

THE WRITING ACADEMY®, LLC

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GRADE



Cluster 5

Writing One Answer Across Two Passages



STUDENT WORKBOOK

Student Name: _____

Teacher / Class: _____

Date Started: _____

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Grade 5 Cluster 5

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Grade 5 Cluster 5

Modules 1-4 Combined Student Workbook

Welcome, Thinker!

A note to you before we begin.

Dear Writer,

Welcome to Cluster 5, where you learn to build a complete answer from TWO passages at once. Our HABIT this module is simple: **BOTH passages = complete answer.** A response that uses only one passage is only half of the work.

You will read "A Difficult Compromise," a nonfiction passage about the Three-Fifths Compromise at the Constitutional Convention, and "A Visit to the Workshop," historical fiction about Zaylen's visit to Thomas Edison's workshop. The two passages are not the same kind of situation - one is about an unfair political decision, and the other is about testing a new invention - but both show that an important step forward can still leave a larger problem unfinished.

Remember: a short, accurate explanation that shows real thinking is worth more than a long response that only repeats information from one passage.

Your friends at The Writing Academy®

How This Book Helps Me Think

Use these routines and visual cues in every module.

How This Book Helps Me Think

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

THE INDEPENDENCE ROUTINE

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

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

Visual Conventions You Will See

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

The Five Thinking Levels

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

Level	Student Meaning	My Next Cognitive Move
 Foundational	I name a detail from one passage.	FIND IT - locate, name, identify.
 Emergent	I pair one detail from each passage without explaining the connection.	CONNECT IT - link a clue to an idea.
 Visible	I connect a detail from each passage to a shared idea.	EXPLAIN IT - show what evidence proves.
 Independent	I explain what the paired evidence proves together.	USE IT - apply the thinking on my own.
 Reflective	I protect an important difference between the two passages while explaining the shared idea.	EXTEND IT - defend, evaluate, connect, or teach.

BUILDING A BALANCED PAIRED RESPONSE

Level 1 uses only one passage. Level 2 uses both passages but does not explain the connection. Level 3 connects one detail from each passage to a shared idea. Level 4 explains what the two details prove together. Level 5 protects an important difference between the two passages while still explaining the shared idea. Move a response up a level by adding the second passage or by explaining the connection - not just more words.

MOVE YOUR THINKING


Foundational
 RECALL


Emergent
 CONNECT


Visible
 EXPLAIN


Independent
 USE


Reflective
 EXTEND

TRACKS - Six Types of Measurable Evidence

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

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

STUDENT SUPPORT - Another Way to Show What You Know

Write the letter, symbol, or color beside evidence in each passage. The exact words you highlight become the balanced evidence you use for both passages.

Ready to Stretch? Take Your Thinking Further!

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

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CLUSTER 5



M O D U L E

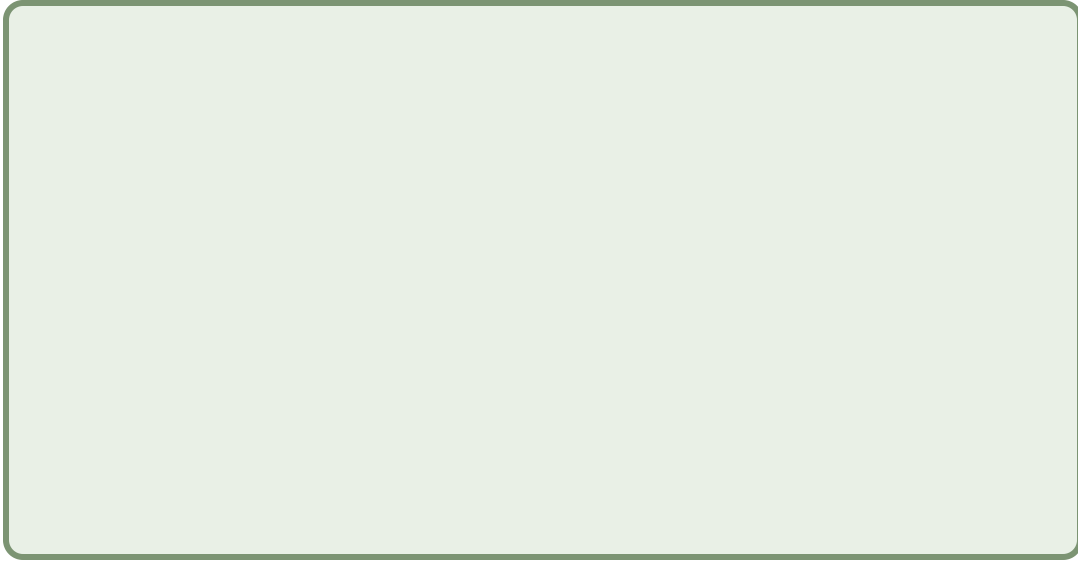


Balanced Evidence Across Paired Passages

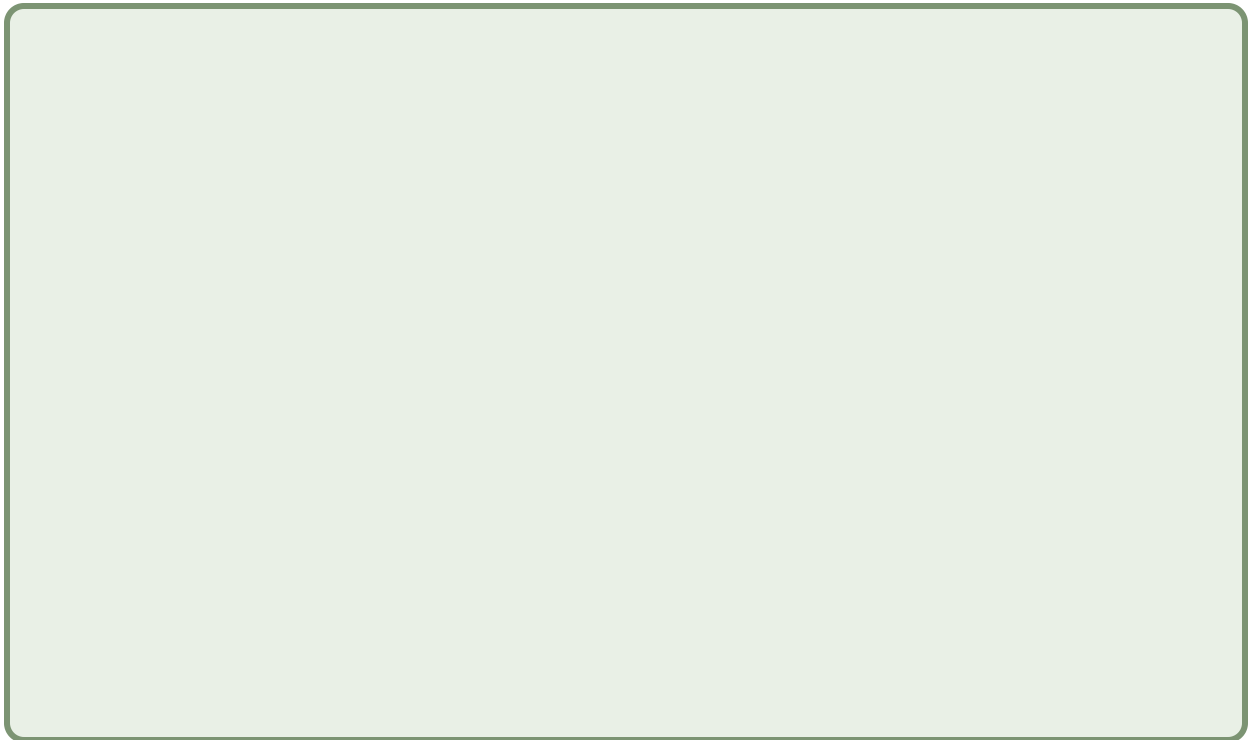
Using Both Texts



Pocket Practice



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



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

Why This Module Matters

BOTH passages = complete answer.

WHY THIS MODULE MATTERS

In Cluster 5 you answer paired-passage Extended Constructed Response (ECR) prompts by using balanced evidence from BOTH passages. This module teaches the HABIT, "BOTH passages = complete answer," the SET introduction (Statement of Global Purpose, Evidentiary Reference, Thesis/Central Idea), and how to identify the problem, the action or decision, the outcome, and what remains in each passage. A complete explanation is faithful to both passages and clear about the different consequences within them.

Essential Question

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

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

How This Book Helps Me Think

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

THE INDEPENDENCE ROUTINE

Attempt	Try the thinking first.
Check	Use the built-in check when one is provided.
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The Standards I Am Learning - Part 1

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

TEKS 11(B)(ii) - Official Standard

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

HOW I SAY THE STANDARD!

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

TEKS 12(B)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

TEKS 12(B)(ii) - Official Standard

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

HOW I SAY THE STANDARD!

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

TEKS 12(B)(iii) - Official Standard

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

HOW I SAY THE STANDARD!

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

The Standards I Am Learning - Part 2

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

TEKS 11(C)(vii) - Official Standard

revise drafts by adding ideas for clarity

HOW I SAY THE STANDARD!

I can add an idea so my paired response is clearer.

TEKS 11(C)(viii) - Official Standard

revise drafts deleting ideas for clarity

HOW I SAY THE STANDARD!

I can delete an idea that is not needed so my paired response stays clear.

TEKS 11(D)(ii) - Official Standard

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

HOW I SAY THE STANDARD!

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

TEKS 11(D)(iii) - Official Standard

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

HOW I SAY THE STANDARD!

I can join my compound sentences correctly and avoid comma splices.

The Standards I Am Learning - Part 3

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

TEKS 11(D)(iv) - Official Standard

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

HOW I SAY THE STANDARD!

I can avoid run-on sentences when I write compound sentences.

TEKS 11(D)(v) - Official Standard

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

HOW I SAY THE STANDARD!

I can avoid sentence fragments when I write compound sentences.

TEKS 11(D)(xx) - Official Standard

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

HOW I SAY THE STANDARD!

I can use commas correctly in my compound sentences.

TEKS 7(C) - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

The ELPS I Am Learning

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

ELPS 1(E)(i) - Official Standard

demonstrate listening comprehension by restating, responding, paraphrasing, summarizing, or asking for clarification

HOW I SAY THE STANDARD!

I can restate, respond, or ask for clarification so I understand what I hear.

ELPS 2(E)(i) - Official Standard

explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic discourse

HOW I SAY THE STANDARD!

I can explain and discuss my thinking with more and more detail.

ELPS 3(G)(ii) - Official Standard

demonstrate reading comprehension of content-area texts by paraphrasing

HOW I SAY THE STANDARD!

I can paraphrase what I read to show I understand it.

ELPS 4(F)(ix) - Official Standard

write to explain or justify with supporting evidence using appropriate content for a specific purpose

HOW I SAY THE STANDARD!

I can support my writing with evidence that fits my purpose.

My Module 1 Learning Launchpad

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

I CAN

- identify the problem, action or decision, outcome, and what remains in both passages.
- use evidence from both passages to prove one shared idea.
- explain why two accurate details belong together.
- write a SET introduction before drafting my explanation.

I WILL

- honor both sources instead of choosing the easier passage.
- write a SET introduction before drafting my explanation.
- revise for clarity and then edit my compound sentences.
- protect the important difference between the two passages.

LEARNING DESTINATION

I will write a complete paired-passage explanation with a SET introduction, relevant evidence from both passages, a clear explanation of the shared idea, purposeful transitions, and a revision-and-editing pass.

MY LAUNCHPAD PROMISE

The part of balanced evidence I will practice first is _____
because

My Module 1 Learning Dashboard

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

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

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Use evidence from both passages	a lot / a little / new	a lot / a little / new	a lot / a little / new
Find the problem, action, outcome, and what remains	a lot / a little / new	a lot / a little / new	a lot / a little / new
Write a SET introduction	a lot / a little / new	a lot / a little / new	a lot / a little / new
Explain what a paired detail proves	a lot / a little / new	a lot / a little / new	a lot / a little / new
Revise and edit my paired response	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal for this module:

Tier 1 Vocabulary - Everyday Words

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

action

Say it: AK-shuhn

What it means: something a person does

Try the frame: One action a character took was ____.

change

Say it: CHAYNJ

What it means: to become different

Try the frame: Something began to change when ____.

choice

Say it: CHOYS

What it means: a decision between possibilities

Try the frame: A choice made in the passage was ____.

fair

Say it: FAIR

What it means: right and reasonable

Try the frame: Some readers might ask whether the decision was fair because ____.

help

Say it: HELP

What it means: to make a task easier

Try the frame: One detail that helps explain the outcome is ____.

Tier 1 Vocabulary - Everyday Words

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

plan

Say it: PLAN

What it means: steps for reaching a goal

Try the frame: A step in the plan or process was ____.

problem

Say it: PROB-luhm

What it means: something that needs attention or a solution

Try the frame: The problem in each passage is ____.

result

Say it: rih-ZULT

What it means: what happens after an action

Try the frame: The result of that action was ____.

share

Say it: SHAIR

What it means: to use together or give a part

Try the frame: One idea both passages share is ____.

work

Say it: WURK

What it means: effort done to accomplish something

Try the frame: The work of the delegates or the workers was ____.

Tier 2 Vocabulary - Academic Words

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

coherence

Say it: koh-HEER-uhns

What it means: clear, logical flow between ideas

Try the frame: I kept coherence in my writing by ____.

compare

Say it: kuhm-PAIR

What it means: to explain meaningful similarities

Try the frame: I can compare the two passages by noting that both ____.

contrast

Say it: KON-trast

What it means: to explain meaningful differences

Try the frame: I can contrast the two passages by noting that ____.

evidence

Say it: EV-uh-duhns

What it means: specific source details used as proof

Try the frame: My evidence from the passage is ____.

explanation

Say it: eks-pluh-NAY-shuhn

What it means: reasoning that tells what evidence means

Try the frame: My explanation tells what the evidence proves because ____.

Tier 2 Vocabulary - Academic Words

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

paraphrase

Say it: PAIR-uh-frayz

What it means: a source idea retold accurately in new words

Try the frame: My paraphrase of that sentence is ____.

significance

Say it: sig-NIF-uh-kuhns

What it means: why an idea matters beyond one detail

Try the frame: The significance of this detail is that ____.

synthesize

Say it: SIN-thuh-syz

What it means: to combine evidence into a larger understanding

Try the frame: When I synthesize the evidence, I can say ____.

thesis (central idea)

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

What it means: the central answer that controls a response

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

transition

Say it: tran-ZISH-uhn

What it means: a word or phrase that connects ideas

Try the frame: I used the transition word ____ to connect my ideas.

Tier 3 Vocabulary - Passage Words

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

consequence

Say it: KON-si-kwens

What it means: what happens because of an action or decision

Try the frame: One consequence of the compromise was ____.

Constitutional Convention

Say it: kon-sti-TOO-shuh-nul kun-VEN-shun

What it means: the meeting where delegates worked on a new United States government

Try the frame: The Constitutional Convention was the meeting where ____.

convention

Say it: kun-VEN-shun

What it means: a formal meeting or an accepted practice

Try the frame: At the convention, delegates argued about ____.

delegate

Say it: DEL-uh-git

What it means: a person chosen to represent others

Try the frame: A delegate at the convention had to ____.

Edison

Say it: ED-ih-sun

What it means: Thomas Edison, an inventor connected to electric-light testing

Try the frame: Edison wanted people to have light that ____.

Tier 3 Vocabulary - Passage Words

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

electrical

Say it: ih-LEK-trih-kul

What it means: related to electricity

Try the frame: The electrical light in the workshop ____.

experiment

Say it: ik-SPAIR-uh-ment

What it means: a test used to learn how something works

Try the frame: Edison's team ran an experiment to ____.

injustice

Say it: in-JUS-tis

What it means: an unfair situation or action

Try the frame: An injustice from the compromise was that ____.

representation

Say it: rep-rih-zen-TAY-shun

What it means: having a voice through people in government

Try the frame: Representation in Congress mattered because ____.

Three-Fifths Compromise

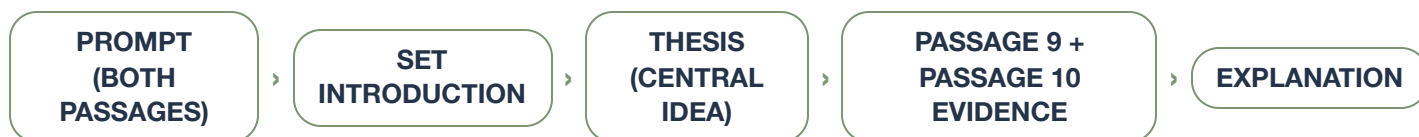
Say it: three-FIFTHS KOM-pruh-mize

What it means: an unfair historical formula used for representation

Try the frame: The Three-Fifths Compromise decided that ____.

BOTH Passages = Complete Answer

A paired prompt needs a paired answer - honor BOTH sources.



OUR MODULE HABIT

- A complete answer uses accurate evidence from both texts.
- Name the source before you name the detail - that keeps evidence accurate.
- Explain what the evidence means instead of placing two summaries side by side.

Whiteboard truth: BOTH passages = complete answer.

ONE PASSAGE IS ONLY HALF THE ANSWER

Passage 9	"A Difficult Compromise" - evidence about the Three-Fifths Compromise
Passage 10	"A Visit to the Workshop" - evidence about testing the light bulb
Together	One shared thesis (central idea) both passages support
Explanation	How the two details work together to prove the idea

ECR REMINDER

SET Introduction -> Evidence from Passage 9 -> Explanation -> Evidence from Passage 10 -> Explanation -> Closing thought. Revise for meaning and clarity before you edit conventions.

The SET Introduction

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

THE SET PATTERN

Letter	Part	What It Does
S	Statement of Global Purpose	Open with a broad idea that fits both passages.
E	Evidentiary Reference	Name both sources and what each one is about.
T	Thesis (Central Idea) Statement	State the exact answer to the prompt.

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."

ORAL REHEARSAL FRAME

In Passage 9, I noticed _____. In Passage 10, I learned _____. Together, both passages show _____.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Problem, Action, Outcome, What Remains

Sort every detail into its job before you write.

THE FOUR EVIDENCE JOBS

Problem	What difficulty or disagreement does the passage describe?
Action or Decision	What did the people in the passage do about it?
Outcome	What happened right after the action or decision?
What Remains	What is still unfinished, unresolved, or continuing?

IN "A DIFFICULT COMPROMISE"

Problem	How to count enslaved people when deciding representation in Congress.
Action / Decision	Delegates agreed that each enslaved person would count as three-fifths of a person.
Outcome	The compromise helped the convention move forward.
What Remains	People continued to question whether the decision was fair.

IN "A VISIT TO THE WORKSHOP"

Problem	People needed light that was safe and lasted longer than flickering oil lamps.
Action / Decision	Edison's team adjusted a thin wire inside a glass bulb and tested it.
Outcome	The bulb began to glow with a steady, warm light.
What Remains	The streets outside were still dim - more testing and work remained.

WHY THIS SORTING MATTERS

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, while the other focuses on step-by-step technical problem solving.

The Why Prompt Habit

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

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

THE FORMAL 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. This is a statement, and it names a WHY. A paired prompt needs a paired answer.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

The DOT Reading Habit

Dot. Discover. Drop.

Step	What I Do
D - Dot	Place a small dot above any word that seems unfamiliar as I read.
O - Discover	Discover the meaning using context, word parts, or a reliable resource.
T - Drop	Go back and erase the dot once I know its meaning.

WORDS TO REMEMBER

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

AS YOU READ BOTH PASSAGES

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

MY FIRST THINKING (DAY ONE)

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

How can I use evidence from BOTH passages to build one complete explanation?

My thinking level before we begin:

MOVE YOUR THINKING

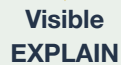
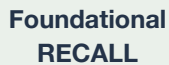
Foundational
RECALL

Emergent
CONNECT

Visible
EXPLAIN

Independent
USE

Reflective
EXTEND



STUDENT SUPPORT - Another Way to Show What You Know

Say your answer first or use this starter: A complete paired answer uses ____ because _____. Then write your own thinking.

Say your answer first or use this starter: A complete paired answer uses ___ because _____. Then write your own thinking.

Ready to Stretch? Take Your Thinking Further!

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

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

A Difficult Compromise

Passage 9 • Nonfiction • Low Stamina

AS YOU READ

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

[1] 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.

A Difficult Compromise - TRACKS Evidence Hunt 1

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

TRACKS	Exact Evidence	Why It Fits
T • Time	"In the summer of 1787"	It fits because _____
T • Time	"The debate went on for days"	It fits because _____
R ■ Reactions	"people continued to question the decision"	It fits because _____
R ■ Reactions	"Voices were raised, and some delegates worried the meeting might fall apart"	It fits because _____
A ▲ Actions	"Southern states wanted enslaved people counted as part of their population"	It fits because _____
A ▲ Actions	"each enslaved person would count as three-fifths of a person"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

A Difficult Compromise - TRACKS Evidence Hunt 2

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

TRACKS	Exact Evidence	Why It Fits
C ★ Character, Concept, Creature	"the Three-Fifths Compromise"	It fits because _____
K ♦ Key Knowledge	"The compromise helped the group move forward, but it didn't solve the deeper problem"	It fits because _____
K ♦ Key Knowledge	"it wasn't fair to count people who were not free and could not vote"	It fits because _____
S ▼ Scenery / Setting	"At the Constitutional Convention"	It fits because _____
S ▼ Scenery / Setting	"in Philadelphia"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

A Visit to the Workshop

Passage 10 • Historical Fiction • Low Stamina

AS YOU READ

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

[1] 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.

A Visit to the Workshop - TRACKS Evidence Hunt 1

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

TRACKS	Exact Evidence	Why It Fits
T • Time	"The year was 1880"	It fits because _____
T • Time	"late into the night"	It fits because _____
R ■ Reactions	"she knew something was changing"	It fits because _____
R ■ Reactions	"Zaylen gasped"	It fits because _____
A ▲ Actions	"it began to glow"	It fits because _____
A ▲ Actions	"one of the men carefully adjusted a thin wire inside a glass bulb"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

A Visit to the Workshop - TRACKS Evidence Hunt 2

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

TRACKS	Exact Evidence	Why It Fits
C ★ Character, Concept, Creature	"Thomas Edison"	It fits because _____
K ♦ Key Knowledge	"People should have light that is safe and lasts longer"	It fits because _____
K ♦ Key Knowledge	"her family used oil lamps that flickered and sometimes filled the air with smoke"	It fits because _____
S ▼ Scenery / Setting	"the streets of the city were darker than Zaylen expected"	It fits because _____
S ▼ Scenery / Setting	"Wires stretched across tables, and glass bulbs sat in rows"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - GATHER: Listen and Label

Listen with pencils down first, then hold up P, A, O, or R.

LISTENING TARGET

Listen for whether an idea belongs to the Problem, Action or decision, Outcome, or unresolved/continuing issue (What Remains), and identify which passage proves it.

TEACHER READ-ALoud

"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.

STUDENT SUPPORT - Another Way to Show What You Know

If choosing P, A, O, or R is difficult, point to the stronger detail and say why with a partner before you label it.

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - REVEAL: BOTH Passages = Complete Answer

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

THE FORMAL 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.

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.

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.

DAY 1 CLOSING

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

Day 2 - ATTEMPT: Both or Bust Evidence Spinner

How to play.

THE GOAL

Spin to collect an evidence job (Problem, Action or Decision, Outcome, or What Remains). Match one Passage 9 card and one Passage 10 card for that same job, state the relationship, and write an explanation. A checker confirms both sources are accurate and that the comparison does not make the political injustice in Passage 9 equal to the technical work in Passage 10.

SETUP

Use the spinner with four sections: Problem, Action or Decision, Outcome, What Remains. The card decks are the Job Cards, the Passage 9 Evidence Cards, and the Passage 10 Evidence Cards.

HOW TO PLAY

1. Spin to land on a job.
2. Take the matching Passage 9 card and the matching Passage 10 card.
3. Say the relationship aloud: "In Passage 9 ____; in Passage 10 ____; together these show ____."
4. The checker confirms BOTH sources are named, the detail is accurate, and the difference in stakes is protected.
5. If the pair is BOTH accurate and connected, record it. If not, it is a BUST - try again.

BEFORE YOU CUT

Dashed lines mean CUT. Keep each card together. Match first; check the card back second; adjust if needed.

STUDENT SUPPORT - Another Way to Show What You Know

Use the recording sheet instead of cutting. Write each job, your Passage 9 detail, your Passage 10 detail, and your explanation. You still connect both passages.

Ready to Stretch? Take Your Thinking Further!

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

✂ CUT PAGE - Both or Bust - Evidence Job Cards

Cut only on the dashed lines.

PROBLEM What difficulty or disagreement does the passage describe?	ACTION OR DECISION What did the people in the passage do about the problem?
OUTCOME What happened right after the action or decision?	WHAT REMAINS What is still unfinished, unresolved, or continuing?

Card Backs - Both or Bust - Evidence Job Cards

Check only after the group commits.

A ACTION / DECISION Spin again for evidence	P PROBLEM Spin again for evidence
R WHAT REMAINS Spin again for evidence	O OUTCOME Spin again for evidence

✂ CUT PAGE - Both or Bust - Passage 9 Evidence Cards

Cut only on the dashed lines.

PASSAGE 9 - PROBLEM

"How to count enslaved people when deciding representation in Congress."

PASSAGE 9 - ACTION/DECISION

"Each enslaved person would count as three-fifths of a person."

PASSAGE 9 - OUTCOME

"The compromise helped the group move forward."

PASSAGE 9 - WHAT REMAINS

"People continued to question the decision. Was it fair?"

Card Backs - Both or Bust - Passage 9 Evidence Cards

Check only after the group commits.

9 Passage 9 Match a Passage 10 card	9 Passage 9 A Difficult Compromise
9 Passage 9 Say the relationship aloud	9 Passage 9 Same job, other passage

✂ CUT PAGE - Both or Bust - Passage 10 Evidence Cards

Cut only on the dashed lines.

PASSAGE 10 - PROBLEM

"Her family used oil lamps that flickered and sometimes filled the air with smoke."

PASSAGE 10 - ACTION/DECISION

"One of the men carefully adjusted a thin wire inside a glass bulb."

PASSAGE 10 - OUTCOME

"It began to glow. The room filled with a steady, warm light."

PASSAGE 10 - WHAT REMAINS

"Outside, the streets were still dim, but she knew something was changing."

Card Backs - Both or Bust - Passage 10 Evidence Cards

Check only after the group commits.

10

Passage 10

Match a Passage 9 card

10

Passage 10

A Visit to the Workshop

10

Passage 10

Say the relationship aloud

10

Passage 10

Same job, other passage

Both or Bust Evidence Spinner - My Recording Sheet

Record each job you spin. Use accurate evidence from BOTH passages.

Job	Passage 9 Detail	Passage 10 Detail	What They Prove Together
Problem			
Action / Decision			
Outcome			
What Remains			

NO-CUT PATHWAY

You do not have to cut the cards. Fill in the table above with each job's evidence, then read your full explanation aloud. Check that you used a detail from BOTH passages and protected the important difference between them.

STUDENT SUPPORT - Another Way to Show What You Know

Use the evidence cards as a reference. Point to a Passage 9 card and a Passage 10 card for the same job before you write.

Ready to Stretch? Take Your Thinking Further!

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

Day 3 - DISCUSS

What makes a paired answer complete instead of partial?

DISCUSSION QUESTIONS

- Why is it not enough to use only one passage?
- Can I paraphrase instead of quoting? (Yes, as long as your evidence is accurate and strong.)
- How can two situations share a pattern without having the same consequences?

WHAT WE NOTICED

One passage gives only part of the answer. The compromise and the light-bulb test both show progress before a problem is completely solved - but a political injustice is not the same as a technical test. Balance and explanation, not length, make paired thinking complete.

MY DISCUSSION NOTES

A phrase that connects the two passages:

The two details prove the same idea because:

STUDENT SUPPORT - Another Way to Show What You Know

Use this frame: Passage 9 shows ____.
Passage 10 shows _____. Together they prove _____. Talk it through before you write.

Ready to Stretch? Take Your Thinking Further!

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

Day 3 - USE AGAIN: SET Introduction and Balanced Evidence

Plan a SET introduction, then build a balanced paired response.

THE FORMAL 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.

SET INTRODUCTION

S - Statement of Global Purpose (broad idea):

E - Evidentiary Reference (name both sources):

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

BALANCED EVIDENCE

Underline Passage 9 evidence in blue:

Underline Passage 10 evidence in green:

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

My Paired Response - Draft Space

Use accurate, balanced evidence from BOTH passages, connected to one shared idea.

SUCCESS CHECK

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

[illegible]

Module 1 Conventions Sweep

This is not a new paragraph. It is a quick revise-then-edit check on writing you already have.

REVISE ONE PARAGRAPH FROM YOUR PAIRED RESPONSE

ADD a needed idea for clarity or DELETE an idea that is not needed. Revise meaning and clarity BEFORE you edit conventions.

MARK AND CHECK

1. Underline each compound sentence; check subject-verb agreement in each part. (TEKS 11(D)(ii))
2. Check that you did not join two sentences with only a comma (a splice). (TEKS 11(D)(iii))
3. Check that you did not run two sentences together with no punctuation (a run-on). (TEKS 11(D)(iv))
4. Check that every sentence is complete, not a fragment. (TEKS 11(D)(v))
5. Check the comma before the conjunction in each compound sentence. (TEKS 11(D)(xx))

IF I FOUND SOMETHING TO FIX

Write the corrected sentence:

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 4 - AWARD Yourself

An award counts when you point to a real sentence in your own paired response.

GIVE YOURSELF CREDIT FOR USING BOTH PASSAGES

- I named both sources accurately.
- I explained what my two details prove together.
- I protected the important difference between the passages.
- I revised for clarity before I edited conventions.

Earn a badge: Balanced Thinker, Evidence Finder, Difference Protector, or Paired Passage Pro.

MY AWARD

One paired-passage habit I used well today is

because

My proof is on page _____.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING



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Day 4 - TARGET Your Next Growth

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

WHICH PART NEEDS MORE PRACTICE?

- ☐ Balancing evidence from both passages ☐ SET introduction
☐ Sorting Problem / Action / Outcome / What Remains ☐ Explanation that connects both details

BUILD A PRECISE TARGET

My next paired-response goal is _____ because

I will know I improved when

CURIOSITY QUESTIONS

Why do results from a political decision and results from an experiment need to be judged in different ways? What other pairs of events show progress before a problem is fully solved?

Ready to Stretch? Take Your Thinking Further!

Raise your target one level: name how you could explain the important difference between a political injustice and a technical experiment while still connecting both passages.

Day 5 - EXPLAIN or Educate Others

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

TEACH ONE OF THESE

- why BOTH passages = complete answer;
- how to sort evidence into Problem, Action or Decision, Outcome, and What Remains;
- how to build a thesis (central idea) using the SET introduction;
- why a fact can be true but a paired answer is still incomplete without both sources.

SENTENCE STEMS

"A complete paired answer needs ____." "In Passage 9, I noticed ____." "In Passage 10, I learned ____." "These two passages work together because ____." "The important difference I have to protect is ____."

LISTENER RESPONSIBILITIES

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

MY THINKING NOW

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

How can I use evidence from BOTH passages to build one complete explanation?

WHAT CHANGED?

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

My thinking grew because

My thinking level now:

MOVE YOUR THINKING



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Check the Learning

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

VERBAL - BOTH OR PARTIAL

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

My answer and reason:

VISUAL / PHYSICAL - EVIDENCE JOB

Hold up a passage detail and label it P, A, O, or R, then explain why that label fits.

My detail and label:

WRITTEN - SHARED IDEA

Complete: "Together, these details show ____." Write one sentence using a detail from each passage.

My sentence:

STUDENT SUPPORT - Another Way to Show What You Know

Choose Verbal, Visual, or Written: say your choice aloud, show a labeled detail, or hand in your shared-idea sentence.

Ready to Stretch? Take Your Thinking Further!

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

MY MODULE CHECK-IN

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

AWARD

Something I am proud of:

TARGET

Something I will strengthen next:

EXPLAIN

The page that best proves my growth is _____ because

I Can...	Not Yet	Getting Set	I Can Do It
Use evidence from both passages	☐	☐	☐
Sort a detail as Problem, Action, Outcome, or What Remains	☐	☐	☐
Write a SET introduction	☐	☐	☐
Explain what a paired detail proves	☐	☐	☐
Revise and edit my paired response	☐	☐	☐

Additional Writing Opportunity - Balanced Evidence

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

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.

SUCCESS CRITERIA

- My response uses balanced, accurate evidence from both passages.
- My introduction follows the SET pattern.
- I protected the important difference between the two passages.
- I revise for clarity and run the Conventions Sweep.

MY FIRST DECISION

Prompt I chose:

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

STUDENT SUPPORT - Another Way to Show What You Know

Read the prompt bank aloud. Choose the one whose evidence from BOTH passages you can explain most clearly. Then plan your SET introduction.

Ready to Stretch? Take Your Thinking Further!

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

Plan My Paired Response

SET first, then balance one detail from each passage, then explain.

1. SET INTRODUCTION

Write your broad idea (S), your evidentiary reference naming both sources (E), and your thesis / central idea (T).

2. PASSAGE 9 EVIDENCE (blue) - "A Difficult Compromise"

3. PASSAGE 10 EVIDENCE (green) - "A Visit to the Workshop"

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Paired Response Draft - Page 1

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

MEANING CHECK

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

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

Paired Response Draft - Page 2

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

PRECISION CHECK

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

[illegible]

Revise, Edit, and Share

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

REVISE

Add one idea that strengthens clarity; delete one idea that is not needed.

Before:

After:

EDIT - Conventions Sweep

- ☐ Subject-verb agreement in compound sentences ☐ No comma splices
☐ No run-ons ☐ No fragments ☐ Comma before the conjunction

SHARE

My partner heard my paired response get stronger when I _____
 because

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Tiny Tracks

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

Tiny Tracks

Small Steps. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



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Reflective
EXTEND

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

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

Ready to Stretch? Take Your Thinking Further!

Point to your Passage 9 detail and your Passage 10 detail. Defend how they prove the same shared idea.

PROOF OF TRANSFER

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

READY TO STRETCH? - Important Difference Lab

Acknowledging an important difference makes a synthesis more accurate.

CHALLENGE

Write a 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.

BUILD THE PARAGRAPH

The important difference is:

This difference matters because:

My significance sentence (why does this matter beyond one detail?):

JUSTIFY

Explain why treating a political injustice and a technical experiment as equal would make an answer less accurate. Create one new sentence-statement prompt that requires both passages.

MOVE YOUR THINKING



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Reflective
EXTEND

Study Three Paired-Evidence Exemplars

Notice how a paired response moves from one passage to balanced, explained evidence.

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

"The delegates agreed that each enslaved person would count as three-fifths of a person."

Which passage is missing, and where is the explanation of what the evidence proves?

MEDIUM

"In 'A Difficult Compromise,' delegates made an agreement about representation. In 'A Visit to the Workshop,' Edison's team tested a glowing bulb."

Both sources are named. What is still missing so the two details prove ONE shared idea?

HIGH

"In 'A Difficult Compromise,' delegates agreed to the Three-Fifths Compromise so the convention could move forward, but people kept questioning whether it was fair. In 'A Visit to the Workshop,' Edison's team made a bulb glow with steady light, yet the streets outside were still dim. Together, both passages show that an important step forward can move work ahead while a larger problem stays unfinished - even though a political injustice is not the same as an unfinished experiment."

How does this response use balanced evidence from BOTH passages, explain the shared idea, and protect the important difference?

Portfolio Evidence + Closing Reflection

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

Evidence	Page	What It Proves About My Thinking
1		
2		
3		

LOOK HOW MY THINKING MOVED

At first, I...

Now I...

My biggest improvement was...

MODULE 1 CLOSING IDEA

Balanced evidence makes a paired-passage response complete because I prove the shared idea with relevant, accurate details from both texts and then explain how those details connect to the same central answer. Evidence from two passages creates a complete explanation when each detail supports the same central idea and I explain the relationship between them - while still protecting any important difference between the two passages. BOTH passages = complete answer.

Essential Question - Answered

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

OUR ESSENTIAL QUESTION

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

My Answer

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

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CLUSTER 5



M O D U L E

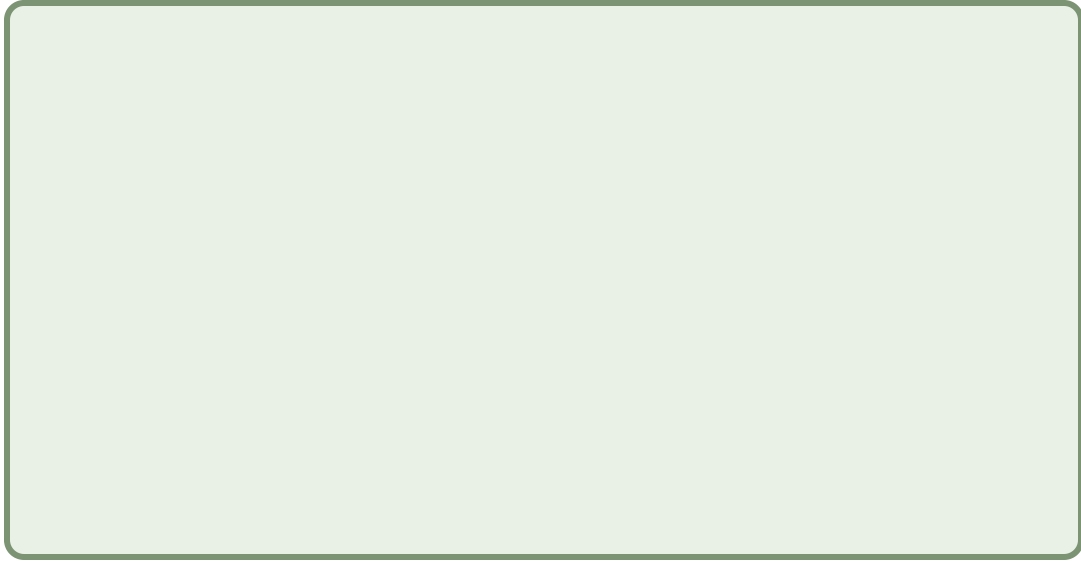


HOW Responses: Alike and Different

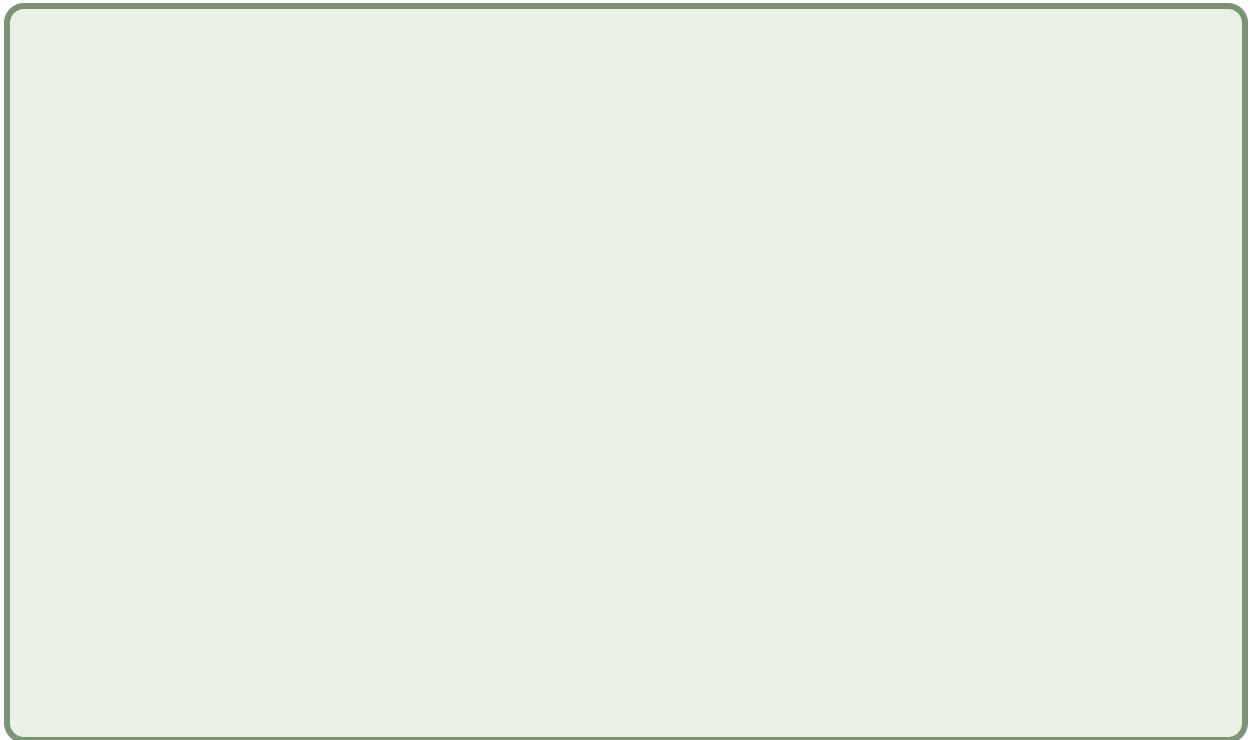
Comparing Two Passages



Pocket Practice



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



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

Why This Module Matters

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

WHY THIS MODULE MATTERS

Strong HOW responses do not place two summaries side by side. A strong paired-passage response names the relationship first, pairs accurate evidence from both passages around that relationship, uses comparison transitions, and explains why the similarity or difference matters. A response that only lists two facts is not finished.

Essential Question

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

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

How This Book Helps Me Think

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

THE INDEPENDENCE ROUTINE

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

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

Visual Conventions You Will See

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

The Standards I Am Learning - Part 1

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

TEKS 5.11(B)(ii) - Official Standard

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

HOW I SAY THE STANDARD!

I can organize my draft with purposeful transitions.

TEKS 5.12(B)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

TEKS 5.12(B)(ii) - Official Standard

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

HOW I SAY THE STANDARD!

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

TEKS 5.12(B)(iii) - Official Standard

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

HOW I SAY THE STANDARD!

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

The Standards I Am Learning - Part 2

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

TEKS 5.11(C)(i) - Official Standard

revise drafts to improve sentence structure

HOW I SAY THE STANDARD!

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

TEKS 5.11(C)(ii) - Official Standard

revise drafts to improve word choice

HOW I SAY THE STANDARD!

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

TEKS 5.11(C)(v) - Official Standard

revise drafts combining ideas for coherence

HOW I SAY THE STANDARD!

I can combine related ideas so my writing flows together.

The Standards I Am Learning - Part 3

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

TEKS 5.11(C)(vi) - Official Standard

revise drafts by rearranging ideas for coherence

HOW I SAY THE STANDARD!

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

TEKS 5.11(C)(vii) - Official Standard

revise drafts by adding ideas for clarity

HOW I SAY THE STANDARD!

I can add ideas so my explanation is clearer.

TEKS 5.11(C)(viii) - Official Standard

revise drafts by deleting ideas for clarity

HOW I SAY THE STANDARD!

I can delete extra ideas so my writing is clearer.

The Standards I Am Learning - Part 4

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

TEKS 5.11(D)(ii) - Official Standard

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

HOW I SAY THE STANDARD!

I can write compound sentences where the subject and verb agree.

TEKS 5.11(D)(iii) - Official Standard

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

HOW I SAY THE STANDARD!

I can avoid comma splices in my compound sentences.

TEKS 5.11(D)(iv) - Official Standard

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

HOW I SAY THE STANDARD!

I can avoid run-on sentences.

TEKS 5.11(D)(v) - Official Standard

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

HOW I SAY THE STANDARD!

I can avoid sentence fragments.

TEKS 5.11(D)(xx) - Official Standard

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

HOW I SAY THE STANDARD!

I can use commas correctly in my compound sentences.

TEKS 5.7(C) - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

The ELPS I Am Learning

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

ELPS 1(E)(i) - Official Standard

demonstrate listening comprehension by restating, responding, paraphrasing, summarizing, or asking for clarification

HOW I SAY THE STANDARD!

I can show I understand by restating or paraphrasing what I hear.

ELPS 2(E)(i) - Official Standard

explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic discourse

HOW I SAY THE STANDARD!

I can explain and discuss my thinking with more precise words.

ELPS 3(G)(ii) - Official Standard

demonstrate reading comprehension of content-area texts by paraphrasing

HOW I SAY THE STANDARD!

I can show I understand a passage by paraphrasing it.

ELPS 4(F)(ix) - Official Standard

write to explain or justify with supporting evidence using appropriate content for a specific purpose

HOW I SAY THE STANDARD!

I can write to explain my thinking with evidence that fits my purpose.

My Module 2 Learning Launchpad

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

I CAN

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

I WILL

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

LEARNING DESTINATION

I will build a complete paired-passage response that names the relationship first, pairs evidence from both texts, uses comparison transitions, and explains why the relationship matters.

MY LAUNCHPAD PROMISE

The HABIT I will practice first is _____ because

My Module 2 Learning Dashboard

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

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

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Name the relationship first	a lot / a little / new	a lot / a little / new	a lot / a little / new
Use accurate, balanced evidence	a lot / a little / new	a lot / a little / new	a lot / a little / new
Use a comparison transition	a lot / a little / new	a lot / a little / new	a lot / a little / new
Explain the significance	a lot / a little / new	a lot / a little / new	a lot / a little / new
Check conventions	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal:

Tier 1 Vocabulary

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

cause

Say it: KAWZ

What it means: something that makes something happen

Try the frame: One cause in the compromise passage was ____.

change

Say it: CHAYNJ

What it means: to become different

Try the frame: The workshop test caused a change in ____.

choice

Say it: CHOYS

What it means: a decision

Try the frame: The delegates made a choice to ____.

different

Say it: DIF-ur-uhnt

What it means: not alike

Try the frame: Passage 9 and Passage 10 are different because ____.

effect

Say it: ih-FEKT

What it means: what happens because of a cause

Try the frame: One effect of the Three-Fifths Compromise was ____.

Tier 1 Vocabulary

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

link

Say it: LINGK

What it means: a connection

Try the frame: I can link the two passages by ____.

match

Say it: MACH

What it means: to be alike in an important way

Try the frame: These two details match because ____.

reason

Say it: REE-zuhn

What it means: an explanation for why something happens

Try the frame: My reason for choosing this evidence is ____.

result

Say it: ri-ZULT

What it means: what happens after an event

Try the frame: The result of the bulb test was ____.

same

Say it: SAYM

What it means: not different

Try the frame: Both passages show a same idea about ____.

Tier 2 Vocabulary

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

coherence

Say it: koh-HEER-uhns

What it means: clear, logical flow between ideas

Try the frame: I can build coherence in my writing by ____.

compare

Say it: kuhm-PAIR

What it means: to explain meaningful similarities

Try the frame: I can compare the two passages by ____.

contrast

Say it: KON-trast

What it means: to explain meaningful differences

Try the frame: I can contrast the two passages by ____.

evidence

Say it: EV-ih-duhns

What it means: specific source details used as proof

Try the frame: I can use evidence from both passages to ____.

explanation

Say it: eks-pluh-NAY-shuhn

What it means: reasoning that tells what evidence means

Try the frame: My explanation tells the reader that ____.

Tier 2 Vocabulary

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

paraphrase

Say it: PAIR-uh-frayz

What it means: a source idea retold accurately in new words

Try the frame: I can paraphrase the passage by saying ____.

significance

Say it: sig-NIF-ih-kuhns

What it means: why an idea matters beyond one detail

Try the frame: The significance of this evidence is ____.

synthesize

Say it: SIN-thuh-syz

What it means: to combine evidence into a larger understanding

Try the frame: I can synthesize evidence from both texts to ____.

thesis (central idea)

Say it: THEE-sis

What it means: the central answer that controls a response

Try the frame: My thesis (central idea) answers the prompt by saying ____.

transition

Say it: tran-ZISH-uhn

What it means: a word or phrase that connects ideas

Try the frame: I can use a transition such as however to ____.

Tier 3 Vocabulary

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

compromise

Say it: KOM-pruh-mize

What it means: an agreement in which sides give up part of what they want

Try the frame: The delegates reached a compromise about ____.

consequence

Say it: KON-si-kwens

What it means: what happens because of an action or decision

Try the frame: One consequence of the compromise was ____.

delegate

Say it: DEL-uh-git

What it means: a person chosen to represent others

Try the frame: A delegate at the Convention argued that ____.

electrical

Say it: ih-LEK-trih-kul

What it means: related to electricity

Try the frame: The workers tested an electrical wire to ____.

experiment

Say it: ik-SPAIR-uh-ment

What it means: a test used to learn how something works

Try the frame: Edison's workshop ran an experiment to ____.

Tier 3 Vocabulary

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

inference

Say it: IN-fer-ens

What it means: a logical idea formed from evidence and reasoning

Try the frame: My inference about the two passages is ____.

persistence

Say it: per-SIS-tens

What it means: continued effort even when work is difficult

Try the frame: The workers showed persistence when they ____.

representation

Say it: rep-rih-zen-TAY-shun

What it means: having a voice through people in government

Try the frame: Representation in Congress meant that ____.

synthesis

Say it: SIN-thuh-sis

What it means: new understanding made by combining ideas from more than one source

Try the frame: My synthesis of both passages shows ____.

Three-Fifths Compromise

Say it: three-FIFTHS KOM-pruh-mize

What it means: an unfair historical formula used for representation

Try the frame: The Three-Fifths Compromise counted enslaved people as ____.

The DOT Reading Habit

Dot. Discover. Drop.

Step	What It Means
D - Dot	Place a small dot above any word or phrase that interrupts understanding.
O - Discover	Finish the sentence or paragraph, use context, then discover its meaning as we learn.
T - Drop	Repair meaning, then erase the dot once you know it.

RETRIEVAL CUE

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

The HOW Prompt Habit

Shape the prompt for clues before you write.

Step	What I Do
Topic	Find the noun of importance: the two passages.
Writing Job	Find the verb of importance: explain how they develop.
Relationship Clue	Circle whether the prompt asks for a similarity or a difference.
Source Requirement	Use evidence from BOTH passages.
Explain	Explain why the relationship matters.

COMPARISON SIGNAL WORDS

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

Different: however, while, unlike, in contrast, whereas



STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Get SET to Introduce a Comparison

A HOW introduction sets up the relationship before the evidence.

Letter	What It Means
S - Statement of Global Purpose	Open with a broad idea.
E - Evidentiary Reference	Bridge with a reference to both passages.
T - Thesis (Central Idea)	State the exact answer to 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.

Ready to Stretch? Take Your Thinking Further!

Write your own SET opening. Make the thesis (central idea) name the relationship clearly.

Explain the Significance, Do Not List

The explanation is where the comparison becomes clear.

EVIDENCE FROM PASSAGE 9

"For every five enslaved people, three were added to a state's population total."

EVIDENCE FROM PASSAGE 10

"He says each test teaches them something."

THE SIGNIFICANCE SENTENCE

Both passages show people continuing to work toward a result, but the consequences are not equal. The compromise increased political power while denying rights to enslaved people, while a failed workshop test only supplies information for the next design.

PROTECT THE STAKES

Do not equate an unjust political decision with technical experimentation. A careful comparison names both the shared pattern and the important difference.

STUDENT SUPPORT - Another Way to Show What You Know

Read your two details aloud, then add one sentence that starts with "This matters because..." to explain the significance.

Ready to Stretch? Take Your Thinking Further!

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

My Learning Destination

Know what success will look and sound like.

BIG GOAL

I will build a complete paired-passage response that names the relationship first, pairs evidence from both texts, uses comparison transitions, and explains why the relationship matters.

SUCCESS CRITERIA

- My introduction references both passages and states a central comparison.
- My evidence is accurate, relevant, and balanced.
- My transitions show a real relationship.
- My explanation protects important differences.
- I revise for meaning first, then edit conventions.

I WILL KNOW I AM READY WHEN...

MY FIRST THINKING (DAY ONE)

Answer now. You will answer again near the end.

How can I explain how two passages are alike and different without just retelling them?

MOVE YOUR THINKING



Foundational RECALL



Emergent CONNECT



Visible
EXPLAIN



Independent USE



Reflective EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

Say your answer first, then write your own thinking.

Ready to Stretch? Take Your Thinking Further!

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

A Difficult Compromise

Passage 9 • Nonfiction • Part 1 of 6

AS YOU READ

Use the DOT HABIT. TAP the TRACKS. Read for comparison: mark one idea that could show a shared pattern and one idea that could show an important difference between this passage and the other.

[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.

A Difficult Compromise - Continued

Passage 9 • Nonfiction • Part 2 of 6

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice how the passage ends and what it reveals.

[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.

A Difficult Compromise - Continued

Passage 9 • Nonfiction • Part 3 of 6

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice how the passage ends and what it reveals.

[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.

A Difficult Compromise - Continued

Passage 9 • Nonfiction • Part 4 of 6

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice how the passage ends and what it reveals.

[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.

A Difficult Compromise - Continued

Passage 9 • Nonfiction • Part 5 of 6

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice how the passage ends and what it reveals.

[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.

A Difficult Compromise - Continued

Passage 9 • Nonfiction • Part 6 of 6

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice how the passage ends and what it reveals.

[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."

A Difficult Compromise - TRACKS Evidence Hunt

Verbally explain why each exact clue fits.

TRACKS	Exact Evidence	Why It Fits
T • Time	"In the summer of 1787"	It fits because _____
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"	It fits because _____
A ▲ Actions	"Southern states wanted enslaved people counted as part of their population"	It fits because _____
C ★ Character, Concept, Creature	"the Three-Fifths Compromise"	It fits because _____
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"	It fits because _____
S ▼ Scenery / Setting	"At the Constitutional Convention"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

A Visit to the Workshop

Passage 10 • Historical Fiction • Part 1 of 6

AS YOU READ

Use the DOT HABIT. TAP the TRACKS. Read for comparison: mark one idea that could show a shared pattern and one idea that could show an important difference between this passage and the other.

[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.

A Visit to the Workshop - Continued

Passage 10 • Historical Fiction • Part 2 of 6

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice how the passage ends and what it reveals.

[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.

A Visit to the Workshop - Continued

Passage 10 • Historical Fiction • Part 3 of 6

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice how the passage ends and what it reveals.

[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."

A Visit to the Workshop - Continued

Passage 10 • Historical Fiction • Part 4 of 6

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice how the passage ends and what it reveals.

[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.

A Visit to the Workshop - Continued

Passage 10 • Historical Fiction • Part 5 of 6

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice how the passage ends and what it reveals.

[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.

A Visit to the Workshop - Continued

Passage 10 • Historical Fiction • Part 6 of 6

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice how the passage ends and what it reveals.

[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.

A Visit to the Workshop - TRACKS Evidence Hunt

Verbally explain why each exact clue fits.

TRACKS	Exact Evidence	Why It Fits
T • Time	"The year was 1880"	It fits because _____
R ■ Reactions	"He says each test teaches them something; It grew from patience, careful work, and many mistakes"	It fits because _____
A ▲ Actions	"the bulb began to glow; Edison and his workers tested one idea after another"	It fits because _____
C ★ Character, Concept, Creature	"Thomas Edison"	It fits because _____
K ♦ Key Knowledge	"Everyone was focused on solving the same problem"	It fits because _____
S ▼ Scenery / Setting	"the streets of the city were darker than Zaylen expected"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - GATHER: Name the Relationship

Pencils down. Listen for a shared pattern or an important difference.

MY DAY 1 LEARNING TARGET

I will identify the module HABIT and sort evidence from both passages by source and evidence job.

Our HABIT today is to name a relationship, pair evidence, and explain why the relationship matters. Listen to each sentence, then say S for a shared pattern or D for an important difference.

1. Both passages begin with a difficult problem that people must work to solve.
2. The delegates negotiate a political compromise, while the workshop workers conduct repeated technical tests.
3. Both passages show people gathering information and continuing to work.
4. The compromise increases political power while denying rights to enslaved people, while the workshop's failed tests only supply information for the next design.

Finish: "This is a ____ because ____."

FRESH RECALL

Close your notes. Tell a partner one comparison transition and one significance starter from memory.

STUDENT SUPPORT - Another Way to Show What You Know

Say S or D with your voice instead of writing, then name one signal word.

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - REVEAL: Anchor Chart

Name the relationship, then prove and explain it.

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.

MODULE HABIT IN ACTION

Read the clean copies first. Then use the TRACKS-highlighted copies to label Time, Reactions, Actions, Character or Concept, Key Knowledge, and Scenery or Setting. Choose one detail from each passage and explain what the details can support in a paired response.

WHY PROTECTING THE DIFFERENCE MATTERS

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.

STUDENT SUPPORT - Another Way to Show What You Know

Name the relationship first (shared pattern or important difference). Then point to one detail from each passage.

Ready to Stretch? Take Your Thinking Further!

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

Compare and Climb

Climb toward a connected comparison by completing each evidence challenge.

MY DAY 2 LEARNING TARGET

I will rehearse the HABIT with a partner using source-labeled evidence cards from both passages.

YOUR MISSION

Read, compare, discuss, and build stronger paired-passage answers. Decide whether a detail shows a shared pattern or an important difference, then prove your thinking with evidence from BOTH passages. You may work in pairs or small groups.

HOW TO PLAY

Step 1	Sort the Evidence Cards under SHARED PATTERN or IMPORTANT DIFFERENCE.
Step 2	Draw a Climb Card and answer it using evidence from both passages.
Step 3	A checker confirms the answer names the source, the relationship, and the explanation.

QUICK CHECK

Did I name the source (Passage 9 or Passage 10)? Did I use both passages? Did I explain what the paired evidence proves instead of just listing it?

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Compare and Climb - How the Cards Work

Every card is not complete until you name the source, the job, and the explanation.

EVIDENCE CARD MATCH

Each team receives source-labeled evidence cards. Sort every strip under SHARED PATTERN (a true similarity) or IMPORTANT DIFFERENCE (a meaningful difference). Then choose two cards and explain why they belong there.

ANSWER KEY GUIDANCE

A strong sort agrees all the way through: a shared-pattern card must be true of BOTH passages; an important-difference card must protect the stakes - it must not treat the political decision in Passage 9 as equal to the technical work in Passage 10.

CLIMB CARDS

Draw a Climb Card. Reread the source label before speaking. Say Passage 9 or Passage 10 and use a precise paraphrase rather than a guessed detail. Answer using the frame: "In Passage __, __; this matters because __."

RETURN TO THE CLEAN COPY

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

STUDENT SUPPORT - Another Way to Show What You Know

Not sure a card matches? Reread the relationship word first, then check that the card names the same shared pattern or protects the same important difference.

Ready to Stretch? Take Your Thinking Further!

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

✂ CUT PAGE - Compare and Climb Evidence Cards 1

Dashed lines mean CUT. Sort each strip under SHARED PATTERN or IMPORTANT DIFFERENCE.

EVIDENCE CARD 1

Both passages begin with a difficult problem that people must work to solve.

EVIDENCE CARD 2

The delegates negotiate a political compromise about representation, while the workshop workers conduct repeated technical tests.

EVIDENCE CARD 3

Both passages show people gathering information and continuing to work.

EVIDENCE CARD 4

In A Difficult Compromise, delegates accept an unjust political decision, while in A Visit to the Workshop, workers continue a technical investigation.

Compare and Climb Evidence Cards 1 - Card Backs

Check only after the group commits.

EVIDENCE CARD 2 IMPORTANT DIFFERENCE Self-check: this strip belongs under IMPORTANT DIFFERENCE.	EVIDENCE CARD 1 SHARED PATTERN Self-check: this strip belongs under SHARED PATTERN.
EVIDENCE CARD 4 IMPORTANT DIFFERENCE Self-check: this strip belongs under IMPORTANT DIFFERENCE.	EVIDENCE CARD 3 SHARED PATTERN Self-check: this strip belongs under SHARED PATTERN.

CUT PAGE - Compare and Climb Evidence Cards 2

Dashed lines mean CUT. Sort each strip under SHARED PATTERN or IMPORTANT DIFFERENCE.

EVIDENCE CARD 5

Both passages develop a shared pattern of people working toward a result.

EVIDENCE CARD 6

Passage 9 shows an unjust political consequence, while Passage 10 shows technical experimentation.

EVIDENCE CARD 7

Both texts show people continuing to work even when a result is unfinished or uncertain.

EVIDENCE CARD 8

The convention's decision strengthens a government while preserving injustice, while a failed workshop test only supplies information for another attempt.

Compare and Climb Evidence Cards 2 - Card Backs

Check only after the group commits.

EVIDENCE CARD 6

IMPORTANT DIFFERENCE

Self-check: this strip belongs under IMPORTANT DIFFERENCE.

EVIDENCE CARD 5

SHARED PATTERN

Self-check: this strip belongs under SHARED PATTERN.

EVIDENCE CARD 8

IMPORTANT DIFFERENCE

Self-check: this strip belongs under IMPORTANT DIFFERENCE.

EVIDENCE CARD 7

SHARED PATTERN

Self-check: this strip belongs under SHARED PATTERN.

✂ CUT PAGE - Compare and Climb - Climb Cards

Dashed lines mean CUT.

CLIMB 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.

Use both passages. Name the source, the job, and the explanation.

CLIMB 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.

Use both passages. Name the source, the job, and the explanation.

CLIMB CARD 3

State a shared pattern without making the two situations equal. Name the difference between an unjust political decision and technical experimentation.

Use both passages. Name the source, the job, and the explanation.

CLIMB 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.

Use both passages. Name the source, the job, and the explanation.

CLIMB CARD 5

Use a transition that matches the relationship. Both and similarly signal a shared pattern; however, while, and unlike signal a difference. Use both passages. Name the source, the job, and the explanation.

CLIMB CARD 6

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. Use both passages. Name the source, the job, and the explanation.

Compare and Climb Climb Cards - Card Backs

Check only after the group commits.

CLIMB

COMPARE AND CLIMB

Climb Card 2

SOURCE • JOB • EXPLANATION

CLIMB

COMPARE AND CLIMB

Climb Card 1

SOURCE • JOB • EXPLANATION

CLIMB

COMPARE AND CLIMB

Climb Card 4

SOURCE • JOB • EXPLANATION

CLIMB

COMPARE AND CLIMB

Climb Card 3

SOURCE • JOB • EXPLANATION

CLIMB

COMPARE AND CLIMB

Climb Card 6

SOURCE • JOB • EXPLANATION

CLIMB

COMPARE AND CLIMB

Climb Card 5

SOURCE • JOB • EXPLANATION

Compare and Climb Recording

Save at least two strong comparison responses.

ROUND 1

Card: ____ Relationship: SHARED PATTERN / IMPORTANT DIFFERENCE Transition: ____

Passage 9 evidence:

Passage 10 evidence:

My explanation:

ROUND 2

Card: ____ Relationship: SHARED PATTERN / IMPORTANT DIFFERENCE Transition: ____

Passage 9 evidence:

Passage 10 evidence:

My explanation:

STUDENT SUPPORT - Another Way to Show What You Know

Say the relationship and the two details aloud before recording.

Ready to Stretch? Take Your Thinking Further!

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

Relationship Web

Glue this into your interactive notebook. One branch SHARED PATTERN, one branch IMPORTANT DIFFERENCE.

UNDER SHARED PATTERN, WRITE

- Both passages begin with a difficult problem that people must work to solve.
- Both passages show people gathering information and continuing to work.
- Both passages develop a shared pattern of people working toward a result.

UNDER IMPORTANT DIFFERENCE, WRITE

- One passage follows a political decision with lasting human harm, and one follows a technical experiment.
- The compromise increases political power while denying rights, while the failed workshop tests only supply information.
- One protects an unjust consequence, and one protects a process of careful testing.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 3 - DISCUSS

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

MY DAY 3 LEARNING TARGET

I will draft, reread, and revise my paired-passage response for meaning before editing conventions.

- How can you tell whether a detail shows a shared pattern or an important difference?
- Why is it important to explain the significance instead of just listing two details?
- How are the two passages similar in the way they show people continuing to work?
- How are the two passages different in stakes and consequences?
- Why must we use both passages in a paired response?
- How do you know when a response is revised for meaning versus edited for conventions?

MY DISCUSSION NOTES

STUDENT SUPPORT - Another Way to Show What You Know

Use: The evidence says _____. That shows _____, so my response needs _____.

Ready to Stretch? Take Your Thinking Further!

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

Split-Screen Response Lab

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

HOW TO SET UP

1. Draw a line down the middle of your page to make a split-screen.
2. Label the left side Passage 9: A Difficult Compromise.
3. Label the right side Passage 10: A Visit to the Workshop.
4. Write the sentence-statement prompt at the top.
5. On each side, collect one or two pieces of evidence that match the prompt.
6. At the bottom, write a thesis (central idea) and a full response that names the relationship and explains its significance.

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.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Independent HOW Response

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

PROMPT

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

Passage 9 (A Difficult Compromise) evidence:

Passage 10 (A Visit to the Workshop) evidence:

MY THESIS (CENTRAL IDEA) + EXPLANATION OF SIGNIFICANCE

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Module 2 Conventions Sweep

Apply the compound-sentence checks.

READ

The delegates debated for days, and finally they reached a compromise. Edison did not cheer, for he wanted to know what material had been used.

1. Underline the subject and verb in each compound sentence and check for agreement.
2. Circle the comma before the coordinating conjunction.
3. Check that neither sentence is a comma splice, a run-on, or a fragment.

TRANSFER TO MY SENTENCE

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 4 - AWARD Yourself

Point to evidence in your own work.

MY DAY 4 LEARNING TARGET

I will cite a real strength in my own writing and choose one visible, measurable next step.

CHOOSE: Comparison Crown or Contrast Shield

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

MY AWARD

I earned the _____ because

My proof is on page ____:

STUDENT SUPPORT - Another Way to Show What You Know

Circle your strongest comparison response before writing the explanation.

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

Day 4 - TARGET Your Next Move

Choose one source-based target.

- ☐ Name the relationship before I choose evidence.
- ☐ Use accurate, balanced evidence from both passages.
- ☐ Use a comparison transition that matches the relationship.
- ☐ Explain the significance instead of listing.
- ☐ Protect the important difference in stakes.

MY TARGET

My next comparison goal is

I chose it because

I will know I improved when

Ready to Stretch? Take Your Thinking Further!

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

Day 5 - EXPLAIN or Educate Others

Teach a comparison habit.

MY DAY 5 LEARNING TARGET

I will teach the module HABIT to a partner and answer the overarching question with evidence from my work.

TURN AND TEACH

Teach a partner the module HABIT using one accurate detail from Passage 9, one from Passage 10, and one sentence from your own writing. Then answer the overarching question in your own precise words: How can a writer explain similarities and differences across paired passages without turning the response into two separate summaries?

SENTENCE STEMS

This detail shows a shared pattern because ____.

This detail shows an important difference because ____.

In both passages ____.

However, ____.

This matters because ____.

A strong paired response needs ____.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

MY THINKING NOW

Answer the module question again.

How can I explain how two passages are alike and different without just retelling them?

WHAT CHANGED?

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

MY MODULE CHECK-IN

Award. Target. Explain.

AWARD

TARGET

EXPLAIN

The page that best proves my growth is ____ because

Additional Writing Opportunity: Double-Layer Comparison

Name the relationship, protect the difference, and explain the significance.

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.

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.

MY THESIS (CENTRAL IDEA):

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Plan My Paired Response

Gather balanced evidence and explain what it shows.

PASSAGE 9 DETAIL

WHAT IT SHOWS

PASSAGE 10 DETAIL

WHAT IT SHOWS

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Paired-Passage Draft - Page 1

Begin with a SET introduction that names the relationship.

DRAFTING FOCUS

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

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

Paired-Passage Draft - Page 2

Begin with a SET introduction that names the relationship.

DRAFTING FOCUS

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

[illegible]

Revise, Edit, and Share

Improve coherence and check conventions.

REVISE

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

EDIT

☐ subject-verb agreement ☐ no comma splices ☐ no run-ons ☐ no fragments ☐ commas in compound sentences

ONE REVISION

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Tiny Tracks

Point to the relationship and both passages.

Tiny Tracks

Small Stops. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

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

Ready to Stretch? Take Your Thinking Further!

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

READY TO STRETCH? - Double-Layer Comparison Challenge

Design a double-layer comparison that thinks more deeply across the two texts.

SENTENCE 1 - SHARED PATTERN

State a shared pattern between the two passages.

SENTENCE 2 - CRITICAL DIFFERENCE

Explain a critical difference between the two passages.

SENTENCE 3 - SIGNIFICANCE

Explain why the difference changes the meaning of the comparison.

EXTENSION DISCUSSION

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

Study Three Alike-and-Different Exemplars

Notice how a comparison grows from one text to a named relationship proved with balanced evidence.

PROMPT

Explain how "A Difficult Compromise" and "A Visit to the Workshop" are alike and different in the way people respond to a difficult problem.

LOW

"In 'A Difficult Compromise,' the delegates made a deal about representation."

Which relationship word is missing, and where is the second passage?

MEDIUM

"Both passages are alike because people face a problem. They are different because one is about a law and one is about a light bulb."

The relationship is named. What explanation would show HOW the details prove it?

HIGH

"Both passages are alike because people take an important step while a larger problem remains: the delegates agreed to the Three-Fifths Compromise so the convention could continue, and Edison's team made a bulb glow while the streets stayed dim. They are different in what remains - an unjust law that denied people their rights is not the same as an experiment that still needs more testing - so naming that difference keeps the comparison accurate."

How does this response name the relationship, prove it with balanced evidence, and protect the important difference?

Portfolio Evidence + Closing Reflection

Choose pages that prove your Module 2 growth.

Evidence	Page	What It Proves
1		
2		
3		

At first, I...

Now I...

MODULE 2 CLOSING IDEA

I keep my writing 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.

Essential Question - Answered

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

OUR ESSENTIAL QUESTION

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

My Answer

I name the relationship first - alike or different - then I prove it with balanced evidence from both passages and explain how the ideas connect, instead of just retelling each one.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

The Writing Academy[®], LLC

CLUSTER 5



M O D U L E

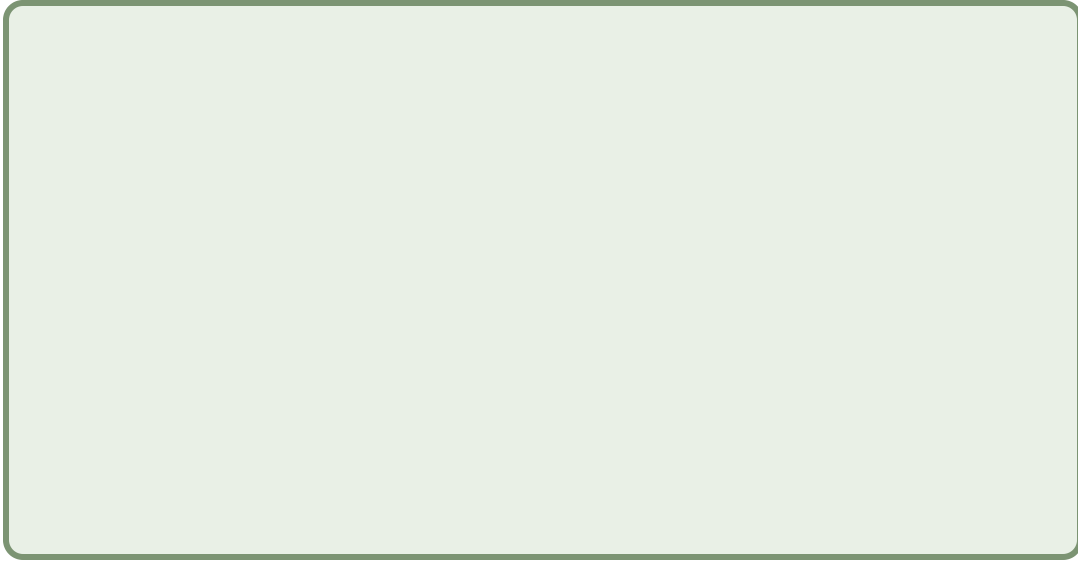


The RRR Conclusion

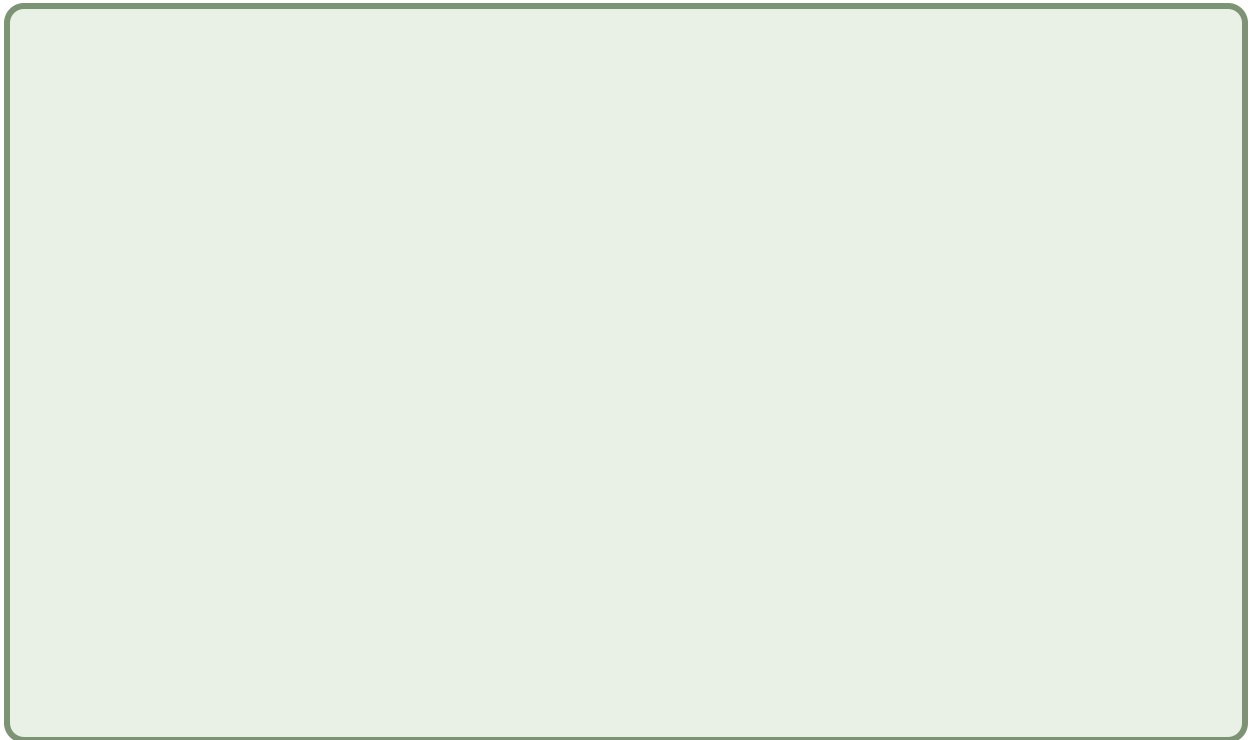
Finishing the Thinking



Pocket Practice



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



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

Why This Module Matters

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

WHY THIS MODULE MATTERS

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

Essential Question

How do I write a conclusion that finishes my thinking?

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

How This Book Helps Me Think

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

THE INDEPENDENCE ROUTINE

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

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

Visual Conventions You Will See

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

The Standards I Am Learning - Part 1

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

TEKS 11(B)(iii) - Official Standard

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

HOW I SAY THE STANDARD!

I can organize my writing with a clear conclusion.

TEKS 12(B)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

TEKS 12(B)(ii) - Official Standard

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

HOW I SAY THE STANDARD!

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

TEKS 12(B)(iii) - Official Standard

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

HOW I SAY THE STANDARD!

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

The Standards I Am Learning - Part 2

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

TEKS 11(C)(iii) - Official Standard

revise drafts by adding ideas for coherence

HOW I SAY THE STANDARD!

I can add an idea so my conclusion holds together.

TEKS 11(C)(iv) - Official Standard

revise drafts by deleting ideas for coherence

HOW I SAY THE STANDARD!

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

TEKS 11(C)(vii) - Official Standard

revise drafts by adding ideas for clarity

HOW I SAY THE STANDARD!

I can add an idea so my response is clearer.

TEKS 11(C)(viii) - Official Standard

revise drafts deleting ideas for clarity

HOW I SAY THE STANDARD!

I can delete an idea that is not needed so my response stays clear.

The Standards I Am Learning - Part 3

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

TEKS 11(D)(ii) - Official Standard

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

HOW I SAY THE STANDARD!

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

TEKS 11(D)(iii) - Official Standard

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

HOW I SAY THE STANDARD!

I can fix a comma splice in my compound sentences.

TEKS 11(D)(iv) - Official Standard

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

HOW I SAY THE STANDARD!

I can fix a run-on sentence in my writing.

TEKS 11(D)(v) - Official Standard

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

HOW I SAY THE STANDARD!

I can fix a sentence fragment in my writing.

TEKS 11(D)(xx) - Official Standard

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

HOW I SAY THE STANDARD!

I can use a comma correctly in a compound sentence.

TEKS 7(C) - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

The ELPS I Am Learning

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

ELPS 1(E)(i) - Official Standard

demonstrate listening comprehension by restating, responding, paraphrasing, summarizing, or asking for clarification

HOW I SAY THE STANDARD!

I can listen and restate or paraphrase what I heard.

ELPS 2(E)(i) - Official Standard

explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic discourse

HOW I SAY THE STANDARD!

I can explain my thinking with more precise words.

ELPS 3(G)(ii) - Official Standard

demonstrate reading comprehension of content-area texts by paraphrasing

HOW I SAY THE STANDARD!

I can paraphrase what I read in my own words.

ELPS 4(F)(ix) - Official Standard

write to explain or justify with supporting evidence using appropriate content for a specific purpose

HOW I SAY THE STANDARD!

I can write to explain my thinking with supporting evidence.

My Module 3 Learning Launchpad

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

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.

I WILL

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

LEARNING DESTINATION

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

MY LAUNCHPAD PROMISE

The conclusion HABIT I will practice first is _____ because

My Module 3 Learning Dashboard

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

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

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Restate the thesis without copying (R1)	a lot / a little / new	a lot / a little / new	a lot / a little / new
Reference evidence already discussed (R2)	a lot / a little / new	a lot / a little / new	a lot / a little / new
Write a Bluebird Moment (R3)	a lot / a little / new	a lot / a little / new	a lot / a little / new
Keep new evidence out of the conclusion	a lot / a little / new	a lot / a little / new	a lot / a little / new
Edit compound sentences for agreement, splices, run-ons, and fragments	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal for this module:

Tier 1 Vocabulary - Everyday Words

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

connect

Say it: kuh-NEKT

What it means: to join ideas

Try the frame: A transition helps me connect R1, R2, and R3.

end

Say it: END

What it means: the last part

Try the frame: At the end of my response, I write a conclusion.

finish

Say it: FIH-nish

What it means: to complete something

Try the frame: I finish my conclusion with a Bluebird Moment.

idea

Say it: eye-DEE-uh

What it means: a thought or understanding

Try the frame: My conclusion restates the main idea in fresh words.

matter

Say it: MAT-er

What it means: to be important

Try the frame: R3 tells the reader why the idea matters.

Tier 1 Vocabulary - Everyday Words

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

meaning

Say it: MEE-ning

What it means: what something communicates

Try the frame: R3 explains the meaning behind the evidence.

point

Say it: POYNT

What it means: the main idea

Try the frame: My conclusion returns to the point of my response.

return

Say it: ree-TURN

What it means: to go back to an earlier idea

Try the frame: R1 helps me return to my thesis (central idea) in new words.

think

Say it: THINKK

What it means: to use the mind to understand

Try the frame: R3 asks me to think about why the idea matters.

whole

Say it: HOHL

What it means: complete; all parts together

Try the frame: R2 references the evidence from the whole response.

Tier 2 Vocabulary - Academic Words

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

coherence

Say it: koh-HEER-uhns

What it means: clear, logical flow between ideas

Try the frame: Transitions give my conclusion coherence.

compare

Say it: kuhm-PAIR

What it means: to explain meaningful similarities

Try the frame: I compare the compromise and the workshop's testing process.

contrast

Say it: KON-trast

What it means: to explain meaningful differences

Try the frame: I contrast the political decision with the technical experiment.

evidence

Say it: EV-uh-duhns

What it means: specific source details used as proof

Try the frame: R2 references the evidence from both passages as a group.

explanation

Say it: ek-spluh-NAY-shuhn

What it means: reasoning that tells what evidence means

Try the frame: My explanation tells what the evidence proves.

Tier 2 Vocabulary - Academic Words

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

paraphrase

Say it: PAIR-uh-frayz

What it means: a source idea retold accurately in new words

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

significance

Say it: sig-NIF-ih-kuhns

What it means: why an idea matters beyond one detail

Try the frame: R3 explains the significance of both passages together.

synthesize

Say it: SIN-thuh-syz

What it means: to combine evidence into a larger understanding

Try the frame: R2 synthesizes evidence from Passage 9 and Passage 10.

thesis (central idea)

Say it: THEE-sis

What it means: the central answer that controls a response

Try the frame: R1 restates the thesis (central idea) without copying it.

transition

Say it: tran-ZISH-uhn

What it means: a word or phrase that connects ideas

Try the frame: I use a transition to connect my R1, R2, and R3 sentences.

Tier 3 Vocabulary - Domain Words

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

compromise

Say it: KOM-pruh-mize

What it means: an agreement in which sides give up part of what they want

Try the frame: The delegates reached a compromise about representation.

consequence

Say it: KON-si-kwens

What it means: what happens because of an action or decision

Try the frame: R3 reflects on the consequence of each decision.

delegate

Say it: DEL-uh-git

What it means: a person chosen to represent others

Try the frame: Each delegate argued about how to count the population.

electrical

Say it: ih-LEK-trih-kul

What it means: related to electricity

Try the frame: The workshop tested electrical light that would last longer.

experiment

Say it: ik-SPAIR-uh-ment

What it means: a test used to learn how something works

Try the frame: Edison's workers ran an experiment on the glowing bulb.

Tier 3 Vocabulary - Domain Words

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

inference

Say it: IN-fer-ens

What it means: a logical idea formed from evidence and reasoning

Try the frame: My Bluebird Moment is an inference built from both passages.

persistence

Say it: per-SIS-tens

What it means: continued effort even when work is difficult

Try the frame: Both passages show persistence after a difficult result.

representation

Say it: rep-rih-zen-TAY-shun

What it means: having a voice through people in government

Try the frame: The Three-Fifths Compromise changed representation in Congress.

Three-Fifths Compromise

Say it: three-FIFTHS KOM-pruh-mize

What it means: an unfair historical formula used for representation

Try the frame: I reference the Three-Fifths Compromise when I restate my thesis (central idea).

unresolved

Say it: un-rih-ZOLVD

What it means: not fully settled or solved

Try the frame: The Three-Fifths Compromise left the deeper problem of slavery unresolved.

The DOT Reading Habit

Dot. Discover. Drop.

Step	What It Means
D - Dot	Place a small dot above any word or phrase that interrupts understanding.
O - Discover	Finish the sentence or paragraph, use context, then discover its meaning as you keep reading.
T - Drop	Repair meaning, then drop (erase) the dot once you know it.

RETRIEVAL CUE

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

STUDENT SUPPORT - Another Way to Show What You Know

Circle the unfamiliar word or tell a partner which word you want to learn. You still choose which proof to reference in R2.

Ready to Stretch? Take Your Thinking Further!

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

The RRR Conclusion HABIT

R1 restates. R2 references. R3 reflects.

THE RRR CONCLUSION HABIT

R1 - Restate (Green)	Restate the thesis (central idea) in fresh language.
R2 - Reference (Yellow)	Refer collectively to the evidence already discussed.
R3 - Reflect (Blue)	Reflect on the larger significance - the Bluebird Moment.

WHAT EACH PART DOES

- R1 proves the writer remained in control all the way to the final line.
- R2 points back to the evidence already used - never a new list of quotes.
- R3 leaves the reader with a significant reflection.

WORDS TO REMEMBER

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

CONCLUSION REMINDER

Do not add brand-new evidence. Do not simply stop the paper - finish the thinking. Complete a capitalization-and-spelling check before submission.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

The Three R Moves

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

ORIGINAL THESIS (CENTRAL IDEA)

"The passages develop a similar pattern of persistence, but the kinds of challenges, choices, and consequences are very different."

R1 - RESTATE (Green)

"Both passages show that progress often requires people to continue thinking after an important result."

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

R2 - REFERENCE (Yellow)

"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."

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

R3 - REFLECT (Blue)

"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."

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

The Bluebird Moment

R3 is the reflection sentence that finishes the thinking.

WHAT IS THE BLUEBIRD MOMENT?

The Bluebird Moment is the final reflection sentence (R3). It reflects on the significance of the whole response. A strong conclusion proves that the writer remained in control all the way to the final line - it does not simply stop the paper.

HOW TO RESTATE AT THIS LEVEL (R1)

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

WORDS TO REMEMBER

A Bluebird Moment gives a significant, supported reflection - not new evidence and not a random opinion.

THE THREE-PART STAIRCASE

Return to the answer (R1). Refer back to the evidence (R2). Rise into the significance (R3).

STUDENT SUPPORT - Another Way to Show What You Know

Read a possible last sentence aloud. Ask: does it give a supported, significant reflection, or is it just a random opinion?

Ready to Stretch? Take Your Thinking Further!

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

My Learning Destination

Know what success will look and sound like.

BIG GOAL

I will write an informative paired-passage response that is accurate, balanced, and clear, and finish it with an RRR conclusion.

SUCCESS CRITERIA

- R1 keeps the thesis (central idea) but does not copy it exactly.
- R2 refers collectively to evidence already discussed.
- R3 reflects on why the response matters beyond the individual details.
- The conclusion introduces no new evidence and is concise, connected, and complete.

INDEPENDENT PRODUCT

I will write or revise the response, finish with a three-sentence R1/R2/R3 conclusion, use both passages, and complete a capitalization-and-spelling check.

I WILL KNOW I AM READY WHEN...

MY FIRST THINKING (DAY ONE)

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

How do I show that I finished my thinking instead of just stopping my paper?

My thinking level before we begin:

MOVE YOUR THINKING

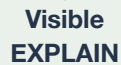
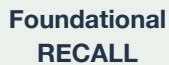
Foundational
RECALL

Emergent
CONNECT

Visible
EXPLAIN

Independent
USE

Reflective
EXTEND



STUDENT SUPPORT - Another Way to Show What You Know

Say your answer first or use this starter: I finish my thinking when _____. Then write your own thinking.

Say your answer first or use this starter: I finish my thinking when _____. Then write your own thinking.

Ready to Stretch? Take Your Thinking Further!

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

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

A Difficult Compromise

Passage 9 • Nonfiction • Part 1 of 11

AS YOU READ

Use the DOT habit to repair meaning. TAP the TRACKS by marking exact evidence. Notice ideas you could reference collectively in R2.

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

[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.

A Difficult Compromise - Continued 2

Passage 9 • Nonfiction • Part 2 of 11

AS YOU READ

Use the DOT habit to repair meaning. TAP the TRACKS by marking exact evidence. Notice ideas you could reference collectively in R2.

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

[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.

A Difficult Compromise - Continued 3

Passage 9 • Nonfiction • Part 3 of 11

AS YOU READ

Use the DOT habit to repair meaning. TAP the TRACKS by marking exact evidence. Notice ideas you could reference collectively in R2.

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

[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.

A Difficult Compromise - Continued 4

Passage 9 • Nonfiction • Part 4 of 11

AS YOU READ

Use the DOT habit to repair meaning. TAP the TRACKS by marking exact evidence. Notice ideas you could reference collectively in R2.

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

[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.

A Difficult Compromise - Continued 5

Passage 9 • Nonfiction • Part 5 of 11

AS YOU READ

Use the DOT habit to repair meaning. TAP the TRACKS by marking exact evidence. Notice ideas you could reference collectively in R2.

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

[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.

A Difficult Compromise - Continued 6

Passage 9 • Nonfiction • Part 6 of 11

AS YOU READ

Use the DOT habit to repair meaning. TAP the TRACKS by marking exact evidence. Notice ideas you could reference collectively in R2.

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

[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.

A Difficult Compromise - Continued 7

Passage 9 • Nonfiction • Part 7 of 11

AS YOU READ

Use the DOT habit to repair meaning. TAP the TRACKS by marking exact evidence. Notice ideas you could reference collectively in R2.

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

[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.

A Difficult Compromise - Continued 8

Passage 9 • Nonfiction • Part 8 of 11

AS YOU READ

Use the DOT habit to repair meaning. TAP the TRACKS by marking exact evidence. Notice ideas you could reference collectively in R2.

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

[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.

A Difficult Compromise - Continued 9

Passage 9 • Nonfiction • Part 9 of 11

AS YOU READ

Use the DOT habit to repair meaning. TAP the TRACKS by marking exact evidence. Notice ideas you could reference collectively in R2.

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

[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.

A Difficult Compromise - Continued 10

Passage 9 • Nonfiction • Part 10 of 11

AS YOU READ

Use the DOT habit to repair meaning. TAP the TRACKS by marking exact evidence. Notice ideas you could reference collectively in R2.

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

[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.

A Difficult Compromise - Continued 11

Passage 9 • Nonfiction • Part 11 of 11

AS YOU READ

Use the DOT habit to repair meaning. TAP the TRACKS by marking exact evidence. Notice ideas you could reference collectively in R2.

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

[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.

A Difficult Compromise - TRACKS Evidence Hunt

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

TRACKS	Exact Evidence	Why It Fits
T • Time	"In the summer of 1787"	It fits because _____
R ■ Reactions	"The compromise helped the group move forward, but it didn't solve the deeper problem"	It fits because _____
A ▲ Actions	"Southern states wanted enslaved people counted as part of their population"	It fits because _____
C ★ Character, Concept, Creature	"the Three-Fifths Compromise"	It fits because _____
K ♦ Key Knowledge	"For every five enslaved people living in a state, three were added to the population total"	It fits because _____
S ▼ Scenery / Setting	"At the Constitutional Convention"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

A Visit to the Workshop

Passage 10 • Historical Fiction • Part 1 of 11

AS YOU READ

Use the DOT habit to repair meaning. TAP the TRACKS by marking exact evidence. Notice ideas you could reference collectively in R2.

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

[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.

A Visit to the Workshop - Continued 2

Passage 10 • Historical Fiction • Part 2 of 11

AS YOU READ

Use the DOT habit to repair meaning. TAP the TRACKS by marking exact evidence. Notice ideas you could reference collectively in R2.

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

[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.

A Visit to the Workshop - Continued 3

Passage 10 • Historical Fiction • Part 3 of 11

AS YOU READ

Use the DOT habit to repair meaning. TAP the TRACKS by marking exact evidence. Notice ideas you could reference collectively in R2.

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

[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."

A Visit to the Workshop - Continued 4

Passage 10 • Historical Fiction • Part 4 of 11

AS YOU READ

Use the DOT habit to repair meaning. TAP the TRACKS by marking exact evidence. Notice ideas you could reference collectively in R2.

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

[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.

A Visit to the Workshop - Continued 5

Passage 10 • Historical Fiction • Part 5 of 11

AS YOU READ

Use the DOT habit to repair meaning. TAP the TRACKS by marking exact evidence. Notice ideas you could reference collectively in R2.

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

[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."

A Visit to the Workshop - Continued 6

Passage 10 • Historical Fiction • Part 6 of 11

AS YOU READ

Use the DOT habit to repair meaning. TAP the TRACKS by marking exact evidence. Notice ideas you could reference collectively in R2.

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

[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.

A Visit to the Workshop - Continued 7

Passage 10 • Historical Fiction • Part 7 of 11

AS YOU READ

Use the DOT habit to repair meaning. TAP the TRACKS by marking exact evidence. Notice ideas you could reference collectively in R2.

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

[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."

A Visit to the Workshop - Continued 8

Passage 10 • Historical Fiction • Part 8 of 11

AS YOU READ

Use the DOT habit to repair meaning. TAP the TRACKS by marking exact evidence. Notice ideas you could reference collectively in R2.

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

[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.

A Visit to the Workshop - Continued 9

Passage 10 • Historical Fiction • Part 9 of 11

AS YOU READ

Use the DOT habit to repair meaning. TAP the TRACKS by marking exact evidence. Notice ideas you could reference collectively in R2.

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

[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.

A Visit to the Workshop - Continued 10

Passage 10 • Historical Fiction • Part 10 of 11

AS YOU READ

Use the DOT habit to repair meaning. TAP the TRACKS by marking exact evidence. Notice ideas you could reference collectively in R2.

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

[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.

A Visit to the Workshop - Continued 11

Passage 10 • Historical Fiction • Part 11 of 11

AS YOU READ

Use the DOT habit to repair meaning. TAP the TRACKS by marking exact evidence. Notice ideas you could reference collectively in R2.

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

[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.

A Visit to the Workshop - TRACKS Evidence Hunt

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

TRACKS	Exact Evidence	Why It Fits
T • Time	“The year was 1880”	It fits because _____
R ■ Reactions	“a failed test can still teach us something”	It fits because _____
A ▲ Actions	“the bulb began to glow”	It fits because _____
C ★ Character, Concept, Creature	“Thomas Edison”	It fits because _____
K ♦ Key Knowledge	“Everyone was focused on solving the same problem”	It fits because _____
S ▼ Scenery / Setting	“the streets of the city were darker than Zaylen expected”	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - GATHER

Our HABIT: finish with R1, R2, and R3.

TEACHER SCRIPT

"Our HABIT today is to finish with R1 restatement, R2 evidence reference, and R3 Bluebird reflection." "Name the source before you name the detail. That keeps our evidence accurate." "Read both passages for the same writing purpose, but keep their different contexts clear."

MODULE HABIT IN ACTION

Read the clean copies first. Then use the TRACKS-highlighted copies to label Time, Reaction, Action, Character or concept, Key knowledge, and Scenery or setting. Choose one detail from each passage and explain what the details can support in a paired response.

FRESH RECALL

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - REVEAL

What goes in a conclusion - and what does not.

A CONCLUSION IS...

A place to finish the thinking already developed in the response: restate the thesis, refer back to the evidence, and reflect on the significance. A conclusion is NOT a place for brand-new evidence.

EVIDENCE AND THINKING CHECK

Both sources	Name one accurate detail from Passage 9 and one from Passage 10.
Critical difference	Do not equate political injustice with technical experimentation.
Revision order	Improve meaning and clarity before editing conventions.

COLOR CODING

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

NOTICE AND DEFEND

Why should a conclusion not add new evidence?

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 2 - ATTEMPT: Conclusion Lab

Rehearse the module HABIT before you draft.

TEACHER SCRIPT

"A card is not complete until you name the source, the detail's job, and the explanation." "Rehearse the connection aloud before your group records it." "Return to the clean copy whenever a detail needs to be checked or repaired."

HOW THE LAB WORKS

Each team receives source-labeled Conference 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.

BEFORE YOU CUT

Dashed lines mean CUT. Keep each card together. Match first; check the card back second; adjust if needed.

STUDENT SUPPORT - Another Way to Show What You Know

Use the card number on the game mat instead of cutting. You still work through each conference card the same way.

Ready to Stretch? Take Your Thinking Further!

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

✂ CUT PAGE - Conclusion Lab

Conference Cards - Conference Cards 1-10 1

Cut on the dashed lines. Keep each conference card and its response frame together in your notebook.

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.

Source-faithful. End with a student explanation.

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.

Source-faithful. End with a student explanation.

CONFERENCE CARD 3

State a shared pattern without making the two situations equal. Name the difference between an unjust political decision and technical experimentation.

Source-faithful. End with a student explanation.

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.

Source-faithful. End with a student explanation.

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.

Source-faithful. End with a student explanation.

Self-Check Backs - Conclusion Lab

Conference Cards - Conference Cards 1-10 1

Check the response frame only after your group commits.

SELF-CHECK

Student response frame:

"In Passage 10, __; this matters because
__."

CONCLUSION LAB · Conference
Cards 1-10 · Card 2

SELF-CHECK

Student response frame:

"In Passage 9, __; this matters because
__."

CONCLUSION LAB · Conference
Cards 1-10 · Card 1

SELF-CHECK

Student response frame:

"In Passage 10, __; this matters because
__."

CONCLUSION LAB · Conference
Cards 1-10 · Card 4

SELF-CHECK

Student response frame:

"In Passage 9, __; this matters because
__."

CONCLUSION LAB · Conference
Cards 1-10 · Card 3

SELF-CHECK

Student response frame:

"In Passage 9, __; this matters because
__."

CONCLUSION LAB · Conference
Cards 1-10 · Card 5

✂ CUT PAGE - Conclusion Lab

Conference Cards - Conference Cards 1-10 2

Cut on the dashed lines. Keep each conference card and its response frame together in your notebook.

CONFERENCE CARD 6

Use a transition that matches the relationship. Both and similarly signal a shared pattern; however, while, and unlike signal a difference.

Source-faithful. End with a student explanation.

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.

Source-faithful. End with a student explanation.

CONFERENCE CARD 8

Revise one sentence for clarity. Add an explanation, delete repetition, combine related ideas, or rearrange information before editing conventions.

Source-faithful. End with a student explanation.

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.

Source-faithful. End with a student explanation.

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.

Source-faithful. End with a student explanation.

Self-Check Backs - Conclusion Lab

Conference Cards - Conference Cards 1-10 2

Check the response frame only after your group commits.

SELF-CHECK

Student response frame:

"In Passage 9, ____; this matters because ____."

CONCLUSION LAB · Conference
Cards 1-10 · Card 7

SELF-CHECK

Student response frame:

"In Passage 10, ____; this matters because ____."

CONCLUSION LAB · Conference
Cards 1-10 · Card 6

SELF-CHECK

Student response frame:

"In Passage 9, ____; this matters because ____."

CONCLUSION LAB · Conference
Cards 1-10 · Card 9

SELF-CHECK

Student response frame:

"In Passage 10, ____; this matters because ____."

CONCLUSION LAB · Conference
Cards 1-10 · Card 8

SELF-CHECK

Student response frame:

"In Passage 10, ____; this matters because ____."

CONCLUSION LAB · Conference
Cards 1-10 · Card 10

✂ CUT PAGE - Conclusion Lab

Conference Cards - Conference Cards

11-20 (RRR Focus) 1

Cut on the dashed lines. Keep each conference card and its response frame together in your notebook.

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.

Source-faithful. End with a student explanation.

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.

Source-faithful. End with a student explanation.

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.

Source-faithful. End with a student explanation.

CONFERENCE CARD 14

Color-code the introduction by job: global purpose, evidentiary reference, and thesis (central idea). Give an oral reason for every color.

Source-faithful. End with a student explanation.

CONFERENCE CARD 15

Check for evidence without explanation. Write a sentence that connects the detail to the reason or thesis (central idea).

Source-faithful. End with a student explanation.

Self-Check Backs - Conclusion Lab

Conference Cards - Conference Cards

11-20 (RRR Focus) 1

Check the response frame only after your group commits.

SELF-CHECK

Student response frame:

“In Passage 10, __; this matters because
__.”

CONCLUSION LAB · Conference
Cards 11-20 (RRR Focus) · Card 12

SELF-CHECK

Student response frame:

“In Passage 9, __; this matters because
__.”

CONCLUSION LAB · Conference
Cards 11-20 (RRR Focus) · Card 11

SELF-CHECK

Student response frame:

“In Passage 10, __; this matters because
__.”

CONCLUSION LAB · Conference
Cards 11-20 (RRR Focus) · Card 14

SELF-CHECK

Student response frame:

“In Passage 9, __; this matters because
__.”

CONCLUSION LAB · Conference
Cards 11-20 (RRR Focus) · Card 13

SELF-CHECK

Student response frame:

“In Passage 9, __; this matters because
__.”

CONCLUSION LAB · Conference
Cards 11-20 (RRR Focus) · Card 15

✂ CUT PAGE - Conclusion Lab

Conference Cards - Conference Cards

11-20 (RRR Focus) 2

Cut on the dashed lines. Keep each conference card and its response frame together in your notebook.

CONFERENCE CARD 16

Check the conclusion pattern: restatement, evidence reference, reflection. Revise a sentence that introduces a new detail. Source-faithful. End with a student explanation.

CONFERENCE CARD 17

Compare the clean and TRACKS-highlighted passage copies. Explain why annotation helps locate evidence but does not replace reasoning. Source-faithful. End with a student explanation.

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. Source-faithful. End with a student explanation.

CONFERENCE CARD 19

Locate the representation problem in A Difficult Compromise again. Paraphrase it, name its evidence job, and explain how it could support the module prompt. Source-faithful. End with a student explanation.

CONFERENCE CARD 20

Locate another workshop detail about the glowing bulb, the workers' observations, or the dim streets. Explain what the detail helps the reader understand about progress. Source-faithful. End with a student explanation.

Self-Check Backs - Conclusion Lab

Conference Cards - Conference Cards

11-20 (RRR Focus) 2

Check the response frame only after your group commits.

SELF-CHECK

Student response frame:

“In Passage 9, ____; this matters because ____.”

CONCLUSION LAB · Conference
Cards 11-20 (RRR Focus) · Card 17

SELF-CHECK

Student response frame:

“In Passage 10, ____; this matters because ____.”

CONCLUSION LAB · Conference
Cards 11-20 (RRR Focus) · Card 16

SELF-CHECK

Student response frame:

“In Passage 9, ____; this matters because ____.”

CONCLUSION LAB · Conference
Cards 11-20 (RRR Focus) · Card 19

SELF-CHECK

Student response frame:

“In Passage 10, ____; this matters because ____.”

CONCLUSION LAB · Conference
Cards 11-20 (RRR Focus) · Card 18

SELF-CHECK

Student response frame:

“In Passage 10, ____; this matters because ____.”

CONCLUSION LAB · Conference
Cards 11-20 (RRR Focus) · Card 20

RRR Interactive Notebook Foldable - My Recording Sheet

Build the RRR foldable, then write one complete conclusion.

THE RRR FOLDABLE

Green flap = R1	Restate the thesis (central idea) in fresh language.
Yellow flap = R2	Refer back to the evidence already discussed - both passages together.
Blue flap = R3	Write a reflection sentence. Give the Bluebird Moment.

MY COMPLETE CONCLUSION

R1 (green):

R2 (yellow):

R3 (blue):

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 3 - DISCUSS

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

TEACHER SCRIPT

"Tell your partner what your sentence does before you decide where it belongs." "Use evidence accurately, then make your thinking visible through the module HABIT."

"Revise meaning and clarity first; edit conventions after the response is complete." "If the connection is unclear to your partner, add, delete, combine, or rearrange words."

CONNECT TO THE ESSENTIAL QUESTION

How do I show that I finished my thinking instead of just stopping my paper?

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 3 - USE: Draft the Response

Respond to the formal writing prompt, then finish with your RRR conclusion.

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.

MY CONCLUSION PLAN

The thesis (central idea) I will restate:

Evidence from BOTH passages I will reference in R2:

My Bluebird Moment for R3:

STUDENT SUPPORT - Another Way to Show What You Know

Use both passages, add an explanation after evidence, and reread for a clear relationship. Introduce no new evidence in the conclusion.

Ready to Stretch? Take Your Thinking Further!

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

My RRR Draft

Write your three sentences in order and label each one.

SUCCESS CHECK

☐ R1 restates without copying ☐ R2 refers back to evidence already discussed ☐
R3 reflects with a supported significance

MY CONCLUSION

R1 (green):

R2 (yellow):

R3 (blue):

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

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

ADD AND DELETE

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

Idea I added:

Idea I deleted:

COMPOUND SENTENCE CHECK

Edit one compound sentence for subject-verb agreement, splices, run-ons, fragments, and comma placement.

- Model: "The delegates reached a compromise, and the workshop workers kept testing new wires."
- The comma belongs before the coordinating conjunction because two complete ideas are joined.
- Watch for splices, run-ons, and fragments.

MY EDITED COMPOUND SENTENCE

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 4 - AWARD Yourself

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

TEACHER SCRIPT

"Point to a real sentence when you name a strength. A feeling is not evidence." "Choose a next step you can see and measure in the next response." "Use the anchor HABIT to name the exact part you will improve."

MODULE HABIT IN ACTION

Highlight a precise sentence from your work, identify its job, and complete the self-check. Set one target connected to evidence, explanation, structure, the conclusion, or revision.

MY AWARD

My Bluebird Moment was strong because

One R I improved today was _____ because

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

Day 4 - TARGET Your Next Move

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

CHOOSE ONE TARGET

- ☐ Restate without copying (R1) ☐ Reference evidence as a group (R2)
- ☐ Write a stronger Bluebird Moment (R3) ☐ Keep new evidence out of the conclusion
- ☐ Edit a compound sentence

CURIOSITY QUESTIONS

- Why does a significant reflection sentence often stay in the reader's mind?
- How can a strong ending make the whole response feel stronger?
- Why is it important not to add new evidence in the conclusion?

BUILD A PRECISE TARGET

My next conclusion goal is _____ because

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 5 - EXPLAIN or Educate Others

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

TEACHER SCRIPT

"Teach the HABIT before you show the details." "Use one accurate detail as evidence for your teaching, then explain what it helps a writer understand." "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.

MY TEACHING CARD

R1 is important because:

R2 helps the reader remember:

R3 is called the Bluebird Moment because:

The green sentence should:

The yellow sentence should:

The blue sentence should:

MY THINKING NOW

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

How do I show that I finished my thinking instead of just stopping my paper?

WHAT CHANGED?

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

My thinking grew because

My thinking level now:

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

Check the Learning

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

RELATIONSHIP OR RETELLING

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

EVIDENCE BALANCE

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

PROTECT THE DIFFERENCE

Complete: "Both texts show _____. However, the difference matters because _____."

EXIT TICKET

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

MY MODULE CHECK-IN

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

AWARD

Something I am proud of:

TARGET

Something I will strengthen next:

EXPLAIN

The page that best proves my growth is _____ because

I Can...	Not Yet	Getting Set	I Can Do It
Restate a thesis without copying it	☐	☐	☐
Reference evidence already discussed as a group	☐	☐	☐
Write a supported R3 Bluebird Moment	☐	☐	☐
Keep new evidence out of the conclusion	☐	☐	☐
Edit a compound sentence for agreement, splices, run-ons, and fragments	☐	☐	☐

Additional Writing Opportunity

Choose one complete sentence statement and finish it with an RRR conclusion.

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.

SUCCESS CRITERIA

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

MY FIRST DECISION

Prompt I chose:

Passage pages I will use:

STUDENT SUPPORT - Another Way to Show What You Know

Read all five prompts aloud. Choose the one whose evidence you can reference most clearly, then reread both passages before planning.

Ready to Stretch? Take Your Thinking Further!

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

Plan My RRR Conclusion

Plan each R before you draft.

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

2. REFERENCE (R2) - Refer back to the evidence already discussed

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

RRR Draft - Page 1

Write your three sentences so they flow as one ending.

COLOR CHECK

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

[illegible]

RRR Draft - Page 2

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

THREE-PART STAIRCASE CHECK

Return to the answer (R1) • refer back to the evidence (R2) • rise into the significance (R3)

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

Revise, Edit, and Share

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

REVISE

Read your conclusion aloud.

ADD one idea that makes it clearer:

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

EDIT - Conventions Sweep

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

My edited sentence:

SHARE

My partner heard a strong ending when I _____ because

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Tiny Tracks

Did your independent conclusion use all three R parts?

Tiny Tracks

Small Steps. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



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**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

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

Ready to Stretch? Take Your Thinking Further!

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

PROOF OF TRANSFER

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

READY TO STRETCH? - Double-Layer Bluebird Challenge

Write a double-layer conclusion that names a shared pattern and protects an important difference.

DIRECTIONS

Choose one paired-passage prompt. Write a thesis (central idea) and a full RRR conclusion. In R3, write a double-layer reflection: sentence 1 states a shared pattern, sentence 2 explains a critical difference, and sentence 3 explains why the difference changes the significance.

MODEL DOUBLE-LAYER REFLECTION

"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."

MY TWO BLUEBIRD MOMENTS

Option 1:

Option 2:

JUSTIFY

The stronger Bluebird Moment is Option _____ because

Study Three RRR Conclusion Exemplars

Notice how a conclusion moves from simply stopping to finishing the thinking with all three R's.

PROMPT

Write a conclusion for a paired-passage response about "A Difficult Compromise" and "A Visit to the Workshop" using the three R's (Restate, Reference, Reflect).

LOW

"In conclusion, both passages are about problems. That is my answer."

Which of the three R's are missing, and where is the reflection?

MEDIUM

"In new words, both texts show progress before a problem is solved. The delegates made the Three-Fifths Compromise and Edison's team improved the light bulb."

This restates the idea and references evidence. What bigger idea (R3) would finish the thinking?

HIGH

"Both passages prove that an important step forward can still leave a larger problem unfinished. The delegates' compromise moved the convention ahead while the question of fairness remained, and the workshop's brighter bulb still left the streets dim. This matters because real progress asks people to keep working after the first success - and because an unjust law is not the same as an unfinished experiment, readers must judge each result by what it changed and what still needs to change."

How does this conclusion restate the idea in new words (R1), reference evidence from both passages (R2), and reflect with one bigger idea (R3)?

Portfolio Evidence + Closing Reflection

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

Evidence	Page	What It Proves About My Thinking
1		
2		
3		

LOOK HOW MY THINKING MOVED

At first, I...

Now I...

My biggest improvement was...

My next cognitive address is...

MODULE 3 CLOSING IDEA

I show that I finished the thinking when my conclusion restates the thesis (central idea) in fresh language, refers back to the evidence together, and ends with a meaningful reflection that shows what both passages help me understand beyond the individual details.

Essential Question - Answered

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

OUR ESSENTIAL QUESTION

How do I write a conclusion that finishes my thinking?

My Answer

I use the three R's: R1 restates my thesis (central idea) in new words, R2 talks about my evidence from both passages together, and R3 reflects with one bigger idea - my Bluebird moment.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

The Writing Academy[®], LLC

CLUSTER 5



M O D U L E

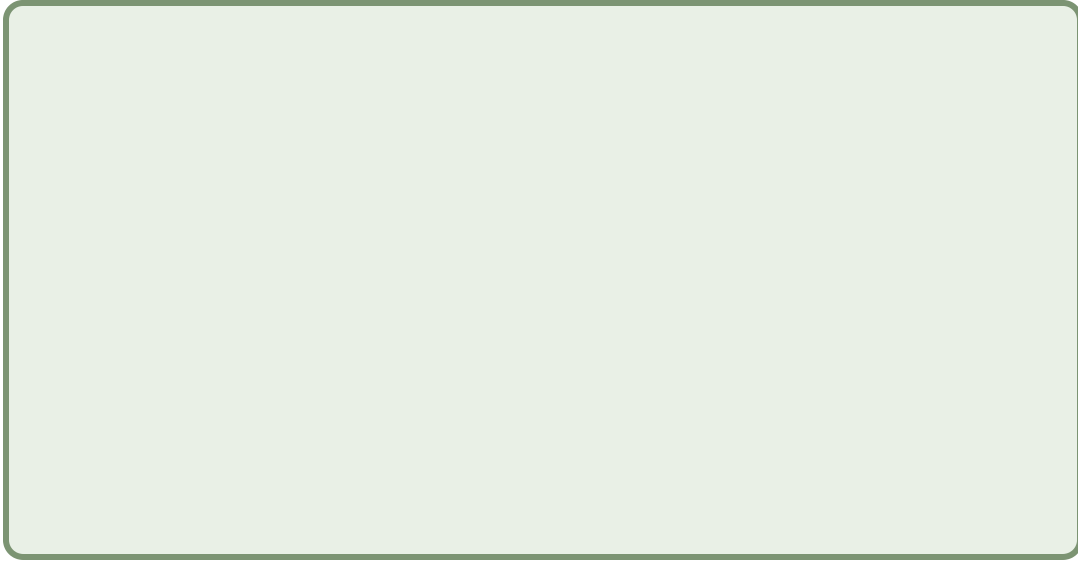


Color-Coding the Whole Paper

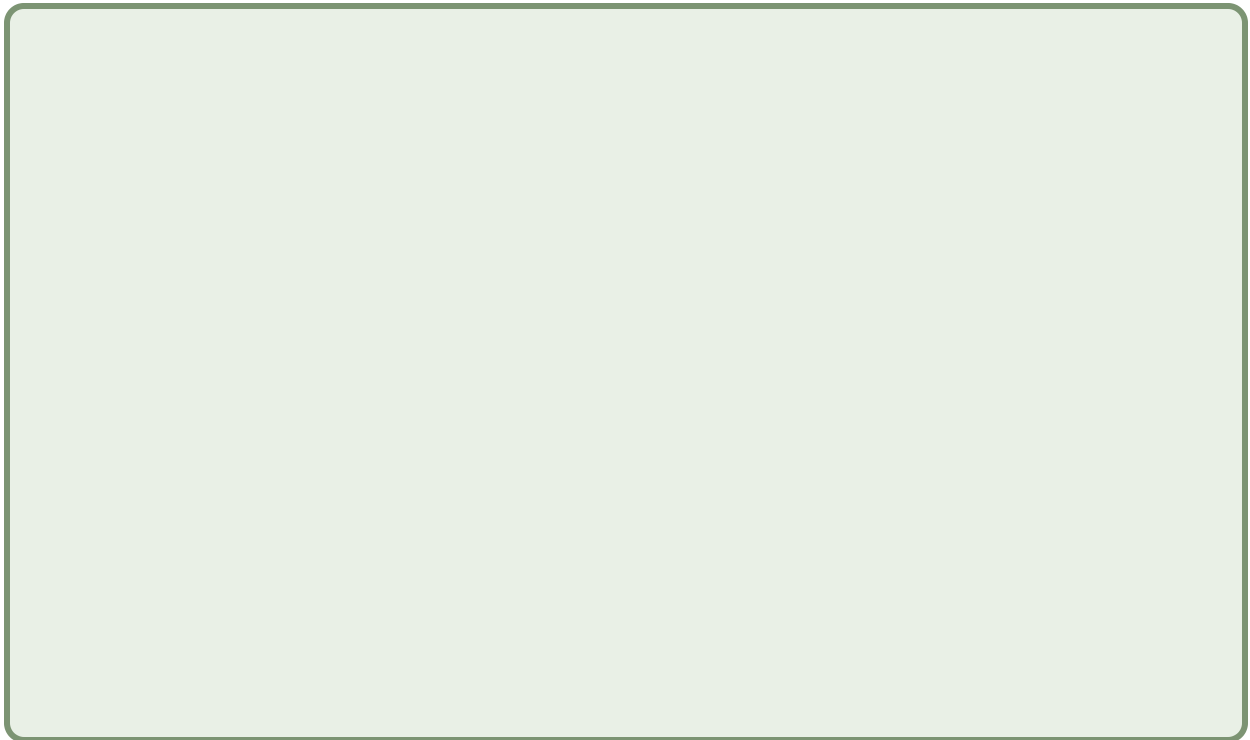
Every Sentence Has a Job



Pocket Practice



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



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

Why This Module Matters

Color coding shows me whether every part of my paper is doing its job.

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.

Essential Question

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

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

How This Book Helps Me Think

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

THE INDEPENDENCE ROUTINE

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

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

Visual Conventions You Will See

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

The Standards I Am Learning - Part 1

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

TEKS 5.11(B)(ii) - Official Standard

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

HOW I SAY THE STANDARD!

I can organize my draft with purposeful transitions.

TEKS 5.11(B)(iii) - Official Standard

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

HOW I SAY THE STANDARD!

I can end my draft with a purposeful conclusion.

TEKS 5.12(B)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

TEKS 5.12(B)(ii) - Official Standard

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

HOW I SAY THE STANDARD!

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

The Standards I Am Learning - Part 2

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

TEKS 5.12(B)(iii) - Official Standard

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

HOW I SAY THE STANDARD!

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

TEKS 5.11(C)(i) - Official Standard

revise drafts to improve sentence structure

HOW I SAY THE STANDARD!

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

TEKS 5.11(C)(ii) - Official Standard

revise drafts to improve word choice

HOW I SAY THE STANDARD!

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

TEKS 5.11(C)(iii) - Official Standard

revise drafts by adding ideas for coherence

HOW I SAY THE STANDARD!

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

The Standards I Am Learning - Part 3

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

TEKS 5.11(C)(iv) - Official Standard

revise drafts by deleting ideas for coherence

HOW I SAY THE STANDARD!

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

TEKS 5.11(C)(v) - Official Standard

revise drafts combining ideas for coherence

HOW I SAY THE STANDARD!

I can combine ideas so my response reads smoothly.

TEKS 5.11(C)(vi) - Official Standard

revise drafts by rearranging ideas for coherence

HOW I SAY THE STANDARD!

I can rearrange ideas so my response is better organized.

TEKS 5.11(C)(vii) - Official Standard

revise drafts by adding ideas for clarity

HOW I SAY THE STANDARD!

I can add ideas that make my meaning clear.

The Standards I Am Learning - Part 4

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

TEKS 5.11(C)(viii) - Official Standard

revise drafts deleting ideas for clarity

HOW I SAY THE STANDARD!

I can delete ideas that make my meaning unclear.

TEKS 5.11(D)(ii) - Official Standard

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

HOW I SAY THE STANDARD!

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

TEKS 5.11(D)(iii) - Official Standard

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

HOW I SAY THE STANDARD!

I can fix comma splices in my compound sentences.

TEKS 5.11(D)(iv) - Official Standard

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

HOW I SAY THE STANDARD!

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

The Standards I Am Learning - Part 5

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

TEKS 5.11(D)(v) - Official Standard

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

HOW I SAY THE STANDARD!

I can fix sentence fragments so my sentences are complete.

TEKS 5.11(D)(xx) - Official Standard

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

HOW I SAY THE STANDARD!

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

TEKS 5.7(C) - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

The ELPS I Am Learning

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

ELPS 1(E)(i) - Official Standard

demonstrate listening comprehension by restating, responding, paraphrasing, summarizing, or asking for clarification

HOW I SAY THE STANDARD!

I can show I understood what I heard by restating it, responding to it, or asking a question about it.

ELPS 2(E)(i) - Official Standard

explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic discourse

HOW I SAY THE STANDARD!

I can explain and discuss my thinking out loud with more and more detail.

ELPS 3(G)(ii) - Official Standard

demonstrate reading comprehension of content-area texts by paraphrasing

HOW I SAY THE STANDARD!

I can show I understood a text by putting it in my own words.

ELPS 4(F)(ix) - Official Standard

write to explain or justify with supporting evidence using appropriate content for a specific purpose

HOW I SAY THE STANDARD!

I can write to explain or justify my thinking using evidence that fits my purpose.

My Module 4 Learning Launchpad

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

I CAN

- identify and explain the job of every sentence in a complete ECR through color-coding.
- distinguish evidence from explanation by asking what each sentence does.
- explain how the SET introduction and the R1/R2/R3 conclusion mirror each other in opposite directions.
- use the complete color pattern to identify missing parts and revise weak sections before editing conventions.

I WILL

- read both passages closely and talk about the relationship between them.
- use balanced evidence from both passages, explain my thinking, and revise for clarity.
- color by sentence job, not by paragraph location alone.
- protect the important difference between the two passages instead of treating them as equal.

LEARNING DESTINATION

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

MY LAUNCHPAD PROMISE

The color job I will practice first is _____ because

My Module 4 Learning Dashboard

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

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

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Color by sentence job, not location	a lot / a little / new	a lot / a little / new	a lot / a little / new
Tell yellow evidence from red explanation	a lot / a little / new	a lot / a little / new	a lot / a little / new
Color-code the SET introduction and R1/R2/R3 conclusion	a lot / a little / new	a lot / a little / new	a lot / a little / new
Protect the important difference between the two passages	a lot / a little / new	a lot / a little / new	a lot / a little / new
Revise for coherence and clarity before editing	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal:

Tier 1 Vocabulary

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

begin

Say it: bih-GIN

What it means: to start

Try the frame: My introduction should begin with a broad idea.

check

Say it: CHEK

What it means: to look at carefully

Try the frame: I check that my evidence comes from the right passage.

color

Say it: KUH-lur

What it means: a hue used to mark or sort

Try the frame: I use color to show the job of each sentence.

end

Say it: END

What it means: the final part

Try the frame: My reflection sentence comes at the end of my conclusion.

fix

Say it: FIKS

What it means: to make better or correct

Try the frame: I can fix a sentence that is missing its job.

Tier 1 Vocabulary

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

job

Say it: JOB

What it means: the purpose of a person or thing

Try the frame: Every sentence in my response has its own job.

middle

Say it: MID-ul

What it means: the part between beginning and end

Try the frame: My evidence and explanation go in the middle of my paragraph.

order

Say it: OR-der

What it means: the arrangement of things

Try the frame: My introduction follows the order blue, yellow, green.

part

Say it: PART

What it means: one piece of a whole

Try the frame: The evidence sentence is one part of my paragraph.

reason

Say it: REE-zun

What it means: an idea that supports an answer

Try the frame: My green sentence gives one reason for my thesis (central idea).

Tier 2 Vocabulary

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

coherence

Say it: koh-HEER-ens

What it means: clear, logical flow between ideas

Try the frame: I revise for coherence so my ideas connect smoothly.

compare

Say it: kum-PAIR

What it means: to explain meaningful similarities

Try the frame: I compare the two passages to find a shared pattern.

contrast

Say it: KON-trast

What it means: to explain meaningful differences

Try the frame: I contrast the passages to protect an important difference.

evidence

Say it: EV-ih-dens

What it means: specific source details used as proof

Try the frame: I use evidence from both passages to support my thesis (central idea).

explanation

Say it: ek-spluh-NAY-shun

What it means: reasoning that tells what evidence means

Try the frame: My explanation tells the reader why my evidence matters.

Tier 2 Vocabulary

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

paraphrase

Say it: PAIR-uh-frayz

What it means: a source idea retold accurately in new words

Try the frame: I can paraphrase the passage instead of copying it word for word.

significance

Say it: sig-NIF-ih-kens

What it means: why an idea matters beyond one detail

Try the frame: I explain the significance of the difference between the two passages.

synthesize

Say it: SIN-thuh-syze

What it means: to combine evidence into a larger understanding

Try the frame: I synthesize evidence from both passages into one idea.

thesis (central idea)

Say it: THEE-sis

What it means: the central answer that controls a response

Try the frame: My thesis (central idea) answers the sentence-statement prompt.

transition

Say it: tran-ZISH-un

What it means: a word or phrase that connects ideas

Try the frame: I use a transition like however to show a difference.

Tier 3 Vocabulary

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

compromise

Say it: KOM-pruh-mize

What it means: an agreement in which sides give up part of what they want

Try the frame: The delegates reached a compromise about representation.

consequence

Say it: KON-si-kwens

What it means: what happens because of an action or decision

Try the frame: One consequence of the compromise was denied rights.

delegate

Say it: DEL-uh-git

What it means: a person chosen to represent others

Try the frame: Each delegate argued for their state's interests.

electrical

Say it: ih-LEK-trih-kul

What it means: related to electricity

Try the frame: The workers tested electrical materials in the bulb.

evidentiary

Say it: ev-uh-DEN-shee-air-ee

What it means: related to evidence or proof

Try the frame: My yellow sentence does evidentiary work in my paragraph.

Tier 3 Vocabulary

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

experiment

Say it: ik-SPAIR-uh-ment

What it means: a test used to learn how something works

Try the frame: Edison's team ran one experiment after another.

persistence

Say it: per-SIS-tens

What it means: continued effort even when work is difficult

Try the frame: The workshop team's persistence led to a brighter bulb.

representation

Say it: rep-rih-zen-TAY-shun

What it means: having a voice through people in government

Try the frame: Enslaved people had no representation in Congress.

synthesis

Say it: SIN-thuh-sis

What it means: new understanding made by combining ideas from more than one source

Try the frame: My conclusion shows a synthesis of both passages.

Three-Fifths Compromise

Say it: three-FIFTHS KOM-pruh-mize

What it means: an unfair historical formula used for representation

Try the frame: The Three-Fifths Compromise counted enslaved people unfairly.

The DOT Reading Habit

Dot. Discover. Drop.

Step	What It Means
D - Dot	Place a small dot above any word or phrase that interrupts understanding.
O - Discover	Finish the sentence or paragraph, use context, then repair meaning.
T - Drop	Erase the dot once you know the meaning. The dot marks a place to revisit; it does not replace thinking.

WORDS TO REMEMBER

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

AS YOU READ

☐ Dot unfamiliar words ☐ TAP the TRACKS ☐ Ask what job each sentence does

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

The Complete ECR Color Map

Color by sentence job, not by paragraph location alone.

Section	Pattern	Sentence Jobs
SET Introduction	Blue → Yellow → Green	Statement of Global Purpose → Evidentiary Reference → Thesis (Central Idea)
Main Body	Green → Yellow → Red → Blue, if needed	Reason/Way → Evidence → Explanation → Significant Inference
Conclusion	Green → Yellow → Blue	R1 Restatement → R2 Reference Back → R3 Reflection

REVISE FOR STRUCTURE BEFORE EDITING CONVENTIONS

Color coding is a diagnostic tool, not decoration. Ask: Is this sentence opening, answering, proving, explaining, inferring, or reflecting?

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

What Each Color Means

Four colors. Four jobs.

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

WATCH FOR THIS

Green can be the thesis (central idea) in the introduction, a reason in the body, and R1 in the conclusion. Yellow can be the evidentiary reference, evidence, or R2. Blue carries broad thinking at the beginning, at the close of a body paragraph that needs a wider idea, and in the final reflection.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

The Introduction and Conclusion Are Opposite Pathways

One leads in. One leads out.

SET INTRODUCTION - leads us in

Blue → Yellow → Green

The statement of global purpose opens broadly, the evidentiary reference points to both passages, and the thesis (central idea) gives the clear answer.

CONCLUSION - leads us out

Green → Yellow → Blue

R1 returns to the answer, R2 refers back to the evidence without adding a new detail, and R3 widens into a reflection.

WHY THEY MIRROR

In the introduction, we move toward the thesis (central idea). In the conclusion, we move away from it and out into a big-picture reflection. That is why the introduction and conclusion are opposites of each other.

STUDENT SUPPORT - Another Way to Show What You Know

Trace Blue → Yellow → Green, then say the conclusion path backward from memory.

Ready to Stretch? Take Your Thinking Further!

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

Study the Color-Coded Exemplar - Part 1

See how each sentence has a job. Introduction and Body 1.

Introduction

Statement of Global Purpose — BLUE People often respond to hard problems by continuing to work even when the path forward is uncertain.

Evidentiary Reference — YELLOW “A Difficult Compromise” presents a political conflict over representation, while “A Visit to the Workshop” presents a technical challenge involving practical electric light.

Thesis (Central Idea) — GREEN The passages develop a similar pattern of persistence, but the kinds of challenges, choices, and consequences are very different.

Main Body Paragraph 1

Reason / Way — GREEN One way both texts show persistence is that people keep working even when a result is incomplete.

Evidence — YELLOW The delegates reached a compromise in which, for every five enslaved people living in a state, three were added to the population total used to decide representation.

Explanation — RED This shows that the delegates kept working to reach an agreement, but the agreement gave enslaved people no power and no vote.

Significant Inference — BLUE The bigger lesson is that a compromise can move a group forward even while leaving a deeper problem unresolved.

STUDENT SUPPORT - Another Way to Show What You Know

Read one color block at a time. Say the job before you say the color.

Ready to Stretch? Take Your Thinking Further!

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

Study the Color-Coded Exemplar - Part 2

Body 2, Body 3, and the Conclusion.

Main Body Paragraph 2

Reason / Way — GREEN Another way both texts show persistence is that people use a result, even a failed one, to guide the next attempt.

Evidence — YELLOW Edison explained that “a failed test can still teach us something” because “it shows us what does not work,” and after one wire “burned too quickly,” the workers decided they needed “a material that can glow without breaking so soon.”

Explanation — RED This shows that the workshop team recorded every result and changed their materials instead of giving up after each failure.

Significant Inference — BLUE This reveals that careful observation can turn a failure into information that moves the work forward.

Main Body Paragraph 3

Reason / Way — GREEN A final way to compare the passages is to notice how differently each unresolved result affects people.

Evidence — YELLOW In the compromise, enslaved people “gained no power from the agreement” and could not vote, while the workshop team still needed “miles of wire, powerful machines, and many more experiments” before their light could reach real homes.

Explanation — RED This shows that the compromise’s unresolved problem was about justice and rights, while the workshop’s unresolved problem was about time and technology.

Significant Inference — BLUE The bigger lesson is that not every unfinished result is unfinished in the same way, so a careful reader protects that difference.

Conclusion

R1 Restatement of Thesis (Central Idea) — GREEN Both “A Difficult Compromise” and “A Visit to the Workshop” show that lasting change depends on people examining a result, naming what is still unresolved, and continuing to work.

R2 Reference Back to Evidence — YELLOW The Three-Fifths Compromise increased political power while leaving enslaved people without rights, and the workshop team’s failed and successful tests both became information for the next attempt.

R3 Reflection Statement — BLUE When people are honest about what a result changed and what it did not change, they can keep working toward something better.

NOTICE

Each body paragraph repeats Green → Yellow → Red → Blue; the conclusion reverses the introduction.

MY FIRST THINKING (DAY ONE)

Answer now. You will answer again near the end.

How does color coding help me check that every part of my paired-passage response is doing its job?

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

STUDENT SUPPORT - Another Way to Show What You Know

Say your answer first or begin: Color coding helps me because _____. Then write your own thinking.

Ready to Stretch? Take Your Thinking Further!

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

A Difficult Compromise

Passage 9 • Nonfiction • Part 1 of 19

AS YOU READ

Use the DOT HABIT. TAP the TRACKS. Numbered paragraphs help you return to exact evidence. Read as a writing analyst and notice which details could serve as proof.

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

[1] 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.

A Difficult Compromise - Continued 2

Passage 9 • Nonfiction • Part 2 of 19

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice details that could become yellow evidence in the exemplar.

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

[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.

A Difficult Compromise - Continued 3

Passage 9 • Nonfiction • Part 3 of 19

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice details that could become yellow evidence in the exemplar.

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

[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?

A Difficult Compromise - Continued 4

Passage 9 • Nonfiction • Part 4 of 19

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice details that could become yellow evidence in the exemplar.

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

[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.

A Difficult Compromise - Continued 5

Passage 9 • Nonfiction • Part 5 of 19

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence.
Notice details that could become yellow evidence in the exemplar.

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

[7] 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.

A Difficult Compromise - Continued 6

Passage 9 • Nonfiction • Part 6 of 19

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence.
Notice details that could become yellow evidence in the exemplar.

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

[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.

A Difficult Compromise - Continued 7

Passage 9 • Nonfiction • Part 7 of 19

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence.
Notice details that could become yellow evidence in the exemplar.

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

[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.

A Difficult Compromise - Continued 8

Passage 9 • Nonfiction • Part 8 of 19

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence.
Notice details that could become yellow evidence in the exemplar.

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

[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.

A Difficult Compromise - Continued 9

Passage 9 • Nonfiction • Part 9 of 19

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence.
Notice details that could become yellow evidence in the exemplar.

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

[11] 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.

A Difficult Compromise - Continued 10

Passage 9 • Nonfiction • Part 10 of 19

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence.
Notice details that could become yellow evidence in the exemplar.

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

[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.

A Difficult Compromise - Continued 11

Passage 9 • Nonfiction • Part 11 of 19

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice details that could become yellow evidence in the exemplar.

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

[13] 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.

A Difficult Compromise - Continued 12

Passage 9 • Nonfiction • Part 12 of 19

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence.
Notice details that could become yellow evidence in the exemplar.

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

[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.

A Difficult Compromise - Continued 13

Passage 9 • Nonfiction • Part 13 of 19

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice details that could become yellow evidence in the exemplar.

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

[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.

A Difficult Compromise - Continued 14

Passage 9 • Nonfiction • Part 14 of 19

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence.
Notice details that could become yellow evidence in the exemplar.

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

[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.

A Difficult Compromise - Continued 15

Passage 9 • Nonfiction • Part 15 of 19

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice details that could become yellow evidence in the exemplar.

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

[19] 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.

A Difficult Compromise - Continued 16

Passage 9 • Nonfiction • Part 16 of 19

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice details that could become yellow evidence in the exemplar.

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

[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.

A Difficult Compromise - Continued 17

Passage 9 • Nonfiction • Part 17 of 19

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice details that could become yellow evidence in the exemplar.

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

[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.

A Difficult Compromise - Continued 18

Passage 9 • Nonfiction • Part 18 of 19

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice details that could become yellow evidence in the exemplar.

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

[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.

A Difficult Compromise - Continued 19

Passage 9 • Nonfiction • Part 19 of 19

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice details that could become yellow evidence in the exemplar.

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

[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.

A Difficult Compromise - TRACKS Evidence Hunt

Study the exact words, then decide what each detail could prove in an ECR.

TRACKS	Exact Evidence	What It Could Prove
T ● Time	"In the summer of 1787"	It could prove _____
R ■ Reactions	"an agreement can keep a group working together without being fair to everyone affected by it"	It could prove _____
A ▲ Actions	"Southern states wanted enslaved people counted as part of their population"	It could prove _____
C ★ Character, Concept, Creature	"the Three-Fifths Compromise"	It could prove _____
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"	It could prove _____
S ▼ Scenery / Setting	"At the Constitutional Convention"	It could prove _____

STUDENT SUPPORT - Another Way to Show What You Know

Use: This is ____ evidence. It could become yellow evidence because ____.

Ready to Stretch? Take Your Thinking Further!

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

A Visit to the Workshop

Passage 10 • Historical Fiction • Part 1 of 28

AS YOU READ

Use the DOT HABIT. TAP the TRACKS. Numbered paragraphs help you return to exact evidence. Read as a writing analyst and notice which details could serve as proof.

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

[1] 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.

A Visit to the Workshop - Continued 2

Passage 10 • Historical Fiction • Part 2 of 28

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice details that could become yellow evidence in the exemplar.

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

[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.”

A Visit to the Workshop - Continued 3

Passage 10 • Historical Fiction • Part 3 of 28

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice details that could become yellow evidence in the exemplar.

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

[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.

A Visit to the Workshop - Continued 4

Passage 10 • Historical Fiction • Part 4 of 28

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice details that could become yellow evidence in the exemplar.

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

[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.

A Visit to the Workshop - Continued 5

Passage 10 • Historical Fiction • Part 5 of 28

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice details that could become yellow evidence in the exemplar.

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

[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.

A Visit to the Workshop - Continued 6

Passage 10 • Historical Fiction • Part 6 of 28

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice details that could become yellow evidence in the exemplar.

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

[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.”

A Visit to the Workshop - Continued 7

Passage 10 • Historical Fiction • Part 7 of 28

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice details that could become yellow evidence in the exemplar.

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

[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.

A Visit to the Workshop - Continued 8

Passage 10 • Historical Fiction • Part 8 of 28

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice details that could become yellow evidence in the exemplar.

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

[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.

A Visit to the Workshop - Continued 9

Passage 10 • Historical Fiction • Part 9 of 28

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice details that could become yellow evidence in the exemplar.

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

[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.”

A Visit to the Workshop - Continued 10

Passage 10 • Historical Fiction • Part 10 of 28

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice details that could become yellow evidence in the exemplar.

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

[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.

A Visit to the Workshop - Continued 11

Passage 10 • Historical Fiction • Part 11 of 28

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice details that could become yellow evidence in the exemplar.

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

[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.

A Visit to the Workshop - Continued 12

Passage 10 • Historical Fiction • Part 12 of 28

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice details that could become yellow evidence in the exemplar.

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

[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.

A Visit to the Workshop - Continued 13

Passage 10 • Historical Fiction • Part 13 of 28

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice details that could become yellow evidence in the exemplar.

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

[61] 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.

A Visit to the Workshop - Continued 14

Passage 10 • Historical Fiction • Part 14 of 28

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice details that could become yellow evidence in the exemplar.

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

[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.”

A Visit to the Workshop - Continued 15

Passage 10 • Historical Fiction • Part 15 of 28

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice details that could become yellow evidence in the exemplar.

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

[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.

A Visit to the Workshop - Continued 16

Passage 10 • Historical Fiction • Part 16 of 28

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice details that could become yellow evidence in the exemplar.

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

[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.

A Visit to the Workshop - Continued 17

Passage 10 • Historical Fiction • Part 17 of 28

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice details that could become yellow evidence in the exemplar.

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

[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.”

A Visit to the Workshop - Continued 18

Passage 10 • Historical Fiction • Part 18 of 28

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice details that could become yellow evidence in the exemplar.

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

[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.

A Visit to the Workshop - Continued 19

Passage 10 • Historical Fiction • Part 19 of 28

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice details that could become yellow evidence in the exemplar.

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

[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.

A Visit to the Workshop - Continued 20

Passage 10 • Historical Fiction • Part 20 of 28

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence.
Notice details that could become yellow evidence in the exemplar.

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

[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.”

A Visit to the Workshop - Continued 21

Passage 10 • Historical Fiction • Part 21 of 28

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice details that could become yellow evidence in the exemplar.

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

[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.”

A Visit to the Workshop - Continued 22

Passage 10 • Historical Fiction • Part 22 of 28

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice details that could become yellow evidence in the exemplar.

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

[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.

A Visit to the Workshop - Continued 23

Passage 10 • Historical Fiction • Part 23 of 28

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice details that could become yellow evidence in the exemplar.

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

[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.

A Visit to the Workshop - Continued 24

Passage 10 • Historical Fiction • Part 24 of 28

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice details that could become yellow evidence in the exemplar.

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

[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.

A Visit to the Workshop - Continued 25

Passage 10 • Historical Fiction • Part 25 of 28

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice details that could become yellow evidence in the exemplar.

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

[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.

A Visit to the Workshop - Continued 26

Passage 10 • Historical Fiction • Part 26 of 28

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice details that could become yellow evidence in the exemplar.

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

[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.”

A Visit to the Workshop - Continued 27

Passage 10 • Historical Fiction • Part 27 of 28

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Notice details that could become yellow evidence in the exemplar.

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

[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.

A Visit to the Workshop - Continued 28

Passage 10 • Historical Fiction • Part 28 of 28

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence.
Notice details that could become yellow evidence in the exemplar.

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

[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.

A Visit to the Workshop - TRACKS Evidence Hunt

Study the exact words, then decide what each detail could prove in an ECR.

TRACKS	Exact Evidence	What It Could Prove
T • Time	"The year was 1880"	It could prove _____
R ■ Reactions	"a failed test can still teach us something; it grew from patience, careful work, and many mistakes"	It could prove _____
A ▲ Actions	"the bulb began to glow; told the worker to connect the bulb to the wires on the table"	It could prove _____
C ★ Character, Concept, Creature	"Thomas Edison"	It could prove _____
K ♦ Key Knowledge	"Everyone was focused on solving the same problem"	It could prove _____
S ▼ Scenery / Setting	"the streets of the city were darker than Zaylen expected"	It could prove _____

STUDENT SUPPORT - Another Way to Show What You Know

Use: This is ____ evidence. It could become yellow evidence because ____.

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - GATHER: Catch and Correct the Color Mistake

Hear the label. Signal “catch.” Then repair it.

THE WRITING RAINBOW X-RAY

Today the paper becomes visible. Every sentence has a job. Color is a diagnostic tool, not decoration. When you can see the parts, you can build the parts.

CATCH AND CORRECT

The teacher may try to trick your ears with a close-but-not-correct label. Signal “catch” when you hear an error, then repair it: “It is actually ___ because ___.”

1. “For every five enslaved people, three were added to the population total, is red because it explains the evidence.”
Answer: **Incorrect.** It is yellow evidence because it is a specific detail from the passage.
2. “When people are honest about what a result changed and what it did not change, they can keep working toward something better, is blue because it reflects on the big picture.”
Answer: **Correct.**
3. “The green sentence in the SET introduction is a reason.”
Answer: **Incorrect.** In the introduction, green is the thesis (central idea).

FRESH RECALL

With the color key covered, say the introduction, body, and conclusion color patterns from memory.

STUDENT SUPPORT - Another Way to Show What You Know

Show the round, name the mislabeled job, and orally repair it before writing.

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - REVEAL: The Complete ECR Color Map

Review what each color means and how the colors move.

WHY COLOR-CODE A COMPLETE PAPER

When we can see the structure in a strong model, we can start building that same structure in our own writing. Today we are not coloring for decoration. We are coloring for understanding.

THE FULL COLOR MAP

Blue → Yellow → Green

SET Introduction

Green → Yellow → Red → Blue

Body (blue only if a significant inference is needed)

Green → Yellow → Blue

Conclusion

MODEL - THE INTRODUCTION

Statement of Global Purpose — BLUE People often respond to hard problems by continuing to work even when the path forward is uncertain.

Evidentiary Reference — YELLOW “A Difficult Compromise” presents a political conflict over representation, while “A Visit to the Workshop” presents a technical challenge involving practical electric light.

Thesis (Central Idea) — GREEN The passages develop a similar pattern of persistence, but the kinds of challenges, choices, and consequences are very different.

RED IS THE THINKING COLOR

When you see red, think explanation. Red sits in the middle of the paragraph because that is where the writer explains how the evidence supports the reason.

STUDENT SUPPORT - Another Way to Show What You Know

Say each color block aloud. You still explain what job the sentence does.

Ready to Stretch? Take Your Thinking Further!

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

Color Code Relay: Match the Evidence

Read. Sort by TRACKS letter. Match Passage 9 to Passage 10. Explain the relationship.

HOW TO PLAY

1. Read each evidence card.
2. Decide the source: Passage 9 or Passage 10.
3. Decide the TRACKS letter: T, R, A, C, K, or S.
4. Match a Passage 9 card to the Passage 10 card with the same TRACKS letter.
5. State the relationship or sentence job aloud.
6. Write a short explanation of what the paired evidence proves.

CHECKER RULE

A checker confirms that the comparison does not make the political injustice in Passage 9 equal to the technical work in Passage 10. Protect the important difference.

STUDENT SUPPORT - Another Way to Show What You Know

Work independently, with a partner, or in a small group. Use the numbered no-cut pathway and record your matches on the recording page.

Ready to Stretch? Take Your Thinking Further!

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

✂ CUT PAGE - Color Code Relay Cards 1

Cut only on the dashed lines.

RELAY CARD 1

“In the summer of 1787”

Passage: 9 or 10? TRACKS letter: T R A C K S

RELAY CARD 2

“The year was 1880”

Passage: 9 or 10? TRACKS letter: T R A C K S

RELAY CARD 3

**“Southern states wanted enslaved people
counted as part of their population”**

Passage: 9 or 10? TRACKS letter: T R A C K S

RELAY CARD 4

“The bulb began to glow”

Passage: 9 or 10? TRACKS letter: T R A C K S

Card Backs - Color Code Relay Cards 1

Check only after the group commits.

Passage 10 — T

COLOR CODE RELAY

Card 2

Passage 9 — T

COLOR CODE RELAY

Card 1

Passage 10 — A

COLOR CODE RELAY

Card 4

Passage 9 — A

COLOR CODE RELAY

Card 3

CUT PAGE - Color Code Relay Cards 2

Cut only on the dashed lines.

RELAY CARD 5

“For every five enslaved people living in a state, three were added to the population total”

Passage: 9 or 10? TRACKS letter: T R A C K S

RELAY CARD 6

“Everyone was focused on solving the same problem”

Passage: 9 or 10? TRACKS letter: T R A C K S

RELAY CARD 7

“the Three-Fifths Compromise”

Passage: 9 or 10? TRACKS letter: T R A C K S

RELAY CARD 8

“Thomas Edison”

Passage: 9 or 10? TRACKS letter: T R A C K S

Card Backs - Color Code Relay Cards 2

Check only after the group commits.

Passage 10 — K

COLOR CODE RELAY

Card 6

Passage 9 — K

COLOR CODE RELAY

Card 5

Passage 10 — C

COLOR CODE RELAY

Card 8

Passage 9 — C

COLOR CODE RELAY

Card 7

Color Code Relay - Recording

Record your matches and your explanation, then check them.

MATCH 1

Passage 9 card: ____ Passage 10 card: ____ TRACKS letter: T / R / A / C / K / S

What the paired evidence proves:

MATCH 2

Passage 9 card: ____ Passage 10 card: ____ TRACKS letter: T / R / A / C / K / S

What the paired evidence proves:

ANSWER KEY

Card 1 (P9-T) ↔ Card 2 (P10-T) Card 3 (P9-A) ↔ Card 4 (P10-A)
 Card 5 (P9-K) ↔ Card 6 (P10-K) Card 7 (P9-C) ↔ Card 8 (P10-C)

STUDENT SUPPORT - Another Way to Show What You Know

Say: This detail is ____ evidence because ____, and it connects to Passage ____ because ____.

Ready to Stretch? Take Your Thinking Further!

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

Day 3 - DISCUSS

What did we notice while color-coding the paper?

Why is the statement of global purpose blue in the introduction?

How is the yellow sentence different in the introduction and the main body?

Why is explanation red?

How are the SET introduction and the conclusion opposite?

STUDENT SUPPORT - Another Way to Show What You Know

Use: Blue in the introduction is _____. Yellow in the body is _____. The introduction moves toward the thesis (central idea), and the conclusion moves away from it into reflection.

Ready to Stretch? Take Your Thinking Further!

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

Color It, Label It, Prove It - Introduction

Color each sentence, label its job, and prove why the color fits.

COLOR JOB CODES

SP = Statement of Global Purpose • ER = Evidentiary Reference • TH = Thesis (Central Idea) • R = Reason/Way • EV = Evidence • EX = Explanation • SI = Significant Inference • R1 = Restatement • R2 = Reference Back • R3 = Reflection

Introduction

Statement of Global Purpose — BLUE People often respond to hard problems by continuing to work even when the path forward is uncertain.

Evidentiary Reference — YELLOW “A Difficult Compromise” presents a political conflict over representation, while “A Visit to the Workshop” presents a technical challenge involving practical electric light.

Thesis (Central Idea) — GREEN The passages develop a similar pattern of persistence, but the kinds of challenges, choices, and consequences are very different.

MY JUSTIFICATION

Write one sentence explaining why the colors fit this paragraph.

STUDENT SUPPORT - Another Way to Show What You Know

Do not just color it. Prove you know why each color belongs there.

Ready to Stretch? Take Your Thinking Further!

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

Color It, Label It, Prove It - Main Body Paragraph 1

Color each sentence, label its job, and prove why the color fits.

COLOR JOB CODES

SP = Statement of Global Purpose • ER = Evidentiary Reference • TH = Thesis (Central Idea) • R = Reason/Way • EV = Evidence • EX = Explanation • SI = Significant Inference • R1 = Restatement • R2 = Reference Back • R3 = Reflection

Main Body Paragraph 1

Reason / Way — GREEN One way both texts show persistence is that people keep working even when a result is incomplete.

Evidence — YELLOW The delegates reached a compromise in which, for every five enslaved people living in a state, three were added to the population total used to decide representation.

Explanation — RED This shows that the delegates kept working to reach an agreement, but the agreement gave enslaved people no power and no vote.

Significant Inference — BLUE The bigger lesson is that a compromise can move a group forward even while leaving a deeper problem unresolved.

MY JUSTIFICATION

Write one sentence explaining why the colors fit this paragraph.

STUDENT SUPPORT - Another Way to Show What You Know

Do not just color it. Prove you know why each color belongs there.

Ready to Stretch? Take Your Thinking Further!

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

Color It, Label It, Prove It - Main Body Paragraph 2

Color each sentence, label its job, and prove why the color fits.

COLOR JOB CODES

SP = Statement of Global Purpose • ER = Evidentiary Reference • TH = Thesis (Central Idea) • R = Reason/Way • EV = Evidence • EX = Explanation • SI = Significant Inference • R1 = Restatement • R2 = Reference Back • R3 = Reflection

Main Body Paragraph 2

Reason / Way — GREEN Another way both texts show persistence is that people use a result, even a failed one, to guide the next attempt.

Evidence — YELLOW Edison explained that “a failed test can still teach us something” because “it shows us what does not work,” and after one wire “burned too quickly,” the workers decided they needed “a material that can glow without breaking so soon.”

Explanation — RED This shows that the workshop team recorded every result and changed their materials instead of giving up after each failure.

Significant Inference — BLUE This reveals that careful observation can turn a failure into information that moves the work forward.

MY JUSTIFICATION

Write one sentence explaining why the colors fit this paragraph.

STUDENT SUPPORT - Another Way to Show What You Know

Do not just color it. Prove you know why each color belongs there.

Ready to Stretch? Take Your Thinking Further!

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

Color It, Label It, Prove It - Main Body Paragraph 3

Color each sentence, label its job, and prove why the color fits.

COLOR JOB CODES

SP = Statement of Global Purpose • ER = Evidentiary Reference • TH = Thesis (Central Idea) • R = Reason/Way • EV = Evidence • EX = Explanation • SI = Significant Inference • R1 = Restatement • R2 = Reference Back • R3 = Reflection

Main Body Paragraph 3

Reason / Way — GREENA final way to compare the passages is to notice how differently each unresolved result affects people.

Evidence — YELLOWIn the compromise, enslaved people “gained no power from the agreement” and could not vote, while the workshop team still needed “miles of wire, powerful machines, and many more experiments” before their light could reach real homes.

Explanation — REDThis shows that the compromise’s unresolved problem was about justice and rights, while the workshop’s unresolved problem was about time and technology.

Significant Inference — BLUEThe bigger lesson is that not every unfinished result is unfinished in the same way, so a careful reader protects that difference.

MY JUSTIFICATION

Write one sentence explaining why the colors fit this paragraph.

STUDENT SUPPORT - Another Way to Show What You Know

Do not just color it. Prove you know why each color belongs there.

Ready to Stretch? Take Your Thinking Further!

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

Color It, Label It, Prove It - Conclusion

Color each sentence, label its job, and prove why the color fits.

COLOR JOB CODES

SP = Statement of Global Purpose • ER = Evidentiary Reference • TH = Thesis (Central Idea) • R = Reason/Way • EV = Evidence • EX = Explanation • SI = Significant Inference • R1 = Restatement • R2 = Reference Back • R3 = Reflection

Conclusion

R1 Restatement of Thesis (Central Idea) — GREEN Both “A Difficult Compromise” and “A Visit to the Workshop” show that lasting change depends on people examining a result, naming what is still unresolved, and continuing to work.

R2 Reference Back to Evidence — YELLOW The Three-Fifths Compromise increased political power while leaving enslaved people without rights, and the workshop team’s failed and successful tests both became information for the next attempt.

R3 Reflection Statement — BLUE When people are honest about what a result changed and what it did not change, they can keep working toward something better.

MY JUSTIFICATION

Write one sentence explaining why the colors fit this paragraph.

STUDENT SUPPORT - Another Way to Show What You Know

Do not just color it. Prove you know why each color belongs there.

Ready to Stretch? Take Your Thinking Further!

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

Module 4 Cumulative ECR Quality Check

Explain each job, then revise and edit one paragraph.

CHOOSE ONE PARAGRAPH FROM THE EXEMPLAR

Explain each sentence job, then revise the paragraph by adding, deleting, combining, or rearranging one idea for coherence or clarity - before you edit conventions.

CHECK

- ☐ SET introduction ☐ purposeful transitions ☐ purposeful conclusion
- ☐ relevant, balanced evidence from both passages ☐ clear central idea ☐ genre characteristics and craft
- ☐ coherent revision (add, delete, combine, rearrange)
- ☐ compound sentences: subject-verb agreement, avoidance of splices, run-ons, and fragments, commas

MY REVISED PARAGRAPH

STUDENT SUPPORT - Another Way to Show What You Know

Read one sentence at a time and name its job. You still decide each revision.

Ready to Stretch? Take Your Thinking Further!

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

Build the Color Pattern Draft - Page 1

Write one new body paragraph: Green → Yellow → Red → Blue.

DRAFTING FOCUS

Green: state one way the passages show persistence. Yellow: supply a specific, source-labeled passage detail. Red: explain what that detail proves. Blue: add a significant inference that lifts the thinking.

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

Build the Color Pattern Draft - Page 2

Continue only if you need more space.

PATTERN CHECK

Does my paragraph move Green → Yellow → Red → Blue, and does each sentence do its job?

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

Day 4 - AWARD Yourself

An award counts when you point to color-coding in your own work.

COLOR MASTER RIBBON - FINISH A STEM

- “I was a Color Master today when I...”
- “One color I understand better now is...”
- “I used this activity to notice...”
- “A part of writing that became clearer to me is...”

RECOGNITION TITLES

Paragraph Painter • Structure Spotter • Exemplar Expert • Color Code Champion • Writing X-Ray Reader

MY AWARD

I award myself the _____ Award because

My proof is on page ____:

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

Day 4 - TARGET Your Next Move

Set one structural goal for your next ECR.

- ☐ Color by sentence job, not location.
- ☐ Tell yellow evidence from red explanation.
- ☐ Add a significant inference (blue) when it fits.
- ☐ Make my SET introduction and conclusion mirror each other.
- ☐ Edit my compound sentences.

MY TARGET

My next structural goal is

I chose it because

I will know I improved when

CURIOSITY QUESTIONS

Why do writers need both evidence and explanation? Why is a thesis (central idea) the turning point of the introduction? Why is the reflection sentence a strong way to end? How does seeing structure help writers become stronger?

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 5 - EXPLAIN or Educate Others

Teach someone else how the color system works.

TURN AND TEACH - CHOOSE ONE

- How to color-code the SET introduction
- How to color-code a main body paragraph
- How to color-code the R1/R2/R3 conclusion
- How the introduction and conclusion are opposite
- Why color-coding an exemplar paper helps writers

SENTENCE STEMS

“The blue sentence in the introduction is...” “The green sentence in the body paragraph is...” “The red sentence tells...” “The yellow sentence proves...” “The conclusion starts with green because...” “The introduction and conclusion are opposite because...”

What each color means:

How the introduction and conclusion mirror each other:

STUDENT SUPPORT - Another Way to Show What You Know

Teach the HABIT before you show the details, then answer the overarching question in your own precise words.

Ready to Stretch? Take Your Thinking Further!

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

MY THINKING NOW

Answer the module question again.

How does color coding help me check that every part of my paired-passage response is doing its job?

WHAT CHANGED?

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

MOVE YOUR THINKING



Foundational
RECALL



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CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

MY MODULE CHECK-IN

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

AWARD

Something I am proud of:

TARGET

Something I will strengthen next:

EXPLAIN

The page that best proves my growth is ____ because

I Can...	Not Yet	Getting Set	I Can Do It
Identify the job of every sentence	☐	☐	☐
Distinguish evidence from explanation	☐	☐	☐
Color-code the SET introduction, body, and R1/R2/R3 conclusion	☐	☐	☐
Explain the opposite introduction and conclusion pathways	☐	☐	☐
Revise for coherence and clarity before I edit	☐	☐	☐

Additional Writing Opportunity - Build the Color Pattern

Write one new paired-passage body paragraph.

THE PATTERN

Green → Yellow → Red → Blue

Use only details from “A Difficult Compromise” and “A Visit to the Workshop.”

PLANNING SUPPORT

1. Green: State one way the passages show persistence.
2. Yellow: Supply a specific, source-labeled passage detail.
3. Red: Explain what that detail proves.
4. Blue: Add a significant inference that lifts the thinking.

STUDENT SUPPORT - Another Way to Show What You Know

Say each sentence aloud in order and name its color before you write.

Ready to Stretch? Take Your Thinking Further!

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

Plan My Color Pattern

Plan the four jobs before you draft.

1. GREEN - my reason or way

2. YELLOW - my exact, source-labeled passage detail

3. RED - what the detail proves

4. BLUE - my significant inference

STUDENT SUPPORT - Another Way to Show What You Know

Use the color map. You still choose the detail that truly proves the reason.

Ready to Stretch? Take Your Thinking Further!

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

Build the Color Pattern - Additional Draft

Page 1

Draft your paragraph in the Green → Yellow → Red → Blue pattern.

DRAFTING FOCUS

Green → Yellow → Red → Blue. Every sentence does its job.

[illegible]

Build the Color Pattern - Additional Draft Page 2

Draft your paragraph in the Green → Yellow → Red → Blue pattern.

DRAFTING FOCUS

Green → Yellow → Red → Blue. Every sentence does its job.

[illegible]

Revise, Edit, and Share

Revise for coherence, then edit compound sentences.

REVISE

- ☐ add, delete, combine, or rearrange one idea for coherence or clarity
- ☐ each sentence keeps its color job
- ☐ the paragraph moves Green → Yellow → Red → Blue

EDIT COMPOUND SENTENCES

- ☐ subject-verb agreement
- ☐ avoidance of comma splices
- ☐ avoidance of run-ons
- ☐ avoidance of fragments
- ☐ commas in compound sentences

ONE REVISION

STUDENT SUPPORT - Another Way to Show What You Know

Read the paragraph aloud in color order.
You still decide the revision.

Ready to Stretch? Take Your Thinking Further!

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

Tiny Tracks

Point to the color pattern you built.

Tiny Tracks

Small Stops. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

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

Ready to Stretch? Take Your Thinking Further!

Defend how your blue inference lifts the thinking beyond the evidence.

READY TO STRETCH? - Reverse the Rainbow Challenge

Infer the sentence job from the color and context.

THE CHALLENGE

Start with a plain, uncolored exemplar. Color-code it correctly, label every sentence job, and explain how the structure supports the whole response. Then create one new body paragraph that matches the same color pattern.

EXTENSION - EXPLAIN

Why is the SET introduction not just blue and green? Why is the conclusion not just green and blue? How does yellow function differently in different parts of the paper? How does blue function differently in the introduction, body, and conclusion?

Study Three ECR Color Exemplars

Notice how the explanation grows from naming colors to proving jobs.

PROMPT

Explain how 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

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

Why does this response need an accurate detail from each passage and an explanation of what the details show together?

MEDIUM

“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.”

Why should this response add a precise explanation and protect the important difference?

HIGH

“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.”

How does the high response use balanced, accurate evidence and protect the important difference?

Portfolio Evidence + Closing Reflection

Choose pages that prove your Module 4 growth.

Evidence	Page	What It Proves
1		
2		
3		

At first, I...

Now I...

MODULE 4 CLOSING IDEA

Color coding makes the job of every sentence visible to me. I can see whether my SET introduction leads to a clear thesis (central idea), whether my body paragraphs balance reasons, evidence, explanations, and significant thinking, and whether my conclusion restates, refers back, and reflects without adding a new idea.

Essential Question - Answered

You started with an Essential Question. Now that you have finished Module 4, read the answer and connect it to what you learned.

OUR ESSENTIAL QUESTION

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

My Answer

When I color-code, I can see each sentence's job: blue opens or reflects, yellow bridges or gives proof, green answers or restates, and red explains - so I can spot missing parts and fix weak spots across my whole paper.

STUDENT SUPPORT - Another Way to Show What You Know

Start by coloring: My blue sentence is ____, my green sentence is ____, and my yellow and red sentences are ____.

Ready to Stretch? Take Your Thinking Further!

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