

THE WRITING ACADEMY®

A SUBSIDIARY OF TEACH BIG®

GRADE



Cluster 5

Extended Constructed Response - Paired Passages

TEACHER LESSON PLAN GUIDE

Grade 5 • Cluster 5

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Statement of Purpose

Cluster 5 teaches students to answer a paired-passage prompt using balanced evidence from both texts. Students learn to connect and contrast ideas across two passages and control a whole paper built from two sources.

Across four modules students draw balanced evidence from both texts, analyze how the passages are alike and different, write a conclusion that finishes the thinking, and see the structure of a paired response through color. Stamina grows from Low to Very High.

Abstract

Module 1, Balanced Evidence Across Paired Passages, introduces drawing evidence from two texts. Module 2, HOW Responses - Similarities, Differences, and Relationships, focuses on the relationship between the passages.

Module 3, Building a Conclusion That Finishes the Thinking, teaches a conclusion that pulls the two texts together, and Module 4, Color Coding the Exemplar and Controlling the Whole Paper, makes the paired response's parts visible. Every day follows the Teach BIG GRADUATE routine, moving students from gathering and revealing the skill, through attempting, discussing, and using it, to awarding growth, targeting the next step, and explaining their thinking to others.

Standards at a Glance

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

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

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

MODULE

1

**Balanced Evidence Across
Paired Passages**

Week 1 • Low Stamina • Grade 5

Module 1: Balanced Evidence Across Paired Passages

Week 1 - Low Stamina - Grade 5 - Cluster 5 - ECR Paired Passages - Informative Writing

Teacher Script



Teacher Script

"Students learn to synthesize when we teach them to honor the evidence in both texts, not choose the easier one."

Overarching Question

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



Daily Deck Slide (M1-01 - Module Launch)

Module 1: Balanced Evidence Across Paired Passages. Stamina: Low Stamina.
Overarching Question: How does balanced evidence from both passages turn a partial paired-passage response into a complete explanation?

Today We Will Look For

- both passages doing real evidentiary work
- problem or conflict, action or decision, outcome, and what remains
- a SET introduction: Statement of Global Purpose, Evidentiary Reference, Thesis (Central Idea)
- a balanced explanation rather than two separate summaries
- revision for clarity before editing conventions

Module Passage Set - Low Stamina

Passage	Reading Genre	Scope and Sequence Reference	Student-Facing Word Count
A Difficult Compromise	Nonfiction	Passage 9	259
A Visit to the Workshop	Historical Fiction	Passage 10	261

Teacher Passage Use Note: Use the Low Stamina versions printed in this module. Both passages appear first as clean reading copies and again as TRACKS-highlighted copies with a Student Annotation Guide.

★ Daily Deck Slide (M1-02 - Student Tracker)

Mark your status after each GRADUATE phase. Use evidence from your own writing, not just a feeling. Your goal is growth across the module, not perfection on Day 1.

Module Independent Product

Write a complete paired-passage explanation with a SET introduction, relevant evidence from Passage 9 and Passage 10, a clear explanation of the shared idea, purposeful transitions, and a revision-and-editing pass.

Teacher Inspiration

Teacher Script

"Students learn to synthesize when we teach them to honor the evidence in both texts, not choose the easier one."

Module 1 - Family Communication

This Week at a Glance

Focus	What Students Will Do
Big skill	Using evidence from both passages to build one complete explanation.
Reading habit	Track accurate details in both passages before making a claim.
Writing habit	Use both texts, explain the connection, and preserve important differences.
Classroom activity	Both or Bust Evidence Spinner.

One Question to Ask at Home

Ask your child to name one detail from each passage and explain what the two details prove together.

One Way to Help

Invite your child to explain a familiar event with two details, then ask what the details prove together.

Family Letter

Dear Families,

This week your fifth-grader is working on balanced evidence across paired passages. Students will read the low stamina versions of “A Difficult Compromise,” a nonfiction passage about representation and the Three-Fifths Compromise, and “A Visit to the Workshop,” historical fiction about Zaylen's visit to Thomas Edison's workshop. The passages can be connected by careful thinking, but they are not the same kind of situation: one examines an unjust political decision affecting enslaved people, while the other follows a team working to improve electric light.

In class, students will use the HABIT, “BOTH passages = complete answer.” They will locate accurate evidence, name what the evidence does, and explain its meaning instead of placing two summaries beside each other. The goal is a complete explanation that is faithful to both passages and clear about the different consequences within them.

Place two familiar events side by side. Ask your child to name one detail from each and finish: “Together, these details show ____.” Please ask your child to point to the exact sentence or detail that supports an answer. A short, accurate explanation with visible thinking is more valuable than a long response that only repeats information. Thank you for supporting careful reading, responsible discussion, and clear writing.

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

Carta para las Familias

Estimadas familias:

Esta semana, su estudiante de quinto grado trabaja en a usar evidencia de ambos textos para construir una explicación completa. Leerá las versiones de resistencia de “A Difficult Compromise”, un texto de no ficción sobre la representación y el Compromiso de los Tres Quintos, y “A Visit to the Workshop”, ficción histórica sobre la visita de Zaylen al taller de Thomas Edison. Los textos se pueden relacionar con pensamiento cuidadoso, pero no describen el mismo tipo de situación: uno examina una decisión política injusta que afectó a personas esclavizadas y el otro sigue a un equipo que mejora la luz eléctrica.

En clase, los estudiantes usarán el HÁBITO “BOTH passages = complete answer.” Buscarán evidencia correcta, nombrarán el trabajo que hace esa evidencia y explicarán su significado en vez de colocar dos resúmenes uno al lado del otro. La meta es una explicación completa que sea fiel a los dos textos y que mantenga claras las diferentes consecuencias.

En casa, pida a su hijo o hija que señale la oración o el detalle exacto que apoya una respuesta. Después pregunte: “¿Qué muestran estos detalles juntos?” y “¿Qué diferencia importante debemos conservar?” Una explicación breve y correcta que muestre el pensamiento vale más que una respuesta larga que solo repite información. Gracias por apoyar la lectura cuidadosa, la conversación responsable y la escritura clara.

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

Module 1 - Family Conversation Starters

- What is the difference between making progress and fully solving a problem?
- Which detail from each passage shows that work remains?
- Why is a paired answer incomplete if it uses only one source?
- How can two situations share a pattern without having the same consequences?
- What action helped move each situation forward?

Family Activity - Talk, Pair, Explain

Choose two familiar books, games, recipes, routines, or events. First name one accurate detail from each. Next use a bridge word such as both, however, while, or unlike. Finally explain what the two details show together.

Family Activity - Sentence Job Check

Write three short sentences about the two choices. Label each sentence by its job: an idea, a detail, or an explanation. Revise one sentence so its job is clearer.

Family Reflection

Ask: “Did we use both examples? Did we say how they connect? Did we keep an important difference clear?”

Module 1 - Lesson Overview and Standards

Lesson Overview

Students read the low stamina versions of both passages and practice how to balance evidence from both passages and explain the shared idea. They revise for meaning before editing conventions.

BIG Goal

Students will write an informative paired-passage response that is accurate, balanced, and clear about the different contexts and consequences in the two texts.

Formal Writing Prompt - Sentence Statement

Explain why both A Difficult Compromise and A Visit to the Workshop show that one important step forward can still leave a larger problem unfinished.

Writing Process TEKS

TEKS	Student Expectation
5.11(B)(ii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions

Writing Genre TEKS

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

Revising TEKS

TEKS	Student Expectation
5.11(C)(vii)	revise drafts by adding ideas for clarity
5.11(C)(viii)	revise drafts deleting ideas for clarity

Editing TEKS

TEKS	Student Expectation
5.11(D)(ii)	edit drafts using standard English conventions, including complete compound sentences with subject-verb agreement
5.11(D)(iii)	edit drafts using standard English conventions, including complete compound sentences with avoidance of splices
5.11(D)(iv)	edit drafts using standard English conventions, including complete compound sentences with avoidance of run-ons
5.11(D)(v)	edit drafts using standard English conventions, including complete compound sentences with avoidance of fragments
5.11(D)(xx)	edit drafts using standard English conventions, including punctuation marks, including commas in compound sentences

Module 1 - ELPS and Standards Reference

Writing Process TEKS

TEKS	Student Expectation
5.11(B)(ii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions

Writing Genre TEKS

TEKS	Student Expectation
5.12(B)(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
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Revising TEKS

TEKS	Student Expectation
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5.11(C)(viii)	revise drafts deleting ideas for clarity

Editing TEKS

TEKS	Student Expectation
5.11(D)(ii)	edit drafts using standard English conventions, including complete compound sentences with subject-verb agreement
5.11(D)(iii)	edit drafts using standard English conventions, including complete compound sentences with avoidance of splices
5.11(D)(iv)	edit drafts using standard English conventions, including complete compound sentences with avoidance of run-ons
5.11(D)(v)	edit drafts using standard English conventions, including complete compound sentences with avoidance of fragments
5.11(D)(xx)	edit drafts using standard English conventions, including punctuation marks, including commas in compound sentences

ELPS Used Throughout the Module

ELPS	Student Expectation
ELPS 1(E)(i)	demonstrate listening comprehension by restating, responding, paraphrasing, summarizing, or asking for clarification
ELPS 2(E)(i)	explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic discourse
ELPS 3(G)(ii)	demonstrate reading comprehension of content-area texts by paraphrasing
ELPS 4(F)(ix)	write to explain or justify with supporting evidence using appropriate content for a specific purpose

Module 1 - Language Domains

Domain	Student Action	Evidence of Learning
Listening	Listen to a complete paired detail and restate it before writing.	Accurate oral paraphrase.
Speaking	Rehearse the module HABIT with a partner.	Precise claim and explanation.
Reading	Locate evidence in Passage 9 and Passage 10.	Correct source and detail.
Writing	Build a response that makes the connection visible.	Evidence followed by reasoning.

Module 1 - Learning Destination

I Can Statements

- I can identify the problem, action or decision, outcome, and what remains in both passages.
- I can use evidence from both passages to prove one shared idea.
- I can explain why two accurate details belong together.

I Will Statements

- I will honor both sources instead of choosing the easier passage.
- I will write a SET introduction before drafting my explanation.
- I will revise for clarity and then edit my compound sentences.

Success Check

Both passages are present. Both details are accurate. The explanation shows what the two details prove together.

Module 1 - Rigor, Cognitive Demand, and Misconceptions

Rigor and Cognitive Demand

Cognitive Demand	Student Must Do	Evidence of Independence
Locate	Find accurate details in both passages.	Identifies the correct source without a prompt.
Analyze	Name the job or relationship of each detail.	Uses the module HABIT precisely.
Synthesize	Explain what paired evidence means together.	Writes reasoning, not two summaries.
Evaluate	Protect the important difference in context and consequence.	Does not equate political injustice with technical work.

Misconceptions to Watch For

Misconception	Productive Repair
One passage does all the work.	Require a source-labeled detail from each passage.
Details are listed without thinking.	Ask what the details prove together.
The contexts are treated as equal.	Name the shared pattern and the critical difference.
Editing begins before the idea is complete.	Revise for meaning, coherence, and clarity before conventions.

Module 1 - Thinking Levels

Level	Writer Move	Example
Identify	names a detail	The delegates made a compromise.
Connect	pairs accurate details	Edison's team also took action after a problem.
Explain	states what the pair proves	Both texts show that action can move work forward.
Synthesize	protects an important difference	The political result left injustice unresolved, while the experiment created information for the next test.



Teacher Script

"A stronger answer does not merely have more facts. It makes the relationship between facts visible."

Module 1 - Vocabulary

Tier 1 Everyday Vocabulary - Exactly 10 Words

Word	Student-Friendly Meaning
problem	something that needs attention or a solution
action	something a person does
result	what happens after an action
change	to become different
choice	a decision between possibilities
fair	right and reasonable
work	effort done to accomplish something
share	to use together or give a part
help	to make a task easier
plan	steps for reaching a goal

Tier 2 Academic Writing Vocabulary - Exactly 10 Words

Word	Student-Friendly Meaning
evidence	specific source details used as proof
explanation	reasoning that tells what evidence means
thesis (central idea)	the central answer that controls a response
transition	a word or phrase that connects ideas
paraphrase	a source idea retold accurately in new words
compare	to explain meaningful similarities
contrast	to explain meaningful differences
synthesize	to combine evidence into a larger understanding
coherence	clear, logical flow between ideas
significance	why an idea matters beyond one detail

Tier 3 Passage and Framework Vocabulary - Exactly 10 Words

Word	Pronunciation	Student-Friendly Meaning
Constitutional Convention	kon-sti-TOO-shuh-nul kun-VEN-shun	the meeting where delegates worked on a new United States government
Three-Fifths Compromise	three-FIFTHS KOM-pruh-mize	an unfair historical formula used for representation
delegate	DEL-uh-git	a person chosen to represent others
representation	rep-rih-zen-TAY-shun	having a voice through people in government
experiment	ik-SPAIR-uh-ment	a test used to learn how something works
Edison	ED-ih-sun	Thomas Edison, an inventor connected to electric-light testing
consequence	KON-si-kwens	what happens because of an action or decision
convention	kun-VEN-shun	a formal meeting or an accepted practice
electrical	ih-LEK-trih-kul	related to electricity
injustice	in-JUS-tis	an unfair situation or action

Oral Rehearsal

Use one Tier 2 word and one Tier 3 word in a complete sentence about the two passages.

Module 1 - Background Knowledge

Passage 9

Teacher Script

"A Difficult Compromise" describes the 1787 debate over representation. The Three-Fifths Compromise helped the convention move forward while leaving the injustice of slavery and unequal rights unresolved."

Passage 10

Teacher Script

"A Visit to the Workshop" is historical fiction. Zaylen watches Edison and workers test a light bulb. A promising result matters, but further testing and system-building remain."

Shared Pattern and Important Difference

Both texts show people responding to a difficult problem and taking a meaningful step. Do not treat the situations as equal: one passage requires careful attention to fairness and human rights; the other focuses on iterative technical problem solving.

Extended Source Conference Bank

Use these short, source-faithful conferences during rereading, revision, small-group instruction, or independent writing. Each conference ends with a student explanation, not a teacher-supplied answer.

Conference Card 1

Locate the representation problem in A Difficult Compromise. Paraphrase it, name its evidence job, and explain how it could support the module prompt. Student response frame: "In Passage 9, ____; this matters because ____."

Conference Card 2

Locate a workshop detail about the glowing bulb, the workers' observations, or the dim streets. Explain what the detail helps the reader understand about progress. Student response frame: "In Passage 10, ____; this matters because ____."

Module 1 - Teacher Preparation and Materials

Materials

Item	Purpose
Student copies of both passages	Read, annotate, and cite Passage 9 and Passage 10.
Interactive notebooks or response pages	Record evidence and draft responses.
Highlighters or colored pencils in TRACKS colors	Mark important details and sentence jobs.
Both or Bust Evidence Spinner materials	Rehearse the module skill with peers.
Transition and sentence-stem cards	Support accurate oral and written explanations.
Student progress tracking chart	Record strengths, next steps, and evidence.
Daily Deck slides	Launch, practice, and close each lesson.

Preparation Check

Before Teaching	Check
Passage copies	Print clean and highlighted copies; verify TRACKS materials are ready.
Activity materials	Sort cards and keep teacher keys separate from student materials.
Response supports	Prepare sentence stems, labels, and progress-tracking pages.

Module 1 - Anchor Chart and DOT Reading Habit



Balanced Evidence Anchor Chart

- Read both passages.
- Mark the job of each important detail.
- Pair one Passage 9 detail with one Passage 10 detail.
- Explain what the details prove together.
- Check: both sources, accuracy, connection.

DOT Reading Habit

Dot unfamiliar words. Discover a meaning using context, word parts, or a reliable resource. Drop the dot when the word belongs to you.



Teacher Script

"A dot is a promise to come back. Strong readers do not skip confusing words; they discover them."

Module 1 - Mentor Response

Prompt

Explain why both A Difficult Compromise and A Visit to the Workshop show that one important step forward can still leave a larger problem unfinished.

Model SET Introduction

Difficult problems often require people to act before every part of the problem can be solved. “A Difficult Compromise” describes delegates making a political agreement about representation, while “A Visit to the Workshop” follows a team testing ways to improve electric light. Both passages show that an important step can move work forward while a larger problem remains unfinished.

Teacher Notice

The statement gives a broad purpose. The evidentiary reference names both sources. The thesis (central idea) directly answers the complete sentence statement.

Module 1 - TRACKS Close Reading

Students first read each passage as a clean copy. Then they reread the exact TRACKS-highlighted copy and complete the Student Annotation Guide.

TRACKS Key

Letter	Evidence Job	Student Question
T	Time	When does this happen?
R	Reaction	What response or result matters?
A	Action	What action or decision happens?
C	Character/Concept	Who or what central idea matters?
K	Key Knowledge	What important information explains the text?
S	Scenery/Setting	Where or under what conditions does it happen?

How to Use TRACKS

Teacher Script

“Read clean. Reread with TRACKS. Mark exact words, name their job, and explain which part of our paired answer the evidence can support.”

Before Students Read

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

The Six Types of Measurable Evidence: TRACKS

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

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

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

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

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

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

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

PASSAGE 9 — A Difficult Compromise

[1] In the summer of 1787, leaders met in Philadelphia to fix the country's government. At the Constitutional Convention, they argued about many things, but one issue caused serious disagreement, how to count enslaved people when deciding representation in Congress.

[2] Southern states wanted enslaved people counted as part of their population. If they were counted, those states would have more representatives and more power. Northern states pushed back. They argued that it wasn't fair to count people who were not free and could not vote.

[3] The debate went on for days. Voices were raised, and some delegates worried the meeting might fall apart. Finally, a compromise was suggested. Instead of fully counting enslaved people or not counting them at all, each enslaved person would count as three-fifths of a person. This became known as the Three-Fifths Compromise.

[4] Some delegates agreed because they wanted the convention to succeed. Others were uncomfortable with the decision but felt there was no easy answer. The compromise helped the group move forward, but it didn't solve the deeper problem.

[5] Even after the meeting ended, people continued to question the decision. Was it fair? Should representation be based on total population, or only on those who had rights? Different groups had different opinions, and those disagreements did not go away.

Student Annotation Guide — A Difficult Compromise

T — Time

In the summer of 1787

R — Reactions

people continued to question the decision

A — Actions

Southern states wanted enslaved people counted as part of their population

C — Character/Concept/Creature

the Three-Fifths Compromise

K — Key Knowledge

The compromise helped the group move forward, but it didn't solve the deeper problem

S — Scenery/Setting

At the Constitutional Convention

TRACKS EVIDENCE HIGHLIGHTING — A Difficult Compromise

[1] In the summer of 1787, leaders met in Philadelphia to fix the country's government. At the Constitutional Convention, they argued about many things, but one issue caused serious disagreement, how to count enslaved people when deciding representation in Congress.

[2] Southern states wanted enslaved people counted as part of their population. If they were counted, those states would have more representatives and more power. Northern states pushed back. They argued that it wasn't fair to count people who were not free and could not vote.

[3] The debate went on for days. Voices were raised, and some delegates worried the meeting might fall apart. Finally, a compromise was suggested. Instead of fully counting enslaved people or not counting them at all, each enslaved person would count as three-fifths of a person. This became known as the Three-Fifths Compromise.

[4] Some delegates agreed because they wanted the convention to succeed. Others were uncomfortable with the decision but felt there was no easy answer. The compromise helped the group move forward, but it didn't solve the deeper problem.

[5] Even after the meeting ended, people continued to question the decision. Was it fair? Should representation be based on total population, or only on those who had rights? Different groups had different opinions, and those disagreements did not go away.

PASSAGE 10 — A Visit to the Workshop

[1] The year was 1880, and the streets of the city were darker than Zaylen expected. She held tightly to her brother's hand as they walked toward a small building filled with light. "That's where he works," her brother whispered.

[2] Inside, the room buzzed with activity. Wires stretched across tables, and glass bulbs sat in rows. In the center of it all stood Thomas Edison, speaking quickly as he moved from one experiment to another.

[3] Zaylen watched as one of the men carefully adjusted a thin wire inside a glass bulb. A moment later, it began to glow. The room filled with a steady, warm light. Zaylen gasped. It was brighter than any candle she had ever seen.

[4] Edison smiled as he looked around the room. "We're getting closer," he said. "People should have light that is safe and lasts longer."

[5] Zaylen thought about her home, where her family used oil lamps that flickered and sometimes filled the air with smoke. She imagined what it would be like to have a steady light that didn't go out so easily.

[6] Before leaving, Zaylen took one last look at the glowing bulbs. Outside, the streets were still dim, but she knew something was changing.

[7] As she and her brother walked home, she glanced back at the workshop, where the lights continued to shine late into the night.

Student Annotation Guide — A Visit to the Workshop

T — Time

The year was 1880

R — Reactions

she knew something was changing

A — Actions

it began to glow

C — Character/Concept/Creature

Thomas Edison

K — Key Knowledge

People should have light that is safe and lasts longer

S — Scenery/Setting

the streets of the city were darker than Zaylen expected

TRACKS EVIDENCE HIGHLIGHTING — A Visit to the Workshop

[1] The year was 1880, and the streets of the city were darker than Zaylen expected. She held tightly to her brother's hand as they walked toward a small building filled with light. "That's where he works," her brother whispered.

[2] Inside, the room buzzed with activity. Wires stretched across tables, and glass bulbs sat in rows. In the center of it all stood Thomas Edison, speaking quickly as he moved from one experiment to another.

[3] Zaylen watched as one of the men carefully adjusted a thin wire inside a glass bulb. A moment later, it began to glow. The room filled with a steady, warm light. Zaylen gasped. It was brighter than any candle she had ever seen.

[4] Edison smiled as he looked around the room. "We're getting closer," he said. "People should have light that is safe and lasts longer."

[5] Zaylen thought about her home, where her family used oil lamps that flickered and sometimes filled the air with smoke. She imagined what it would be like to have a steady light that didn't go out so easily.

[6] Before leaving, Zaylen took one last look at the glowing bulbs. Outside, the streets were still dim, but she knew something was changing.

[7] As she and her brother walked home, she glanced back at the workshop, where the lights continued to shine late into the night.

Day 1 - Gather and Reveal



Day 1 Purpose

Students identify the module HABIT and sort evidence by source and evidence job.

Standard	Student Expectation
TEKS 5.11(B)(ii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions
TEKS 5.11(C)(vii)	revise drafts by adding ideas for clarity
ELPS 1(E)(i)	demonstrate listening comprehension by restating, responding, paraphrasing, summarizing, or asking for clarification
ELPS 2(E)(i)	explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic discourse

G - Gather Their Attention and R - Reveal

Teacher Script

"Our HABIT today is to balance evidence from both passages and explain the shared idea."

Teacher Script

"Name the source before you name the detail. That keeps our evidence accurate."

Teacher Script

"Read both passages for the same writing purpose, but keep their different contexts clear."

Module HABIT in Action

Students read the clean copies first. They then use the TRACKS-highlighted copies to label Time, Reaction or result, Action, Character or concept, Key knowledge, and Scenery or setting. Partners choose one detail from each passage and explain what the details can support in a paired response.

Formal Writing Prompt - Sentence Statement

Explain why both A Difficult Compromise and A Visit to the Workshop show that one important step forward can still leave a larger problem unfinished.

Evidence and Thinking Check

Check	Student Action
Both sources	Name one accurate detail from Passage 9 and one from Passage 10.
Evidence job	Identify what each detail helps prove.
Explanation	State what the paired details mean together.
Critical difference	Do not equate political injustice with technical experimentation.
Revision order	Improve meaning and clarity before editing conventions.

★ Daily Deck Slide (M1-06 - Gather and Reveal)

Balance evidence from both passages and explain the shared idea. Use both passages accurately, make the thinking visible, and defend one revision.

Exit Reflection

Complete: "Today I used the HABIT, BOTH passages = complete answer, when I ____."

Day 2 - Attempt the Activity

A

Day 2 Purpose

Students rehearse the HABIT with peers before they draft independently.

Standard	Student Expectation
TEKS 5.11(B)(ii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions
TEKS 5.11(C)(viii)	revise drafts deleting ideas for clarity
ELPS 2(E)(i)	explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic discourse
ELPS 3(G)(ii)	demonstrate reading comprehension of content-area texts by paraphrasing

A - Attempt the Activity



Teacher Script

"A card is not complete until you name the source, the detail's job, and the explanation."



Teacher Script

"Rehearse the connection aloud before your group records it."



Teacher Script

"Return to the clean copy whenever a detail needs to be checked or repaired."

Module HABIT in Action

In the collaborative activity, each team receives source-labeled evidence cards. Teams match a Passage 9 card and a Passage 10 card, state the relationship or sentence job, and write an explanation. A checker confirms that the comparison does not make the political injustice in Passage 9 equal to the technical work in Passage 10.

Formal Writing Prompt - Sentence Statement

Explain why both A Difficult Compromise and A Visit to the Workshop show that one important step forward can still leave a larger problem unfinished.

Evidence and Thinking Check

Check	Student Action
Both sources	Name one accurate detail from Passage 9 and one from Passage 10.
Evidence job	Identify what each detail helps prove.
Explanation	State what the paired details mean together.
Critical difference	Do not equate political injustice with technical experimentation.
Revision order	Improve meaning and clarity before editing conventions.

★ Daily Deck Slide (M1-07 - Attempt the Activity)

Balance evidence from both passages and explain the shared idea. Use both passages accurately, make the thinking visible, and defend one revision.

Exit Reflection

Complete: "Today I used the HABIT, BOTH passages = complete answer, when I ____."

Day 3 - Discuss and Use



Day 3 Purpose

Students draft, reread, revise for meaning, and then edit conventions.

Standard	Student Expectation
TEKS 5.11(B)(ii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions
TEKS 5.11(C)(viii)	revise drafts deleting ideas for clarity
ELPS 3(G)(ii)	demonstrate reading comprehension of content-area texts by paraphrasing
ELPS 4(F)(ix)	write to explain or justify with supporting evidence using appropriate content for a specific purpose

D - Discuss and U - Use

Teacher Script

"Tell your partner what your sentence does before you decide where it belongs."

Teacher Script

"Use evidence accurately, then make your thinking visible through the module HABIT."

Teacher Script

"Revise meaning and clarity first; edit conventions after the response is complete."

Teacher Script

"If the connection is unclear to your partner, add, delete, combine, or rearrange words."

Module HABIT in Action

Students respond to the formal writing prompt. They use both passages, add an explanation after evidence, and reread for a clear relationship. Writers use the module anchor HABIT to revise a weak or missing explanation.

Formal Writing Prompt - Sentence Statement

Explain why both A Difficult Compromise and A Visit to the Workshop show that one important step forward can still leave a larger problem unfinished.

Evidence and Thinking Check

Check	Student Action
Both sources	Name one accurate detail from Passage 9 and one from Passage 10.
Evidence job	Identify what each detail helps prove.
Explanation	State what the paired details mean together.
Critical difference	Do not equate political injustice with technical experimentation.
Revision order	Improve meaning and clarity before editing conventions.

★ Daily Deck Slide (M1-08 - Discuss and Use)

Balance evidence from both passages and explain the shared idea. Use both passages accurately, make the thinking visible, and defend one revision.

Exit Reflection

Complete: "Today I used the HABIT, BOTH passages = complete answer, when I ____."

Day 4 - Award and Target



Day 4 Purpose

Students cite a real strength and choose one visible, measurable next step.

Standard	Student Expectation
TEKS 5.11(B)(ii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions
TEKS 5.11(C)(viii)	revise drafts deleting ideas for clarity
ELPS 4(F)(ix)	write to explain or justify with supporting evidence using appropriate content for a specific purpose
ELPS 1(E)(i)	demonstrate listening comprehension by restating, responding, paraphrasing, summarizing, or asking for clarification

A - Award and T - Target

Teacher Script

"Point to a real sentence when you name a strength. A feeling is not evidence."

Teacher Script

"Choose a next step you can see and measure in the next response."

Teacher Script

"Use the anchor HABIT to name the exact part you will improve."

Module HABIT in Action

Students highlight a precise sentence from their work, identify its job, and complete the self-check. They set one target connected to evidence, explanation, structure, the conclusion, or revision. Partners give feedback by pointing to a sentence rather than naming a vague preference.

Formal Writing Prompt - Sentence Statement

Explain why both A Difficult Compromise and A Visit to the Workshop show that one important step forward can still leave a larger problem unfinished.

Evidence and Thinking Check

Check	Student Action
Both sources	Name one accurate detail from Passage 9 and one from Passage 10.
Evidence job	Identify what each detail helps prove.
Explanation	State what the paired details mean together.
Critical difference	Do not equate political injustice with technical experimentation.
Revision order	Improve meaning and clarity before editing conventions.

★ Daily Deck Slide (M1-09 - Award and Target)

Balance evidence from both passages and explain the shared idea. Use both passages accurately, make the thinking visible, and defend one revision.

Exit Reflection

Complete: "Today I used the HABIT, BOTH passages = complete answer, when I ____."

Day 5 - Explain to Others

E

Day 5 Purpose

Students teach the HABIT and answer the overarching question with evidence from their work.

Standard	Student Expectation
TEKS 5.11(B)(ii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions
TEKS 5.11(C)(viii)	revise drafts deleting ideas for clarity
ELPS 1(E)(i)	demonstrate listening comprehension by restating, responding, paraphrasing, summarizing, or asking for clarification
ELPS 2(E)(i)	explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic discourse

E - Explain or Educate Someone Else



Teacher Script

"Teach the HABIT before you show the details."



Teacher Script

"Use one accurate detail as evidence for your teaching, then explain what it helps a writer understand."



Teacher Script

"Answer the overarching question in your own precise words."

Module HABIT in Action

Partners teach the module move using one accurate detail from Passage 9, one from Passage 10, and one sentence from their own writing. The listener uses a checklist: both sources, an accurate explanation, a protected difference, and a complete response structure.

Formal Writing Prompt - Sentence Statement

Explain why both A Difficult Compromise and A Visit to the Workshop show that one important step forward can still leave a larger problem unfinished.

Evidence and Thinking Check

Check	Student Action
Both sources	Name one accurate detail from Passage 9 and one from Passage 10.
Evidence job	Identify what each detail helps prove.
Explanation	State what the paired details mean together.
Critical difference	Do not equate political injustice with technical experimentation.
Revision order	Improve meaning and clarity before editing conventions.

★ Daily Deck Slide (M1-10 - Explain to Others)

Balance evidence from both passages and explain the shared idea. Use both passages accurately, make the thinking visible, and defend one revision.

Exit Reflection

Complete: "Today I used the HABIT, BOTH passages = complete answer, when I ____."

Module 1 - Low, Medium, and High Exemplars

Writing Prompt

Explain why both A Difficult Compromise and A Visit to the Workshop show that one important step forward can still leave a larger problem unfinished.

Low Exemplar

The delegates made a compromise. Edison had a bulb. Both passages are about a problem.

What Is Working

The response notices that both passages include a problem.

What Needs Improvement

Name an accurate detail from each passage and explain what the details show together.

Medium Exemplar

Both passages show people trying to move forward. The delegates made the Three-Fifths Compromise, while workers in the workshop continued working with electric light. However, the texts have different consequences.

What Is Working

The response uses both sources and begins to name the module's shared idea.

What Needs Improvement

Add a precise explanation that tells why the evidence matters and protects the important difference between the passages.

High Exemplar

Both passages show that an important step forward can leave a larger problem unfinished. In A Difficult Compromise, the agreement helped the convention move forward, but people continued to question whether representation was fair. In A Visit to the Workshop, a bulb began to glow, yet the streets outside were still dim. Together, the details show that progress can matter while a larger problem remains unfinished.

What Is Working

The response uses balanced, accurate evidence and explains the module move without treating the two contexts as equal.

Teacher Notes

Use this exemplar to notice the source references, the explanation after evidence, and the final significant thinking.

Module 1 - Assessment and Evidence of Learning

Formative Assessment

Collect evidence during Listen and Label, Both or Bust, the comparison ladder, independent writing, and teach-back. Score the module skill, not every possible feature at once.

Evidence Source	Look For	Record
Listen and Label	accurate job and source label	not yet / with support / independently
Both or Bust	P9 evidence, P10 evidence, explanation	team-card record
Comparison Ladder	accurate paired details in all four rows	notebook check
Independent Response	SET, balanced evidence, connection	rubric evidence
Turn and Teach	accurate explanation without a script	observation note

Independent Product Rubric

Criterion	Beginning	Developing	Secure
Both sources	names one source	names both unevenly	both sources do real evidentiary work
Evidence	vague or inaccurate	mostly accurate	precise and relevant in both passages
Explanation	retells	names a broad link	explains the shared idea clearly
Organization	list of details	partial SET	focused SET and purposeful transitions
Revision and editing	limited check	some corrections	clarity revision, then conventions check

Module 1 - Check the Learning

Informal Assessment 1 - Both or Partial

Read two student responses. Students show B for both sources or P for partial evidence, then name the missing source or explanation.

Informal Assessment 2 - Evidence Job

Students label a passage detail P, A, O, or R and explain why the label fits.

Informal Assessment 3 - Shared Idea

Students complete: “Together, these details show ____.” Listen for a claim that is supported by both texts.

Exit Ticket

Write one precise detail from Passage 9, one from Passage 10, and one sentence explaining what they prove together.

Answer Key

A secure response uses both sources accurately, identifies a meaningful relationship, preserves the difference in consequences, and explains the shared idea.

Module 1 - Intervention: Expanded Small-Group Support

Intervention Purpose

Use four labeled mats: PROBLEM, ACTION/DECISION, OUTCOME, WHAT REMAINS. Give students eight detail strips, four from each passage. Students sort orally first, then write: "In Passage 9... In Passage 10... Together, these details show..."

Teacher Script



Teacher Script

"We are slowing the work down without lowering the thinking. Say the idea, identify its job, pair it with the other passage, and then write."

Scaffolded Routine

1. Read two detail strips aloud.
2. Label each detail's job.
3. Match one P9 and one P10 detail.
4. Say the shared idea.
5. Write the three-sentence frame.
6. Cover cards and retrieve the relationship from memory.

Module 1 - Embedded Checks and Notebook Retrieval

Embedded Check 1 - Source Accuracy

After each evidence sentence, students label P9 or P10 and confirm that the wording matches the passage's meaning.

Embedded Check 2 - Balance

Circle one P9 detail and box one P10 detail. If either is missing, revise before adding a new detail.

Embedded Check 3 - Explanation

Underline the sentence that tells what the paired evidence proves. Add one if the response jumps from evidence to a new topic.

Notebook Retrieval Grid

Evidence Job	Passage 9	Passage 10	What It Proves Together
Problem or conflict			
Action or decision			
Outcome			
What remains			

Module 1 - Enrichment: Important Difference Paragraph

Enrichment Challenge

Write a second paragraph explaining an important difference: the compromise creates a morally unjust political result, while the workshop tests represent iterative scientific and technical problem solving. Explain why acknowledging the difference makes the synthesis more accurate.

Requirements

- use evidence from both passages in a connected way
- acknowledge the important difference in stakes
- add a significance sentence, not merely more evidence
- create one new sentence-statement prompt that requires both passages

Model Thinking

Both texts show continued work after a difficult problem, but the convention's political decision must be judged by fairness and human consequences, while the workshop's failed tests provide useful information for the next design. The difference matters because progress is not automatically just or beneficial.

Module 1 - Additional Writing Opportunity

Prompt Bank

- Explain how both passages show that a result should be examined carefully.
- Explain why an action can move work forward without fully solving a problem.
- Explain how the outcomes in both passages affect what happens next.
- Explain why evidence from both passages is needed to support one shared thesis (central idea).
- Explain how the two texts show different kinds of unfinished work.

Writing Prompt

Choose one complete sentence statement. Write a SET introduction, use relevant evidence from both passages, explain the connection, and revise for clarity.

Planning Support

1. Underline BOTH passages.
2. Name the shared idea.
3. Select one precise detail from each passage.
4. Explain what the pair proves.
5. Protect an important difference.

Drafting Space

Revise, Then Edit

Add a sentence that clarifies the relationship. Delete repeated detail. Then inspect compound-sentence agreement, boundaries, and commas.

Module 1 - Auditory Engagement: Listen and Label

Listening Target

Listen for whether an idea belongs to the problem, action or decision, outcome, or unresolved/continuing issue, and identify which passage proves it.

Teacher Read-Aloud Script

Teacher Script

"In Passage 9, delegates face disagreement about representation, make a compromise, move the convention forward, and leave a deeper injustice unresolved. In Passage 10, Edison's team faces a practical-light problem, tests materials, creates a promising result, and still has more work to do. The pattern is progress before complete resolution."

Active Response Routine

1. Listen with pencils down.
2. Hold up P, A, O, or R.
3. Add P9 or P10 orally.
4. Defend the label with one exact detail.
5. Rehearse a complete paired sentence with a partner.
6. Cover notes and retrieve the four jobs from memory.

Module 1 - Pause Points

|| Pause Point - Both Sources

Stop and think: Does each assigned passage do real evidentiary work?

|| Pause Point - Evidence Job

Stop and think: Is this detail a problem, action or decision, outcome, or what remains?

|| Pause Point - Shared Idea

Stop and think: What do these two details prove together?

|| Pause Point - Important Difference

Stop and think: Have I kept the difference between a political injustice and a technical experiment accurate?

|| Pause Point - Clarity

Stop and think: Does my explanation make the connection visible to a reader?

Module 1 - Student Progress Tracking Chart

Teacher Script

"Use evidence from your own work, not just a feeling. Your goal is growth across the module, not perfection on Day 1."

Checkpoint	What I Am Tracking	Not Yet	With Help	Independently	Evidence or Note
Day 1 - Gather and Reveal	I can identify the shared pattern across both passages.	[]	[]	[]	
Day 2 - Attempt	I can use both passages in a team response.	[]	[]	[]	
Day 3 - Discuss and Use	I can write a complete paired explanation.	[]	[]	[]	
Day 4 - Award and Target	I can name a strength and next step.	[]	[]	[]	
Day 5 - Explain	I can teach the module idea and answer the overarching question.	[]	[]	[]	

My Evidence

The sentence that best shows balanced evidence is:

My next measurable target is:

Module 1 - Teacher Closure and Reflection

Teacher Closure Script

Teacher Script

"At the beginning of this module, we asked: How does balanced evidence from both passages turn a partial paired-passage response into a complete explanation? Now we can answer it: Balanced evidence makes the response complete because the writer proves the shared idea with relevant details from both texts and then explains how those details connect to the same central answer."

✓ Module Overarching Question - Answered

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

Balanced evidence makes the response complete because the writer proves the shared idea with relevant details from both texts and then explains how those details connect to the same central answer.

Teacher Reflection

Which students use both sources rather than selecting the easier passage?

Which students explain the relationship rather than list details?

Which students revise for clarity before editing conventions?

Which students are ready to teach balanced evidence to a partner?

Teacher Notes

Module 1 - Virtual Classroom Adjustment

Virtual Classroom

Post the module launch slide and keep both passages open in split-screen view. Students first read the clean passages, then use the TRACKS-highlighted copies with the annotation guide. During the auditory engagement, students listen with microphones muted, respond with a poll, reaction card, or chat code, and defend an answer before writing. In breakout rooms, assign Reader, Evidence Finder, Explainer, and Checker; rotate after two evidence cards. Require the group to name Passage 9 evidence, Passage 10 evidence, and the explanation before recording an answer. Use a shared slide for the module HABIT, collect one paragraph for a quick structure check, and finish with Fresh Recall. Provide oral response, speech-to-text, enlarged text, visual cues, and home-language planning notes while preserving the same evidence and thinking target.

Daily Deck Slide (M1-20 - Virtual Classroom)

Split-screen both passages. Read clean, reread with TRACKS, and use chat, polls, or reaction cards to defend accurate paired evidence.

MODULE

2

**HOW Responses - Similarities,
Differences, and Relationships**

Week 2 • Medium Stamina • Grade 5

Module 2: HOW Responses - Similarities, Differences, and Relationships

Week 2 - Medium Stamina - Grade 5 - Cluster 5 - ECR Paired Passages - Informative Writing

Teacher Script



Teacher Script

"Comparison becomes powerful when students explain the relationship instead of listing two summaries."

Overarching Question

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



Daily Deck Slide (M2-01 - Module Launch)

Module 2: HOW Responses - Similarities, Differences, and Relationships. Stamina: Medium Stamina. Overarching Question: How can a writer explain similarities and differences across paired passages without turning the response into two separate summaries?

Today We Will Look For

- a connected comparison that names the relationship before presenting details
- accurate evidence from both passages organized around one shared idea
- meaningful similarities and important differences in problem, action, outcome, and continuing work
- comparison transitions such as both, similarly, however, while, unlike, in contrast, and whereas
- explanation that shows why a relationship matters

Why This Module Matters

Students move from merely mentioning both passages to synthesizing them. Strong HOW responses do not place two summaries side by side. They make the relationship visible, protect important differences, and explain the significance of the comparison.

Module Passage Set - Medium Stamina

Passage	Reading Genre	Scope and Sequence Reference	Student-Facing Word Count
A Difficult Compromise	Nonfiction	Passage 9	500
A Visit to the Workshop	Historical Fiction	Passage 10	500

Teacher Passage Use Note: Use the Medium Stamina versions printed in this module. Both passages appear first as clean reading copies and again as TRACKS-highlighted copies with a Student Annotation Guide.

★ Daily Deck Slide (M2-02 - Student Tracker)

Mark your status after each GRADUATE phase. Use evidence from your own writing, not just a feeling. Your goal is growth across the module, not perfection on Day 1.

Module Independent Product

Write a connected response to the formal sentence-statement prompt. Include a SET introduction, at least one meaningful similarity and one meaningful difference, accurate evidence from both passages, comparison transitions, explanation of significance, and a revision-and-editing pass.

Teacher Inspiration



Teacher Script

"Comparison becomes powerful when students explain the relationship instead of listing two summaries."

Module 2 - Family Communication

This Week at a Glance

Focus	What Students Will Do
Big skill	Explaining a relationship across two passages instead of writing two separate summaries.
Reading habit	Track accurate details in both passages before making a claim.
Writing habit	Use both texts, explain the connection, and preserve important differences.
Classroom activity	Compare and Climb.

One Question to Ask at Home

Ask your child to compare two familiar ways of solving a problem: What is alike, what is different, and why does the difference matter?

One Way to Help

Invite your child to explain a familiar event with two details, then ask what the details prove together.

Family Letter

Dear Families,

This week your fifth-grader is working on how responses: similarities, differences, and relationships. Students will read the medium stamina versions of “A Difficult Compromise,” a nonfiction passage about representation and the Three-Fifths Compromise, and “A Visit to the Workshop,” historical fiction about Zaylen's visit to Thomas Edison's workshop. The passages can be connected by careful thinking, but they are not the same kind of situation: one examines an unjust political decision affecting enslaved people, while the other follows a team working to improve electric light.

In class, students will use the HABIT, “Relationship first; paired evidence next; significance last.” They will locate accurate evidence, name what the evidence does, and explain its meaning instead of placing two summaries beside each other. The goal is a complete explanation that is faithful to both passages and clear about the different consequences within them.

Compare two ways of solving a familiar problem. Ask what is alike, what is different, and why the difference matters. Encourage a bridge word such as both, while, however, or unlike. Please ask your child to point to the exact sentence or detail that supports an answer. A short, accurate explanation with visible thinking is more valuable than a long response that only repeats information. Thank you for supporting careful reading, responsible discussion, and clear writing.

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

Carta para las Familias

Estimadas familias:

Esta semana, su estudiante de quinto grado trabaja en explicar la relación entre dos textos en vez de escribir dos resúmenes separados. Leerá las versiones de resistencia de “A Difficult Compromise”, un texto de no ficción sobre la representación y el Compromiso de los Tres Quintos, y “A Visit to the Workshop”, ficción histórica sobre la visita de Zaylen al taller de Thomas Edison. Los textos se pueden relacionar con pensamiento cuidadoso, pero no describen el mismo tipo de situación: uno examina una decisión política injusta que afectó a personas esclavizadas y el otro sigue a un equipo que mejora la luz eléctrica.

En clase, los estudiantes usarán el HÁBITO “Relationship first; paired evidence next; significance last.” Buscarán evidencia correcta, nombrarán el trabajo que hace esa evidencia y explicarán su significado en vez de colocar dos resúmenes uno al lado del otro. La meta es una explicación completa que sea fiel a los dos textos y que mantenga claras las diferentes consecuencias.

En casa, pida a su hijo o hija que señale la oración o el detalle exacto que apoya una respuesta. Después pregunte: “¿Qué muestran estos detalles juntos?” y “¿Qué diferencia importante debemos conservar?” Una explicación breve y correcta que muestre el pensamiento vale más que una respuesta larga que solo repite información. Gracias por apoyar la lectura cuidadosa, la conversación responsable y la escritura clara.

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

Module 2 - Family Conversation Starters

- How is a real comparison different from two separate descriptions?
- What shared pattern do you notice in two experiences from your week?
- What difference changes the meaning of that comparison?
- Which bridge word best shows the relationship: both, however, while, or unlike?
- Why can two situations share a pattern without being equal in consequences?

Family Activity - Talk, Pair, Explain

Choose two familiar books, games, recipes, routines, or events. First name one accurate detail from each. Next use a bridge word such as both, however, while, or unlike. Finally explain what the two details show together.

Family Activity - Sentence Job Check

Write three short sentences about the two choices. Label each sentence by its job: an idea, a detail, or an explanation. Revise one sentence so its job is clearer.

Family Reflection

Ask: “Did we use both examples? Did we say how they connect? Did we keep an important difference clear?”

Module 2 - Lesson Overview and Standards

Lesson Overview

Students read the medium stamina versions of both passages and practice how to name a relationship, pair evidence, and explain why the relationship matters. They revise for meaning before editing conventions.

BIG Goal

Students will write an informative paired-passage response that is accurate, balanced, and clear about the different contexts and consequences in the two texts.

Formal Writing Prompt - Sentence Statement

Explain how the two passages develop a similar idea about problem solving while showing different kinds of challenges and outcomes.

Writing Process TEKS

TEKS	Student Expectation
5.11(B)(ii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions

Writing Genre TEKS

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

Revising TEKS

TEKS	Student Expectation
5.11(C)(i)	revise drafts to improve sentence structure
5.11(C)(ii)	revise drafts to improve word choice
5.11(C)(v)	revise drafts combining ideas for coherence
5.11(C)(vi)	revise drafts by rearranging ideas for coherence
5.11(C)(vii)	revise drafts by adding ideas for clarity
5.11(C)(viii)	revise drafts deleting ideas for clarity

Editing TEKS

TEKS	Student Expectation
5.11(D)(ii)	edit drafts using standard English conventions, including complete compound sentences with subject-verb agreement
5.11(D)(iii)	edit drafts using standard English conventions, including complete compound sentences with avoidance of splices
5.11(D)(iv)	edit drafts using standard English conventions, including complete compound sentences with avoidance of run-ons
5.11(D)(v)	edit drafts using standard English conventions, including complete compound sentences with avoidance of fragments
5.11(D)(xx)	edit drafts using standard English conventions, including punctuation marks, including commas in compound sentences

Module 2 - ELPS and Standards Reference

Writing Process TEKS

TEKS	Student Expectation
5.11(B)(ii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions

Writing Genre TEKS

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5.11(D)(v)	edit drafts using standard English conventions, including complete compound sentences with avoidance of fragments
5.11(D)(xx)	edit drafts using standard English conventions, including punctuation marks, including commas in compound sentences

ELPS Used Throughout the Module

ELPS	Student Expectation
ELPS 1(E)(i)	demonstrate listening comprehension by restating, responding, paraphrasing, summarizing, or asking for clarification
ELPS 2(E)(i)	explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic discourse
ELPS 3(G)(ii)	demonstrate reading comprehension of content-area texts by paraphrasing
ELPS 4(F)(ix)	write to explain or justify with supporting evidence using appropriate content for a specific purpose

Module 2 - Language Domains

Domain	Student Action	Evidence of Learning
Listening	Listen to a complete paired detail and restate it before writing.	Accurate oral paraphrase.
Speaking	Rehearse the module HABIT with a partner.	Precise claim and explanation.
Reading	Locate evidence in Passage 9 and Passage 10.	Correct source and detail.
Writing	Build a response that makes the connection visible.	Evidence followed by reasoning.

Module 2 - Learning Destination

I Can Statements

- I can explain a true relationship across two passages instead of writing two separate summaries.
- I can use accurate evidence from both passages to develop one central comparison.
- I can use transitions to signal similarity, difference, cause and effect, or a shared pattern.
- I can explain why an important difference changes the meaning of a comparison.

I Will Statements

- I will listen to a complete thought before identifying the relationship.
- I will speak my comparison before I write it.
- I will revise for meaning, organization, coherence, and clarity before I edit conventions.
- I will use evidence from my own work to name a strength and choose a measurable next step.

Evidence That Will Demonstrate Learning

- a SET introduction that references both passages
- at least one meaningful similarity and one meaningful difference
- evidence from Passage 9 and Passage 10 organized around a relationship
- a significance sentence explaining why the distinction matters
- a clean revision-and-editing check

Module 2 - Rigor, Cognitive Demand, and Misconceptions

Rigor and Cognitive Demand

Cognitive Demand	Student Must Do	Evidence of Independence
Locate	Find accurate details in both passages.	Identifies the correct source without a prompt.
Analyze	Name the job or relationship of each detail.	Uses the module HABIT precisely.
Synthesize	Explain what paired evidence means together.	Writes reasoning, not two summaries.
Evaluate	Protect the important difference in context and consequence.	Does not equate political injustice with technical work.

Misconceptions to Watch For

Misconception	Productive Repair
One passage does all the work.	Require a source-labeled detail from each passage.
Details are listed without thinking.	Ask what the details prove together.
The contexts are treated as equal.	Name the shared pattern and the critical difference.
Editing begins before the idea is complete.	Revise for meaning, coherence, and clarity before conventions.

Module 2 - Thinking Levels

Thinking Level	Student Move	Module 2 Example	Color
Recall	Locate an accurate passage detail.	Name the action taken in each text.	Red
Explain	Tell what a detail means.	Explain the result of a compromise or test.	Orange
Connect	Show how two details relate.	Use both or however to name a relationship.	Yellow
Analyze	Distinguish kinds of problems and consequences.	Separate political and human-rights stakes from technical experimentation.	Green
Synthesize	Combine a shared pattern and a critical difference.	Explain persistence across both texts while protecting the important distinction.	Blue

Thinking Prompt

How can two texts share a problem-solving pattern while teaching very different lessons about the consequences of moving forward?

Module 2 - Vocabulary

Tier 1 Everyday Vocabulary - Exactly 10 Words

Word	Student-Friendly Meaning
same	not different
different	not alike
match	to be alike in an important way
change	to become different
cause	something that makes something happen
effect	what happens because of a cause
choice	a decision
result	what happens after an event
link	a connection
reason	an explanation for why something happens

Tier 2 Academic Writing Vocabulary - Exactly 10 Words

Word	Student-Friendly Meaning
evidence	specific source details used as proof
explanation	reasoning that tells what evidence means
thesis (central idea)	the central answer that controls a response
transition	a word or phrase that connects ideas
paraphrase	a source idea retold accurately in new words
compare	to explain meaningful similarities
contrast	to explain meaningful differences
synthesize	to combine evidence into a larger understanding
coherence	clear, logical flow between ideas
significance	why an idea matters beyond one detail

Tier 3 Passage and Framework Vocabulary - Exactly 10 Words

Word	Pronunciation	Student-Friendly Meaning
synthesis	SIN-thuh-sis	new understanding made by combining ideas from more than one source
compromise	KOM-pruh-mize	an agreement in which sides give up part of what they want
representation	rep-rih-zen-TAY-shun	having a voice through people in government
Three-Fifths Compromise	three-FIFTHS KOM-pruh-mize	an unfair historical formula used for representation
delegate	DEL-uh-git	a person chosen to represent others
experiment	ik-SPAIR-uh-ment	a test used to learn how something works
electrical	ih-LEK-trih-kul	related to electricity
consequence	KON-si-kwens	what happens because of an action or decision
persistence	per-SIS-tens	continued effort even when work is difficult
inference	IN-fer-ens	a logical idea formed from evidence and reasoning

Oral Rehearsal

Use one Tier 2 word and one Tier 3 word in a complete sentence about the two passages.

Module 2 - Background Knowledge and Educator Insight

Quick Teacher Reference

This module increases stamina and moves students from simply using both texts to explaining the relationship between them. Students should use comparison language deliberately: both, similarly, however, while, in contrast, unlike, and whereas. Strong HOW responses do not place two summaries side by side; they make the relationship visible.

Passage 9 Context

Teacher Script

“A Difficult Compromise” explains how representation, slavery, and political power shaped debate at the Constitutional Convention. The compromise allowed the convention to move forward but strengthened slaveholding states while enslaved people remained without political rights.”

Passage 10 Context

Teacher Script

“A Visit to the Workshop” follows Zaylen as she watches Edison and his workers test electric-light materials. Failed trials provide information that guides later attempts, and the work continues after a promising result.”

Educator Insight

Students often answer HOW prompts by retelling. Require a relationship word and an explanation sentence. A strong comparison may hold two truths at once: the texts can share a pattern and still differ greatly in stakes, process, or consequences.

Historical Care

Do not flatten the passages into equal “problems.” The political decision in Passage 9 involved slavery, representation, denied rights, and lasting human harm. Passage 10 presents a technical challenge solved through experimentation. Similar structure does not mean equal consequence.

Extended Source Conference Bank

Use these short, source-faithful conferences during rereading, revision, small-group instruction, or independent writing. Each conference ends with a student explanation, not a teacher-supplied answer.

Conference Card 1

Locate the representation problem in A Difficult Compromise. Paraphrase it, name its evidence job, and explain how it could support the module prompt. Student response frame: “In Passage 9, ____; this matters because ____.”

Conference Card 2

Locate a workshop detail about the glowing bulb, the workers' observations, or the dim streets. Explain what the detail helps the reader understand about progress. Student response frame: “In Passage 10, ____; this matters because ____.”

Conference Card 3

State a shared pattern without making the two situations equal. Name the difference between an unjust political decision and technical experimentation. Student response frame: “In Passage 9, ____; this matters because ____.”

Conference Card 4

Point to an evidence sentence and add an explanation sentence. The explanation must tell what the detail means for the claim, not repeat it. Student response frame: “In Passage 10, ____; this matters because ____.”

Conference Card 5

Reread the source label before speaking. Say Passage 9 or Passage 10 and use a precise paraphrase rather than a guessed detail. Student response frame: “In Passage 9, ____; this matters because ____.”

Conference Card 6

Use a transition that matches the relationship. Both and similarly signal a shared pattern; however, while, and unlike signal a difference. Student response frame: “In Passage 10, ____; this matters because ____.”

Conference Card 7

Identify whether a sentence is an idea, evidence, explanation, or reflection. Then name the missing job that would make the response more complete. Student response frame: “In Passage 9, ____; this matters because ____.”

Conference Card 8

Revise one sentence for clarity. Add an explanation, delete repetition, combine related ideas, or rearrange information before editing conventions. Student response frame: “In Passage 10, ____; this matters because ____.”

Conference Card 9

Explain why political representation matters in the compromise passage. Keep the discussion grounded in the text's statement that enslaved people were denied rights and a political voice. Student response frame: “In Passage 9, ____; this matters because ____.”

Conference Card 10

Explain how the workshop team treats a result as information. Connect observation, recording, or another test to continued work rather than claiming a single bulb solved every problem. Student response frame: “In Passage 10, ____; this matters because ____.”

Conference Card 11

Build an R1 sentence that restates the thesis (central idea) in fresh language. Do not copy the first sentence of the response. Student response frame: “In Passage 9, ____; this matters because ____.”

Conference Card 12

Build an R2 sentence that refers back to evidence already used from both passages. Do not introduce a new passage detail in the conclusion. Student response frame: “In Passage 10, ____; this matters because ____.”

Conference Card 13

Build an R3 Bluebird reflection that tells why the established evidence matters. Broaden the idea without adding a claim outside the passages. Student response frame: “In Passage 9, ____; this matters because ____.”

Conference Card 14

Color-code the introduction by job: global purpose, evidentiary reference, and thesis (central idea). Give an oral reason for every color. Student response frame: “In Passage 10, ____; this matters because ____.”

Conference Card 15

Check for evidence without explanation. Write a sentence that connects the detail to the reason or thesis (central idea). Student response frame: “In Passage 9, ____; this matters because ____.”

Conference Card 16

Check the conclusion pattern: restatement, evidence reference, reflection. Revise a sentence that introduces a new detail. Student response frame: “In Passage 10, ____; this matters because ____.”

Conference Card 17

Compare the clean and TRACKS-highlighted passage copies. Explain why annotation helps locate evidence but does not replace reasoning. Student response frame: “In Passage 9, ____; this matters because ____.”

Conference Card 18

Use the self-check: both sources, accurate evidence, visible explanation, protected difference, revision before editing. Cite a sentence as evidence for each checked item. Student response frame: “In Passage 10, ____; this matters because ____.”

Conference Card 19

Locate the representation problem in A Difficult Compromise. Paraphrase it, name its evidence job, and explain how it could support the module prompt. Student response frame: “In Passage 9, ____; this matters because ____.”

Conference Card 20

Locate a workshop detail about the glowing bulb, the workers' observations, or the dim streets. Explain what the detail helps the reader understand about progress. Student response frame: “In Passage 10, ____; this matters because ____.”

Conference Card 21

State a shared pattern without making the two situations equal. Name the difference between an unjust political decision and technical experimentation. Student response frame: “In Passage 9, ____; this matters because ____.”

Conference Card 22

Point to an evidence sentence and add an explanation sentence. The explanation must tell what the detail means for the claim, not repeat it. Student response frame: “In Passage 10, ____; this matters because ____.”

Conference Card 23

Reread the source label before speaking. Say Passage 9 or Passage 10 and use a precise paraphrase rather than a guessed detail. Student response frame: “In Passage 9, ____; this matters because ____.”

Conference Card 24

Use a transition that matches the relationship. Both and similarly signal a shared pattern; however, while, and unlike signal a difference. Student response frame: “In Passage 10, ____; this matters because ____.”

Conference Card 25

Identify whether a sentence is an idea, evidence, explanation, or reflection. Then name the missing job that would make the response more complete. Student response frame: “In Passage 9, ____; this matters because ____.”

Conference Card 26

Revise one sentence for clarity. Add an explanation, delete repetition, combine related ideas, or rearrange information before editing conventions. Student response frame: “In Passage 10, ____; this matters because ____.”

Conference Card 27

Explain why political representation matters in the compromise passage. Keep the discussion grounded in the text's statement that enslaved people were denied rights and a political voice. Student response frame: “In Passage 9, ____; this matters because ____.”

Conference Card 28

Explain how the workshop team treats a result as information. Connect observation, recording, or another test to continued work rather than claiming a single bulb solved every problem. Student response frame: “In Passage 10, ____; this matters because ____.”

Conference Card 29

Build an R1 sentence that restates the thesis (central idea) in fresh language. Do not copy the first sentence of the response. Student response frame: “In Passage 9, ____; this matters because ____.”

Conference Card 30

Build an R2 sentence that refers back to evidence already used from both passages. Do not introduce a new passage detail in the conclusion. Student response frame: “In Passage 10, ____; this matters because ____.”

Conference Card 31

Build an R3 Bluebird reflection that tells why the established evidence matters. Broaden the idea without adding a claim outside the passages. Student response frame: “In Passage 9, ____; this matters because ____.”

Conference Card 32

Color-code the introduction by job: global purpose, evidentiary reference, and thesis (central idea). Give an oral reason for every color. Student response frame: “In Passage 10, ____; this matters because ____.”

Conference Card 33

Check for evidence without explanation. Write a sentence that connects the detail to the reason or thesis (central idea). Student response frame: “In Passage 9, ____; this matters because ____.”

Conference Card 34

Check the conclusion pattern: restatement, evidence reference, reflection. Revise a sentence that introduces a new detail. Student response frame: “In Passage 10, ____; this matters because ____.”

Conference Card 35

Compare the clean and TRACKS-highlighted passage copies. Explain why annotation helps locate evidence but does not replace reasoning. Student response frame: “In Passage 9, ____; this matters because ____.”

Module 2 - Teacher Preparation and Materials

Materials

Item	Purpose
Student copies of both passages	Read, annotate, and cite Passage 9 and Passage 10.
Interactive notebooks or response pages	Record evidence and draft responses.
Highlighters or colored pencils in TRACKS colors	Mark important details and sentence jobs.
Compare and Climb materials	Rehearse the module skill with peers.
Transition and sentence-stem cards	Support accurate oral and written explanations.
Student progress tracking chart	Record strengths, next steps, and evidence.
Daily Deck slides	Launch, practice, and close each lesson.

Preparation Check

Before Teaching	Check
Passage copies	Print clean and highlighted copies; verify TRACKS materials are ready.
Activity materials	Sort cards and keep teacher keys separate from student materials.
Response supports	Prepare sentence stems, labels, and progress-tracking pages.

Module 2 - Anchor Chart and DOT Reading Habit



Anchor Chart - Two Texts, One Connected Explanation

- Name the relationship first.
- Pair Passage 9 and Passage 10 evidence around that relationship.
- Use a transition that shows the exact connection.
- Explain what the evidence proves.
- Protect an important difference in stakes or consequences.
- Explain why the relationship matters.

DOT Habit Before Reading

Place a small dot above any word or phrase that interrupts understanding. Finish the sentence or paragraph, use context, then repair meaning before moving on. The dot marks a place to revisit; it does not replace thinking.

Retrieval Cue

Relationship -> Both Sources -> Explanation -> Significance.

Module 2 - Mentor Model: SET and Connected Comparison

Formal Writing Prompt - Sentence Statement

Explain how the two passages develop a similar idea about problem solving while showing different kinds of challenges and outcomes.

Shape the Prompt

- Topic or noun of importance: the two passages
- Writing job or verb of importance: explain how they develop
- Relationship clue: a similar idea while showing different kinds
- Source requirement: both passages

SET Introduction

- S - Statement of Global Purpose
- E - Evidentiary Reference to both passages
- T - Thesis (Central Idea) that answers the sentence-statement prompt

Model SET Introduction

People often respond to hard problems by continuing to work even when the path forward is uncertain. “A Difficult Compromise” presents a political conflict over representation, while “A Visit to the Workshop” presents a technical challenge involving practical electric light. The passages develop a similar pattern of persistence, but the kinds of challenges, choices, and consequences are very different.

Body Paragraph Habit

- Green = reason or way
- Yellow = evidence
- Red = explanation
- Blue = significant inference when the paragraph needs a wider idea
- Close the paragraph by reconnecting the evidence to the reason and thesis (central idea).

Comparison Transition Bank

Similarity: both, similarly, likewise, in the same way. Difference: however, while, unlike, in contrast, whereas. Significance: this matters because, this difference reveals, together the texts show.

Module 2 - TRACKS: Reading Both Passages for Evidence

Read both passages for measurable evidence. The clean copies support fluent reading. The Student Annotation Guides identify exact evidence targets. The highlighted copies show how the same six categories can organize evidence across nonfiction and historical fiction.

The Six Types of Measurable Evidence: TRACKS

Letter	Category	What Students Track	Highlight Color
T	Time	age, era, dates, cultural details, or historical details	Pastel Green
R	Reactions	reactions, solutions, resolutions, or effects	Pastel Purple
A	Actions	actions, problems, conflicts, or causes	Pastel Yellow
C	Character, Concept, Creature	people, names, animals, or major concepts	Pastel Yellow
K	Key Knowledge	other important background information necessary to meaning	Pastel Orange
S	Scenery / Setting	setting details measured through the senses	Pastel Green

How to Use the Evidence

Teacher Script

"Highlighting is not the finish line. After you mark a detail, name its source, identify its job, and explain how it connects to a detail in the other passage."

★ Daily Deck Slide (M2-03 - Read Both Passages)

Passage 9: A Difficult Compromise - Medium Stamina. Passage 10: A Visit to the Workshop - Medium Stamina. Track problem or conflict -> action or decision -> outcome -> what remains.

Before Students Read

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

The Six Types of Measurable Evidence: TRACKS

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

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

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

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

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

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

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

PASSAGE 9 — A Difficult Compromise

[1] In the summer of 1787, leaders met in Philadelphia to fix the country's government. At the Constitutional Convention, they argued about many things, but one issue caused serious disagreement, how to count enslaved people when deciding representation in Congress.

[2] The delegates knew that representation would affect how much influence each state had in the new government. States with larger populations would likely receive more seats in the House of Representatives. That meant the way people were counted could change which states had the most power when laws were made.

[3] Southern states wanted enslaved people counted as part of their population. If they were counted, those states would have more representatives and more power. Northern states pushed back. They argued that it wasn't fair to count people who were not free and could not vote.

[4] The disagreement was especially difficult because slavery was tied to the economy of many Southern states. Enslaved people worked on farms and plantations, but they had no voice in the government. Some delegates pointed out that counting them for representation would increase the power of the very people who held them in slavery.

[5] The debate went on for days. Voices were raised, and some delegates worried the meeting might fall apart. Finally, a compromise was suggested. Instead of fully counting enslaved people or not counting them at all, each enslaved person would count as three-fifths of a person. This became known as the Three-Fifths Compromise.

[6] The rule did not mean that one person was divided into parts. It was a formula used to count population. For every five enslaved people, three were added to a state's population total. This total helped decide the number of representatives the state would receive in Congress.

[7] Some delegates agreed because they wanted the convention to succeed. Others were uncomfortable with the decision but felt there was no easy answer. The compromise helped the group move forward, but it didn't solve the deeper problem.

[8] In fact, the decision gave slaveholding states more influence in the new national government. Enslaved people still had no right to vote, choose leaders, or speak for themselves in Congress. Their numbers were used to increase political power, even though their own rights were denied.

[9] Even after the meeting ended, people continued to question the decision. Was it fair? Should representation be based on total population, or only on those who had rights? Different groups had different opinions, and those disagreements did not go away.

[10] For many Americans, this part of the Constitution is a reminder that important decisions should be examined not only by what they achieve, but also by whom they deeply harm.

[11] The Three-Fifths Compromise shows how leaders sometimes make agreements to keep a larger plan moving forward. It also shows that a compromise can solve one problem while leaving another problem in place. The Constitution created a stronger government, but slavery remained. Years later, the nation would continue to struggle over freedom, equality, representation, and the meaning of the words "We the People."

Student Annotation Guide — A Difficult Compromise

T — Time

In the summer of 1787

R — Reactions

The compromise helped the group move forward, but it didn't solve the deeper problem; important decisions should be examined not only by what they achieve, but also by whom they deeply harm

A — Actions

Southern states wanted enslaved people counted as part of their population

C — Character/Concept/Creature

the Three-Fifths Compromise

K — Key Knowledge

For every five enslaved people, three were added to a state's population total; Enslaved people still had no right to vote, choose leaders, or speak for themselves in Congress

S — Scenery/Setting

At the Constitutional Convention

TRACKS EVIDENCE HIGHLIGHTING — A Difficult Compromise

[1] In the summer of 1787, leaders met in Philadelphia to fix the country's government. At the Constitutional Convention, they argued about many things, but one issue caused serious disagreement, how to count enslaved people when deciding representation in Congress.

[2] The delegates knew that representation would affect how much influence each state had in the new government. States with larger populations would likely receive more seats in the House of Representatives. That meant the way people were counted could change which states had the most power when laws were made.

[3] Southern states wanted enslaved people counted as part of their population. If they were counted, those states would have more representatives and more power. Northern states pushed back. They argued that it wasn't fair to count people who were not free and could not vote.

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[11] The Three-Fifths Compromise shows how leaders sometimes make agreements to keep a larger plan moving forward. It also shows that a compromise can solve one problem while leaving another problem in place. The Constitution created a stronger government, but slavery remained. Years later, the nation would continue to struggle over freedom, equality, representation, and the meaning of the words "We the People."

PASSAGE 10 — A Visit to the Workshop

[1] The year was 1880, and the streets of the city were darker than Zaylen expected. She held tightly to her brother's hand as they walked toward a small building filled with light. "That's where he works," her brother whispered.

[2] Zaylen had heard people talk about Thomas Edison before. Some called him an inventor. Others said he was a man who never stopped asking questions. Zaylen was not sure what to expect, but she was eager to see the place where he worked.

[3] Inside, the room buzzed with activity. Wires stretched across tables, and glass bulbs sat in rows. Tools, notebooks, and pieces of metal covered nearly every open space. In the center of it all stood Thomas Edison, speaking quickly as he moved from one experiment to another.

[4] Several workers listened as Edison gave directions. One man wrote notes in a thick book. Another checked a machine near the wall. No one seemed bothered by the noise or the crowded tables. Everyone was focused on solving the same problem.

[5] Zaylen watched as one of the men carefully adjusted a thin wire inside a glass bulb. Edison leaned closer to study it. A moment later, the bulb began to glow. The room filled with a steady, warm light. Zaylen gasped. It was brighter than any candle she had ever seen.

[6] The light stayed on as the workers watched. One of them checked the time. Edison did not cheer. Instead, he asked how long the wire had lasted and what material had been used. Then he told the group to prepare another test.

[7] "We're getting closer," Edison said. "People should have light that is safe and lasts longer."

[8] Zaylen thought about her home, where her family used oil lamps that flickered and sometimes filled the air with smoke. Her mother had to trim the wicks and add oil each day. On windy nights, the flame sometimes went out. Zaylen imagined what it would be like to have a steady light that did not go out so easily.

[9] As she looked around, she noticed several bulbs that were dark. Her brother explained that many experiments had failed. Some wires burned too quickly, while others did not glow brightly enough. Edison and his workers tested one idea after another.

[10] "Doesn't he get tired of failing?" Zaylen asked.

[11] Her brother smiled. "He says each test teaches them something."

[12] For the first time, Zaylen understood that an invention was not created in one lucky moment. It grew from patience, careful work, and many mistakes.

[13] Before leaving, Zaylen took one last look at the glowing bulbs. Edison was already bending over another table, studying a new wire. The workers returned to their notes and tools.

[14] Outside, the streets were still dim, but Zaylen knew something was changing. As she and her brother walked home, she glanced back at the workshop, where the lights continued to shine late into the night. She wondered if one day homes, stores, and entire streets would glow with the same steady light.

Student Annotation Guide — A Visit to the Workshop

T — Time

The year was 1880

R — Reactions

He says each test teaches them something; It grew from patience, careful work, and many mistakes

A — Actions

the bulb began to glow; Edison and his workers tested one idea after another

C — Character/Concept/Creature

Thomas Edison

K — Key Knowledge

Everyone was focused on solving the same problem

S — Scenery/Setting

the streets of the city were darker than Zaylen expected

TRACKS EVIDENCE HIGHLIGHTING — A Visit to the Workshop

[1] The year was 1880, and the streets of the city were darker than Zaylen expected. She held tightly to her brother's hand as they walked toward a small building filled with light. "That's where he works," her brother whispered.

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Day 1 - Gather and Reveal



Day 1 Purpose

Students identify the module HABIT and sort evidence by source and evidence job.

Standard	Student Expectation
TEKS 5.11(B)(ii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions
TEKS 5.11(C)(i)	revise drafts to improve sentence structure
ELPS 1(E)(i)	demonstrate listening comprehension by restating, responding, paraphrasing, summarizing, or asking for clarification
ELPS 2(E)(i)	explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic discourse

G - Gather Their Attention and R - Reveal

Teacher Script

"Our HABIT today is to name a relationship, pair evidence, and explain why the relationship matters."

Teacher Script

"Name the source before you name the detail. That keeps our evidence accurate."

Teacher Script

"Read both passages for the same writing purpose, but keep their different contexts clear."

Module HABIT in Action

Students read the clean copies first. They then use the TRACKS-highlighted copies to label Time, Reaction or result, Action, Character or concept, Key knowledge, and Scenery or setting. Partners choose one detail from each passage and explain what the details can support in a paired response.

Formal Writing Prompt - Sentence Statement

Explain how the two passages develop a similar idea about problem solving while showing different kinds of challenges and outcomes.

Evidence and Thinking Check

Check	Student Action
Both sources	Name one accurate detail from Passage 9 and one from Passage 10.
Evidence job	Identify what each detail helps prove.
Explanation	State what the paired details mean together.
Critical difference	Do not equate political injustice with technical experimentation.
Revision order	Improve meaning and clarity before editing conventions.

★ Daily Deck Slide (M2-06 - Gather and Reveal)

Name a relationship, pair evidence, and explain why the relationship matters. Use both passages accurately, make the thinking visible, and defend one revision.

Exit Reflection

Complete: "Today I used the HABIT, Relationship first; paired evidence next; significance last, when I ____."

Day 2 - Attempt the Activity

A

Day 2 Purpose

Students rehearse the HABIT with peers before they draft independently.

Standard	Student Expectation
TEKS 5.11(B)(ii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions
TEKS 5.11(C)(ii)	revise drafts to improve word choice
ELPS 2(E)(i)	explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic discourse
ELPS 3(G)(ii)	demonstrate reading comprehension of content-area texts by paraphrasing

A - Attempt the Activity



Teacher Script

"A card is not complete until you name the source, the detail's job, and the explanation."



Teacher Script

"Rehearse the connection aloud before your group records it."



Teacher Script

"Return to the clean copy whenever a detail needs to be checked or repaired."

Module HABIT in Action

In the collaborative activity, each team receives source-labeled evidence cards. Teams match a Passage 9 card and a Passage 10 card, state the relationship or sentence job, and write an explanation. A checker confirms that the comparison does not make the political injustice in Passage 9 equal to the technical work in Passage 10.

Formal Writing Prompt - Sentence Statement

Explain how the two passages develop a similar idea about problem solving while showing different kinds of challenges and outcomes.

Evidence and Thinking Check

Check	Student Action
Both sources	Name one accurate detail from Passage 9 and one from Passage 10.
Evidence job	Identify what each detail helps prove.
Explanation	State what the paired details mean together.
Critical difference	Do not equate political injustice with technical experimentation.
Revision order	Improve meaning and clarity before editing conventions.

★ Daily Deck Slide (M2-07 - Attempt the Activity)

Name a relationship, pair evidence, and explain why the relationship matters. Use both passages accurately, make the thinking visible, and defend one revision.

Exit Reflection

Complete: "Today I used the HABIT, Relationship first; paired evidence next; significance last, when I ____."

Day 3 - Discuss and Use



Day 3 Purpose

Students draft, reread, revise for meaning, and then edit conventions.

Standard	Student Expectation
TEKS 5.11(B)(ii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions
TEKS 5.11(C)(v)	revise drafts combining ideas for coherence
ELPS 3(G)(ii)	demonstrate reading comprehension of content-area texts by paraphrasing
ELPS 4(F)(ix)	write to explain or justify with supporting evidence using appropriate content for a specific purpose

D - Discuss and U - Use

Teacher Script

"Tell your partner what your sentence does before you decide where it belongs."

Teacher Script

"Use evidence accurately, then make your thinking visible through the module HABIT."

Teacher Script

"Revise meaning and clarity first; edit conventions after the response is complete."

Teacher Script

"If the connection is unclear to your partner, add, delete, combine, or rearrange words."

Module HABIT in Action

Students respond to the formal writing prompt. They use both passages, add an explanation after evidence, and reread for a clear relationship. Writers use the module anchor HABIT to revise a weak or missing explanation.

Formal Writing Prompt - Sentence Statement

Explain how the two passages develop a similar idea about problem solving while showing different kinds of challenges and outcomes.

Evidence and Thinking Check

Check	Student Action
Both sources	Name one accurate detail from Passage 9 and one from Passage 10.
Evidence job	Identify what each detail helps prove.
Explanation	State what the paired details mean together.
Critical difference	Do not equate political injustice with technical experimentation.
Revision order	Improve meaning and clarity before editing conventions.

★ Daily Deck Slide (M2-08 - Discuss and Use)

Name a relationship, pair evidence, and explain why the relationship matters. Use both passages accurately, make the thinking visible, and defend one revision.

Exit Reflection

Complete: "Today I used the HABIT, Relationship first; paired evidence next; significance last, when I ____."

Day 4 - Award and Target



Day 4 Purpose

Students cite a real strength and choose one visible, measurable next step.

Standard	Student Expectation
TEKS 5.11(B)(ii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions
TEKS 5.11(C)(vi)	revise drafts by rearranging ideas for coherence
ELPS 4(F)(ix)	write to explain or justify with supporting evidence using appropriate content for a specific purpose
ELPS 1(E)(i)	demonstrate listening comprehension by restating, responding, paraphrasing, summarizing, or asking for clarification

A - Award and T - Target

Teacher Script

"Point to a real sentence when you name a strength. A feeling is not evidence."

Teacher Script

"Choose a next step you can see and measure in the next response."

Teacher Script

"Use the anchor HABIT to name the exact part you will improve."

Module HABIT in Action

Students highlight a precise sentence from their work, identify its job, and complete the self-check. They set one target connected to evidence, explanation, structure, the conclusion, or revision. Partners give feedback by pointing to a sentence rather than naming a vague preference.

Formal Writing Prompt - Sentence Statement

Explain how the two passages develop a similar idea about problem solving while showing different kinds of challenges and outcomes.

Evidence and Thinking Check

Check	Student Action
Both sources	Name one accurate detail from Passage 9 and one from Passage 10.
Evidence job	Identify what each detail helps prove.
Explanation	State what the paired details mean together.
Critical difference	Do not equate political injustice with technical experimentation.
Revision order	Improve meaning and clarity before editing conventions.

★ Daily Deck Slide (M2-09 - Award and Target)

Name a relationship, pair evidence, and explain why the relationship matters. Use both passages accurately, make the thinking visible, and defend one revision.

Exit Reflection

Complete: "Today I used the HABIT, Relationship first; paired evidence next; significance last, when I ____."

Day 5 - Explain to Others

E

Day 5 Purpose

Students teach the HABIT and answer the overarching question with evidence from their work.

Standard	Student Expectation
TEKS 5.11(B)(ii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions
TEKS 5.11(C)(vii)	revise drafts by adding ideas for clarity
ELPS 1(E)(i)	demonstrate listening comprehension by restating, responding, paraphrasing, summarizing, or asking for clarification
ELPS 2(E)(i)	explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic discourse

E - Explain or Educate Someone Else



Teacher Script

"Teach the HABIT before you show the details."



Teacher Script

"Use one accurate detail as evidence for your teaching, then explain what it helps a writer understand."



Teacher Script

"Answer the overarching question in your own precise words."

Module HABIT in Action

Partners teach the module move using one accurate detail from Passage 9, one from Passage 10, and one sentence from their own writing. The listener uses a checklist: both sources, an accurate explanation, a protected difference, and a complete response structure.

Formal Writing Prompt - Sentence Statement

Explain how the two passages develop a similar idea about problem solving while showing different kinds of challenges and outcomes.

Evidence and Thinking Check

Check	Student Action
Both sources	Name one accurate detail from Passage 9 and one from Passage 10.
Evidence job	Identify what each detail helps prove.
Explanation	State what the paired details mean together.
Critical difference	Do not equate political injustice with technical experimentation.
Revision order	Improve meaning and clarity before editing conventions.

★ Daily Deck Slide (M2-10 - Explain to Others)

Name a relationship, pair evidence, and explain why the relationship matters. Use both passages accurately, make the thinking visible, and defend one revision.

Exit Reflection

Complete: "Today I used the HABIT, Relationship first; paired evidence next; significance last, when I ____."

Module 2 - Low, Medium, and High Exemplars

Writing Prompt

Explain how the two passages develop a similar idea about problem solving while showing different kinds of challenges and outcomes.

Low Exemplar

The delegates made a compromise. Edison had a bulb. Both passages are about a problem.

What Is Working

The response notices that both passages include a problem.

What Needs Improvement

Name an accurate detail from each passage and explain what the details show together.

Medium Exemplar

Both passages show people trying to move forward. The delegates made the Three-Fifths Compromise, while workers in the workshop continued working with electric light. However, the texts have different consequences.

What Is Working

The response uses both sources and begins to name the module's shared idea.

What Needs Improvement

Add a precise explanation that tells why the evidence matters and protects the important difference between the passages.

High Exemplar

Both passages develop a shared pattern of people working toward a result, but the challenges and outcomes are different. In A Difficult Compromise, delegates accepted the Three-Fifths Compromise, which increased political power even though enslaved people had no right to vote or choose representatives. In A Visit to the Workshop, workers watched bulbs, recorded results, and continued their tests. The passages connect through continued work, yet Passage 9 shows an unjust political consequence while Passage 10 shows technical investigation.

What Is Working

The response uses balanced, accurate evidence and explains the module move without treating the two contexts as equal.

Teacher Notes

Use this exemplar to notice the source references, the explanation after evidence, and the final significant thinking.

Module 2 - Assessment and Evidence of Learning

Formative Assessment

Collect evidence during oral rehearsal, Compare and Climb, the relationship web, independent writing, and teach-back. Score the module skill, not every possible writing feature at once.

Evidence Source	Look For	Record
Listen for the Relationship	accurate relationship label and oral defense	not yet / with support / independently
Compare and Climb	both passages, explicit bridge word, explanation	team card record
Relationship Web	one similarity and one difference on each branch	notebook check
Independent Response	SET, paired evidence, synthesis, significance	rubric evidence
Turn and Teach	accurate explanation without reading a script	observation note

Independent Product Rubric

Criterion	Beginning	Developing	Secure
Relationship	lists details	names a broad connection	develops a precise similarity and difference
Evidence	uses one source or vague details	uses both sources unevenly	pairs accurate, relevant evidence from both
Explanation	retells	explains one connection	explains the relationship and why it matters
Organization	separate summaries	some transition use	connected SET and body structure
Revision and Editing	limited check	corrects some issues	revises meaning first, then edits conventions

Module 2 - Check the Learning

Informal Assessment 1 - Relationship or Retelling

Read two student sentences. Students show R for relationship or T for retelling, then identify the exact language that made the connection visible.

Informal Assessment 2 - Evidence Balance

Students underline Passage 9 evidence once and Passage 10 evidence twice. If one source is missing or merely named, they revise before continuing.

Informal Assessment 3 - Protect the Difference

Students complete: "Both texts show _____. However, the difference matters because _____." Listen for historically accurate and ethically careful thinking.

Exit Ticket

Write one synthesis sentence using both and one significance sentence using this difference matters because.

Answer Key

A secure response names a real relationship, uses accurate evidence from both texts, preserves the political and human-rights stakes of Passage 9, and explains why the distinction changes the meaning.

Module 2 - Intervention: Expanded Small-Group Support

Intervention Purpose

Give students paired detail cards. Every response must use a bridge word: BOTH, HOWEVER, WHILE, or UNLIKE. Students say the relationship before writing. Reject side-by-side summaries until the student states an explicit connection.

Teacher Script



Teacher Script

"We are going to slow the work down without lowering the thinking. We will say the idea, identify the relationship, and then write. You will always know which part you are building before your pencil moves."

Scaffolded Routine

1. Read one Passage 9 card and one Passage 10 card aloud.
2. Sort them under Shared Pattern or Important Difference.
3. Choose a bridge word.
4. Orally rehearse the complete comparison.
5. Explain what the comparison proves.
6. Write one sentence.
7. Cover the cards and retrieve the relationship from memory.

Sentence Frames

- Both passages show ___ because Passage 9 ___ and Passage 10 ___.
- While both texts ___, Passage 9 ___, whereas Passage 10 ___.
- This difference matters because ___.



Daily Deck Slide (M2-18 - Intervention and Enrichment)

Intervention: reduce writing load, keep thinking level. Enrichment: deepen synthesis, precision, and significance. Both groups finish with retrieval or teach-back.

Module 2 - Embedded Checks and Notebook Retrieval

Embedded Check 1 - Source Accuracy

After every evidence sentence, students mark P9 or P10 and confirm that the wording matches the passage's meaning.

Embedded Check 2 - Relationship Language

Circle the transition. Draw an arrow to the two ideas it connects. If the arrow points to only one idea, revise.

Embedded Check 3 - Explanation

Box the sentence that tells what the paired evidence proves. Add one if the response moves directly from evidence to a new topic.

Embedded Check 4 - Significance

Star the sentence that explains why the difference matters. The star must be traceable to passage evidence.

Notebook Retrieval Grid

Relationship Job	Passage 9 Evidence	Passage 10 Evidence	What It Proves
Shared problem-solving pattern			
Different kinds of challenge			
Different outcomes or consequences			
Continuing work			

Module 2 - Enrichment: Double-Layer Comparison

Enrichment Challenge

Students produce a double-layer comparison: sentence 1 states a shared pattern; sentence 2 explains a critical difference; sentence 3 explains why the difference changes the meaning or significance of the comparison.

Requirements

- use evidence from both passages in a connected way
- acknowledge an important difference or limitation
- explain significance rather than merely adding more evidence
- create one new sentence-statement prompt that requires both passages
- write a model thesis (central idea) and defend how it answers the relationship clue

Model Double Layer

Both texts show people continuing to work after an incomplete result. However, the convention's political decision strengthens a government while preserving injustice, whereas a failed workshop test supplies information for another technical attempt. The distinction matters because persistence is not automatically beneficial; the fairness and consequences of the action must also be examined.

Extension Discussion

When can persistence be admirable, and when should continued action be judged by its effects on other people?

Module 2 - Additional Writing Opportunity

Prompt Bank

- Explain how both passages show that results should be examined closely.
- Explain how the outcomes in the two passages leave larger work unfinished.
- Explain how information influences the next action in each passage.
- Explain how the kinds of consequences in the passages differ.
- Explain how both authors use sequence to develop change over time.

Writing Prompt

Choose one complete sentence statement from the bank. Write a connected comparison using a SET introduction, evidence from both passages, explicit relationship language, explanation, and significance.

Planning Support

1. Shape the prompt and underline the both-passages requirement.
2. Name one precise relationship.
3. Select the smallest meaningful evidence from each passage.
4. Explain what the paired details prove.
5. Protect one important difference.
6. Explain why the relationship matters.

Drafting Space

Success Criteria

- My response answers the sentence-statement prompt.
- My introduction references both passages and states a central comparison.
- My evidence is accurate, relevant, and balanced.
- My transitions show real relationships.
- My explanation protects important differences.

- My significance stays grounded in evidence.

Revise, Then Edit

Combine or rearrange ideas for coherence, add an explanation where the relationship is unclear, delete repetition, and revise word choice. Then edit compound and complex sentence boundaries, conjunctive adverbs, pronouns, and commas.

Module 2 - Auditory Engagement: Active Participation

Listening Target

Listen for the relationship between two details and state whether the details show a similarity, a difference, a cause-and-effect link, or a shared pattern.

Teacher Read-Aloud Script

Teacher Script

“Both texts begin with a difficult problem. Both show people gathering information and continuing to work. In Passage 9, delegates negotiate a political compromise about representation. In Passage 10, workers conduct repeated technical tests. Both groups move forward, but the consequences are not equal. The compromise increases political power while denying rights to enslaved people. The workshop’s failed tests provide information for the next design. A careful comparison names both the shared pattern and the important difference.”

Active Response Routine

1. Pencils down for the full read-aloud.
2. Hold up S, D, C/E, or P.
3. Restate the relationship in your own words.
4. Defend the label with one passage detail.
5. Rehearse a complete relationship sentence with a partner.
6. Write only after speaking.

Auditory Retrieval

Cover the transition bank. Name three similarity transitions, three difference transitions, and one significance starter from memory. Reopen the chart, check accuracy, and repair notes.

Module 2 - Pause Points

|| Pause Point - Relationship or List

Stop and think: Does this sentence connect the two passages, or does it merely place one detail beside another?

|| Pause Point - Accurate Bridge

Stop and think: Does the transition name the exact relationship I mean?

|| Pause Point - Protect the Stakes

Stop and think: Have I preserved the difference between a political decision with human consequences and a technical experiment?

|| Pause Point - Evidence Balance

Stop and think: Does each source do real evidentiary work?

|| Pause Point - Explain the Meaning

Stop and think: What does this paired evidence prove that neither detail could show alone?

|| Pause Point - Significance

Stop and think: Can my statement about why this matters be traced directly to the evidence?

Module 2 - Student Progress Tracking Chart

Teacher Script

"Use evidence from your own writing, not just a feeling. Your goal is growth across the module, not perfection on Day 1."

Checkpoint	What I Am Tracking	Not Yet	With Help	Independently	Evidence or Note
Day 1 - Gather and Reveal	I can identify the focus and explain the shared pattern across both passages.	[]	[]	[]	
Day 2 - Attempt	I can use both passages during a partner or group activity and explain my evidence choice.	[]	[]	[]	
Day 3 - Discuss and Use	I can apply the writing move independently in a complete response.	[]	[]	[]	
Day 4 - Award and Target	I can name one strength and one specific next-step goal.	[]	[]	[]	
Day 5 - Explain	I can teach the module idea and answer the overarching question.	[]	[]	[]	

My Evidence

The sentence that best shows a connected comparison is:

The sentence that best protects an important difference is:

My next measurable target is:

Module 2 - Teacher Closure and Reflection

Teacher Closure Script

Teacher Script

"At the beginning of this module, we asked: How can a writer explain similarities and differences across paired passages without turning the response into two separate summaries? Now we can answer it: A writer keeps the response connected by naming the relationship first, pairing evidence from both texts around that relationship, using comparison transitions, and explaining why the similarity or difference matters."

Module Overarching Question - Answered

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

A writer keeps the response connected by naming the relationship first, pairing evidence from both texts around that relationship, using comparison transitions, and explaining why the similarity or difference matters.

Teacher Reflection

Which students organize evidence around a relationship rather than by passage?

Which students protect important differences in stakes and consequences?

Which students revise for meaning and clarity before editing conventions?

Which students are ready to teach synthesis to a partner?

Teacher Notes

Module 2 - Virtual Classroom Adjustment

Virtual Classroom

Post the module launch slide and keep both passages open in split-screen view. Students first read the clean passages, then use the TRACKS-highlighted copies with the annotation guide. During the auditory engagement, students listen with microphones muted, respond with a poll, reaction card, or chat code, and defend an answer before writing. In breakout rooms, assign Reader, Evidence Finder, Explainer, and Checker; rotate after two evidence cards. Require the group to name Passage 9 evidence, Passage 10 evidence, and the explanation before recording an answer. Use a shared slide for the module HABIT, collect one paragraph for a quick structure check, and finish with Fresh Recall. Provide oral response, speech-to-text, enlarged text, visual cues, and home-language planning notes while preserving the same evidence and thinking target.

Daily Deck Slide (M2-20 - Virtual Classroom)

Split-screen both passages. Read clean, reread with TRACKS, and use chat, polls, or reaction cards to defend accurate paired evidence.

MODULE

3

**Building a Conclusion That
Finishes the Thinking**

Week 2 • High Stamina • Grade 5

Module 3: Building a Conclusion That Finishes the Thinking

Week 2 - High Stamina - Grade 5 - Cluster 5 - ECR Paired Passages - Informative Writing

Teacher Script



Teacher Script

"A strong conclusion proves that the writer remained in control all the way to the final line."

Overarching Question

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



Daily Deck Slide (M3-01 - Module Launch)

Module 3: Building a Conclusion That Finishes the Thinking. Stamina: High Stamina. Overarching Question: How does a strong conclusion show that the writer has finished the thinking instead of simply stopping the paper?

Today We Will Look For

- R1 restates the thesis (central idea) in fresh language
- R2 refers collectively to evidence already discussed
- R3 reflects on the larger significance in a Bluebird moment
- no new evidence in the conclusion
- a capitalization and spelling check before submission

Why This Module Matters

Students learn to finish an informative ECR with control. The conclusion has three jobs: R1 restates, R2 refers back, and R3 reflects. Each job completes the thinking without copying the thesis (central idea), relisting details, or introducing new evidence.

Module Passage Set - High Stamina

Passage	Reading Genre	Scope and Sequence Reference	Student-Facing Word Count
A Difficult Compromise	Nonfiction	Passage 9	1,400
A Visit to the Workshop	Historical Fiction	Passage 10	1,400

Teacher Passage Use Note: Use the High Stamina versions printed in this module. Both passages appear first as clean reading copies and again as TRACKS-highlighted copies

with a Student Annotation Guide.

★ **Daily Deck Slide (M3-02 - Student Tracker)**

Mark your status after each GRADUATE phase. Use evidence from your own writing, not just a feeling. Your goal is growth across the module, not perfection on Day 1.

Module Independent Product

Write or revise the response, then finish with a three-sentence R1/R2/R3 conclusion. Use both passages in the response, add no new evidence in the conclusion, and complete a capitalization-and-spelling check.

Teacher Inspiration

Teacher Script

"A strong conclusion proves that the writer remained in control all the way to the final line."

Module 3 - Family Communication

This Week at a Glance

Focus	What Students Will Do
Big skill	Building a conclusion that restates, refers back, and reflects without adding new evidence.
Reading habit	Track accurate details in both passages before making a claim.
Writing habit	Use both texts, explain the connection, and preserve important differences.
Classroom activity	Conclusion Lab.

One Question to Ask at Home

Ask your child to explain how a final sentence can show why an idea matters without adding a new detail.

One Way to Help

Invite your child to explain a familiar event with two details, then ask what the details prove together.

Family Letter

Dear Families,

This week your fifth-grader is working on building a conclusion that finishes the thinking. Students will read the high stamina versions of “A Difficult Compromise,” a nonfiction passage about representation and the Three-Fifths Compromise, and “A Visit to the Workshop,” historical fiction about Zaylen's visit to Thomas Edison's workshop. The passages can be connected by careful thinking, but they are not the same kind of situation: one examines an unjust political decision affecting enslaved people, while the other follows a team working to improve electric light.

In class, students will use the HABIT, “R1 restates; R2 refers back; R3 reflects.” They will locate accurate evidence, name what the evidence does, and explain its meaning instead of placing two summaries beside each other. The goal is a complete explanation that is faithful to both passages and clear about the different consequences within them.

Ask your child to explain R1/R2/R3: restate the idea, refer back to evidence already used, and reflect on why the idea matters without adding a new fact. Please ask your child to point to the exact sentence or detail that supports an answer. A short, accurate explanation with visible thinking is more valuable than a long response that only repeats information. Thank you for supporting careful reading, responsible discussion, and clear writing.

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

Carta para las Familias

Estimadas familias:

Esta semana, su estudiante de quinto grado trabaja en a construir una conclusión que reformule, haga referencia a la evidencia y reflexione sin añadir evidencia nueva. Leerá las versiones de resistencia de “A Difficult Compromise”, un texto de no ficción sobre la representación y el Compromiso de los Tres Quintos, y “A Visit to the Workshop”, ficción histórica sobre la visita de Zaylen al taller de Thomas Edison. Los textos se pueden relacionar con pensamiento cuidadoso, pero no describen el mismo tipo de situación: uno examina una decisión política injusta que afectó a personas esclavizadas y el otro sigue a un equipo que mejora la luz eléctrica.

En clase, los estudiantes usarán el HÁBITO “R1 restates; R2 refers back; R3 reflects.” Buscarán evidencia correcta, nombrarán el trabajo que hace esa evidencia y explicarán su significado en vez de colocar dos resúmenes uno al lado del otro. La meta es una explicación completa que sea fiel a los dos textos y que mantenga claras las diferentes consecuencias.

En casa, pida a su hijo o hija que señale la oración o el detalle exacto que apoya una respuesta. Después pregunte: “¿Qué muestran estos detalles juntos?” y “¿Qué diferencia importante debemos conservar?” Una explicación breve y correcta que muestre el pensamiento vale más que una respuesta larga que solo repite información. Gracias por apoyar la lectura cuidadosa, la conversación responsable y la escritura clara.

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

Module 3 - Family Conversation Starters

- What job should the first sentence of a conclusion do?
- How can a writer refer back to evidence without copying the body paragraph?
- What does it mean to reflect on why an idea matters?
- Why should a conclusion avoid introducing a new detail?
- How do R1, R2, and R3 finish the thinking together?

Family Activity - Talk, Pair, Explain

Choose two familiar books, games, recipes, routines, or events. First name one accurate detail from each. Next use a bridge word such as both, however, while, or unlike. Finally explain what the two details show together.

Family Activity - Sentence Job Check

Write three short sentences about the two choices. Label each sentence by its job: an idea, a detail, or an explanation. Revise one sentence so its job is clearer.

Family Reflection

Ask: “Did we use both examples? Did we say how they connect? Did we keep an important difference clear?”

Module 3 - Lesson Overview and Standards

Lesson Overview

Students read the high stamina versions of both passages and practice how to finish with R1 restatement, R2 evidence reference, and R3 Bluebird reflection. They revise for meaning before editing conventions.

BIG Goal

Students will write an informative paired-passage response that is accurate, balanced, and clear about the different contexts and consequences in the two texts.

Formal Writing Prompt - Sentence Statement

Explain how both passages show that progress often depends on people continuing to work after an important decision, discovery, or breakthrough.

Writing Process TEKS

TEKS	Student Expectation
5.11(B)(iii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion

Writing Genre TEKS

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

Revising TEKS

TEKS	Student Expectation
5.11(C)(iii)	revise drafts by adding ideas for coherence
5.11(C)(iv)	revise drafts by deleting ideas for coherence
5.11(C)(vii)	revise drafts by adding ideas for clarity
5.11(C)(viii)	revise drafts deleting ideas for clarity

Editing TEKS

TEKS	Student Expectation
5.11(D)(ii)	edit drafts using standard English conventions, including complete compound sentences with subject-verb agreement
5.11(D)(iii)	edit drafts using standard English conventions, including complete compound sentences with avoidance of splices
5.11(D)(iv)	edit drafts using standard English conventions, including complete compound sentences with avoidance of run-ons
5.11(D)(v)	edit drafts using standard English conventions, including complete compound sentences with avoidance of fragments
5.11(D)(xx)	edit drafts using standard English conventions, including punctuation marks, including commas in compound sentences

Module 3 - ELPS and Standards Reference

Writing Process TEKS

TEKS	Student Expectation
5.11(B)(iii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion

Writing Genre TEKS

TEKS	Student Expectation
5.12(B)(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
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5.11(C)(viii)	revise drafts deleting ideas for clarity

Editing TEKS

TEKS	Student Expectation
5.11(D)(ii)	edit drafts using standard English conventions, including complete compound sentences with subject-verb agreement
5.11(D)(iii)	edit drafts using standard English conventions, including complete compound sentences with avoidance of splices
5.11(D)(iv)	edit drafts using standard English conventions, including complete compound sentences with avoidance of run-ons
5.11(D)(v)	edit drafts using standard English conventions, including complete compound sentences with avoidance of fragments
5.11(D)(xx)	edit drafts using standard English conventions, including punctuation marks, including commas in compound sentences

ELPS Used Throughout the Module

ELPS	Student Expectation
ELPS 1(E)(i)	demonstrate listening comprehension by restating, responding, paraphrasing, summarizing, or asking for clarification
ELPS 2(E)(i)	explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic discourse
ELPS 3(G)(ii)	demonstrate reading comprehension of content-area texts by paraphrasing
ELPS 4(F)(ix)	write to explain or justify with supporting evidence using appropriate content for a specific purpose

Module 3 - Language Domains

Domain	Student Action	Evidence of Learning
Listening	Listen to a complete paired detail and restate it before writing.	Accurate oral paraphrase.
Speaking	Rehearse the module HABIT with a partner.	Precise claim and explanation.
Reading	Locate evidence in Passage 9 and Passage 10.	Correct source and detail.
Writing	Build a response that makes the connection visible.	Evidence followed by reasoning.

Module 3 - Learning Destination

I Can Statements

- I can explain a true relationship across two passages instead of writing two separate summaries.
- I can use accurate evidence from both passages to develop one central comparison.
- I can use transitions to signal similarity, difference, cause and effect, or a shared pattern.
- I can explain why an important difference changes the meaning of a comparison.

I Will Statements

- I will listen to a complete thought before identifying the relationship.
- I will speak my comparison before I write it.
- I will revise for meaning, organization, coherence, and clarity before I edit conventions.
- I will use evidence from my own work to name a strength and choose a measurable next step.

Evidence That Will Demonstrate Learning

- a SET introduction that references both passages
- at least one meaningful similarity and one meaningful difference
- evidence from Passage 9 and Passage 10 organized around a relationship
- a significance sentence explaining why the distinction matters
- a clean revision-and-editing check

Module 3 - Rigor, Cognitive Demand, and Misconceptions

Rigor and Cognitive Demand

Cognitive Demand	Student Must Do	Evidence of Independence
Locate	Find accurate details in both passages.	Identifies the correct source without a prompt.
Analyze	Name the job or relationship of each detail.	Uses the module HABIT precisely.
Synthesize	Explain what paired evidence means together.	Writes reasoning, not two summaries.
Evaluate	Protect the important difference in context and consequence.	Does not equate political injustice with technical work.

Misconceptions to Watch For

Misconception	Productive Repair
One passage does all the work.	Require a source-labeled detail from each passage.
Details are listed without thinking.	Ask what the details prove together.
The contexts are treated as equal.	Name the shared pattern and the critical difference.
Editing begins before the idea is complete.	Revise for meaning, coherence, and clarity before conventions.

Module 3 - Thinking Levels

Thinking Level	Student Move	Module 3 Example	Color
Recall	Locate an accurate passage detail.	Name the action taken in each text.	Red
Explain	Tell what a detail means.	Explain the result of a compromise or test.	Orange
Connect	Show how two details relate.	Use both or however to name a relationship.	Yellow
Analyze	Distinguish kinds of problems and consequences.	Separate political and human-rights stakes from technical experimentation.	Green
Synthesize	Combine a shared pattern and a critical difference.	Explain persistence across both texts while protecting the important distinction.	Blue

Thinking Prompt

How can two texts share a problem-solving pattern while teaching very different lessons about the consequences of moving forward?

Module 3 - Vocabulary

Tier 1 Everyday Vocabulary - Exactly 10 Words

Word	Student-Friendly Meaning
end	the last part
finish	to complete something
return	to go back to an earlier idea
think	to use the mind to understand
idea	a thought or understanding
meaning	what something communicates
point	the main idea
whole	complete; all parts together
connect	to join ideas
matter	to be important

Tier 2 Academic Writing Vocabulary - Exactly 10 Words

Word	Student-Friendly Meaning
evidence	specific source details used as proof
explanation	reasoning that tells what evidence means
thesis (central idea)	the central answer that controls a response
transition	a word or phrase that connects ideas
paraphrase	a source idea retold accurately in new words
compare	to explain meaningful similarities
contrast	to explain meaningful differences
synthesize	to combine evidence into a larger understanding
coherence	clear, logical flow between ideas
significance	why an idea matters beyond one detail

Tier 3 Passage and Framework Vocabulary - Exactly 10 Words

Word	Pronunciation	Student-Friendly Meaning
inference	IN-fer-ens	a logical idea formed from evidence and reasoning
compromise	KOM-pruh-mize	an agreement in which sides give up part of what they want
representation	rep-rih-zen-TAY-shun	having a voice through people in government
Three-Fifths Compromise	three-FIFTHS KOM-pruh-mize	an unfair historical formula used for representation
delegate	DEL-uh-git	a person chosen to represent others
experiment	ik-SPAIR-uh-ment	a test used to learn how something works
electrical	ih-LEK-trih-kul	related to electricity
consequence	KON-si-kwens	what happens because of an action or decision
persistence	per-SIS-tens	continued effort even when work is difficult
unresolved	un-rih-ZOLVD	not fully settled or solved

Oral Rehearsal

Use one Tier 2 word and one Tier 3 word in a complete sentence about the two passages.

Module 3 - Background Knowledge and Educator Insight

Quick Teacher Reference

This module increases stamina and moves students from simply using both texts to explaining the relationship between them. Students should use comparison language deliberately: both, similarly, however, while, in contrast, unlike, and whereas. Strong HOW responses do not place two summaries side by side; they make the relationship visible.

Passage 9 Context

Teacher Script

“A Difficult Compromise” explains how representation, slavery, and political power shaped debate at the Constitutional Convention. The compromise allowed the convention to move forward but strengthened slaveholding states while enslaved people remained without political rights.”

Passage 10 Context

Teacher Script

“A Visit to the Workshop” follows Zaylen as she watches Edison and his workers test electric-light materials. Failed trials provide information that guides later attempts, and the work continues after a promising result.”

Educator Insight

Students often answer HOW prompts by retelling. Require a relationship word and an explanation sentence. A strong comparison may hold two truths at once: the texts can share a pattern and still differ greatly in stakes, process, or consequences.

Historical Care

Do not flatten the passages into equal “problems.” The political decision in Passage 9 involved slavery, representation, denied rights, and lasting human harm. Passage 10 presents a technical challenge solved through experimentation. Similar structure does not mean equal consequence.

Extended Source Conference Bank

Use these short, source-faithful conferences during rereading, revision, small-group instruction, or independent writing. Each conference ends with a student explanation, not a teacher-supplied answer.

Conference Card 1

Locate the representation problem in A Difficult Compromise. Paraphrase it, name its evidence job, and explain how it could support the module prompt. Student response frame: “In Passage 9, ____; this matters because ____.”

Conference Card 2

Locate a workshop detail about the glowing bulb, the workers' observations, or the dim streets. Explain what the detail helps the reader understand about progress. Student response frame: “In Passage 10, ____; this matters because ____.”

Conference Card 3

State a shared pattern without making the two situations equal. Name the difference between an unjust political decision and technical experimentation. Student response frame: “In Passage 9, ____; this matters because ____.”

Conference Card 4

Point to an evidence sentence and add an explanation sentence. The explanation must tell what the detail means for the claim, not repeat it. Student response frame: “In Passage 10, ____; this matters because ____.”

Conference Card 5

Reread the source label before speaking. Say Passage 9 or Passage 10 and use a precise paraphrase rather than a guessed detail. Student response frame: “In Passage 9, ____; this matters because ____.”

Conference Card 6

Use a transition that matches the relationship. Both and similarly signal a shared pattern; however, while, and unlike signal a difference. Student response frame: “In Passage 10, ____; this matters because ____.”

Conference Card 7

Identify whether a sentence is an idea, evidence, explanation, or reflection. Then name the missing job that would make the response more complete. Student response frame: “In Passage 9, ____; this matters because ____.”

Conference Card 8

Revise one sentence for clarity. Add an explanation, delete repetition, combine related ideas, or rearrange information before editing conventions. Student response frame: “In Passage 10, ____; this matters because ____.”

Conference Card 9

Explain why political representation matters in the compromise passage. Keep the discussion grounded in the text's statement that enslaved people were denied rights and a political voice. Student response frame: “In Passage 9, ____; this matters because ____.”

Conference Card 10

Explain how the workshop team treats a result as information. Connect observation, recording, or another test to continued work rather than claiming a single bulb solved every problem. Student response frame: “In Passage 10, ____; this matters because ____.”

Conference Card 11

Build an R1 sentence that restates the thesis (central idea) in fresh language. Do not copy the first sentence of the response. Student response frame: “In Passage 9, ____; this matters because ____.”

Conference Card 12

Build an R2 sentence that refers back to evidence already used from both passages. Do not introduce a new passage detail in the conclusion. Student response frame: “In Passage 10, ____; this matters because ____.”

Conference Card 13

Build an R3 Bluebird reflection that tells why the established evidence matters. Broaden the idea without adding a claim outside the passages. Student response frame: “In Passage 9, ____; this matters because ____.”

Conference Card 14

Color-code the introduction by job: global purpose, evidentiary reference, and thesis (central idea). Give an oral reason for every color. Student response frame: “In Passage 10, ____; this matters because ____.”

Conference Card 15

Check for evidence without explanation. Write a sentence that connects the detail to the reason or thesis (central idea). Student response frame: “In Passage 9, ____; this matters because ____.”

Conference Card 16

Check the conclusion pattern: restatement, evidence reference, reflection. Revise a sentence that introduces a new detail. Student response frame: “In Passage 10, ____; this matters because ____.”

Conference Card 17

Compare the clean and TRACKS-highlighted passage copies. Explain why annotation helps locate evidence but does not replace reasoning. Student response frame: “In Passage 9, ____; this matters because ____.”

Conference Card 18

Use the self-check: both sources, accurate evidence, visible explanation, protected difference, revision before editing. Cite a sentence as evidence for each checked item. Student response frame: “In Passage 10, ____; this matters because ____.”

Conference Card 19

Locate the representation problem in A Difficult Compromise. Paraphrase it, name its evidence job, and explain how it could support the module prompt. Student response frame: “In Passage 9, ____; this matters because ____.”

Conference Card 20

Locate a workshop detail about the glowing bulb, the workers' observations, or the dim streets. Explain what the detail helps the reader understand about progress. Student response frame: “In Passage 10, ____; this matters because ____.”

Module 3 - Teacher Preparation and Materials

Materials

Item	Purpose
Student copies of both passages	Read, annotate, and cite Passage 9 and Passage 10.
Interactive notebooks or response pages	Record evidence and draft responses.
Highlighters or colored pencils in TRACKS colors	Mark important details and sentence jobs.
Conclusion Lab materials	Rehearse the module skill with peers.
Transition and sentence-stem cards	Support accurate oral and written explanations.
Student progress tracking chart	Record strengths, next steps, and evidence.
Daily Deck slides	Launch, practice, and close each lesson.

Preparation Check

Before Teaching	Check
Passage copies	Print clean and highlighted copies; verify TRACKS materials are ready.
Activity materials	Sort cards and keep teacher keys separate from student materials.
Response supports	Prepare sentence stems, labels, and progress-tracking pages.

Module 3 - Anchor Chart and DOT Reading Habit



Anchor Chart - Two Texts, One Connected Explanation

- Name the relationship first.
- Pair Passage 9 and Passage 10 evidence around that relationship.
- Use a transition that shows the exact connection.
- Explain what the evidence proves.
- Protect an important difference in stakes or consequences.
- Explain why the relationship matters.

DOT Habit Before Reading

Place a small dot above any word or phrase that interrupts understanding. Finish the sentence or paragraph, use context, then repair meaning before moving on. The dot marks a place to revisit; it does not replace thinking.

Retrieval Cue

Relationship -> Both Sources -> Explanation -> Significance.

Module 3 - Mentor Model: SET and Connected Comparison

Formal Writing Prompt - Sentence Statement

Explain how both passages show that progress often depends on people continuing to work after an important decision, discovery, or breakthrough.

Shape the Prompt

- Topic or noun of importance: the two passages
- Writing job or verb of importance: explain how they develop
- Relationship clue: a similar idea while showing different kinds
- Source requirement: both passages

SET Introduction

- S - Statement of Global Purpose
- E - Evidentiary Reference to both passages
- T - Thesis (Central Idea) that answers the sentence-statement prompt

Model SET Introduction

People often respond to hard problems by continuing to work even when the path forward is uncertain. “A Difficult Compromise” presents a political conflict over representation, while “A Visit to the Workshop” presents a technical challenge involving practical electric light. The passages develop a similar pattern of persistence, but the kinds of challenges, choices, and consequences are very different.

Body Paragraph Habit

- Green = reason or way
- Yellow = evidence
- Red = explanation
- Blue = significant inference when the paragraph needs a wider idea
- Close the paragraph by reconnecting the evidence to the reason and thesis (central idea).

Comparison Transition Bank

Similarity: both, similarly, likewise, in the same way. Difference: however, while, unlike, in contrast, whereas. Significance: this matters because, this difference reveals, together the texts show.

Module 3 - TRACKS: Reading Both Passages for Evidence

Read both passages for measurable evidence. The clean copies support fluent reading. The Student Annotation Guides identify exact evidence targets. The highlighted copies show how the same six categories can organize evidence across nonfiction and historical fiction.

The Six Types of Measurable Evidence: TRACKS

Letter	Category	What Students Track	Highlight Color
T	Time	age, era, dates, cultural details, or historical details	Pastel Green
R	Reactions	reactions, solutions, resolutions, or effects	Pastel Purple
A	Actions	actions, problems, conflicts, or causes	Pastel Yellow
C	Character, Concept, Creature	people, names, animals, or major concepts	Pastel Yellow
K	Key Knowledge	other important background information necessary to meaning	Pastel Orange
S	Scenery / Setting	setting details measured through the senses	Pastel Green

How to Use the Evidence

Teacher Script

"Highlighting is not the finish line. After you mark a detail, name its source, identify its job, and explain how it connects to a detail in the other passage."

★ Daily Deck Slide (M3-03 - Read Both Passages)

Passage 9: A Difficult Compromise - High Stamina. Passage 10: A Visit to the Workshop - High Stamina. Track problem or conflict -> action or decision -> outcome -> what remains.

Before Students Read

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

The Six Types of Measurable Evidence: TRACKS

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

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

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

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

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

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

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

PASSAGE 9 — A Difficult Compromise

[1] In the summer of 1787, leaders met in Philadelphia to fix the country's government. At the Constitutional Convention, they argued about many things, but one issue caused serious disagreement, how to count enslaved people when deciding representation in Congress.

[2] The United States was still a young nation. Under its first plan of government, Congress had little power to collect money or solve problems between the states. Many leaders feared that the country would not survive unless the government became stronger. Delegates from twelve states traveled to Philadelphia to write a new plan. Rhode Island chose not to send anyone.

[3] The meetings were held in secret so delegates could speak freely. Windows were often kept closed even during the hot summer. Inside the meeting room, delegates discussed how Congress should be organized and how much power the national government should have. Large states wanted representation based on population. Small states feared that this would allow the largest states to control every decision.

[4] The delegates settled part of that argument by creating two parts of Congress. In the Senate, every state would have two members. In the House of Representatives, the number of members from each state would depend on population. This agreement raised another difficult question: Who would be included when a state's population was counted?

[5] Southern states wanted enslaved people counted as part of their population. If they were counted, those states would have more representatives and more power. Northern states pushed back. They argued that it wasn't fair to count people who were not free and could not vote.

[6] Slavery existed in both regions, but it was especially important to the economy of the South. Many Southern landowners operated large farms and plantations. Enslaved men, women, and children were forced to grow crops such as tobacco, rice, and indigo. They worked without pay and could not choose where to live or how to use their own labor.

[7] Northern delegates noticed a contradiction. Southern leaders often treated enslaved people as property when discussing laws and business. However, those same leaders wanted to count enslaved people as members of the population when representation was discussed. Northern delegates argued that Southern states should not receive extra power from people who had no political voice.

[8] The debate went on for days. Voices were raised, and some delegates worried the meeting might fall apart. Finally, a compromise was suggested. Instead of fully counting enslaved people or not counting them at all, each enslaved person would count as three-fifths of a person. This became known as the Three-Fifths Compromise.

[9] The rule was a mathematical formula, not a statement that a person could truly be divided into pieces. For every five enslaved people living in a state, three were added to the population total used for representation. If a state had 5,000 enslaved people, 3,000 would be included in that count. The formula was also used when certain taxes were divided among the states.

[10] This arrangement gave Southern states more seats in the House than they would have received if enslaved people had not been counted. It also gave those states more votes in the Electoral College, which selects the president. However, enslaved people gained no power from the decision. They could not vote, run for office, or choose the representatives whose numbers increased because of them.

[11] Some delegates agreed because they wanted the convention to succeed. Others were uncomfortable with the decision but felt there was no easy answer. The compromise helped the group move forward, but it didn't solve the deeper problem.

[12] That deeper problem was slavery. The new nation had been founded on statements about liberty and natural rights, yet hundreds of thousands of people remained enslaved. The Constitution created a stronger government, but it did not free them. It protected an agreement that allowed slaveholding states to gain political influence while continuing to deny freedom to enslaved people.

[13] The compromise also shaped later national decisions. Because Southern states received additional representatives and electoral votes, leaders who supported slavery held greater power in the government. They could influence laws, presidential elections, and appointments. This made it more difficult for opponents of slavery to change national policy.

[14] Even after the meeting ended, people continued to question the decision. Was it fair? Should representation be based on total population, or only on those who had rights? Different groups had different opinions, and those disagreements did not go away.

[15] As the country expanded westward, the disagreement became more serious. Each time a new state entered the Union, leaders argued about whether slavery would be allowed there. The answer could change the balance between free states and slave states in Congress. Lawmakers made additional compromises, but each one delayed rather than settled the conflict.

[16] By 1861, the nation had divided and the Civil War had begun. After four years of fighting, the Thirteenth Amendment ended slavery in the United States. The Fourteenth Amendment later required states to count the whole number of persons for representation. That change ended the three-fifths formula.

[17] The Three-Fifths Compromise is important because it shows that an agreement can keep a group working together without being fair to everyone affected by it. The delegates solved an immediate political problem, but they left millions of people without freedom or representation. Their decision influenced the government for decades.

[18] The event also raises questions that citizens can still consider. When leaders compromise, whose interests are protected? Who is asked to give something up? Who is left out of the discussion? Studying the convention does not require readers to accept every decision the delegates made. Instead, it allows them to examine how power, fairness, and human rights can come into conflict.

[19] The Constitution helped create a national government, but the Three-Fifths Compromise remains one of its most troubling agreements. It reminds readers that laws can have effects far beyond the moment in which they are written. It also shows why citizens must carefully examine whether government decisions honor the rights and

dignity of every person.

Student Annotation Guide — A Difficult Compromise

T — Time

In the summer of 1787

R — Reactions

The compromise helped the group move forward, but it didn't solve the deeper problem; an agreement can keep a group working together without being fair to everyone affected by it

A — Actions

Southern states wanted enslaved people counted as part of their population

C — Character/Concept/Creature

the Three-Fifths Compromise

K — Key Knowledge

For every five enslaved people living in a state, three were added to the population total used for representation; enslaved people gained no power from the decision

S — Scenery/Setting

At the Constitutional Convention

TRACKS EVIDENCE HIGHLIGHTING — A Difficult Compromise

[1] In the summer of 1787, leaders met in Philadelphia to fix the country's government. At the Constitutional Convention, they argued about many things, but one issue caused serious disagreement, how to count enslaved people when deciding representation in Congress.

[2] The United States was still a young nation. Under its first plan of government, Congress had little power to collect money or solve problems between the states. Many leaders feared that the country would not survive unless the government became stronger. Delegates from twelve states traveled to Philadelphia to write a new plan. Rhode Island chose not to send anyone.

[3] The meetings were held in secret so delegates could speak freely. Windows were often kept closed even during the hot summer. Inside the meeting room, delegates discussed how Congress should be organized and how much power the national government should have. Large states wanted representation based on population. Small states feared that this would allow the largest states to control every decision.

[4] The delegates settled part of that argument by creating two parts of Congress. In the Senate, every state would have two members. In the House of Representatives, the number of members from each state would depend on population. This agreement raised another difficult question: Who would be included when a state's population was counted?

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[12] That deeper problem was slavery. The new nation had been founded on statements about liberty and natural rights, yet hundreds of thousands of people remained enslaved. The Constitution created a stronger government, but it did not free them. It protected an agreement that allowed slaveholding states to gain political influence while continuing to deny freedom to enslaved people.

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[14] Even after the meeting ended, people continued to question the decision. Was it fair? Should representation be based on total population, or only on those who had rights? Different groups had different opinions, and those disagreements did not go away.

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[19] The Constitution helped create a national government, but **the Three-Fifths Compromise** remains one of its most troubling agreements. It reminds readers that laws can have effects far beyond the moment in which they are written. It also shows why citizens must carefully examine whether government decisions honor the rights and

dignity of every person.

PASSAGE 10 — A Visit to the Workshop

[1] The year was 1880, and the streets of the city were darker than Zaylen expected. She held tightly to her brother's hand as they walked toward a small building filled with light. "That's where he works," her brother whispered.

[2] Zaylen had heard people talk about Thomas Edison before. Some called him an inventor. Others said he was a man who never stopped asking questions. She had also heard that he often worked late into the night. Zaylen was not sure what to expect, but she was eager to see the place where he worked.

[3] Her brother opened the door, and warm air rushed toward them. The room smelled like oil, metal, and smoke. It buzzed with activity. Wires stretched across tables, and glass bulbs sat in rows. Tools, notebooks, and pieces of metal covered nearly every open space. Some workers carried boxes across the room. Others leaned over tables and studied small parts.

[4] In the center of it all stood Thomas Edison, speaking quickly as he moved from one experiment to another. His hair was slightly messy, and his sleeves were rolled above his wrists. He seemed too busy to notice the visitors at first.

[5] Several workers listened as Edison gave directions. One man wrote notes in a thick book. Another checked a machine near the wall. A third worker carefully cleaned a glass bulb. No one seemed bothered by the noise or the crowded tables. Everyone was focused on solving the same problem.

[6] "What are they doing?" Zaylen whispered.

[7] "They are trying to make electric light last longer," her brother explained. "Other people have made electric lights before, but the lights often burn out too quickly. Edison and his workers are testing different materials."

[8] One of the workers picked up a bulb and carried it to Edison. Inside the bulb was a thin wire. Edison leaned closer to study it. Then he nodded, and the worker connected the bulb to several wires on the table.

[9] The room grew quieter. Even the workers across the room stopped what they were doing and turned to watch.

[10] A moment later, the bulb began to glow.

[11] The room filled with a steady, warm light. Zaylen gasped. It was brighter than any candle she had ever seen. The glow did not flicker when someone walked past it. It did not send smoke into the air. It simply remained bright.

[12] The workers watched closely. One of them checked the time. Another wrote down the result. Edison did not cheer. Instead, he asked how long the wire had lasted during the earlier test and what material had been used. Then he told the group to prepare another bulb.

[13] Edison looked around the room and smiled. "We're getting closer," he said. "People should have light that is safe and lasts longer."

[14] Zaylen thought about her home, where her family used oil lamps that flickered and

sometimes filled the air with smoke. Her mother had to trim the wicks and add oil each day. The lamps gave off a weak, yellow light. On windy nights, the flame sometimes went out.

[15] Zaylen imagined what it would be like to have a steady electric light in her home. Her family could read after dark without leaning close to a smoky lamp. Her mother could sew more easily. Her father could finish his work at the table. No one would need to carry a flame from room to room.

[16] As she looked around, she noticed several bulbs that were dark. Some had burned marks inside them. Others were cracked or broken. Her brother explained that many experiments had failed. Some wires burned too quickly, while others did not glow brightly enough.

[17] “Doesn’t Edison get tired of failing?” Zaylen asked.

[18] Before her brother could answer, Edison turned toward them. He had heard her question.

[19] “Of course I get tired,” he said. “But a failed test can still teach us something. It shows us what does not work, and that helps us decide what to try next.”

[20] Edison picked up a thick notebook. Each page was filled with numbers and short notes. The workers recorded the material they used, how brightly it glowed, and how long the light lasted.

[21] “We write everything down,” Edison explained. “Good ideas are important, but careful records are important too.”

[22] Then a worker called Edison back to another table. He nodded to Zaylen and quickly returned to work.

[23] Suddenly, a sharp pop came from across the room. One of the bulbs had cracked. A worker sighed, cleaned the table, and reached for another bulb. No one laughed at him or became angry. They simply studied what had happened and began again.

[24] For the first time, Zaylen understood that an invention was not created in one lucky moment. It grew from patience, careful work, and many mistakes. The bright bulb in front of her had come after many dark ones.

[25] Zaylen’s brother told her it was time to leave. Before going, she took one last look around the room. Edison was bending over another table, studying a new wire. One worker checked a clock while another added notes to a book. Every tool, broken bulb, and written result was part of the search for a better light.

[26] Outside, the cold night air touched her face. The streets were still dim, but Zaylen knew something was changing.

[27] As she and her brother walked home, she glanced back at the workshop, where the lights continued to shine late into the night. She wondered if one day homes, stores, schools, and entire streets would glow with the same steady light.

[28] Her brother looked back too. “Someday, people may forget how dark the nights used to be,” he said.

[29] Zaylen smiled. She pictured children reading books after sunset and families gathering in bright rooms without smoke or flames. The idea no longer seemed impossible. She had seen the light with her own eyes.

[30] Behind them, Edison and his workers continued their experiments. Another bulb glowed, another result was recorded, and another small step was taken toward changing the way people lived.

Student Annotation Guide — A Visit to the Workshop

T — Time

The year was 1880

R — Reactions

a failed test can still teach us something; It grew from patience, careful work, and many mistakes

A — Actions

the bulb began to glow; the worker connected the bulb to several wires on the table

C — Character/Concept/Creature

Thomas Edison

K — Key Knowledge

Everyone was focused on solving the same problem

S — Scenery/Setting

the streets of the city were darker than Zaylen expected

TRACKS EVIDENCE HIGHLIGHTING — A Visit to the Workshop

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[10] A moment later, the bulb began to glow.

[11] The room filled with a steady, warm light. Zaylen gasped. It was brighter than any candle she had ever seen. The glow did not flicker when someone walked past it. It did not send smoke into the air. It simply remained bright.

[12] The workers watched closely. One of them checked the time. Another wrote down the result. Edison did not cheer. Instead, he asked how long the wire had lasted during the earlier test and what material had been used. Then he told the group to prepare another bulb.

[13] Edison looked around the room and smiled. "We're getting closer," he said. "People should have light that is safe and lasts longer."

[14] Zaylen thought about her home, where her family used oil lamps that flickered and

sometimes filled the air with smoke. Her mother had to trim the wicks and add oil each day. The lamps gave off a weak, yellow light. On windy nights, the flame sometimes went out.

[15] Zaylen imagined what it would be like to have a steady electric light in her home. Her family could read after dark without leaning close to a smoky lamp. Her mother could sew more easily. Her father could finish his work at the table. No one would need to carry a flame from room to room.

[16] As she looked around, she noticed several bulbs that were dark. Some had burned marks inside them. Others were cracked or broken. Her brother explained that many experiments had failed. Some wires burned too quickly, while others did not glow brightly enough.

[17] “Doesn’t Edison get tired of failing?” Zaylen asked.

[18] Before her brother could answer, Edison turned toward them. He had heard her question.

[19] “Of course I get tired,” he said. “But a failed test can still teach us something. It shows us what does not work, and that helps us decide what to try next.”

[20] Edison picked up a thick notebook. Each page was filled with numbers and short notes. The workers recorded the material they used, how brightly it glowed, and how long the light lasted.

[21] “We write everything down,” Edison explained. “Good ideas are important, but careful records are important too.”

[22] Then a worker called Edison back to another table. He nodded to Zaylen and quickly returned to work.

[23] Suddenly, a sharp pop came from across the room. One of the bulbs had cracked. A worker sighed, cleaned the table, and reached for another bulb. No one laughed at him or became angry. They simply studied what had happened and began again.

[24] For the first time, Zaylen understood that an invention was not created in one lucky moment. It grew from patience, careful work, and many mistakes. The bright bulb in front of her had come after many dark ones.

[25] Zaylen’s brother told her it was time to leave. Before going, she took one last look around the room. Edison was bending over another table, studying a new wire. One worker checked a clock while another added notes to a book. Every tool, broken bulb, and written result was part of the search for a better light.

[26] Outside, the cold night air touched her face. The streets were still dim, but Zaylen knew something was changing.

[27] As she and her brother walked home, she glanced back at the workshop, where the lights continued to shine late into the night. She wondered if one day homes, stores, schools, and entire streets would glow with the same steady light.

[28] Her brother looked back too. “Someday, people may forget how dark the nights used to be,” he said.

[29] Zaylen smiled. She pictured children reading books after sunset and families gathering in bright rooms without smoke or flames. The idea no longer seemed impossible. She had seen the light with her own eyes.

[30] Behind them, Edison and his workers continued their experiments. Another bulb glowed, another result was recorded, and another small step was taken toward changing the way people lived.

Day 1 - Gather and Reveal



Day 1 Purpose

Students identify the module HABIT and sort evidence by source and evidence job.

Standard	Student Expectation
TEKS 5.11(B)(iii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion
TEKS 5.11(C)(iii)	revise drafts by adding ideas for coherence
ELPS 1(E)(i)	demonstrate listening comprehension by restating, responding, paraphrasing, summarizing, or asking for clarification
ELPS 2(E)(i)	explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic discourse

G - Gather Their Attention and R - Reveal

Teacher Script

"Our HABIT today is to finish with R1 restatement, R2 evidence reference, and R3 Bluebird reflection."

Teacher Script

"Name the source before you name the detail. That keeps our evidence accurate."

Teacher Script

"Read both passages for the same writing purpose, but keep their different contexts clear."

Module HABIT in Action

Students read the clean copies first. They then use the TRACKS-highlighted copies to label Time, Reaction or result, Action, Character or concept, Key knowledge, and Scenery or setting. Partners choose one detail from each passage and explain what the details can support in a paired response.

Formal Writing Prompt - Sentence Statement

Explain how both passages show that progress often depends on people continuing to work after an important decision, discovery, or breakthrough.

Evidence and Thinking Check

Check	Student Action
Both sources	Name one accurate detail from Passage 9 and one from Passage 10.
Evidence job	Identify what each detail helps prove.
Explanation	State what the paired details mean together.
Critical difference	Do not equate political injustice with technical experimentation.
Revision order	Improve meaning and clarity before editing conventions.

★ Daily Deck Slide (M3-06 - Gather and Reveal)

Finish with r1 restatement, r2 evidence reference, and r3 bluebird reflection. Use both passages accurately, make the thinking visible, and defend one revision.

Exit Reflection

Complete: "Today I used the HABIT, R1 restates; R2 refers back; R3 reflects, when I ____."

Day 2 - Attempt the Activity

A

Day 2 Purpose

Students rehearse the HABIT with peers before they draft independently.

Standard	Student Expectation
TEKS 5.11(B)(iii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion
TEKS 5.11(C)(iv)	revise drafts by deleting ideas for coherence
ELPS 2(E)(i)	explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic discourse
ELPS 3(G)(ii)	demonstrate reading comprehension of content-area texts by paraphrasing

A - Attempt the Activity



Teacher Script

"A card is not complete until you name the source, the detail's job, and the explanation."



Teacher Script

"Rehearse the connection aloud before your group records it."



Teacher Script

"Return to the clean copy whenever a detail needs to be checked or repaired."

Module HABIT in Action

In the collaborative activity, each team receives source-labeled evidence cards. Teams match a Passage 9 card and a Passage 10 card, state the relationship or sentence job, and write an explanation. A checker confirms that the comparison does not make the political injustice in Passage 9 equal to the technical work in Passage 10.

Formal Writing Prompt - Sentence Statement

Explain how both passages show that progress often depends on people continuing to work after an important decision, discovery, or breakthrough.

Evidence and Thinking Check

Check	Student Action
Both sources	Name one accurate detail from Passage 9 and one from Passage 10.
Evidence job	Identify what each detail helps prove.
Explanation	State what the paired details mean together.
Critical difference	Do not equate political injustice with technical experimentation.
Revision order	Improve meaning and clarity before editing conventions.

★ Daily Deck Slide (M3-07 - Attempt the Activity)

Finish with r1 restatement, r2 evidence reference, and r3 bluebird reflection. Use both passages accurately, make the thinking visible, and defend one revision.

Exit Reflection

Complete: "Today I used the HABIT, R1 restates; R2 refers back; R3 reflects, when I ____."

Day 3 - Discuss and Use



Day 3 Purpose

Students draft, reread, revise for meaning, and then edit conventions.

Standard	Student Expectation
TEKS 5.11(B)(iii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion
TEKS 5.11(C)(vii)	revise drafts by adding ideas for clarity
ELPS 3(G)(ii)	demonstrate reading comprehension of content-area texts by paraphrasing
ELPS 4(F)(ix)	write to explain or justify with supporting evidence using appropriate content for a specific purpose

D - Discuss and U - Use

Teacher Script

"Tell your partner what your sentence does before you decide where it belongs."

Teacher Script

"Use evidence accurately, then make your thinking visible through the module HABIT."

Teacher Script

"Revise meaning and clarity first; edit conventions after the response is complete."

Teacher Script

"If the connection is unclear to your partner, add, delete, combine, or rearrange words."

Module HABIT in Action

Students respond to the formal writing prompt. They use both passages, add an explanation after evidence, and reread for a clear relationship. Writers use R1, R2, and R3 in the conclusion and introduce no new evidence there.

Formal Writing Prompt - Sentence Statement

Explain how both passages show that progress often depends on people continuing to work after an important decision, discovery, or breakthrough.

Evidence and Thinking Check

Check	Student Action
Both sources	Name one accurate detail from Passage 9 and one from Passage 10.
Evidence job	Identify what each detail helps prove.
Explanation	State what the paired details mean together.
Critical difference	Do not equate political injustice with technical experimentation.
Revision order	Improve meaning and clarity before editing conventions.

★ Daily Deck Slide (M3-08 - Discuss and Use)

Finish with r1 restatement, r2 evidence reference, and r3 bluebird reflection. Use both passages accurately, make the thinking visible, and defend one revision.

Exit Reflection

Complete: "Today I used the HABIT, R1 restates; R2 refers back; R3 reflects, when I ____."

Day 4 - Award and Target



Day 4 Purpose

Students cite a real strength and choose one visible, measurable next step.

Standard	Student Expectation
TEKS 5.11(B)(iii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion
TEKS 5.11(C)(viii)	revise drafts deleting ideas for clarity
ELPS 4(F)(ix)	write to explain or justify with supporting evidence using appropriate content for a specific purpose
ELPS 1(E)(i)	demonstrate listening comprehension by restating, responding, paraphrasing, summarizing, or asking for clarification

A - Award and T - Target

Teacher Script

"Point to a real sentence when you name a strength. A feeling is not evidence."

Teacher Script

"Choose a next step you can see and measure in the next response."

Teacher Script

"Use the anchor HABIT to name the exact part you will improve."

Module HABIT in Action

Students highlight a precise sentence from their work, identify its job, and complete the self-check. They set one target connected to evidence, explanation, structure, the conclusion, or revision. Partners give feedback by pointing to a sentence rather than naming a vague preference.

Formal Writing Prompt - Sentence Statement

Explain how both passages show that progress often depends on people continuing to work after an important decision, discovery, or breakthrough.

Evidence and Thinking Check

Check	Student Action
Both sources	Name one accurate detail from Passage 9 and one from Passage 10.
Evidence job	Identify what each detail helps prove.
Explanation	State what the paired details mean together.
Critical difference	Do not equate political injustice with technical experimentation.
Revision order	Improve meaning and clarity before editing conventions.

★ Daily Deck Slide (M3-09 - Award and Target)

Finish with r1 restatement, r2 evidence reference, and r3 bluebird reflection. Use both passages accurately, make the thinking visible, and defend one revision.

Exit Reflection

Complete: "Today I used the HABIT, R1 restates; R2 refers back; R3 reflects, when I ____."

Day 5 - Explain to Others

E

Day 5 Purpose

Students teach the HABIT and answer the overarching question with evidence from their work.

Standard	Student Expectation
TEKS 5.11(B)(iii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion
TEKS 5.11(C)(viii)	revise drafts deleting ideas for clarity
ELPS 1(E)(i)	demonstrate listening comprehension by restating, responding, paraphrasing, summarizing, or asking for clarification
ELPS 2(E)(i)	explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic discourse

E - Explain or Educate Someone Else



Teacher Script

"Teach the HABIT before you show the details."



Teacher Script

"Use one accurate detail as evidence for your teaching, then explain what it helps a writer understand."



Teacher Script

"Answer the overarching question in your own precise words."

Module HABIT in Action

Partners teach the module move using one accurate detail from Passage 9, one from Passage 10, and one sentence from their own writing. The listener uses a checklist: both sources, an accurate explanation, a protected difference, and a complete response structure.

Formal Writing Prompt - Sentence Statement

Explain how both passages show that progress often depends on people continuing to work after an important decision, discovery, or breakthrough.

Evidence and Thinking Check

Check	Student Action
Both sources	Name one accurate detail from Passage 9 and one from Passage 10.
Evidence job	Identify what each detail helps prove.
Explanation	State what the paired details mean together.
Critical difference	Do not equate political injustice with technical experimentation.
Revision order	Improve meaning and clarity before editing conventions.

★ Daily Deck Slide (M3-10 - Explain to Others)

Finish with r1 restatement, r2 evidence reference, and r3 bluebird reflection. Use both passages accurately, make the thinking visible, and defend one revision.

Exit Reflection

Complete: "Today I used the HABIT, R1 restates; R2 refers back; R3 reflects, when I ____."

Module 3 - Low, Medium, and High Exemplars

Writing Prompt

Explain how both passages show that progress often depends on people continuing to work after an important decision, discovery, or breakthrough.

Low Exemplar

The delegates made a compromise. Edison had a bulb. Both passages are about a problem.

What Is Working

The response notices that both passages include a problem.

What Needs Improvement

Name an accurate detail from each passage and explain what the details show together.

Medium Exemplar

Both passages show people trying to move forward. The delegates made the Three-Fifths Compromise, while workers in the workshop continued working with electric light. However, the texts have different consequences.

What Is Working

The response uses both sources and begins to name the module's shared idea.

What Needs Improvement

Add a precise explanation that tells why the evidence matters and protects the important difference between the passages.

High Exemplar

Both passages show that progress often requires people to continue thinking after an important result. The compromise moved the convention forward but left millions of people without freedom or representation, while the workshop's workers used results from their bulbs to continue toward better electric light. These details show that an immediate result does not finish the responsibility to examine what remains. A strong ending asks readers to carry forward the lesson that results must be examined, not simply celebrated.

What Is Working

The response uses balanced, accurate evidence and explains the module move without treating the two contexts as equal.

Teacher Notes

Use this exemplar to notice the source references, the explanation after evidence, and the final significant thinking.

Module 3 - Assessment and Evidence of Learning

Formative Assessment

Collect evidence during oral rehearsal, Conclusion Lab, the relationship web, independent writing, and teach-back. Score the module skill, not every possible writing feature at once.

Evidence Source	Look For	Record
Listen and Number	accurate relationship label and oral defense	not yet / with support / independently
Conclusion Lab	both passages, explicit bridge word, explanation	team card record
Relationship Web	one similarity and one difference on each branch	notebook check
Independent Response	SET, paired evidence, synthesis, significance	rubric evidence
Turn and Teach	accurate explanation without reading a script	observation note

Independent Product Rubric

Criterion	Beginning	Developing	Secure
Relationship	lists details	names a broad connection	develops a precise similarity and difference
Evidence	uses one source or vague details	uses both sources unevenly	pairs accurate, relevant evidence from both
Explanation	retells	explains one connection	explains the relationship and why it matters
Organization	separate summaries	some transition use	connected SET and body structure
Revision and Editing	limited check	corrects some issues	revises meaning first, then edits conventions

Module 3 - Check the Learning

Informal Assessment 1 - Relationship or Retelling

Read two student sentences. Students show R for relationship or T for retelling, then identify the exact language that made the connection visible.

Informal Assessment 2 - Evidence Balance

Students underline Passage 9 evidence once and Passage 10 evidence twice. If one source is missing or merely named, they revise before continuing.

Informal Assessment 3 - Protect the Difference

Students complete: “Both texts show _____. However, the difference matters because _____.” Listen for historically accurate and ethically careful thinking.

Exit Ticket

Write one synthesis sentence using both and one significance sentence using this difference matters because.

Answer Key

A secure response names a real relationship, uses accurate evidence from both texts, preserves the political and human-rights stakes of Passage 9, and explains why the distinction changes the meaning.

Module 3 - Intervention: Expanded Small-Group Support

Intervention Purpose

Give students paired detail cards. Every response must use a bridge word: BOTH, HOWEVER, WHILE, or UNLIKE. Students say the relationship before writing. Reject side-by-side summaries until the student states an explicit connection.

Teacher Script



Teacher Script

"We are going to slow the work down without lowering the thinking. We will say the idea, identify the relationship, and then write. You will always know which part you are building before your pencil moves."

Scaffolded Routine

1. Read one Passage 9 card and one Passage 10 card aloud.
2. Sort them under Shared Pattern or Important Difference.
3. Choose a bridge word.
4. Orally rehearse the complete comparison.
5. Explain what the comparison proves.
6. Write one sentence.
7. Cover the cards and retrieve the relationship from memory.

Sentence Frames

- Both passages show ___ because Passage 9 ___ and Passage 10 ___.
- While both texts ___, Passage 9 ___, whereas Passage 10 ___.
- This difference matters because ___.



Daily Deck Slide (M3-18 - Intervention and Enrichment)

Intervention: reduce writing load, keep thinking level. Enrichment: deepen synthesis, precision, and significance. Both groups finish with retrieval or teach-back.

Module 3 - Embedded Checks and Notebook Retrieval

Embedded Check 1 - Source Accuracy

After every evidence sentence, students mark P9 or P10 and confirm that the wording matches the passage's meaning.

Embedded Check 2 - Relationship Language

Circle the transition. Draw an arrow to the two ideas it connects. If the arrow points to only one idea, revise.

Embedded Check 3 - Explanation

Box the sentence that tells what the paired evidence proves. Add one if the response moves directly from evidence to a new topic.

Embedded Check 4 - Significance

Star the sentence that explains why the difference matters. The star must be traceable to passage evidence.

Notebook Retrieval Grid

Relationship Job	Passage 9 Evidence	Passage 10 Evidence	What It Proves
Shared problem-solving pattern			
Different kinds of challenge			
Different outcomes or consequences			
Continuing work			

Module 3 - Enrichment: Double-Layer Comparison

Enrichment Challenge

Students produce a double-layer comparison: sentence 1 states a shared pattern; sentence 2 explains a critical difference; sentence 3 explains why the difference changes the meaning or significance of the comparison.

Requirements

- use evidence from both passages in a connected way
- acknowledge an important difference or limitation
- explain significance rather than merely adding more evidence
- create one new sentence-statement prompt that requires both passages
- write a model thesis (central idea) and defend how it answers the relationship clue

Model Double Layer

Both texts show people continuing to work after an incomplete result. However, the convention's political decision strengthens a government while preserving injustice, whereas a failed workshop test supplies information for another technical attempt. The distinction matters because persistence is not automatically beneficial; the fairness and consequences of the action must also be examined.

Extension Discussion

When can persistence be admirable, and when should continued action be judged by its effects on other people?

Module 3 - Additional Writing Opportunity

Prompt Bank

- Explain how both passages show that results should be examined closely.
- Explain how the outcomes in the two passages leave larger work unfinished.
- Explain how information influences the next action in each passage.
- Explain how the kinds of consequences in the passages differ.
- Explain how both authors use sequence to develop change over time.

Writing Prompt

Choose one complete sentence statement from the bank. Write a connected comparison using a SET introduction, evidence from both passages, explicit relationship language, explanation, and significance.

Planning Support

1. Shape the prompt and underline the both-passages requirement.
2. Name one precise relationship.
3. Select the smallest meaningful evidence from each passage.
4. Explain what the paired details prove.
5. Protect one important difference.
6. Explain why the relationship matters.

Drafting Space

Success Criteria

- My response answers the sentence-statement prompt.
- My introduction references both passages and states a central comparison.
- My evidence is accurate, relevant, and balanced.
- My transitions show real relationships.
- My explanation protects important differences.

- My significance stays grounded in evidence.

Revise, Then Edit

Combine or rearrange ideas for coherence, add an explanation where the relationship is unclear, delete repetition, and revise word choice. Then edit compound and complex sentence boundaries, conjunctive adverbs, pronouns, and commas.

Module 3 - Auditory Engagement: Active Participation

Listening Target

Listen for the relationship between two details and state whether the details show a similarity, a difference, a cause-and-effect link, or a shared pattern.

Teacher Read-Aloud Script

Teacher Script

“Both texts begin with a difficult problem. Both show people gathering information and continuing to work. In Passage 9, delegates negotiate a political compromise about representation. In Passage 10, workers conduct repeated technical tests. Both groups move forward, but the consequences are not equal. The compromise increases political power while denying rights to enslaved people. The workshop’s failed tests provide information for the next design. A careful comparison names both the shared pattern and the important difference.”

Active Response Routine

1. Pencils down for the full read-aloud.
2. Hold up S, D, C/E, or P.
3. Restate the relationship in your own words.
4. Defend the label with one passage detail.
5. Rehearse a complete relationship sentence with a partner.
6. Write only after speaking.

Auditory Retrieval

Cover the transition bank. Name three similarity transitions, three difference transitions, and one significance starter from memory. Reopen the chart, check accuracy, and repair notes.

Module 3 - Pause Points

|| Pause Point - Relationship or List

Stop and think: Does this sentence connect the two passages, or does it merely place one detail beside another?

|| Pause Point - Accurate Bridge

Stop and think: Does the transition name the exact relationship I mean?

|| Pause Point - Protect the Stakes

Stop and think: Have I preserved the difference between a political decision with human consequences and a technical experiment?

|| Pause Point - Evidence Balance

Stop and think: Does each source do real evidentiary work?

|| Pause Point - Explain the Meaning

Stop and think: What does this paired evidence prove that neither detail could show alone?

|| Pause Point - Significance

Stop and think: Can my statement about why this matters be traced directly to the evidence?

Module 3 - Student Progress Tracking Chart

Teacher Script

"Use evidence from your own writing, not just a feeling. Your goal is growth across the module, not perfection on Day 1."

Checkpoint	What I Am Tracking	Not Yet	With Help	Independently	Evidence or Note
Day 1 - Gather and Reveal	I can identify the focus and explain the shared pattern across both passages.	[]	[]	[]	
Day 2 - Attempt	I can use both passages during a partner or group activity and explain my evidence choice.	[]	[]	[]	
Day 3 - Discuss and Use	I can apply the writing move independently in a complete response.	[]	[]	[]	
Day 4 - Award and Target	I can name one strength and one specific next-step goal.	[]	[]	[]	
Day 5 - Explain	I can teach the module idea and answer the overarching question.	[]	[]	[]	

My Evidence

The sentence that best shows a connected comparison is:

The sentence that best protects an important difference is:

My next measurable target is:

Module 3 - Teacher Closure and Reflection

Teacher Closure Script

Teacher Script

"At the beginning of this module, we asked: How does a strong conclusion show that the writer has finished the thinking instead of simply stopping the paper? Now we can answer it: A strong conclusion finishes the thinking by restating the thesis (central idea) in fresh language, referring back to the collective evidence, and ending with a significant reflection that shows what the paired passages help the reader understand beyond the individual details."

Module Overarching Question - Answered

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

A strong conclusion finishes the thinking by restating the thesis (central idea) in fresh language, referring back to the collective evidence, and ending with a significant reflection that shows what the paired passages help the reader understand beyond the individual details.

Teacher Reflection

Which students organize evidence around a relationship rather than by passage?

Which students protect important differences in stakes and consequences?

Which students revise for meaning and clarity before editing conventions?

Which students are ready to teach synthesis to a partner?

Teacher Notes

Module 3 - Virtual Classroom Adjustment

Virtual Classroom

Post the module launch slide and keep both passages open in split-screen view. Students first read the clean passages, then use the TRACKS-highlighted copies with the annotation guide. During the auditory engagement, students listen with microphones muted, respond with a poll, reaction card, or chat code, and defend an answer before writing. In breakout rooms, assign Reader, Evidence Finder, Explainer, and Checker; rotate after two evidence cards. Require the group to name Passage 9 evidence, Passage 10 evidence, and the explanation before recording an answer. Use a shared slide for the module HABIT, collect one paragraph for a quick structure check, and finish with Fresh Recall. Provide oral response, speech-to-text, enlarged text, visual cues, and home-language planning notes while preserving the same evidence and thinking target.

Daily Deck Slide (M3-20 - Virtual Classroom)

Split-screen both passages. Read clean, reread with TRACKS, and use chat, polls, or reaction cards to defend accurate paired evidence.

M O D U L E

4

Color Coding the Exemplar and Controlling the Whole Paper

Week 2 • Very High Stamina • Grade 5

Module 4: Color Coding the Exemplar and Controlling the Whole Paper

Week 2 - Very High Stamina - Grade 5 - Cluster 5 - ECR Paired Passages - Informative Writing

Teacher Script

Teacher Script

"Today the paper becomes visible. Every sentence has a job. Color is a diagnostic tool, not decoration."

Overarching Question

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

★ Daily Deck Slide (M4-01 - Module Launch)

Module 4: Color Coding the Exemplar and Controlling the Whole Paper. Stamina: Very High Stamina. Overarching Question: How does color coding help a writer see whether every part of a paired-passage response is doing its job?

Today We Will Look For

- blue/yellow/green SET introduction
- green/yellow/red/blue body structure
- green/yellow/blue R1/R2/R3 conclusion
- revision for structure before editing conventions
- color used as a diagnostic tool, not decoration

Why This Module Matters

Students learn to finish an informative ECR with control. The conclusion has three jobs: R1 restates, R2 refers back, and R3 reflects. Each job completes the thinking without copying the thesis (central idea), relisting details, or introducing new evidence.

Module Passage Set - Very High Stamina

Passage	Reading Genre	Scope and Sequence Reference	Student-Facing Word Count
A Difficult Compromise	Nonfiction	Passage 9	1,500
A Visit to the Workshop	Historical Fiction	Passage 10	2,716

Teacher Passage Use Note: Use the Very High Stamina versions printed in this module.

Both passages appear first as clean reading copies and again as TRACKS-highlighted copies with a Student Annotation Guide.

★ **Daily Deck Slide (M4-02 - Student Tracker)**

Mark your status after each GRADUATE phase. Use evidence from your own writing, not just a feeling. Your goal is growth across the module, not perfection on Day 1.

Module Independent Product

Write or revise the response, then finish with a three-sentence R1/R2/R3 conclusion. Use both passages in the response, add no new evidence in the conclusion, and complete a capitalization-and-spelling check.

Teacher Inspiration

Teacher Script

“When students can see the job of every sentence, they can revise the whole paper with intention.”

Module 4 - Family Communication

This Week at a Glance

Focus	What Students Will Do
Big skill	Using color coding to check that every part of a paired-passage response is doing its job.
Reading habit	Track accurate details in both passages before making a claim.
Writing habit	Use both texts, explain the connection, and preserve important differences.
Classroom activity	Color Code Relay.

One Question to Ask at Home

Ask your child to name the job of a sentence in a response and explain what revision would make that job clearer.

One Way to Help

Invite your child to explain a familiar event with two details, then ask what the details prove together.

Family Letter

Dear Families,

This week your fifth-grader is working on color coding the exemplar and controlling the whole paper. Students will read the very high stamina versions of “A Difficult Compromise,” a nonfiction passage about representation and the Three-Fifths Compromise, and “A Visit to the Workshop,” historical fiction about Zaylen's visit to Thomas Edison's workshop. The passages can be connected by careful thinking, but they are not the same kind of situation: one examines an unjust political decision affecting enslaved people, while the other follows a team working to improve electric light.

In class, students will use the HABIT, “Blue/Yellow/Green introduction; Green/Yellow/Red body; Green/Yellow/Blue conclusion.” They will locate accurate evidence, name what the evidence does, and explain its meaning instead of placing two summaries beside each other. The goal is a complete explanation that is faithful to both passages and clear about the different consequences within them.

Label three sentences in a response as idea, evidence, explanation, or reflection. Ask which job is missing and what revision would make the response clearer. Please ask your child to point to the exact sentence or detail that supports an answer. A short, accurate explanation with visible thinking is more valuable than a long response that only repeats information. Thank you for supporting careful reading, responsible discussion, and clear writing.

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

Carta para las Familias

Estimadas familias:

Esta semana, su estudiante de quinto grado trabaja en a usar códigos de color para comprobar que cada parte de una respuesta de textos pareados cumple su función. Leerá las versiones de resistencia de “A Difficult Compromise”, un texto de no ficción sobre la representación y el Compromiso de los Tres Quintos, y “A Visit to the Workshop”, ficción histórica sobre la visita de Zaylen al taller de Thomas Edison. Los textos se pueden relacionar con pensamiento cuidadoso, pero no describen el mismo tipo de situación: uno examina una decisión política injusta que afectó a personas esclavizadas y el otro sigue a un equipo que mejora la luz eléctrica.

En clase, los estudiantes usarán el HÁBITO “Blue/Yellow/Green introduction; Green/Yellow/Red body; Green/Yellow/Blue conclusion.” Buscarán evidencia correcta, nombrarán el trabajo que hace esa evidencia y explicarán su significado en vez de colocar dos resúmenes uno al lado del otro. La meta es una explicación completa que sea fiel a los dos textos y que mantenga claras las diferentes consecuencias.

En casa, pida a su hijo o hija que señale la oración o el detalle exacto que apoya una respuesta. Después pregunte: “¿Qué muestran estos detalles juntos?” y “¿Qué diferencia importante debemos conservar?” Una explicación breve y correcta que muestre el pensamiento vale más que una respuesta larga que solo repite información. Gracias por apoyar la lectura cuidadosa, la conversación responsable y la escritura clara.

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

Module 4 - Family Conversation Starters

- What job should an introduction do before the body paragraphs begin?
- How can color coding reveal a missing explanation?
- Which sentences need evidence, and which sentences need reasoning?
- How can a conclusion finish the thinking without adding new evidence?
- What revision would make one sentence do its job more clearly?

Family Activity - Talk, Pair, Explain

Choose two familiar books, games, recipes, routines, or events. First name one accurate detail from each. Next use a bridge word such as both, however, while, or unlike. Finally explain what the two details show together.

Family Activity - Sentence Job Check

Write three short sentences about the two choices. Label each sentence by its job: an idea, a detail, or an explanation. Revise one sentence so its job is clearer.

Family Reflection

Ask: “Did we use both examples? Did we say how they connect? Did we keep an important difference clear?”

Module 4 - Lesson Overview and Standards

Lesson Overview

Students read the very high stamina versions of both passages and practice how to color-code sentence jobs, revise structural imbalance, and then edit conventions. They revise for meaning before editing conventions.

BIG Goal

Students will write an informative paired-passage response that is accurate, balanced, and clear about the different contexts and consequences in the two texts.

Formal Writing Prompt - Sentence Statement

Explain how A Difficult Compromise and A Visit to the Workshop show that lasting change requires people to examine results, recognize what remains unresolved, and continue improving their response.

Writing Process TEKS

TEKS	Student Expectation
5.11(B)(ii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions
5.11(B)(iii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion

Writing Genre TEKS

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

Revising TEKS

TEKS	Student Expectation
5.11(C)(i)	revise drafts to improve sentence structure
5.11(C)(ii)	revise drafts to improve word choice
5.11(C)(iii)	revise drafts by adding ideas for coherence
5.11(C)(iv)	revise drafts by deleting ideas for coherence
5.11(C)(v)	revise drafts combining ideas for coherence
5.11(C)(vi)	revise drafts by rearranging ideas for coherence
5.11(C)(vii)	revise drafts by adding ideas for clarity
5.11(C)(viii)	revise drafts deleting ideas for clarity

Editing TEKS

TEKS	Student Expectation
5.11(D)(ii)	edit drafts using standard English conventions, including complete compound sentences with subject-verb agreement
5.11(D)(iii)	edit drafts using standard English conventions, including complete compound sentences with avoidance of splices
5.11(D)(iv)	edit drafts using standard English conventions, including complete compound sentences with avoidance of run-ons
5.11(D)(v)	edit drafts using standard English conventions, including complete compound sentences with avoidance of fragments
5.11(D)(xx)	edit drafts using standard English conventions, including punctuation marks, including commas in compound sentences

Module 4 - ELPS and Standards Reference

Writing Process TEKS

TEKS	Student Expectation
5.11(B)(ii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions
5.11(B)(iii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion

Writing Genre TEKS

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

Revising TEKS

TEKS	Student Expectation
5.11(C)(i)	revise drafts to improve sentence structure
5.11(C)(ii)	revise drafts to improve word choice
5.11(C)(iii)	revise drafts by adding ideas for coherence
5.11(C)(iv)	revise drafts by deleting ideas for coherence
5.11(C)(v)	revise drafts combining ideas for coherence
5.11(C)(vi)	revise drafts by rearranging ideas for coherence
5.11(C)(vii)	revise drafts by adding ideas for clarity
5.11(C)(viii)	revise drafts deleting ideas for clarity

Editing TEKS

TEKS	Student Expectation
5.11(D)(ii)	edit drafts using standard English conventions, including complete compound sentences with subject-verb agreement
5.11(D)(iii)	edit drafts using standard English conventions, including complete compound sentences with avoidance of splices
5.11(D)(iv)	edit drafts using standard English conventions, including complete compound sentences with avoidance of run-ons
5.11(D)(v)	edit drafts using standard English conventions, including complete compound sentences with avoidance of fragments
5.11(D)(xx)	edit drafts using standard English conventions, including punctuation marks, including commas in compound sentences

ELPS Used Throughout the Module

ELPS	Student Expectation
ELPS 1(E)(i)	demonstrate listening comprehension by restating, responding, paraphrasing, summarizing, or asking for clarification
ELPS 2(E)(i)	explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic discourse
ELPS 3(G)(ii)	demonstrate reading comprehension of content-area texts by paraphrasing
ELPS 4(F)(ix)	write to explain or justify with supporting evidence using appropriate content for a specific purpose

Module 4 - Language Domains

Domain	Student Action	Evidence of Learning
Listening	Listen to a complete paired detail and restate it before writing.	Accurate oral paraphrase.
Speaking	Rehearse the module HABIT with a partner.	Precise claim and explanation.
Reading	Locate evidence in Passage 9 and Passage 10.	Correct source and detail.
Writing	Build a response that makes the connection visible.	Evidence followed by reasoning.

Module 4 - Learning Destination

I Can Statements

- I can explain a true relationship across two passages instead of writing two separate summaries.
- I can use accurate evidence from both passages to develop one central comparison.
- I can use transitions to signal similarity, difference, cause and effect, or a shared pattern.
- I can explain why an important difference changes the meaning of a comparison.

I Will Statements

- I will listen to a complete thought before identifying the relationship.
- I will speak my comparison before I write it.
- I will revise for meaning, organization, coherence, and clarity before I edit conventions.
- I will use evidence from my own work to name a strength and choose a measurable next step.

Evidence That Will Demonstrate Learning

- a SET introduction that references both passages
- at least one meaningful similarity and one meaningful difference
- evidence from Passage 9 and Passage 10 organized around a relationship
- a significance sentence explaining why the distinction matters
- a clean revision-and-editing check

Module 4 - Rigor, Cognitive Demand, and Misconceptions

Rigor and Cognitive Demand

Cognitive Demand	Student Must Do	Evidence of Independence
Locate	Find accurate details in both passages.	Identifies the correct source without a prompt.
Analyze	Name the job or relationship of each detail.	Uses the module HABIT precisely.
Synthesize	Explain what paired evidence means together.	Writes reasoning, not two summaries.
Evaluate	Protect the important difference in context and consequence.	Does not equate political injustice with technical work.

Misconceptions to Watch For

Misconception	Productive Repair
One passage does all the work.	Require a source-labeled detail from each passage.
Details are listed without thinking.	Ask what the details prove together.
The contexts are treated as equal.	Name the shared pattern and the critical difference.
Editing begins before the idea is complete.	Revise for meaning, coherence, and clarity before conventions.

Module 4 - Thinking Levels

Thinking Level	Student Move	Module 4 Example	Color
Recall	Locate an accurate passage detail.	Name the action taken in each text.	Red
Explain	Tell what a detail means.	Explain the result of a compromise or test.	Orange
Connect	Show how two details relate.	Use both or however to name a relationship.	Yellow
Analyze	Distinguish kinds of problems and consequences.	Separate political and human-rights stakes from technical experimentation.	Green
Synthesize	Combine a shared pattern and a critical difference.	Explain persistence across both texts while protecting the important distinction.	Blue

Thinking Prompt

How can two texts share a problem-solving pattern while teaching very different lessons about the consequences of moving forward?

Module 4 - Vocabulary

Tier 1 Everyday Vocabulary - Exactly 10 Words

Word	Student-Friendly Meaning
part	one piece of a whole
color	a hue used to mark or sort
order	the arrangement of things
reason	an idea that supports an answer
check	to look at carefully
fix	to make better or correct
begin	to start
middle	the part between beginning and end
end	the final part
job	the purpose of a person or thing

Tier 2 Academic Writing Vocabulary - Exactly 10 Words

Word	Student-Friendly Meaning
evidence	specific source details used as proof
explanation	reasoning that tells what evidence means
thesis (central idea)	the central answer that controls a response
transition	a word or phrase that connects ideas
paraphrase	a source idea retold accurately in new words
compare	to explain meaningful similarities
contrast	to explain meaningful differences
synthesize	to combine evidence into a larger understanding
coherence	clear, logical flow between ideas
significance	why an idea matters beyond one detail

Tier 3 Passage and Framework Vocabulary - Exactly 10 Words

Word	Pronunciation	Student-Friendly Meaning
evidentiary	ev-uh-DEN-shee-air-ee	related to evidence or proof
compromise	KOM-pruh-mize	an agreement in which sides give up part of what they want
representation	rep-rih-zen-TAY-shun	having a voice through people in government
Three-Fifths Compromise	three-FIFTHS KOM-pruh-mize	an unfair historical formula used for representation
delegate	DEL-uh-git	a person chosen to represent others
experiment	ik-SPAIR-uh-ment	a test used to learn how something works
electrical	ih-LEK-trih-kul	related to electricity
consequence	KON-si-kwens	what happens because of an action or decision
persistence	per-SIS-tens	continued effort even when work is difficult
synthesis	SIN-thuh-sis	new understanding made by combining ideas from more than one source

Oral Rehearsal

Use one Tier 2 word and one Tier 3 word in a complete sentence about the two passages.

Module 4 - Background Knowledge and Educator Insight

Quick Teacher Reference

This module increases stamina and moves students from simply using both texts to explaining the relationship between them. Students should use comparison language deliberately: both, similarly, however, while, in contrast, unlike, and whereas. Strong HOW responses do not place two summaries side by side; they make the relationship visible.

Passage 9 Context

Teacher Script

“A Difficult Compromise” explains how representation, slavery, and political power shaped debate at the Constitutional Convention. The compromise allowed the convention to move forward but strengthened slaveholding states while enslaved people remained without political rights.”

Passage 10 Context

Teacher Script

“A Visit to the Workshop” follows Zaylen as she watches Edison and his workers test electric-light materials. Failed trials provide information that guides later attempts, and the work continues after a promising result.”

Educator Insight

Students often answer HOW prompts by retelling. Require a relationship word and an explanation sentence. A strong comparison may hold two truths at once: the texts can share a pattern and still differ greatly in stakes, process, or consequences.

Historical Care

Do not flatten the passages into equal “problems.” The political decision in Passage 9 involved slavery, representation, denied rights, and lasting human harm. Passage 10 presents a technical challenge solved through experimentation. Similar structure does not mean equal consequence.

Extended Source Conference Bank

Use these short, source-faithful conferences during rereading, revision, small-group instruction, or independent writing. Each conference ends with a student explanation, not a teacher-supplied answer.

Conference Card 1

Locate the representation problem in A Difficult Compromise. Paraphrase it, name its evidence job, and explain how it could support the module prompt. Student response frame: "In Passage 9, ____; this matters because ____."

Conference Card 2

Locate a workshop detail about the glowing bulb, the workers' observations, or the dim streets. Explain what the detail helps the reader understand about progress. Student response frame: "In Passage 10, ____; this matters because ____."

Conference Card 3

State a shared pattern without making the two situations equal. Name the difference between an unjust political decision and technical experimentation. Student response frame: "In Passage 9, ____; this matters because ____."

Conference Card 4

Point to an evidence sentence and add an explanation sentence. The explanation must tell what the detail means for the claim, not repeat it. Student response frame: "In Passage 10, ____; this matters because ____."

Conference Card 5

Reread the source label before speaking. Say Passage 9 or Passage 10 and use a precise paraphrase rather than a guessed detail. Student response frame: "In Passage 9, ____; this matters because ____."

Conference Card 6

Use a transition that matches the relationship. Both and similarly signal a shared pattern; however, while, and unlike signal a difference. Student response frame: "In Passage 10, ____; this matters because ____."

Conference Card 7

Identify whether a sentence is an idea, evidence, explanation, or reflection. Then name the missing job that would make the response more complete. Student response frame: "In Passage 9, ____; this matters because ____."

Conference Card 8

Revise one sentence for clarity. Add an explanation, delete repetition, combine related ideas, or rearrange information before editing conventions. Student response frame: "In Passage 10, ____; this matters because ____."

Conference Card 9

Explain why political representation matters in the compromise passage. Keep the discussion grounded in the text's statement that enslaved people were denied rights and a political voice. Student response frame: "In Passage 9, ____; this matters because ____."

Conference Card 10

Explain how the workshop team treats a result as information. Connect observation, recording, or another test to continued work rather than claiming a single bulb solved every problem. Student response frame: “In Passage 10, ____; this matters because ____.”

Conference Card 11

Build an R1 sentence that restates the thesis (central idea) in fresh language. Do not copy the first sentence of the response. Student response frame: “In Passage 9, ____; this matters because ____.”

Conference Card 12

Build an R2 sentence that refers back to evidence already used from both passages. Do not introduce a new passage detail in the conclusion. Student response frame: “In Passage 10, ____; this matters because ____.”

Conference Card 13

Build an R3 Bluebird reflection that tells why the established evidence matters. Broaden the idea without adding a claim outside the passages. Student response frame: “In Passage 9, ____; this matters because ____.”

Conference Card 14

Color-code the introduction by job: global purpose, evidentiary reference, and thesis (central idea). Give an oral reason for every color. Student response frame: “In Passage 10, ____; this matters because ____.”

Conference Card 15

Check for evidence without explanation. Write a sentence that connects the detail to the reason or thesis (central idea). Student response frame: “In Passage 9, ____; this matters because ____.”

Conference Card 16

Check the conclusion pattern: restatement, evidence reference, reflection. Revise a sentence that introduces a new detail. Student response frame: “In Passage 10, ____; this matters because ____.”

Conference Card 17

Compare the clean and TRACKS-highlighted passage copies. Explain why annotation helps locate evidence but does not replace reasoning. Student response frame: “In Passage 9, ____; this matters because ____.”

Conference Card 18

Use the self-check: both sources, accurate evidence, visible explanation, protected difference, revision before editing. Cite a sentence as evidence for each checked item. Student response frame: “In Passage 10, ____; this matters because ____.”

Conference Card 19

Locate the representation problem in A Difficult Compromise. Paraphrase it, name its evidence job, and explain how it could support the module prompt. Student response frame: “In Passage 9, ____; this matters because ____.”

Conference Card 20

Locate a workshop detail about the glowing bulb, the workers' observations, or the dim streets. Explain what the detail helps the reader understand about progress. Student response frame: “In Passage 10, ____; this matters because ____.”

Conference Card 21

State a shared pattern without making the two situations equal. Name the difference between an unjust political decision and technical experimentation. Student response frame: “In Passage 9, ____; this matters because ____.”

Conference Card 22

Point to an evidence sentence and add an explanation sentence. The explanation must tell what the detail means for the claim, not repeat it. Student response frame: “In Passage 10, ____; this matters because ____.”

Conference Card 23

Reread the source label before speaking. Say Passage 9 or Passage 10 and use a precise paraphrase rather than a guessed detail. Student response frame: “In Passage 9, ____; this matters because ____.”

Conference Card 24

Use a transition that matches the relationship. Both and similarly signal a shared pattern; however, while, and unlike signal a difference. Student response frame: “In Passage 10, ____; this matters because ____.”

Conference Card 25

Identify whether a sentence is an idea, evidence, explanation, or reflection. Then name the missing job that would make the response more complete. Student response frame: “In Passage 9, ____; this matters because ____.”

Conference Card 26

Revise one sentence for clarity. Add an explanation, delete repetition, combine related ideas, or rearrange information before editing conventions. Student response frame: “In Passage 10, ____; this matters because ____.”

Conference Card 27

Explain why political representation matters in the compromise passage. Keep the discussion grounded in the text's statement that enslaved people were denied rights and a political voice. Student response frame: “In Passage 9, ____; this matters because ____.”

Conference Card 28

Explain how the workshop team treats a result as information. Connect observation, recording, or another test to continued work rather than claiming a single bulb solved every problem. Student response frame: “In Passage 10, ____; this matters because ____.”

Conference Card 29

Build an R1 sentence that restates the thesis (central idea) in fresh language. Do not copy the first sentence of the response. Student response frame: “In Passage 9, ____; this matters because ____.”

Conference Card 30

Build an R2 sentence that refers back to evidence already used from both passages. Do not introduce a new passage detail in the conclusion. Student response frame: “In Passage 10, ____; this matters because ____.”

Conference Card 31

Build an R3 Bluebird reflection that tells why the established evidence matters. Broaden the idea without adding a claim outside the passages. Student response frame: “In Passage 9, ____; this matters because ____.”

Conference Card 32

Color-code the introduction by job: global purpose, evidentiary reference, and thesis (central idea). Give an oral reason for every color. Student response frame: “In Passage 10, ____; this matters because ____.”

Conference Card 33

Check for evidence without explanation. Write a sentence that connects the detail to the reason or thesis (central idea). Student response frame: “In Passage 9, ____; this matters because ____.”

Conference Card 34

Check the conclusion pattern: restatement, evidence reference, reflection. Revise a sentence that introduces a new detail. Student response frame: “In Passage 10, ____; this matters because ____.”

Conference Card 35

Compare the clean and TRACKS-highlighted passage copies. Explain why annotation helps locate evidence but does not replace reasoning. Student response frame: “In Passage 9, ____; this matters because ____.”

Conference Card 36

Use the self-check: both sources, accurate evidence, visible explanation, protected difference, revision before editing. Cite a sentence as evidence for each checked item. Student response frame: “In Passage 10, ____; this matters because ____.”

Conference Card 37

Locate the representation problem in A Difficult Compromise. Paraphrase it, name its evidence job, and explain how it could support the module prompt. Student response frame: “In Passage 9, ____; this matters because ____.”

Conference Card 38

Locate a workshop detail about the glowing bulb, the workers' observations, or the dim streets. Explain what the detail helps the reader understand about progress. Student response frame: “In Passage 10, ____; this matters because ____.”

Conference Card 39

State a shared pattern without making the two situations equal. Name the difference between an unjust political decision and technical experimentation. Student response frame: “In Passage 9, ____; this matters because ____.”

Conference Card 40

Point to an evidence sentence and add an explanation sentence. The explanation must tell what the detail means for the claim, not repeat it. Student response frame: “In Passage 10, ____; this matters because ____.”

Conference Card 41

Reread the source label before speaking. Say Passage 9 or Passage 10 and use a precise paraphrase rather than a guessed detail. Student response frame: “In Passage 9, ____; this matters because ____.”

Conference Card 42

Use a transition that matches the relationship. Both and similarly signal a shared pattern; however, while, and unlike signal a difference. Student response frame: “In Passage 10, ____; this matters because ____.”

Conference Card 43

Identify whether a sentence is an idea, evidence, explanation, or reflection. Then name the missing job that would make the response more complete. Student response frame: “In Passage 9, ____; this matters because ____.”

Conference Card 44

Revise one sentence for clarity. Add an explanation, delete repetition, combine related ideas, or rearrange information before editing conventions. Student response frame: “In Passage 10, ____; this matters because ____.”

Conference Card 45

Explain why political representation matters in the compromise passage. Keep the discussion grounded in the text's statement that enslaved people were denied rights and a political voice. Student response frame: “In Passage 9, ____; this matters because ____.”

Conference Card 46

Explain how the workshop team treats a result as information. Connect observation, recording, or another test to continued work rather than claiming a single bulb solved every problem. Student response frame: “In Passage 10, ____; this matters because ____.”

Conference Card 47

Build an R1 sentence that restates the thesis (central idea) in fresh language. Do not copy the first sentence of the response. Student response frame: “In Passage 9, ____; this matters because ____.”

Conference Card 48

Build an R2 sentence that refers back to evidence already used from both passages. Do not introduce a new passage detail in the conclusion. Student response frame: “In Passage 10, ____; this matters because ____.”

Conference Card 49

Build an R3 Bluebird reflection that tells why the established evidence matters. Broaden the idea without adding a claim outside the passages. Student response frame: “In Passage 9, ____; this matters because ____.”

Conference Card 50

Color-code the introduction by job: global purpose, evidentiary reference, and thesis (central idea). Give an oral reason for every color. Student response frame: “In Passage 10, ____; this matters because ____.”

Conference Card 51

Check for evidence without explanation. Write a sentence that connects the detail to the reason or thesis (central idea). Student response frame: “In Passage 9, ____; this matters because ____.”

Conference Card 52

Check the conclusion pattern: restatement, evidence reference, reflection. Revise a sentence that introduces a new detail. Student response frame: “In Passage 10, ____; this matters because ____.”

Conference Card 53

Compare the clean and TRACKS-highlighted passage copies. Explain why annotation helps locate evidence but does not replace reasoning. Student response frame: “In Passage 9, ____; this matters because ____.”

Conference Card 54

Use the self-check: both sources, accurate evidence, visible explanation, protected difference, revision before editing. Cite a sentence as evidence for each checked item. Student response frame: “In Passage 10, ____; this matters because ____.”

Conference Card 55

Locate the representation problem in A Difficult Compromise. Paraphrase it, name its evidence job, and explain how it could support the module prompt. Student response frame: “In Passage 9, ____; this matters because ____.”

Conference Card 56

Locate a workshop detail about the glowing bulb, the workers' observations, or the dim streets. Explain what the detail helps the reader understand about progress. Student response frame: “In Passage 10, ____; this matters because ____.”

Conference Card 57

State a shared pattern without making the two situations equal. Name the difference between an unjust political decision and technical experimentation. Student response frame: “In Passage 9, ____; this matters because ____.”

Conference Card 58

Point to an evidence sentence and add an explanation sentence. The explanation must tell what the detail means for the claim, not repeat it. Student response frame: “In Passage 10, ____; this matters because ____.”

Conference Card 59

Reread the source label before speaking. Say Passage 9 or Passage 10 and use a precise paraphrase rather than a guessed detail. Student response frame: “In Passage 9, ____; this matters because ____.”

Conference Card 60

Use a transition that matches the relationship. Both and similarly signal a shared pattern; however, while, and unlike signal a difference. Student response frame: “In Passage 10, ____; this matters because ____.”

Conference Card 61

Identify whether a sentence is an idea, evidence, explanation, or reflection. Then name the missing job that would make the response more complete. Student response frame: “In Passage 9, ____; this matters because ____.”

Conference Card 62

Revise one sentence for clarity. Add an explanation, delete repetition, combine related ideas, or rearrange information before editing conventions. Student response frame: “In Passage 10, ____; this matters because ____.”

Conference Card 63

Explain why political representation matters in the compromise passage. Keep the discussion grounded in the text's statement that enslaved people were denied rights and a political voice. Student response frame: “In Passage 9, ____; this matters because ____.”

Conference Card 64

Explain how the workshop team treats a result as information. Connect observation, recording, or another test to continued work rather than claiming a single bulb solved every problem. Student response frame: "In Passage 10, ____; this matters because ____."

Conference Card 65

Build an R1 sentence that restates the thesis (central idea) in fresh language. Do not copy the first sentence of the response. Student response frame: "In Passage 9, ____; this matters because ____."

Module 4 - Teacher Preparation and Materials

Materials

Item	Purpose
Student copies of both passages	Read, annotate, and cite Passage 9 and Passage 10.
Interactive notebooks or response pages	Record evidence and draft responses.
Highlighters or colored pencils in TRACKS colors	Mark important details and sentence jobs.
Color Code Relay materials	Rehearse the module skill with peers.
Transition and sentence-stem cards	Support accurate oral and written explanations.
Student progress tracking chart	Record strengths, next steps, and evidence.
Daily Deck slides	Launch, practice, and close each lesson.

Preparation Check

Before Teaching	Check
Passage copies	Print clean and highlighted copies; verify TRACKS materials are ready.
Activity materials	Sort cards and keep teacher keys separate from student materials.
Response supports	Prepare sentence stems, labels, and progress-tracking pages.

Module 4 - Anchor Chart and DOT Reading Habit



Anchor Chart - Two Texts, One Connected Explanation

- Name the relationship first.
- Pair Passage 9 and Passage 10 evidence around that relationship.
- Use a transition that shows the exact connection.
- Explain what the evidence proves.
- Protect an important difference in stakes or consequences.
- Explain why the relationship matters.

DOT Habit Before Reading

Place a small dot above any word or phrase that interrupts understanding. Finish the sentence or paragraph, use context, then repair meaning before moving on. The dot marks a place to revisit; it does not replace thinking.

Retrieval Cue

Relationship -> Both Sources -> Explanation -> Significance.

Module 4 - Mentor Model: SET and Connected Comparison

Formal Writing Prompt - Sentence Statement

Explain how A Difficult Compromise and A Visit to the Workshop show that lasting change requires people to examine results, recognize what remains unresolved, and continue improving their response.

Shape the Prompt

- Topic or noun of importance: the two passages
- Writing job or verb of importance: explain how they develop
- Relationship clue: a similar idea while showing different kinds
- Source requirement: both passages

SET Introduction

- S - Statement of Global Purpose
- E - Evidentiary Reference to both passages
- T - Thesis (Central Idea) that answers the sentence-statement prompt

Model SET Introduction

People often respond to hard problems by continuing to work even when the path forward is uncertain. “A Difficult Compromise” presents a political conflict over representation, while “A Visit to the Workshop” presents a technical challenge involving practical electric light. The passages develop a similar pattern of persistence, but the kinds of challenges, choices, and consequences are very different.

Body Paragraph Habit

- Green = reason or way
- Yellow = evidence
- Red = explanation
- Blue = significant inference when the paragraph needs a wider idea
- Close the paragraph by reconnecting the evidence to the reason and thesis (central idea).

Comparison Transition Bank

Similarity: both, similarly, likewise, in the same way. Difference: however, while, unlike, in contrast, whereas. Significance: this matters because, this difference reveals, together the texts show.

Module 4 - TRACKS: Reading Both Passages for Evidence

Read both passages for measurable evidence. The clean copies support fluent reading. The Student Annotation Guides identify exact evidence targets. The highlighted copies show how the same six categories can organize evidence across nonfiction and historical fiction.

The Six Types of Measurable Evidence: TRACKS

Letter	Category	What Students Track	Highlight Color
T	Time	age, era, dates, cultural details, or historical details	Pastel Green
R	Reactions	reactions, solutions, resolutions, or effects	Pastel Purple
A	Actions	actions, problems, conflicts, or causes	Pastel Yellow
C	Character, Concept, Creature	people, names, animals, or major concepts	Pastel Yellow
K	Key Knowledge	other important background information necessary to meaning	Pastel Orange
S	Scenery / Setting	setting details measured through the senses	Pastel Green

How to Use the Evidence

Teacher Script

"Highlighting is not the finish line. After you mark a detail, name its source, identify its job, and explain how it connects to a detail in the other passage."

★ Daily Deck Slide (M4-03 - Read Both Passages)

Passage 9: A Difficult Compromise - Very High Stamina. Passage 10: A Visit to the Workshop - Very High Stamina. Track problem or conflict -> action or decision -> outcome -> what remains.

Before Students Read

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

The Six Types of Measurable Evidence: TRACKS

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

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

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

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

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

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

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

PASSAGE 9 — A Difficult Compromise

[1] In the summer of 1787, leaders met in Philadelphia to fix the country's government. At the Constitutional Convention, they argued about many things, but one issue caused serious disagreement, how to count enslaved people when deciding representation in Congress.

[2] The United States was still a young nation after the Revolution. The states were joined under a plan called the Articles of Confederation. That plan gave most power to the states and little power to the national government. Congress could ask states for money, but it could not force them to pay. It also had trouble settling disagreements about trade and other problems.

[3] One major disagreement was about representation in Congress. Larger states wanted the number of representatives to be based on population. They believed that states with more people should have more votes. Smaller states feared that this plan would allow the largest states to control Congress. They wanted each state to have the same number of votes, no matter how many people lived there.

[4] After much debate, the delegates created a compromise. Congress would have two parts. In the Senate, each state would have two members. In the House of Representatives, the number of members from each state would depend on its population. This arrangement pleased both large and small states in some ways. However, it led to another difficult question: Who would be counted as part of a state's population?

[5] Southern states wanted enslaved people counted as part of their population. If they were counted, those states would have more representatives and more power. Northern states pushed back. They argued that it wasn't fair to count people who were not free and could not vote.

[6] Slavery existed in several parts of the country, but it had become especially important to the economy of the South. Many Southern landowners operated farms and plantations. Enslaved men, women, and children were forced to grow tobacco, rice, indigo, and other crops. Their labor made money for slaveholders, yet enslaved people received no pay and had no control over their own lives.

[7] Enslaved families could be separated when a person was sold. They could not choose where to live, where to work, or whether their children would remain with them. Laws treated them as property instead of as citizens. They were denied the rights that white Americans claimed were important when the nation declared its independence from Britain.

[8] Northern delegates noticed a serious contradiction. Southern leaders often treated enslaved people as property when discussing laws and business. However, those same leaders wanted to count enslaved people as members of the population when representation was discussed. Northern delegates argued that Southern states should not receive extra political power from people who had no voice in government.

[9] Southern delegates answered that enslaved people were part of their communities and should be included in population totals. They warned that they might refuse to support the new Constitution if their states lost too much power. Some delegates feared that without

an agreement, the convention would fail and the states would remain divided under the weak Articles of Confederation.

[10] The debate went on for days. Voices were raised, and some delegates worried the meeting might fall apart. Finally, a compromise was suggested. Instead of fully counting enslaved people or not counting them at all, each enslaved person would count as three-fifths of a person. This became known as the Three-Fifths Compromise.

[11] The rule was a mathematical formula used for representation and certain taxes. It did not mean that a person could truly be divided into parts. For every five enslaved people living in a state, three were added to the population total used to decide representation. If a state had 5,000 enslaved people, 3,000 would be included in the count.

[12] The formula affected the number of seats a state received in the House of Representatives. It also affected the number of votes a state had in the Electoral College, which is used to select the president. Southern states gained more political power than they would have had if enslaved people had not been counted at all.

[13] However, enslaved people gained no power from the agreement. They could not vote for representatives. They could not run for office or speak in Congress. Their numbers increased the influence of the people who enslaved them, while their own rights continued to be denied. This was one of the most unfair parts of the compromise.

[14] Some delegates agreed because they wanted the convention to succeed. Others were uncomfortable with the decision but felt there was no easy answer. The compromise helped the group move forward, but it didn't solve the deeper problem.

[15] That deeper problem was slavery. The new nation had been founded on the idea that people had natural rights, including life and liberty. Yet hundreds of thousands of people remained enslaved. The Constitution created a stronger government, but it did not free them. Instead, the compromise allowed slaveholding states to gain political influence while continuing to deny freedom to enslaved people.

[16] The agreement also shaped later decisions made by the national government. Because Southern states received additional representatives and electoral votes, leaders who supported slavery held greater power. They could influence laws, presidential elections, and appointments to important government positions. This made it harder for people who opposed slavery to change national policy.

[17] Even after the meeting ended, people continued to question the decision. Was it fair? Should representation be based on total population, or only on those who had rights? Different groups had different opinions, and those disagreements did not go away.

[18] Other people believed the agreement gave too much power to slaveholding states. They pointed out that enslaved people were being counted only when their numbers benefited white leaders. They were not counted as citizens with equal rights. To these critics, the compromise did not simply avoid a disagreement. It supported a system that treated human beings unfairly.

[19] As the country expanded westward, the conflict over slavery became more serious. Each time a new territory asked to become a state, leaders argued about whether slavery would be permitted there. The answer could change the balance between free states and

slave states in Congress. Both sides feared that the other would gain too much power.

[20] The nation became increasingly divided. Abolitionists worked to end slavery and described its cruelty. Enslaved people resisted in many ways. Some escaped through networks that became known as the Underground Railroad. Others protected their families, learned to read in secret, or refused to accept the idea that slavery was just.

[21] Slaveholders and their supporters defended the system because it brought them wealth and power. They argued that states should be allowed to make their own decisions about slavery. As the debate grew, political parties changed, friendships broke apart, and violence sometimes occurred. The earlier compromises had not removed the disagreement. They had only postponed it.

[22] In 1861, several Southern states left the Union after Abraham Lincoln was elected president. The Civil War began soon afterward. The war lasted four years and caused enormous loss of life. During the conflict, President Lincoln issued the Emancipation Proclamation, which declared enslaved people in areas controlled by the Confederacy to be free.

[23] After the war, the Thirteenth Amendment ended slavery in the United States. The Fourteenth Amendment later required states to count the whole number of persons when deciding representation. This change ended the three-fifths formula. It also made clear that representation would no longer be based on the earlier compromise.

[24] The Three-Fifths Compromise is important because it shows that an agreement can keep a group working together without being fair to everyone affected by it. The delegates solved an immediate political problem, but they left millions of people without freedom or representation. Their decision influenced the government for decades.

[25] The event also raises questions that citizens can still consider. When leaders compromise, whose interests are protected? Who is asked to give something up? Who is left out of the discussion? A decision may help people reach an agreement, but that does not always make the decision fair.

[26] Studying the convention does not require readers to accept every choice the delegates made. Instead, it allows them to examine how power, fairness, and human rights can come into conflict. It also shows why citizens should look closely at the effects of laws, not just the reasons leaders give for passing them.

[27] The Constitution helped create a stronger national government, but the Three-Fifths Compromise remains one of its most troubling agreements. It reminds readers that laws can have effects far beyond the moment in which they are written. It also shows why government decisions should protect the rights and dignity of every person.

[28] The delegates in Philadelphia were trying to hold the states together, but their solution came at a heavy cost. Enslaved people were used in a political calculation while being denied freedom and a voice. Understanding that contradiction helps explain both the success of the Constitution and the long struggle to make its promises apply to all Americans.

Student Annotation Guide — A Difficult Compromise

T — Time

In the summer of 1787

R — Reactions

The compromise helped the group move forward, but it didn't solve the deeper problem; an agreement can keep a group working together without being fair to everyone affected by it

A — Actions

Southern states wanted enslaved people counted as part of their population

C — Character/Concept/Creature

the Three-Fifths Compromise

K — Key Knowledge

For every five enslaved people living in a state, three were added to the population total used to decide representation; enslaved people gained no power from the agreement

S — Scenery/Setting

At the Constitutional Convention

TRACKS EVIDENCE HIGHLIGHTING — A Difficult Compromise

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PASSAGE 10 — A Visit to the Workshop

[1] The year was 1880, and the streets of the city were darker than Zaylen expected. She held tightly to her brother's hand as they walked along the uneven sidewalk. A few oil lamps burned near the shops, but large parts of the street remained hidden in shadow.

[2] A wagon rolled past them, and its wheels rattled against the stones. The driver held a lantern beside him so he could see the road. People hurried toward their homes before the night became even darker.

[3] Zaylen looked ahead and noticed a small building filled with light. Bright windows stood out against the dark sky.

[4] "That's where he works," her brother whispered.

[5] Zaylen had heard people talk about Thomas Edison before. Some called him an inventor. Others said he was a man who never stopped asking questions. She had also heard that he often worked late into the night and sometimes forgot to go home.

[6] Her brother had visited the workshop several times while delivering supplies. When he offered to take her with him, Zaylen could hardly believe it. She wanted to see the machines, tools, and experiments for herself.

[7] "Do you think he will talk to us?" she asked.

[8] "He may be too busy," her brother answered. "But you will still get to see what they are working on."

[9] As they came closer, Zaylen could hear sounds from inside the building. Metal tapped against wood. Men called to one another from across the room. A machine gave off a low humming sound.

[10] Her brother opened the door, and warm air rushed toward them.

[11] The room smelled like oil, metal, smoke, and heated wire. It buzzed with activity. Wires stretched across tables, and glass bulbs sat in rows. Tools, notebooks, boxes, and pieces of metal covered nearly every open space.

[12] Some workers carried supplies from one table to another. Others bent over small parts and studied them through round pieces of glass. One man carefully measured a thin strip of material. Another checked the connections between several wires.

[13] Zaylen remained close to her brother. She was afraid she might bump into something important.

[14] "Watch your step," he warned. "Nothing stays in one place for very long here."

[15] In the center of it all stood Thomas Edison. He spoke quickly as he moved from one experiment to another. His hair was slightly messy, and his sleeves were rolled above his wrists. A pencil rested behind one ear.

[16] Edison stopped beside a table and asked a worker several questions. Then he crossed the room to check a machine. Before the worker could finish writing down his directions, Edison was already moving toward another experiment.

[17] “He certainly walks quickly,” Zaylen said.

[18] Her brother smiled. “His mind moves even faster.”

[19] Several workers gathered around Edison while he gave instructions. One man wrote notes in a thick book. Another adjusted a machine near the wall. A third worker carefully cleaned a glass bulb.

[20] No one seemed bothered by the noise or the crowded tables. Everyone was focused on solving the same problem.

[21] “What are they doing?” Zaylen whispered.

[22] “They are trying to make electric light last longer,” her brother explained. “Other inventors have made electric lights, but many of the lights burn out too quickly. Some are too bright and dangerous. Others cost too much to use in ordinary homes.”

[23] Zaylen looked at the rows of bulbs. “So Edison did not invent the very first electric light?”

[24] “No,” her brother said. “But he and his workers are trying to make a better one. They want a light that people can use safely in their homes.”

[25] Zaylen had never thought about an invention being improved over time. She had imagined that an inventor simply had an idea and built it. The workshop showed her something different. Every table held several attempts at the same problem.

[26] One of the workers picked up a bulb and carried it to Edison. Inside the bulb was a thin wire. Edison leaned closer to study it.

[27] “What material did you use?” Edison asked.

[28] The worker answered and pointed to a note in his book.

[29] “How long did the last one burn?”

[30] “Only a few minutes,” the worker replied.

[31] Edison thought for a moment. Then he nodded and told the worker to connect the bulb to the wires on the table.

[32] The room slowly grew quieter. Even workers on the other side of the workshop stopped what they were doing and turned to watch.

[33] Zaylen held her breath.

[34] A moment later, the bulb began to glow.

[35] The room filled with a steady, warm light. Zaylen gasped. It was brighter than any candle she had ever seen. The glow did not flicker when someone walked past it. It did not send smoke into the air. It simply remained bright.

[36] The light shone across the tools and notebooks on the table. It reflected from the glass bulbs beside it. The workers watched closely, but no one touched it.

[37] One man checked the time. Another wrote down the result. A third watched the thin wire inside the bulb.

[38] Zaylen expected Edison to clap or cheer. Instead, he asked more questions.

[39] “How bright is it compared with the last test?”

[40] “Brighter,” one worker answered.

[41] “Is the glass becoming too hot?”

[42] “Not yet.”

[43] “How long has it lasted?”

[44] The worker checked the clock. “Only two minutes so far.”

[45] Edison nodded. “Then we keep watching.”

[46] The workers returned their attention to the bulb. The light continued to glow.

[47] After several more minutes, Edison looked around the room and smiled.

[48] “We’re getting closer,” he said. “People should have light that is safe and lasts longer.”

[49] Zaylen thought about her home. Her family used oil lamps that flickered and sometimes filled the air with smoke. Her mother had to trim the wicks and add oil each day. The lamps gave off a weak, yellow light.

[50] On windy nights, air sometimes slipped through the cracks around the windows and caused the flames to move. If someone opened a door too quickly, a lamp might go out.

[51] Zaylen’s mother often warned everyone to be careful around the open flames. A sleeve, curtain, or piece of paper could catch fire if it came too close.

[52] Once, Zaylen’s younger cousin had reached toward a lamp because he wanted to touch the flame. Her mother had pulled him away just in time.

[53] Zaylen imagined what it would be like to have a steady electric light in her home. Her family could read after dark without leaning close to a smoky lamp. Her mother could sew more easily. Her father could finish his work at the table.

[54] No one would need to carry a flame from room to room. No one would need to worry about knocking over a lamp filled with oil.

[55] “Could these lights really be used in houses?” Zaylen asked.

[56] “That is the plan,” her brother said. “But making the bulb is only part of the problem.”

[57] “What else do they need?”

[58] “They need a way to send electricity to many homes and businesses. They need wires, machines, and stations that can produce power.”

[59] Zaylen stared at the glowing bulb. The problem suddenly seemed much larger than she had imagined.

[60] “So they are not only making a lamp,” she said.

[61] Her brother nodded. “They are trying to build an entire system.”

[62] Across the room, a worker carried a box filled with pieces of wire. He placed them on a table beside several dark bulbs.

[63] Zaylen noticed that some of the bulbs had black marks inside them. Others were

cracked or broken. A few looked perfect but did not glow at all.

[64] Her brother explained that many experiments had failed. Some wires burned too quickly. Others melted. Some materials did not glow brightly enough, while others became too hot.

[65] One wire lasted only a few seconds before breaking. Another produced a bright flash and then went dark. Each failure led the workers to try something different.

[66] “Doesn’t Edison get tired of failing?” Zaylen asked.

[67] Before her brother could answer, Edison turned toward them. He had heard her question.

[68] “Of course I get tired,” he said as he approached. “Everyone gets tired when something does not work.”

[69] Zaylen felt her face grow warm. She had not expected Edison to hear her.

[70] “But a failed test can still teach us something,” he continued. “It shows us what does not work. That helps us decide what to try next.”

[71] He picked up one of the dark bulbs. A black mark covered part of the glass.

[72] “This wire burned too quickly,” he explained. “That means we need a material that can glow without breaking so soon.”

[73] Edison placed the bulb back on the table and picked up a thick notebook. Each page was filled with numbers, dates, drawings, and short notes.

[74] “We write everything down,” he said. “We record the material we used, how brightly it glowed, and how long it lasted.”

[75] He turned several pages and showed Zaylen a list of earlier tests.

[76] “Why do you need so many notes?” she asked.

[77] “Because we may forget small details,” Edison answered. “A test that seems unimportant today may help us solve a problem tomorrow. Good ideas are important, but careful records are important too.”

[78] One of the workers called Edison from across the room.

[79] “The new material is ready!” the worker shouted.

[80] Edison nodded to Zaylen and quickly returned to work.

[81] Zaylen watched as the workers prepared another test. One man placed a thin strip of material inside a glass bulb. Another removed much of the air from the bulb with a machine.

[82] Her brother explained that air inside the bulb could cause the glowing material to burn too quickly. By removing most of the air, the workers hoped the material would last longer.

[83] A worker sealed the glass carefully. Then he carried the finished bulb to another table.

[84] The workers connected it to several wires.

[85] At first, nothing happened.

[86] One man checked the connections. Another studied the machine that provided electricity. Edison asked them to test each wire.

[87] After a few moments, the bulb gave off a faint glow.

[88] “It is not very bright,” a worker said.

[89] “Write down the result,” Edison replied. “Then increase the power a little.”

[90] The light became brighter, but the thin material inside the bulb began to shake.

[91] Suddenly, there was a sharp pop.

[92] The bulb cracked, and the light disappeared.

[93] Zaylen jumped backward.

[94] One worker sighed, but no one shouted or became angry. They carefully turned off the power. Then they studied the broken bulb.

[95] “What happened?” Edison asked.

[96] “The material may have been too thin,” one worker answered.

[97] “Or the power may have been too strong,” another said.

[98] Edison listened to both ideas. Then he told them to check their notes and prepare another test.

[99] The broken glass was cleaned away. A fresh bulb was brought to the table. Within minutes, the workers had begun again.

[100] Zaylen was surprised. If she had worked that long on something and watched it break, she might have wanted to stop.

[101] “They don’t even take a break,” she said.

[102] “They have been working on this problem for months,” her brother replied. “Some nights they work until morning.”

[103] Zaylen looked around the workshop again. She noticed tired faces and stained sleeves. A cold meal sat untouched near one table. Several workers rubbed their eyes, but they continued measuring, writing, and testing.

[104] For the first time, Zaylen understood that an invention was not created in one lucky moment. It grew from patience, careful work, and many mistakes.

[105] The bright bulb in front of her had come after many dark ones.

[106] She also realized that Edison was not working alone. Many people helped prepare materials, build machines, blow glass, test wires, and record results. Each worker had an important job.

[107] “Do people know about all these workers?” Zaylen asked her brother.

[108] “Probably not,” he answered. “They may remember Edison’s name, but an invention this large takes a team.”

[109] Zaylen watched one worker hand a set of notes to another. A third worker brought

them a new piece of material to test. They spoke quietly and compared their ideas.

[110] The workshop was not only a place where objects were built. It was a place where people shared questions and learned from one another.

[111] After a while, the first glowing bulb was still shining.

[112] The worker beside it checked the clock again.

[113] “It has lasted longer than the earlier test,” he announced.

[114] Several workers smiled. Edison walked over and studied the bulb.

[115] “Do not stop watching it,” he said. “We need to know exactly how long it lasts.”

[116] The worker nodded and returned to his seat.

[117] Zaylen’s brother touched her shoulder. “We should leave soon. It is getting late.”

[118] Zaylen did not want to go. She wanted to see how long the bulb would continue to glow. She wanted to know which material would finally work best.

[119] Before leaving, she took one last look around the room.

[120] Edison was bending over another table and studying a new wire. One worker checked a clock while another added notes to a book. A man near the wall adjusted a machine. Another carried a box of empty bulbs into the room.

[121] Every tool, broken bulb, and written result was part of the search for a better light.

[122] As Zaylen and her brother stepped outside, the cold night air touched her face. The streets were still dim. A few lamps burned near the shops, but most windows were dark.

[123] Behind them, the workshop glowed brightly.

[124] They began walking home. Their footsteps tapped against the sidewalk, and their shadows moved beside them.

[125] Zaylen glanced back at the building, where the lights continued to shine late into the night.

[126] “Do you think every house will have electric lights someday?” she asked.

[127] Her brother looked toward the dark homes lining the street.

[128] “I think that is what Edison hopes,” he said. “It may take time. Wires will have to be placed throughout the city. Power stations will have to be built. People may be unsure about using something new.”

[129] “Would they be afraid of electricity?”

[130] “Some might be,” he answered. “People often worry about inventions they do not understand.”

[131] Zaylen thought about the glowing bulb. She had been unsure when she first entered the workshop, but now she could imagine how electric light might change daily life.

[132] Stores could remain open after sunset. Doctors could treat patients in brighter rooms. Students could study without smoke filling the air. Workers could see their tools more clearly.

[133] Streets might become safer because people could see where they were walking. Families might gather in bright rooms without worrying about open flames.

[134] “Someday, people may forget how dark the nights used to be,” her brother said.

[135] Zaylen smiled. The idea no longer seemed impossible. She had seen the light with her own eyes.

[136] When they reached home, an oil lamp flickered on the table. Zaylen’s mother turned up the wick so they could see more clearly.

[137] The flame moved and released a thin line of smoke.

[138] “Did you enjoy your visit?” her mother asked.

[139] Zaylen sat beside the lamp and began telling her family about the crowded tables, the rows of glass bulbs, and the workers who recorded every result.

[140] She described the bright electric light and how it remained steady without a flame. She told them about the broken bulbs and the tests that had failed.

[141] Most of all, she explained what Edison had said about learning from every attempt.

[142] Her father listened carefully.

[143] “It sounds like difficult work,” he said.

[144] “It is,” Zaylen answered. “But they keep trying.”

[145] Later that night, Zaylen lay in bed and watched shadows move across the wall. The small lamp in the hallway gave off only enough light to help her family find their rooms.

[146] She pictured the workshop again. In her mind, she could still see the bulb glowing above the crowded table.

[147] Miles of wire, powerful machines, and many more experiments would be needed before electric lights became common. There would be problems to solve and people to convince.

[148] Still, Zaylen believed the dark streets would not remain dark forever.

[149] Back at the workshop, Edison and his workers continued their experiments. Another bulb glowed, another result was recorded, and another small step was taken toward changing the way people lived.

Student Annotation Guide — A Visit to the Workshop

T — Time

The year was 1880

R — Reactions

a failed test can still teach us something; It grew from patience, careful work, and many mistakes

A — Actions

the bulb began to glow; told the worker to connect the bulb to the wires on the table

C — Character/Concept/Creature

Thomas Edison

K — Key Knowledge

Everyone was focused on solving the same problem

S — Scenery/Setting

the streets of the city were darker than Zaylen expected

TRACKS EVIDENCE HIGHLIGHTING — A Visit to the Workshop

[1] The year was 1880, and the streets of the city were darker than Zaylen expected. She held tightly to her brother's hand as they walked along the uneven sidewalk. A few oil lamps burned near the shops, but large parts of the street remained hidden in shadow.

[2] A wagon rolled past them, and its wheels rattled against the stones. The driver held a lantern beside him so he could see the road. People hurried toward their homes before the night became even darker.

[3] Zaylen looked ahead and noticed a small building filled with light. Bright windows stood out against the dark sky.

[4] "That's where he works," her brother whispered.

[5] Zaylen had heard people talk about Thomas Edison before. Some called him an inventor. Others said he was a man who never stopped asking questions. She had also heard that he often worked late into the night and sometimes forgot to go home.

[6] Her brother had visited the workshop several times while delivering supplies. When he offered to take her with him, Zaylen could hardly believe it. She wanted to see the machines, tools, and experiments for herself.

[7] "Do you think he will talk to us?" she asked.

[8] "He may be too busy," her brother answered. "But you will still get to see what they are working on."

[9] As they came closer, Zaylen could hear sounds from inside the building. Metal tapped against wood. Men called to one another from across the room. A machine gave off a low humming sound.

[10] Her brother opened the door, and warm air rushed toward them.

[11] The room smelled like oil, metal, smoke, and heated wire. It buzzed with activity. Wires stretched across tables, and glass bulbs sat in rows. Tools, notebooks, boxes, and pieces of metal covered nearly every open space.

[12] Some workers carried supplies from one table to another. Others bent over small parts and studied them through round pieces of glass. One man carefully measured a thin strip of material. Another checked the connections between several wires.

[13] Zaylen remained close to her brother. She was afraid she might bump into something important.

[14] "Watch your step," he warned. "Nothing stays in one place for very long here."

[15] In the center of it all stood Thomas Edison. He spoke quickly as he moved from one experiment to another. His hair was slightly messy, and his sleeves were rolled above his wrists. A pencil rested behind one ear.

[16] Edison stopped beside a table and asked a worker several questions. Then he crossed the room to check a machine. Before the worker could finish writing down his directions, Edison was already moving toward another experiment.

[17] “He certainly walks quickly,” Zaylen said.

[18] Her brother smiled. “His mind moves even faster.”

[19] Several workers gathered around Edison while he gave instructions. One man wrote notes in a thick book. Another adjusted a machine near the wall. A third worker carefully cleaned a glass bulb.

[20] No one seemed bothered by the noise or the crowded tables. Everyone was focused on solving the same problem.

[21] “What are they doing?” Zaylen whispered.

[22] “They are trying to make electric light last longer,” her brother explained. “Other inventors have made electric lights, but many of the lights burn out too quickly. Some are too bright and dangerous. Others cost too much to use in ordinary homes.”

[23] Zaylen looked at the rows of bulbs. “So Edison did not invent the very first electric light?”

[24] “No,” her brother said. “But he and his workers are trying to make a better one. They want a light that people can use safely in their homes.”

[25] Zaylen had never thought about an invention being improved over time. She had imagined that an inventor simply had an idea and built it. The workshop showed her something different. Every table held several attempts at the same problem.

[26] One of the workers picked up a bulb and carried it to Edison. Inside the bulb was a thin wire. Edison leaned closer to study it.

[27] “What material did you use?” Edison asked.

[28] The worker answered and pointed to a note in his book.

[29] “How long did the last one burn?”

[30] “Only a few minutes,” the worker replied.

[31] Edison thought for a moment. Then he nodded and told the worker to connect the bulb to the wires on the table.

[32] The room slowly grew quieter. Even workers on the other side of the workshop stopped what they were doing and turned to watch.

[33] Zaylen held her breath.

[34] A moment later, the bulb began to glow.

[35] The room filled with a steady, warm light. Zaylen gasped. It was brighter than any candle she had ever seen. The glow did not flicker when someone walked past it. It did not send smoke into the air. It simply remained bright.

[36] The light shone across the tools and notebooks on the table. It reflected from the glass bulbs beside it. The workers watched closely, but no one touched it.

[37] One man checked the time. Another wrote down the result. A third watched the thin wire inside the bulb.

[38] Zaylen expected Edison to clap or cheer. Instead, he asked more questions.

[39] “How bright is it compared with the last test?”

[40] “Brighter,” one worker answered.

[41] “Is the glass becoming too hot?”

[42] “Not yet.”

[43] “How long has it lasted?”

[44] The worker checked the clock. “Only two minutes so far.”

[45] Edison nodded. “Then we keep watching.”

[46] The workers returned their attention to the bulb. The light continued to glow.

[47] After several more minutes, Edison looked around the room and smiled.

[48] “We’re getting closer,” he said. “People should have light that is safe and lasts longer.”

[49] Zaylen thought about her home. Her family used oil lamps that flickered and sometimes filled the air with smoke. Her mother had to trim the wicks and add oil each day. The lamps gave off a weak, yellow light.

[50] On windy nights, air sometimes slipped through the cracks around the windows and caused the flames to move. If someone opened a door too quickly, a lamp might go out.

[51] Zaylen’s mother often warned everyone to be careful around the open flames. A sleeve, curtain, or piece of paper could catch fire if it came too close.

[52] Once, Zaylen’s younger cousin had reached toward a lamp because he wanted to touch the flame. Her mother had pulled him away just in time.

[53] Zaylen imagined what it would be like to have a steady electric light in her home. Her family could read after dark without leaning close to a smoky lamp. Her mother could sew more easily. Her father could finish his work at the table.

[54] No one would need to carry a flame from room to room. No one would need to worry about knocking over a lamp filled with oil.

[55] “Could these lights really be used in houses?” Zaylen asked.

[56] “That is the plan,” her brother said. “But making the bulb is only part of the problem.”

[57] “What else do they need?”

[58] “They need a way to send electricity to many homes and businesses. They need wires, machines, and stations that can produce power.”

[59] Zaylen stared at the glowing bulb. The problem suddenly seemed much larger than she had imagined.

[60] “So they are not only making a lamp,” she said.

[61] Her brother nodded. “They are trying to build an entire system.”

[62] Across the room, a worker carried a box filled with pieces of wire. He placed them on a table beside several dark bulbs.

[63] Zaylen noticed that some of the bulbs had black marks inside them. Others were

cracked or broken. A few looked perfect but did not glow at all.

[64] Her brother explained that many experiments had failed. Some wires burned too quickly. Others melted. Some materials did not glow brightly enough, while others became too hot.

[65] One wire lasted only a few seconds before breaking. Another produced a bright flash and then went dark. Each failure led the workers to try something different.

[66] “Doesn’t Edison get tired of failing?” Zaylen asked.

[67] Before her brother could answer, Edison turned toward them. He had heard her question.

[68] “Of course I get tired,” he said as he approached. “Everyone gets tired when something does not work.”

[69] Zaylen felt her face grow warm. She had not expected Edison to hear her.

[70] “But a failed test can still teach us something,” he continued. “It shows us what does not work. That helps us decide what to try next.”

[71] He picked up one of the dark bulbs. A black mark covered part of the glass.

[72] “This wire burned too quickly,” he explained. “That means we need a material that can glow without breaking so soon.”

[73] Edison placed the bulb back on the table and picked up a thick notebook. Each page was filled with numbers, dates, drawings, and short notes.

[74] “We write everything down,” he said. “We record the material we used, how brightly it glowed, and how long it lasted.”

[75] He turned several pages and showed Zaylen a list of earlier tests.

[76] “Why do you need so many notes?” she asked.

[77] “Because we may forget small details,” Edison answered. “A test that seems unimportant today may help us solve a problem tomorrow. Good ideas are important, but careful records are important too.”

[78] One of the workers called Edison from across the room.

[79] “The new material is ready!” the worker shouted.

[80] Edison nodded to Zaylen and quickly returned to work.

[81] Zaylen watched as the workers prepared another test. One man placed a thin strip of material inside a glass bulb. Another removed much of the air from the bulb with a machine.

[82] Her brother explained that air inside the bulb could cause the glowing material to burn too quickly. By removing most of the air, the workers hoped the material would last longer.

[83] A worker sealed the glass carefully. Then he carried the finished bulb to another table.

[84] The workers connected it to several wires.

[85] At first, nothing happened.

[86] One man checked the connections. Another studied the machine that provided electricity. Edison asked them to test each wire.

[87] After a few moments, the bulb gave off a faint glow.

[88] “It is not very bright,” a worker said.

[89] “Write down the result,” Edison replied. “Then increase the power a little.”

[90] The light became brighter, but the thin material inside the bulb began to shake.

[91] Suddenly, there was a sharp pop.

[92] The bulb cracked, and the light disappeared.

[93] Zaylen jumped backward.

[94] One worker sighed, but no one shouted or became angry. They carefully turned off the power. Then they studied the broken bulb.

[95] “What happened?” Edison asked.

[96] “The material may have been too thin,” one worker answered.

[97] “Or the power may have been too strong,” another said.

[98] Edison listened to both ideas. Then he told them to check their notes and prepare another test.

[99] The broken glass was cleaned away. A fresh bulb was brought to the table. Within minutes, the workers had begun again.

[100] Zaylen was surprised. If she had worked that long on something and watched it break, she might have wanted to stop.

[101] “They don’t even take a break,” she said.

[102] “They have been working on this problem for months,” her brother replied. “Some nights they work until morning.”

[103] Zaylen looked around the workshop again. She noticed tired faces and stained sleeves. A cold meal sat untouched near one table. Several workers rubbed their eyes, but they continued measuring, writing, and testing.

[104] For the first time, Zaylen understood that an invention was not created in one lucky moment. It grew from patience, careful work, and many mistakes.

[105] The bright bulb in front of her had come after many dark ones.

[106] She also realized that Edison was not working alone. Many people helped prepare materials, build machines, blow glass, test wires, and record results. Each worker had an important job.

[107] “Do people know about all these workers?” Zaylen asked her brother.

[108] “Probably not,” he answered. “They may remember Edison’s name, but an invention this large takes a team.”

[109] Zaylen watched one worker hand a set of notes to another. A third worker brought

them a new piece of material to test. They spoke quietly and compared their ideas.

[110] The workshop was not only a place where objects were built. It was a place where people shared questions and learned from one another.

[111] After a while, the first glowing bulb was still shining.

[112] The worker beside it checked the clock again.

[113] “It has lasted longer than the earlier test,” he announced.

[114] Several workers smiled. Edison walked over and studied the bulb.

[115] “Do not stop watching it,” he said. “We need to know exactly how long it lasts.”

[116] The worker nodded and returned to his seat.

[117] Zaylen’s brother touched her shoulder. “We should leave soon. It is getting late.”

[118] Zaylen did not want to go. She wanted to see how long the bulb would continue to glow. She wanted to know which material would finally work best.

[119] Before leaving, she took one last look around the room.

[120] Edison was bending over another table and studying a new wire. One worker checked a clock while another added notes to a book. A man near the wall adjusted a machine. Another carried a box of empty bulbs into the room.

[121] Every tool, broken bulb, and written result was part of the search for a better light.

[122] As Zaylen and her brother stepped outside, the cold night air touched her face. The streets were still dim. A few lamps burned near the shops, but most windows were dark.

[123] Behind them, the workshop glowed brightly.

[124] They began walking home. Their footsteps tapped against the sidewalk, and their shadows moved beside them.

[125] Zaylen glanced back at the building, where the lights continued to shine late into the night.

[126] “Do you think every house will have electric lights someday?” she asked.

[127] Her brother looked toward the dark homes lining the street.

[128] “I think that is what Edison hopes,” he said. “It may take time. Wires will have to be placed throughout the city. Power stations will have to be built. People may be unsure about using something new.”

[129] “Would they be afraid of electricity?”

[130] “Some might be,” he answered. “People often worry about inventions they do not understand.”

[131] Zaylen thought about the glowing bulb. She had been unsure when she first entered the workshop, but now she could imagine how electric light might change daily life.

[132] Stores could remain open after sunset. Doctors could treat patients in brighter rooms. Students could study without smoke filling the air. Workers could see their tools more clearly.

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[149] Back at the workshop, Edison and his workers continued their experiments. Another bulb glowed, another result was recorded, and another small step was taken toward changing the way people lived.

Day 1 - Gather and Reveal



Day 1 Purpose

Students identify the module HABIT and sort evidence by source and evidence job.

Standard	Student Expectation
TEKS 5.11(B)(ii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions
TEKS 5.11(C)(i)	revise drafts to improve sentence structure
ELPS 1(E)(i)	demonstrate listening comprehension by restating, responding, paraphrasing, summarizing, or asking for clarification
ELPS 2(E)(i)	explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic discourse

G - Gather Their Attention and R - Reveal

Teacher Script

"Our HABIT today is to color-code sentence jobs, revise structural imbalance, and then edit conventions."

Teacher Script

"Name the source before you name the detail. That keeps our evidence accurate."

Teacher Script

"Read both passages for the same writing purpose, but keep their different contexts clear."

Module HABIT in Action

Students read the clean copies first. They then use the TRACKS-highlighted copies to label Time, Reaction or result, Action, Character or concept, Key knowledge, and Scenery or setting. Partners choose one detail from each passage and explain what the details can support in a paired response.

Formal Writing Prompt - Sentence Statement

Explain how A Difficult Compromise and A Visit to the Workshop show that lasting change requires people to examine results, recognize what remains unresolved, and continue improving their response.

Evidence and Thinking Check

Check	Student Action
Both sources	Name one accurate detail from Passage 9 and one from Passage 10.
Evidence job	Identify what each detail helps prove.
Explanation	State what the paired details mean together.
Critical difference	Do not equate political injustice with technical experimentation.
Revision order	Improve meaning and clarity before editing conventions.

★ Daily Deck Slide (M4-06 - Gather and Reveal)

Color-code sentence jobs, revise structural imbalance, and then edit conventions. Use both passages accurately, make the thinking visible, and defend one revision.

Exit Reflection

Complete: "Today I used the HABIT, Blue/Yellow/Green introduction; Green/Yellow/Red body; Green/Yellow/Blue conclusion, when I ____."

Day 2 - Attempt the Activity

A

Day 2 Purpose

Students rehearse the HABIT with peers before they draft independently.

Standard	Student Expectation
TEKS 5.11(B)(iii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion
TEKS 5.11(C)(ii)	revise drafts to improve word choice
ELPS 2(E)(i)	explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic discourse
ELPS 3(G)(ii)	demonstrate reading comprehension of content-area texts by paraphrasing

A - Attempt the Activity



Teacher Script

"A card is not complete until you name the source, the detail's job, and the explanation."



Teacher Script

"Rehearse the connection aloud before your group records it."



Teacher Script

"Return to the clean copy whenever a detail needs to be checked or repaired."

Module HABIT in Action

In the collaborative activity, each team receives source-labeled evidence cards. Teams match a Passage 9 card and a Passage 10 card, state the relationship or sentence job, and write an explanation. A checker confirms that the comparison does not make the political injustice in Passage 9 equal to the technical work in Passage 10.

Formal Writing Prompt - Sentence Statement

Explain how A Difficult Compromise and A Visit to the Workshop show that lasting change requires people to examine results, recognize what remains unresolved, and continue improving their response.

Evidence and Thinking Check

Check	Student Action
Both sources	Name one accurate detail from Passage 9 and one from Passage 10.
Evidence job	Identify what each detail helps prove.
Explanation	State what the paired details mean together.
Critical difference	Do not equate political injustice with technical experimentation.
Revision order	Improve meaning and clarity before editing conventions.

★ Daily Deck Slide (M4-07 - Attempt the Activity)

Color-code sentence jobs, revise structural imbalance, and then edit conventions. Use both passages accurately, make the thinking visible, and defend one revision.

Exit Reflection

Complete: "Today I used the HABIT, Blue/Yellow/Green introduction; Green/Yellow/Red body; Green/Yellow/Blue conclusion, when I ____."

Day 3 - Discuss and Use



Day 3 Purpose

Students draft, reread, revise for meaning, and then edit conventions.

Standard	Student Expectation
TEKS 5.11(B)(iii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion
TEKS 5.11(C)(iii)	revise drafts by adding ideas for coherence
ELPS 3(G)(ii)	demonstrate reading comprehension of content-area texts by paraphrasing
ELPS 4(F)(ix)	write to explain or justify with supporting evidence using appropriate content for a specific purpose

D - Discuss and U - Use

Teacher Script

"Tell your partner what your sentence does before you decide where it belongs."

Teacher Script

"Use evidence accurately, then make your thinking visible through the module HABIT."

Teacher Script

"Revise meaning and clarity first; edit conventions after the response is complete."

Teacher Script

"If the connection is unclear to your partner, add, delete, combine, or rearrange words."

Module HABIT in Action

Students respond to the formal writing prompt. They use both passages, add an explanation after evidence, and reread for a clear relationship. Writers color-code sentence jobs, use the color pattern to locate a structural problem, and revise it before editing.

Formal Writing Prompt - Sentence Statement

Explain how A Difficult Compromise and A Visit to the Workshop show that lasting change requires people to examine results, recognize what remains unresolved, and continue improving their response.

Evidence and Thinking Check

Check	Student Action
Both sources	Name one accurate detail from Passage 9 and one from Passage 10.
Evidence job	Identify what each detail helps prove.
Explanation	State what the paired details mean together.
Critical difference	Do not equate political injustice with technical experimentation.
Revision order	Improve meaning and clarity before editing conventions.

★ Daily Deck Slide (M4-08 - Discuss and Use)

Color-code sentence jobs, revise structural imbalance, and then edit conventions. Use both passages accurately, make the thinking visible, and defend one revision.

Exit Reflection

Complete: "Today I used the HABIT, Blue/Yellow/Green introduction; Green/Yellow/Red body; Green/Yellow/Blue conclusion, when I ____."

Day 4 - Award and Target



Day 4 Purpose

Students cite a real strength and choose one visible, measurable next step.

Standard	Student Expectation
TEKS 5.11(B)(iii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion
TEKS 5.11(C)(iv)	revise drafts by deleting ideas for coherence
ELPS 4(F)(ix)	write to explain or justify with supporting evidence using appropriate content for a specific purpose
ELPS 1(E)(i)	demonstrate listening comprehension by restating, responding, paraphrasing, summarizing, or asking for clarification

A - Award and T - Target



Teacher Script

"Point to a real sentence when you name a strength. A feeling is not evidence."



Teacher Script

"Choose a next step you can see and measure in the next response."



Teacher Script

"Use the anchor HABIT to name the exact part you will improve."

Module HABIT in Action

Students highlight a precise sentence from their work, identify its job, and complete the self-check. They set one target connected to evidence, explanation, structure, the conclusion, or revision. Partners give feedback by pointing to a sentence rather than naming a vague preference.

Formal Writing Prompt - Sentence Statement

Explain how A Difficult Compromise and A Visit to the Workshop show that lasting change requires people to examine results, recognize what remains unresolved, and continue improving their response.

Evidence and Thinking Check

Check	Student Action
Both sources	Name one accurate detail from Passage 9 and one from Passage 10.
Evidence job	Identify what each detail helps prove.
Explanation	State what the paired details mean together.
Critical difference	Do not equate political injustice with technical experimentation.
Revision order	Improve meaning and clarity before editing conventions.

★ Daily Deck Slide (M4-09 - Award and Target)

Color-code sentence jobs, revise structural imbalance, and then edit conventions. Use both passages accurately, make the thinking visible, and defend one revision.

Exit Reflection

Complete: "Today I used the HABIT, Blue/Yellow/Green introduction; Green/Yellow/Red body; Green/Yellow/Blue conclusion, when I ____."

Day 5 - Explain to Others

E

Day 5 Purpose

Students teach the HABIT and answer the overarching question with evidence from their work.

Standard	Student Expectation
TEKS 5.11(B)(iii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion
TEKS 5.11(C)(v)	revise drafts combining ideas for coherence
ELPS 1(E)(i)	demonstrate listening comprehension by restating, responding, paraphrasing, summarizing, or asking for clarification
ELPS 2(E)(i)	explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic discourse

E - Explain or Educate Someone Else

Teacher Script

"Teach the HABIT before you show the details."

Teacher Script

"Use one accurate detail as evidence for your teaching, then explain what it helps a writer understand."

Teacher Script

"Answer the overarching question in your own precise words."

Module HABIT in Action

Partners teach the module move using one accurate detail from Passage 9, one from Passage 10, and one sentence from their own writing. The listener uses a checklist: both sources, an accurate explanation, a protected difference, and a complete response structure.

Formal Writing Prompt - Sentence Statement

Explain how A Difficult Compromise and A Visit to the Workshop show that lasting change requires people to examine results, recognize what remains unresolved, and continue improving their response.

Evidence and Thinking Check

Check	Student Action
Both sources	Name one accurate detail from Passage 9 and one from Passage 10.
Evidence job	Identify what each detail helps prove.
Explanation	State what the paired details mean together.
Critical difference	Do not equate political injustice with technical experimentation.
Revision order	Improve meaning and clarity before editing conventions.

★ Daily Deck Slide (M4-10 - Explain to Others)

Color-code sentence jobs, revise structural imbalance, and then edit conventions. Use both passages accurately, make the thinking visible, and defend one revision.

Exit Reflection

Complete: "Today I used the HABIT, Blue/Yellow/Green introduction; Green/Yellow/Red body; Green/Yellow/Blue conclusion, when I ____."

Module 4 - Low, Medium, and High Exemplars

Writing Prompt

Explain how A Difficult Compromise and A Visit to the Workshop show that lasting change requires people to examine results, recognize what remains unresolved, and continue improving their response.

Low Exemplar

The delegates made a compromise. Edison had a bulb. Both passages are about a problem.

What Is Working

The response notices that both passages include a problem.

What Needs Improvement

Name an accurate detail from each passage and explain what the details show together.

Medium Exemplar

Both passages show people trying to move forward. The delegates made the Three-Fifths Compromise, while workers in the workshop continued working with electric light. However, the texts have different consequences.

What Is Working

The response uses both sources and begins to name the module's shared idea.

What Needs Improvement

Add a precise explanation that tells why the evidence matters and protects the important difference between the passages.

High Exemplar

A full paired-passage response needs every sentence to do a visible job. The compromise increased political power while enslaved people were denied rights, and the workshop team measured, recorded, and revised tests as it worked toward better light. These evidence sentences need explanation so the reader sees that results must be judged by what they change and what remains unresolved. Lasting change depends on people examining what a result changed, what it did not change, and what work must continue.

What Is Working

The response uses balanced, accurate evidence and explains the module move without treating the two contexts as equal.

Teacher Notes

Use this exemplar to notice the source references, the explanation after evidence, and the final significant thinking.

Module 4 - Assessment and Evidence of Learning

Formative Assessment

Collect evidence during oral rehearsal, Color Code Relay, the opposite paragraph pattern, independent writing, and teach-back. Score the module skill, not every possible writing feature at once.

Evidence Source	Look For	Record
Listen and Number	accurate relationship label and oral defense	not yet / with support / independently
Color Code Relay	both passages, explicit bridge word, explanation	team card record
Relationship Web	one similarity and one difference on each branch	notebook check
Independent Response	SET, paired evidence, synthesis, significance	rubric evidence
Turn and Teach	accurate explanation without reading a script	observation note

Independent Product Rubric

Criterion	Beginning	Developing	Secure
Relationship	lists details	names a broad connection	develops a precise similarity and difference
Evidence	uses one source or vague details	uses both sources unevenly	pairs accurate, relevant evidence from both
Explanation	retells	explains one connection	explains the relationship and why it matters
Organization	separate summaries	some transition use	connected SET and body structure
Revision and Editing	limited check	corrects some issues	revises meaning first, then edits conventions

Module 4 - Check the Learning

Informal Assessment 1 - Relationship or Retelling

Read two student sentences. Students show R for relationship or T for retelling, then identify the exact language that made the connection visible.

Informal Assessment 2 - Evidence Balance

Students underline Passage 9 evidence once and Passage 10 evidence twice. If one source is missing or merely named, they revise before continuing.

Informal Assessment 3 - Protect the Difference

Students complete: “Both texts show _____. However, the difference matters because _____.” Listen for historically accurate and ethically careful thinking.

Exit Ticket

Write one synthesis sentence using both and one significance sentence using this difference matters because.

Answer Key

A secure response names a real relationship, uses accurate evidence from both texts, preserves the political and human-rights stakes of Passage 9, and explains why the distinction changes the meaning.

Module 4 - Intervention: Expanded Small-Group Support

Intervention Purpose

Give students paired detail cards. Every response must use a bridge word: BOTH, HOWEVER, WHILE, or UNLIKE. Students say the relationship before writing. Reject side-by-side summaries until the student states an explicit connection.

Teacher Script

Teacher Script

"We are going to slow the work down without lowering the thinking. We will say the idea, identify the relationship, and then write. You will always know which part you are building before your pencil moves."

Scaffolded Routine

1. Read one Passage 9 card and one Passage 10 card aloud.
2. Sort them under Shared Pattern or Important Difference.
3. Choose a bridge word.
4. Orally rehearse the complete comparison.
5. Explain what the comparison proves.
6. Write one sentence.
7. Cover the cards and retrieve the relationship from memory.

Sentence Frames

- Both passages show ___ because Passage 9 ___ and Passage 10 ___.
- While both texts ___, Passage 9 ___, whereas Passage 10 ___.
- This difference matters because ___.

★ Daily Deck Slide (M4-18 - Intervention and Enrichment)

Intervention: reduce writing load, keep thinking level. Enrichment: deepen synthesis, precision, and significance. Both groups finish with retrieval or teach-back.

Module 4 - Embedded Checks and Notebook Retrieval

Embedded Check 1 - Source Accuracy

After every evidence sentence, students mark P9 or P10 and confirm that the wording matches the passage's meaning.

Embedded Check 2 - Relationship Language

Circle the transition. Draw an arrow to the two ideas it connects. If the arrow points to only one idea, revise.

Embedded Check 3 - Explanation

Box the sentence that tells what the paired evidence proves. Add one if the response moves directly from evidence to a new topic.

Embedded Check 4 - Significance

Star the sentence that explains why the difference matters. The star must be traceable to passage evidence.

Notebook Retrieval Grid

Relationship Job	Passage 9 Evidence	Passage 10 Evidence	What It Proves
Shared problem-solving pattern			
Different kinds of challenge			
Different outcomes or consequences			
Continuing work			

Module 4 - Enrichment: Double-Layer Comparison

Enrichment Challenge

Students produce a double-layer comparison: sentence 1 states a shared pattern; sentence 2 explains a critical difference; sentence 3 explains why the difference changes the meaning or significance of the comparison.

Requirements

- use evidence from both passages in a connected way
- acknowledge an important difference or limitation
- explain significance rather than merely adding more evidence
- create one new sentence-statement prompt that requires both passages
- write a model thesis (central idea) and defend how it answers the relationship clue

Model Double Layer

Both texts show people continuing to work after an incomplete result. However, the convention's political decision strengthens a government while preserving injustice, whereas a failed workshop test supplies information for another technical attempt. The distinction matters because persistence is not automatically beneficial; the fairness and consequences of the action must also be examined.

Extension Discussion

When can persistence be admirable, and when should continued action be judged by its effects on other people?

Module 4 - Additional Writing Opportunity

Prompt Bank

- Explain how both passages show that results should be examined closely.
- Explain how the outcomes in the two passages leave larger work unfinished.
- Explain how information influences the next action in each passage.
- Explain how the kinds of consequences in the passages differ.
- Explain how both authors use sequence to develop change over time.

Writing Prompt

Choose one complete sentence statement from the bank. Write a connected comparison using a SET introduction, evidence from both passages, explicit relationship language, explanation, and significance.

Planning Support

1. Shape the prompt and underline the both-passages requirement.
2. Name one precise relationship.
3. Select the smallest meaningful evidence from each passage.
4. Explain what the paired details prove.
5. Protect one important difference.
6. Explain why the relationship matters.

Drafting Space

Success Criteria

- My response answers the sentence-statement prompt.
- My introduction references both passages and states a central comparison.
- My evidence is accurate, relevant, and balanced.
- My transitions show real relationships.
- My explanation protects important differences.

- My significance stays grounded in evidence.

Revise, Then Edit

Combine or rearrange ideas for coherence, add an explanation where the relationship is unclear, delete repetition, and revise word choice. Then edit compound and complex sentence boundaries, conjunctive adverbs, pronouns, and commas.

Module 4 - Auditory Engagement: Active Participation

Listening Target

Listen for the relationship between two details and state whether the details show a similarity, a difference, a cause-and-effect link, or a shared pattern.

Teacher Read-Aloud Script

Teacher Script

“Both texts begin with a difficult problem. Both show people gathering information and continuing to work. In Passage 9, delegates negotiate a political compromise about representation. In Passage 10, workers conduct repeated technical tests. Both groups move forward, but the consequences are not equal. The compromise increases political power while denying rights to enslaved people. The workshop’s failed tests provide information for the next design. A careful comparison names both the shared pattern and the important difference.”

Active Response Routine

1. Pencils down for the full read-aloud.
2. Hold up S, D, C/E, or P.
3. Restate the relationship in your own words.
4. Defend the label with one passage detail.
5. Rehearse a complete relationship sentence with a partner.
6. Write only after speaking.

Auditory Retrieval

Cover the transition bank. Name three similarity transitions, three difference transitions, and one significance starter from memory. Reopen the chart, check accuracy, and repair notes.

Module 4 - Pause Points

|| Pause Point - Relationship or List

Stop and think: Does this sentence connect the two passages, or does it merely place one detail beside another?

|| Pause Point - Accurate Bridge

Stop and think: Does the transition name the exact relationship I mean?

|| Pause Point - Protect the Stakes

Stop and think: Have I preserved the difference between a political decision with human consequences and a technical experiment?

|| Pause Point - Evidence Balance

Stop and think: Does each source do real evidentiary work?

|| Pause Point - Explain the Meaning

Stop and think: What does this paired evidence prove that neither detail could show alone?

|| Pause Point - Significance

Stop and think: Can my statement about why this matters be traced directly to the evidence?

Module 4 - Student Progress Tracking Chart

Teacher Script

"Use evidence from your own writing, not just a feeling. Your goal is growth across the module, not perfection on Day 1."

Checkpoint	What I Am Tracking	Not Yet	With Help	Independently	Evidence or Note
Day 1 - Gather and Reveal	I can identify the focus and explain the shared pattern across both passages.	[]	[]	[]	
Day 2 - Attempt	I can use both passages during a partner or group activity and explain my evidence choice.	[]	[]	[]	
Day 3 - Discuss and Use	I can apply the writing move independently in a complete response.	[]	[]	[]	
Day 4 - Award and Target	I can name one strength and one specific next-step goal.	[]	[]	[]	
Day 5 - Explain	I can teach the module idea and answer the overarching question.	[]	[]	[]	

My Evidence

The sentence that best shows a connected comparison is:

The sentence that best protects an important difference is:

My next measurable target is:

Module 4 - Teacher Closure and Reflection

Teacher Closure Script

Teacher Script

"At the beginning of this module, we asked: How does color coding help a writer see whether every part of a paired-passage response is doing its job? Now we can answer it: Color coding makes sentence jobs visible. It lets the writer see whether the introduction leads to a clear thesis (central idea), whether body paragraphs balance reasons, evidence, explanations, and significant thinking, and whether the conclusion restates, references, and reflects without adding a new idea."

Module Overarching Question - Answered

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

Color coding makes sentence jobs visible. It lets the writer see whether the introduction leads to a clear thesis (central idea), whether body paragraphs balance reasons, evidence, explanations, and significant thinking, and whether the conclusion restates, references, and reflects without adding a new idea.

Teacher Reflection

Which students organize evidence around a relationship rather than by passage?

Which students protect important differences in stakes and consequences?

Which students revise for meaning and clarity before editing conventions?

Which students are ready to teach synthesis to a partner?

Teacher Notes

Module 4 - Virtual Classroom Adjustment

Virtual Classroom

Post the module launch slide and keep both passages open in split-screen view. Students first read the clean passages, then use the TRACKS-highlighted copies with the annotation guide. During the auditory engagement, students listen with microphones muted, respond with a poll, reaction card, or chat code, and defend an answer before writing. In breakout rooms, assign Reader, Evidence Finder, Explainer, and Checker; rotate after two evidence cards. Require the group to name Passage 9 evidence, Passage 10 evidence, and the explanation before recording an answer. Use a shared slide for the module HABIT, collect one paragraph for a quick structure check, and finish with Fresh Recall. Provide oral response, speech-to-text, enlarged text, visual cues, and home-language planning notes while preserving the same evidence and thinking target.

Daily Deck Slide (M4-20 - Virtual Classroom)

Split-screen both passages. Read clean, reread with TRACKS, and use chat, polls, or reaction cards to defend accurate paired evidence.