, cities, farms, churches, schools, homes, theaters, and dance halls”	It could prove _____

STUDENT SUPPORT - Another Way to Show What You Know

Use: This is ____ evidence. It could become yellow evidence because ____.

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - GATHER: Catch and Correct the Color Mistake

Hear the label. Signal “catch.” Then repair it.

MY DAY 1 LEARNING TARGET

I will listen for a mislabeled sentence job, catch the error, and repair it with an explanation.

THE WRITING RAINBOW X-RAY

At first, all writing can look like one big block of words. When we color-code, every sentence shows its special job. Today you become a writing x-ray expert. When you can see the parts, you can build the parts.

CATCH AND CORRECT

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 ___.”

1. “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.

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.**

3. “The green sentence in the introduction is a reason.”

Answer: **Incorrect.** In the introduction, green is the thesis (central idea).

FRESH RECALL

With the color key covered, say the introduction, body, and conclusion color patterns from memory.

STUDENT SUPPORT - Another Way to Show What You Know

Show the round, name the mislabeled job, and orally repair it before writing.

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - REVEAL: The Complete ECR Color Map

Review what each color means and how the colors move.

WHY COLOR-CODE A COMPLETE PAPER

When we can see the structure in a strong model, we can start building that same structure in our own writing. Today we are not coloring for decoration. We are coloring for understanding.

THE FULL COLOR MAP

Blue → Yellow → Green

Introduction

Green → Yellow → Red → Blue

Body (blue only if a significant inference is present)

Green → Yellow → Blue

Conclusion

MODEL - THE INTRODUCTION

Statement of Purpose — BLUE Ideas can continue to shape people long after they first appear.

Evidentiary Transition — 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.

Thesis (Central Idea) — GREEN Together, both passages show that ideas and voices shape communities through learning, expression, and the sharing of culture.

RED IS THE THINKING COLOR

When you see red, think explanation. Red sits in the middle of the paragraph because that is where the writer explains how the evidence supports the reason.

STUDENT SUPPORT - Another Way to Show What You Know

Say each color block aloud. You still explain what job the sentence does.

Ready to Stretch? Take Your Thinking Further!

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

Color Quest: Build the Paper Map

Read. Decide the job. Place the color. Rebuild the paper.

MY DAY 2 LEARNING TARGET

I will sort each sentence by its job and color, then rebuild the paper from introduction to conclusion.

HOW TO PLAY

1. Read each sentence strip.
2. Decide the job of the sentence.
3. Place it on the correct color mat: Blue, Yellow, Green, or Red.
4. Color the exemplar one paragraph at a time.
5. Play “Race to the Right Color” to review.
6. Explain why each color belongs.

FAST CHECK

Color by sentence job, not by paragraph location alone. Ask: Is this sentence opening, answering, proving, explaining, inferring, or reflecting?

STUDENT SUPPORT - Another Way to Show What You Know

Work independently, with a partner, or in a small group. Use colored square markers, colored pencils, crayons, or highlighters.

Ready to Stretch? Take Your Thinking Further!

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

Part 1 - Sentence Job Sort

Read each strip. Decide its job. Sort it by color.

SAMPLE SENTENCE STRIPS

1. Ideas can continue to shape people long after they first appear.
2. Looking Back to Move Forward uses Ava's discovery of Renaissance art and government ideas.
3. One way the passages show influence is through learning from the past.
4. Ava learns that people studied ideas from ancient Greece and Rome and began to believe citizens should have a voice.
5. This shows that earlier ideas can inspire new thinking about fairness and freedom.
6. When people study, create, and share what matters, their influence can continue long after one moment ends.

ANSWER KEY GUIDANCE

Blue: strips 1 and 6 (broad or significant thinking).

Yellow: strips 2 and 4 (evidence or the bridge toward it).

Green: strip 3 (a reason or answer).

Red: strip 5 (explanation of why the evidence matters).

STUDENT SUPPORT - Another Way to Show What You Know

Read a strip and say: This sentence is ____ because it does the job of ____.

Ready to Stretch? Take Your Thinking Further!

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

Before You Cut

Prepare the color cards, then identify and defend each sentence job.

SET UP

Cut on the dashed lines. Complete each color challenge, then use the self-check backs.

STUDENT SUPPORT - Another Way to Show What You Know

Use the numbered no-cut pathway and record your color answers on the recording page.

Ready to Stretch? Take Your Thinking Further!

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

✂ CUT PAGE - Race to the Right Color Cards 1

Cut on the dashed lines, then identify and defend each color job.

CARD 1

What color is the thesis (central idea) in the introduction?

Circle the color: BLUE YELLOW GREEN RED

CARD 2

What color is the evidence in a main body paragraph?

Circle the color: BLUE YELLOW GREEN RED

CARD 3

What color is the reflection sentence in the conclusion?

Circle the color: BLUE YELLOW GREEN RED

CARD 4

What color is the explanation sentence in a main body paragraph?

Circle the color: BLUE YELLOW GREEN RED

Self-Check Backs - Race to the Right Color Cards 1

Check only after committing to each color job.

YELLOW

RACE TO THE RIGHT COLOR

Card 2

GREEN

RACE TO THE RIGHT COLOR

Card 1

RED

RACE TO THE RIGHT COLOR

Card 4

BLUE

RACE TO THE RIGHT COLOR

Card 3

✂ CUT PAGE - Race to the Right Color Cards 2

Cut on the dashed lines, then identify and defend each color job.

CARD 5

What color is the statement of purpose in the introduction?

Circle the color: BLUE YELLOW GREEN RED

CARD 6

What color is the R1 restatement in the conclusion?

Circle the color: BLUE YELLOW GREEN RED

CARD 7

Tell the color of this sentence: “This shows that earlier ideas can inspire new thinking about fairness and freedom.”

Circle the color: BLUE YELLOW GREEN RED

CARD 8

Tell the color of this sentence: “Both texts show that ideas and voices can influence communities through learning, expression, and shared culture.”

Circle the color: BLUE YELLOW GREEN RED

Self-Check Backs - Race to the Right Color Cards 2

Check only after committing to each color job.

GREEN

RACE TO THE RIGHT COLOR

Card 6

BLUE

RACE TO THE RIGHT COLOR

Card 5

GREEN

RACE TO THE RIGHT COLOR

Card 8

RED

RACE TO THE RIGHT COLOR

Card 7

Part 3 - Gameboard: Race to the Right Color

Roll, move, draw a color challenge card, and answer.

MATERIALS

Gameboard • Dice • Simple game markers • Color challenge cards

HOW TO PLAY

Each player chooses a simple game marker. Roll the die and move along the path. When you land on a space, draw a color challenge card and complete it. Move your marker for each correct answer.

START

Blue

Yellow

Green

Red

Green

Red

Blue

Yellow

Green

Yellow

Blue

Red

Green

FINISH

STUDENT SUPPORT - Another Way to Show What You Know

Use the card number without cutting. Say the color and explain the job it does.

Ready to Stretch? Take Your Thinking Further!

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

Race to the Right Color - Recording

Record your color answers and check them.

ROUND 1

Card: ____ My color: BLUE / YELLOW / GREEN / RED

Why this color fits the job:

ROUND 2

Card: ____ My color: BLUE / YELLOW / GREEN / RED

Why this color fits the job:

ROUND 3

Card: ____ My color: BLUE / YELLOW / GREEN / RED

Why this color fits the job:

ANSWER KEY

1 → GREEN 2 → YELLOW 3 → BLUE 4 → RED
 5 → BLUE 6 → GREEN 7 → RED 8 → GREEN

STUDENT SUPPORT - Another Way to Show What You Know

Say: The color is ____ because the sentence does the job of ____.

Ready to Stretch? Take Your Thinking Further!

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

Day 3 - DISCUSS

What did we notice while color-coding the paper?

MY DAY 3 LEARNING TARGET

I will color-code, label, and justify each sentence job in the complete exemplar.

Why is the statement of purpose blue in the introduction?

How is the yellow sentence different in the introduction and the main body?

Why is explanation red?

How are the introduction and conclusion opposite?

STUDENT SUPPORT - Another Way to Show What You Know

Use: Blue in the introduction is _____. Yellow in the body is _____. The introduction goes toward the thesis (central idea), and the conclusion goes away from it.

Ready to Stretch? Take Your Thinking Further!

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

Color It, Label It, Prove It - Introduction

Color each sentence, label its job, and prove why the color fits.

COLOR JOB CODES

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

Introduction

Statement of Purpose — BLUE Ideas can continue to shape people long after they first appear.

Evidentiary Transition — 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.

Thesis (Central Idea) — GREEN Together, both passages show that ideas and voices shape communities through learning, expression, and the sharing of culture.

MY JUSTIFICATION

Write one sentence explaining why the colors fit this paragraph.

STUDENT SUPPORT - Another Way to Show What You Know

Do not just color it. Prove you know why each color belongs there.

Ready to Stretch? Take Your Thinking Further!

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

Color It, Label It, Prove It - Main Body Paragraph 1

Color each sentence, label its job, and prove why the color fits.

COLOR JOB CODES

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

Main Body Paragraph 1

Reason / Way — GREEN One way the passages show influence is through learning from the past.

Evidence — 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.

Explanation — RED This shows that earlier ideas can inspire new thinking about fairness and freedom.

Significant Inference — BLUE The bigger lesson is that learning from the past can help people imagine new possibilities for the future.

MY JUSTIFICATION

Write one sentence explaining why the colors fit this paragraph.

STUDENT SUPPORT - Another Way to Show What You Know

Do not just color it. Prove you know why each color belongs there.

Ready to Stretch? Take Your Thinking Further!

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

Color It, Label It, Prove It - Main Body Paragraph 2

Color each sentence, label its job, and prove why the color fits.

COLOR JOB CODES

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

Main Body Paragraph 2

Reason / Way — GREEN Another way the passages show influence is through the sharing of stories and traditions.

Evidence — 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.

Explanation — RED Her music reflected experiences people recognized, and Chelo Silva's songs helped Tejano music grow.

Significant Inference — BLUE This shows that shared experiences can strengthen culture by helping people feel seen and connected.

MY JUSTIFICATION

Write one sentence explaining why the colors fit this paragraph.

STUDENT SUPPORT - Another Way to Show What You Know

Do not just color it. Prove you know why each color belongs there.

Ready to Stretch? Take Your Thinking Further!

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

Color It, Label It, Prove It - Main Body Paragraph 3

Color each sentence, label its job, and prove why the color fits.

COLOR JOB CODES

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

Main Body Paragraph 3

Reason / Way — GREENA final way the passages show influence is by giving people a voice and breaking barriers.

Evidence — YELLOWThe 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.

Explanation — REDHis achievement, together with the artists' music bringing people together, shows that creative work can widen opportunity and representation.

Significant Inference — BLUEWhen people use their talents courageously, their influence can open doors for others.

MY JUSTIFICATION

Write one sentence explaining why the colors fit this paragraph.

STUDENT SUPPORT - Another Way to Show What You Know

Do not just color it. Prove you know why each color belongs there.

Ready to Stretch? Take Your Thinking Further!

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

Color It, Label It, Prove It - Conclusion

Color each sentence, label its job, and prove why the color fits.

COLOR JOB CODES

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

Conclusion

R1 Restatement of Thesis (Central Idea) — GREEN Both texts show that ideas and voices can influence communities through learning, expression, and shared culture.

R2 Reference Back to Evidence — YELLOW Ava's discoveries about Renaissance thinking and the Texas artists' stories, music, and achievements all support this idea.

R3 Reflection Statement — BLUE When people study, create, and share what matters, their influence can continue long after one moment ends.

MY JUSTIFICATION

Write one sentence explaining why the colors fit this paragraph.

STUDENT SUPPORT - Another Way to Show What You Know

Do not just color it. Prove you know why each color belongs there.

Ready to Stretch? Take Your Thinking Further!

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

Module 4 Cumulative ECR Quality Check

Explain each job, then revise and edit one paragraph.

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.

CHECK

- ☐ purposeful introduction ☐ transitions ☐ purposeful conclusion
- ☐ relevant details ☐ clear central idea ☐ genre characteristics and craft
- ☐ coherent revision (add, delete, combine, rearrange)
- ☐ compound sentences: coordinating conjunctions, subject-verb agreement, boundaries, and commas

MY REVISED PARAGRAPH

STUDENT SUPPORT - Another Way to Show What You Know

Read one sentence at a time and name its job. You still decide each revision.

Ready to Stretch? Take Your Thinking Further!

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

Build the Color Pattern Draft - Page 1

Write one new body paragraph: Green → Yellow → Red → Blue.

DRAFTING FOCUS

Green: state one way the passages show influence. Yellow: supply a specific passage detail. Red: explain what that detail proves. Blue: add a significant inference that lifts the thinking.

[illegible]

Build the Color Pattern Draft - Page 2

Continue only if you need more space.

PATTERN CHECK

Does my paragraph move Green → Yellow → Red → Blue, and does each sentence do its job?

[illegible]

Day 4 - AWARD Yourself

An award counts when you point to color-coding in your own work.

MY DAY 4 LEARNING TARGET

I will award the color relationship I mastered and target one structural goal.

COLOR MASTER RIBBON - FINISH A STEM

- “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...”

RECOGNITION TITLES

Paragraph Painter • Structure Spotter • Exemplar Expert • Color Code Champion • Writing X-Ray Reader

MY AWARD

I award myself the _____ Award because

My proof is on page ____:

STUDENT SUPPORT - Another Way to Show What You Know

Star the color you understood best and point to the sentence before writing.

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

Day 4 - TARGET Your Next Move

Set one structural goal for your next ECR.

- ☐ Color by sentence job, not location.
- ☐ Tell yellow evidence from red explanation.
- ☐ Add a significant inference (blue) when it fits.
- ☐ Make my introduction and conclusion mirror each other.
- ☐ Edit my compound sentences.

MY TARGET

My next structural goal is

I chose it because

I will know I improved when

CURIOSITY QUESTIONS

Why do writers need both evidence and explanation? 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?

STUDENT SUPPORT - Another Way to Show What You Know

Choose one listed target. You still explain why it matches your work.

Ready to Stretch? Take Your Thinking Further!

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

Day 5 - EXPLAIN or Educate Others

Teach someone else how the color system works.

MY DAY 5 LEARNING TARGET

I will teach a partner how the color system and the opposite pathways work.

TURN AND TEACH - CHOOSE ONE

- 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

“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...”

What each color means:

How the introduction and conclusion mirror each other:

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse with a partner or make an approved audio recording. Point to the sentences and explain the jobs in your own words.

Ready to Stretch? Take Your Thinking Further!

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

MY THINKING NOW

Answer the module question again.

How do colors help me see the job of every sentence in a strong essay?

WHAT CHANGED?

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

MOVE YOUR THINKING


Foundational
RECALL


Emergent
CONNECT


Visible
EXPLAIN


Independent
USE


Reflective
EXTEND

MY MODULE CHECK-IN

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

AWARD

Create a Color Master Ribbon. Complete one: “I was a Color Master today when __,” “One color I understand better now is __,” or “A part of writing that became clearer to me is __.” Point to the color-coded sentence you are proudest of.

TARGET

Choose the color that challenged you most or a structural goal for your next ECR: tell yellow evidence from red explanation, color by sentence job, or show how the introduction and conclusion mirror each other. Add one curiosity question.

EXPLAIN

Teach a partner how to color-code the introduction, a body paragraph, and the conclusion. Point to sentences and explain how the introduction and conclusion move in opposite directions.

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	☐	☐	☐

Day 5 - Writing Opportunity - Build the Color Pattern

Write one new paired-passage body paragraph.

THE PATTERN

Green → Yellow → Red → Blue

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.

STUDENT SUPPORT - Another Way to Show What You Know

Say each sentence aloud in order and name its color before you write.

Ready to Stretch? Take Your Thinking Further!

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

Plan My Color Pattern

Plan the four jobs before you draft.

1. GREEN - my reason or way

2. YELLOW - my exact passage detail

3. RED - what the detail proves

4. BLUE - my significant inference

STUDENT SUPPORT - Another Way to Show What You Know

Use the color map. You still choose the detail that truly proves the reason.

Ready to Stretch? Take Your Thinking Further!

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

Build the Color Pattern - Additional Draft

Page 1

Draft your paragraph in the Green → Yellow → Red → Blue pattern.

DRAFTING FOCUS

Green → Yellow → Red → Blue. Every sentence does its job.

[illegible]

Build the Color Pattern - Additional Draft Page 2

Draft your paragraph in the Green → Yellow → Red → Blue pattern.

DRAFTING FOCUS

Green → Yellow → Red → Blue. Every sentence does its job.

[illegible]

Revise, Edit, and Share

Revise for coherence, then edit compound sentences.

REVISE

- ☐ add, delete, combine, or rearrange one idea for coherence or clarity
- ☐ each sentence keeps its color job
- ☐ the paragraph moves Green → Yellow → Red → Blue

EDIT COMPOUND SENTENCES

- ☐ coordinating conjunctions (and, but, or, so)
- ☐ subject-verb agreement
- ☐ sentence boundaries (no run-ons or fragments)
- ☐ commas in compound sentences

ONE REVISION

STUDENT SUPPORT - Another Way to Show What You Know

Read the paragraph aloud in color order.
You still decide the revision.

Ready to Stretch? Take Your Thinking Further!

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

Tiny Tracks

Point to the color pattern you built.

Tiny Tracks

Small Stops. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

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

Ready to Stretch? Take Your Thinking Further!

Defend how your blue inference lifts the thinking beyond the evidence.

READY TO STRETCH? - Reverse the Rainbow Challenge

Infer the sentence job from the color and context.

THE CHALLENGE

Start with a plain, uncolored exemplar. Color-code it correctly, label every sentence job, and explain how the structure supports the whole response. Then create one new body paragraph that matches the same color pattern.

EXTENSION - EXPLAIN

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?

Study Three ECR Color Exemplars

Notice how the explanation grows from naming colors to proving jobs.

PROMPT

Explain how each sentence in a complete paired-passage ECR contributes to the paper's structure.

LOW

"The sentences have colors. The introduction is blue, yellow, and green. The body has colors too."

Why does this response need to explain the job of each color?

MEDIUM

"Blue opens the introduction, yellow gives evidence, green is the answer, and red explains. The conclusion reverses the introduction."

Why should this response add sentence-level examples?

HIGH

Names each color job, shows how yellow and blue work differently in different parts of the paper, and proves each color with a sentence from the exemplar.

How does the high response prove its thinking?

STUDENT SUPPORT - Another Way to Show What You Know

Underline where each response names a color job. You still justify the level.

Ready to Stretch? Take Your Thinking Further!

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

Portfolio Evidence + Closing Reflection

Choose pages that prove your Module 4 growth.

Evidence	Page	What It Proves
1		
2		
3		

At first, I...

Now I...

MODULE 4 CLOSING IDEA

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 writers 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.

Essential Question - Answered

You started with an Essential Question. Now connect this answer to what you learned in Module 4.

OUR ESSENTIAL QUESTION

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

My Answer

I use color-coding to make the invisible structure of a strong ECR visible. Blue opens or widens my thinking, yellow connects to evidence, green states my central answer or reason, and red explains evidence. Seeing the complete color pattern helps me identify missing parts, revise weak sections, and understand how my paper opens broadly, narrows to a central idea, develops proof, and widens again in reflection.

STUDENT SUPPORT - Another Way to Show What You Know

Start by coloring: My blue sentence is ____, my green sentence is ____, and my yellow and red sentences are ____.

Ready to Stretch? Take Your Thinking Further!

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