

THE WRITING ACADEMY®, LLC.
Teacher Lesson Plan Guide

Cluster 5

Paired-Passage ECR: One Answer, Two Texts

Grade 4

Module 1 Building the Evidence Bridge

Module 2 HOW Ideas Connect and Differ

Module 3 The RRR Conclusion Paragraph

Module 4 Seeing the Structure Through Color

Overarching question: How do writers build one strong response that connects and contrasts two texts, and closes with a clear RRR conclusion?

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Teacher Lesson Plan Guide

Building the Evidence Bridge

Grade 4 | Cluster 5 | Module 1

Grade: 4

Cluster: 5, Extended Constructed Response (ECR) paired passages

Module: 1 of the cluster

Primary Instructional Category: Informational Writing / Extended Constructed Response (ECR)

Module Title: Building the Evidence Bridge

Content Connection / Passage Titles: the fiction passages "Looking Back to Move Forward" and "Voices That Shaped Texas" (Low Stamina, ECR Paired Passages)

Primary TEKS: [4.12\(B\)\(i\)](#) (clear central idea), [4.11\(B\)\(ii\)](#) (purposeful structure, including transitions), and [4.11\(B\)\(iv\)](#) (relevant details)

Approximate Daily Instructional Time: about 15 minutes per day, across 5 days

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Response Strand TEKS Woven Into This Module

Strand 7 is the Response strand. These Grade 4 response standards are woven through the reading, discussion, annotation, and writing in this module.

- **4.7(A)** describe personal connections to a variety of sources, including self-selected texts.
- **4.7(B)** write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.
- **4.7(C)** use text evidence to support an appropriate response.
- **4.7(D)** retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
- **4.7(E)** interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
- **4.7(F)** respond using newly acquired vocabulary as appropriate.
- **4.7(G)** discuss specific ideas in the text that are important to the meaning.

1. A Little Inspiration Goes a Long Way!

This module opens with the paired-passage habit: one answer uses two texts. Students read "Looking Back to Move Forward" and "Voices That Shaped Texas," take one piece of evidence from each, and connect the ideas in one sentence. Every sentence has a job and a color, so students can see the bridge they are building.

TEACHER SCRIPT

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

Connection to this week's type of thinking: read both passages closely, use balanced evidence from BOTH texts, build a Get S.E.T. introduction, write a thesis (central idea), and connect one detail from each text in one sentence.

2. Why This Module Matters

Students learn to answer a paired-passage informative Extended Constructed Response by using evidence from BOTH texts. They study the resolution in the first passage, build a Get S.E.T. introduction, choose a thesis (central idea) for a WHY prompt, and connect a detail from each passage to one central idea.

Where it fits into writing: the paired-passage habit gives the response two balanced sides: one piece of evidence from "Looking Back to Move Forward," one piece from "Voices That Shaped Texas," and one sentence explaining how the details work together.

Why it matters beyond this assignment: one text gives only part of a paired answer. A complete response shows how learning from earlier ideas and sharing meaningful voices can influence people and communities.

3. Module Essential / Overarching Question

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

Students record their thinking at the start of the week and return to it on Friday.

My First Thinking (Monday):

My Final Thinking (Friday):

What changed in my thinking?

Family Communication

4. Parent Communication Purpose

Families are partners in this work. This page gives each family a clear picture of the paired-passage habit, a question to ask at home, and one simple way to help.

How to Send It: share the English or Spanish letter, then invite the student to explain why a paired prompt needs a paired answer.

5. Family Letter (English)

Dear Families,

This week your student is learning to answer a paired-passage prompt by using balanced evidence from BOTH texts, building the whole evidence bridge.

We are reading "Looking Back to Move Forward," in which Ava learns how Renaissance ideas changed thinking, and "Voices That Shaped Texas," about artists whose music and talent shaped Texas culture. Your student will connect a detail from each text to one thesis (central idea). Ask, "You gave me one reason, what is a second reason, from a different example, that supports the same idea?" When your student makes a point, ask for two different examples. Balancing two pieces of support is the habit practiced this week.

With appreciation, Your student's teacher, The Writing Academy®, LLC

6. Family Letter (Spanish) / Carta para las Familias

Estimadas familias:

Esta semana su estudiante aprenderá a responder una pregunta sobre dos pasajes usando evidencia equilibrada de AMBOS textos, construyendo todo el puente de evidencia.

Leeremos "Looking Back to Move Forward," en el que Ava aprende cómo las ideas del Renacimiento cambiaron la forma de pensar, y "Voices That Shaped Texas," sobre artistas cuya música y talento formaron la cultura de Texas. Su estudiante conectará un detalle de cada texto con una tesis (idea central). Pregunte: "Me diste una razón, ¿cuál es una segunda razón, de un ejemplo diferente, que apoya la misma idea?" Cuando su estudiante comparta una idea, pídale dos ejemplos diferentes. Equilibrar dos apoyos es el hábito que se practica esta semana.

Con aprecio, La maestra o el maestro de su estudiante, The Writing Academy®, LLC

7. Family Conversation Starters

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

8. Simple Family Activities

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

Family Activity: Two Sides of the Bridge

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

Family Activity: What Was the Lesson?

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

Teacher Road Map

9. Teacher Navigation Key

Symbols replace colors throughout this guide. This key is non-negotiable in every module. Use it to read every day at a glance.

- **TEACH** : teacher explicitly teaches or models the TEKS
 - **LEARN** : student practices or develops the TEKS
 - ✓ **ASSESS** : student independently demonstrates or transfers learning
- Teacher Script** : exact recommended teacher language
- Class Slide** : corresponding click-along slide

10. GRADUATE Evidence Alignment

This module explicitly connects each GRADUATE stage to the evidence it produces while students color-code and explain a complete paired-passage ECR.

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Frames the paired-passage task and the sentence-job problem.
Reveal	■ TEACH	Makes the four color maps and opposite pathways visible.
Attempt	○ LEARN	Students sort sentence strips by job and color.
Discuss	○ LEARN	Students justify evidence versus explanation and compare both texts.
Use	✓ ASSESS	Students independently color and label the complete exemplar.
Award	✓ ASSESS	Student names a sentence-job strength and cites the model.
Target	✓ ASSESS	Student identifies a missing color or coherence move.
Explain / Educate	✓ ASSESS	Student teaches the color system and transfers it to a new paragraph.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 4, Cluster 5, Module 1
Module Category	Informational Writing / Extended Constructed Response, paired passages
Primary TEKS	4.11(B)(ii) , 4.12(B)(i) , and 4.11(C)(iii)
Primary Breakout	Organize a focused, structured, coherent response with transitions and a conclusion, then compose an informative text using a clear central idea.
Spiral TEKS	4.12(B)(ii) , 4.12(B)(iii) , 4.11(C)(i) , 4.11(C)(v) , and 4.11(D)(xxxi)
Recursive TEKS	Grade 4 revising and editing standards for sentence structure, word choice, coherence, compound sentences, conjunctions, and commas.
Content Connection	Fiction passages "Looking Back to Move Forward" and "Voices That Shaped Texas"

Daily Lesson Time	About 15 minutes per day, 5 days
Weekly GRADUATE Map	Day 1 Gather + Reveal; Day 2 Attempt; Day 3 Discuss + Use; Day 4 Award + Target; Day 5 Explain / Educate
Student Product(s)	Color-coded complete ECR, sentence-job labels, written color justifications, revised sections, and My Progress Tracker
Formal Assessment Product	Student Exit Ticket, complete color-coded exemplar, and the Module Writing Assignment

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: Students will build a complete paired-passage informative response that uses balanced evidence from both texts to explain one thesis (central idea).

I Will Statements

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

I Can Statements

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

CLASS SLIDE

Daily Deck,: the I Will and I Can statements for this module, so students see the week's target before anything else.

13. Success Criteria

Students should know exactly what successful work looks like, stated in student language.

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

14. Evidence That Will Demonstrate Mastery

Identified before instruction begins so the teacher knows which products count as evidence.

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

15. TEKS Correlations

Primary targets are [4.11\(B\)\(ii\)](#), [4.12\(B\)\(i\)](#), and [4.11\(C\)\(iii\)](#). The Student Expectation column uses the lesson plan's Grade 4 wording.

TEKS	Strand	Student Expectation (verbatim TEKS)	Where Taught	Where Practiced	Where Assessed
4.11(B)(ii)		develop drafts into a focused, structured, and coherent piece of	Days 1 and 2	Days 3 and 4	

	Writing Process, Structure	writing by organizing with purposeful structure, including transitions			Complete color-coded ECR
4.12(B)(i)	Writing Genre	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	Day 1	Days 2 and 3	Exemplar and writing assignment
4.12(B)(ii)	Writing Genre	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics	Day 1	Days 3 and 5	Paired-passage response
4.12(B)(iii)	Writing Genre	compose informational texts, including brief compositions that convey information about a topic, using craft	Day 2	Day 4	Color and sentence-job justification
4.11(C)(iii)	Revising, Coherence	revise drafts by adding ideas for coherence	Day 4	Day 5	Revised weak section
4.11(C)(v)	Revising, Coherence	revise drafts by combining ideas for coherence	Day 4	Writing assignment	Compound-sentence revision
4.11(D)(xxxi)	Editing, Punctuation	edit drafts using punctuation marks, including commas in compound sentences	Day 5	Writing assignment	Final edit

The Social Studies rows provide interdisciplinary context; they are not assessed as writing standards in this module.

16. Standards Coverage Matrix

This is separate from the correlation table. It classifies each standard as PRIMARY, SPIRAL, or RECURSIVE and names where it occurs. The central-idea focus within **4.12(B)** is labeled **4.12(B)(i)** in the Module 1 assessment this module.

Classification	TEKS	Student Expectation (verbatim, abbreviated)	Where It Occurs
PRIMARY	4.11(B)(ii)	purposeful structure, including transitions	Days 1 to 5
PRIMARY	4.12(B)(i)	clear central idea	Days 1 to 5
PRIMARY	4.12(B)(ii)	informational genre characteristics	Days 1, 3, and 5
RECURSIVE	4.11(C)(iii)	add ideas for coherence	Day 4 revision
RECURSIVE	4.11(C)(v)	combine ideas for coherence	Day 5 editing
RECURSIVE	4.11(D)(xxxi)	commas in compound sentences	Final edit
RECURSIVE	Color map	sentence jobs and opposite pathways	Anchor charts; all five days

17. ELPS Correlations

Matched to the actual language demands of this module: students listen for sentence jobs, explain a color choice, compare details from both texts, and write a complete thesis (central idea).

ELPS	Domain	Language Pattern	Complete ELPS Student Expectation	Day Addressed
1(E)	Listening	Comprehension	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.	Days 1, 3, 4, and 5
1(C)	Listening	Following Directions	Follow oral directions with accuracy.	Day 2 and intervention
2(E)	Speaking	Discourse	Narrate, describe, or explain information orally with increasing specificity and detail during classroom interactions.	Days 2, 3, and 5
2(F)	Speaking	Respond to Information	Restate, ask questions about, or respond to information during formal and informal classroom interactions.	Days 1, 3, and 4
3(E)	Reading	Purpose for Reading	Use pre-reading strategies, including previewing text features, connecting to prior knowledge, and making predictions, to develop comprehension.	Day 1
4(D)	Writing	Language Structures / Syntax	Write using a variety of grade-appropriate sentence lengths and types and connecting words.	Days 3 and 5
4(E)	Writing	Conventions	Write using conventions such as capitalization, punctuation, subject-verb agreement, and verb tense.	Day 4 and the Additional Writing Opportunity

ELPS Woven Into Intervention

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
1(C)	Listening	Follow oral directions with accuracy.	Intervention, after Day 3
2(F)	Speaking	Restate, ask questions about, or respond to information during classroom interactions.	Intervention, after Day 3

ELPS Woven Into Enrichment

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
2(E)	Speaking	Narrate, describe, or explain information orally with increasing specificity and detail.	Enrichment, after Day 4
4(D)	Writing	Write using a variety of grade-appropriate sentence lengths and connecting words.	Enrichment, after Day 4

18. ELPS Linguistic Accommodations

These accommodations maintain grade-level rigor while opening clear language pathways as students name sentence jobs, select colors, identify evidence, and write a matching thesis (central idea).

Proficiency Level	Language Objective (access changes; the thinking demand stays intact)
Pre-Production	Point to a sentence-job card and match it to blue, yellow, green, or red using the posted color map.
Beginning	Complete orally: "This sentence is doing _____, so I choose _____."
Intermediate	Use the frame, "This is evidence because _____," or "This is explanation because _____."
High Intermediate	Explain in complete sentences how the introduction and conclusion use opposite color pathways.
Advanced	Independently color a new paragraph, justify each choice, and explain how it supports the thesis (central idea).

Language Supports

- Provide the four color maps plus sentence-job cards.
- Offer oral rehearsal before writing; partners may point, sort, say, and then write.
- Keep the grade-level passage intact. Read it aloud, define one needed word, and return the thinking work to the student.
- Use these frames: "This sentence supplies evidence because _____," and "This sentence explains the evidence because _____."
- Invite students to explain evidence, explanation, inference, or thesis (central idea) in their home language before rehearsing in English.

Evidence of Access Without Reduced Rigor: students may use a visual, a word bank, and an oral frame, but each student still names the sentence job, chooses the color, uses both texts, and writes a prompt-matched thesis (central idea).

19. Language Domains

Domain	How This Module Builds It
Listening	Students hear one sentence read aloud, then restate its job and color.
Speaking	Students say their thinking aloud to a partner before they write, using the sentence frames provided.
Reading	Students read both passages and the exemplar closely, marking details that carry meaning.
Writing	Students color a complete response and write a matching thesis (central idea), moving from a spoken job explanation to a complete written response.

20. Rigor Safeguard

Teachers MAY provide	Teachers MAY NOT do for students
Read a passage or sentence aloud, repeat it, and let students use the color maps. Define an unfamiliar word and provide an oral frame.	Choose the sentence job or color for a student, supply the evidence or explanation, or write the thesis (central idea) for the student.

The student must still analyze the sentence and create the prompt-matched central idea.

21. Rigor & Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Locate a sentence that supplies a detail or states an answer.	Supported on Day 1.	The student names the sentence job.
Inferential	Explain why a sentence is evidence, explanation, or inference.	Guided on Days 1-2; independent by Day 4.	The student cites words that reveal the job.
Evaluative	Judge whether the color path makes the paragraph coherent.	Partner discussion on Days 2 and 5.	The student defends or revises a color choice.
Synthesis	Use one detail from each passage, connect them, and build a complete RRR conclusion.	Independent challenge after mastery.	A complete response with balanced evidence and a significant inference.

22. The Five Sentence-Job Thinking Levels

Use this progression to name the thinking a student shows while color-coding a complete paired-passage ECR. The color label is always paired with the sentence job and the student's written justification.

Level	Color Label	Sentence Job	Student Thinking	Evidence of the Thinking
Level 1	Yellow	Evidence	I can locate a specific detail in one passage.	The student points to exact words from "Looking Back to Move Forward" or "Voices That Shaped Texas."
Level 2	Red	Explanation	I can tell why a detail matters.	The student connects the detail to the thesis (central idea) instead of repeating it.
Level 3	Green	Thesis (central idea) or reason/way	I can answer how the texts connect or differ.	The student uses a preposition and names a relationship between both passages.
Level 4	Blue	Opening or reflection	I can frame the answer or reflect on the big picture.	The student opens broadly, or explains the significance of the connected evidence.
Level 5	Complete color path	RRR conclusion	I can make the whole response coherent.	The student restates the thesis (central idea), refers to the evidence as a whole, and reflects.

The Progression of Thinking

Level	Hidden Question	Student Thinking	Thinking Focus
Evidence	What detail proves this?	I can point to one passage.	Textual accuracy
Explanation	Why does that detail matter?	I can connect it to the thesis (central idea).	Reasoning
Thesis (central idea)	How do the texts connect or differ?	I can state a relationship with a preposition.	Focused response
Opening	What should the reader understand first?	I can frame the big idea.	Introduction
Reflection	What is the big picture?	I can explain why the connected ideas matter.	RRR conclusion

Where this module primarily operates: Students move from locating evidence to explaining the connection between both passages, then apply the complete color path independently to a new paragraph.

23. Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
Color-coding is decoration.	The teacher may focus on neatness instead of function.	Ask what the sentence is doing and require a job-based defense.
Evidence and explanation are interchangeable.	The teacher may accept a detail without a connection.	Ask whether the sentence supplies proof or tells why the proof matters.
The introduction and conclusion use the same path.	The teacher may miss the mirror relationship.	Model Blue to Yellow to Green, then reverse it as Green to Yellow to Blue.

24. Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
Every sentence is evidence.	The student colors a thesis (central idea) or explanation yellow.	Ask whether the sentence gives a specific detail from a passage.
Color is chosen by location.	The student gives every sentence in a paragraph the same color.	Return to the sentence's job and cite its words.
Evidence explains itself.	The student copies a detail but does not connect it to the thesis (central idea).	Prompt: "Together, these details show _____ because _____."

Module Foundations: Review, Refresh & Readiness

25. TEKS Target

Exact standards and breakouts being taught: **4.11(B)(i)** introduction, **4.11(B)(ii)** transitions, **4.11(B)(iii)** conclusion, **4.11(B)(iv)** relevant details, **4.12(B)(i)** clear central idea, **4.11(C)(iii)** coherence, and **4.11(D)(xxxi)** commas in compound sentences. Students use both texts, one piece of evidence from each, and one connecting sentence.

26. How I Say the Standard!

TEKS says	How I say it
4.11(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea with relevant details.	I can organize my response so it has a clear path, transitions, and relevant details from both texts.
4.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.	I can add, delete, combine, or rearrange ideas and improve my sentences and words so my paired response is clear.
4.11(D) edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including reflexive; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.	I can edit sentences, verbs, nouns, adjectives, adverbs, prepositions, prepositional phrases, and reflexive pronouns.
4.12(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.	I can write an informative response with a clear thesis (central idea), genre features, craft, balanced evidence from both texts, and a connecting explanation.

27. This Week I Can...

This week I can identify the job of every sentence, color a complete paired-passage ECR, use one piece of evidence from each text, connect the evidence in one sentence, and explain how the introduction and RRR conclusion mirror each other.

28. Before I Can... Prerequisites

What needs to be in place before this week's new learning will work:

- Read both grade-level fiction passages and notice central ideas and supporting details.
- Recognize a writing prompt as the task a writer must answer.
- Write complete sentences with clear sentence boundaries.
- Use the DOT habit to mark an unfamiliar word.
- Know that evidence is a specific detail taken from a text and explanation tells why it matters.

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"In 60 seconds, tell your partner one sentence job you remember and the color that shows it. Explain why the job and the color match."

30. Vocabulary Infusion

A short, immediate-use set for Day 1. The complete tiered vocabulary follows in Part VI.

Word	Student-Friendly Meaning	Use It Today
structure	the purposeful organization of a whole paper	I can see the structure.
exemplar	a strong model used for study	I study the exemplar.
evidence	a specific detail that proves a point	I mark evidence yellow.
explanation	thinking that tells why evidence matters	I mark explanation red.
reflection	broad thinking that closes the response	I mark reflection blue.

31. Conventions Connection

Recursive conventions review for the week: every sentence needs a clear beginning and ending. Students check capitalization, subject-verb agreement, coordinating conjunctions, and commas in compound sentences while revising the color-coded response. **4.11(D)(xviii)** **4.11(D)(xix)** **4.11(D)(xxxi)**

32. Writing Connection

Color-coding is a writing connection because it makes structure visible. The introduction moves from broad thinking to the thesis (central idea), the body develops the answer with evidence and explanation, and the RRR conclusion moves from the restated thesis (central idea) to evidence as a whole and the big picture.

33. Watch Out!

Common misconception: students color a sentence by where it sits instead of by what it does.

Teacher move: ask, "What is this sentence doing?" Have the student name whether it opens, answers, proves, explains, infers, or reflects, then choose the color.

34. Ready Check

Read one model sentence aloud: "Ideas can continue to shape people long after they first appear." Ask students to decide whether it opens an idea, proves a point, or reflects on significance. Use responses to decide who needs the color map and oral rehearsal during Day 1.

35. Teacher Look-Fors

- Students identify the job of each sentence rather than coloring by location.
- Students distinguish yellow evidence from red explanation.
- Students use one piece of evidence from each text and connect them in one sentence.
- Students explain how the introduction and RRR conclusion mirror each other.

Vocabulary, Content & Preparation

TEACHER SCRIPT

"These words help you make the structure of your writing visible. You will use them while you read, talk, color, revise, and explain."

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"These are everyday words you need so you can talk clearly about the parts of a response."

Word	Student-Friendly Definition	Oral Rehearsal Frame
color	a visual marker used to show a sentence job	This color shows _____.
job	the work a sentence does	The job of this sentence is _____.
part	one piece of a complete response	This part belongs in the _____.
order	the sequence in which parts appear	The order moves from _____ to _____.
begin	to open the writing	The introduction begins by _____.
end	to close the writing	The conclusion ends by _____.
show	to make thinking visible	The color shows _____.
match	to connect a sentence to its correct job	This sentence matches _____.
build	to assemble purposeful parts	I build the response by _____.
explain	to tell why evidence matters	I explain why _____.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"These are academic words you will use to study a strong model. Say them, use them, and connect each word to the sentence job it names."

Word	Student-Friendly Definition	Oral Rehearsal Frame
structure	the purposeful organization of a whole paper	I can see the structure.
exemplar	a strong model used for study	I study the exemplar.
introduction	the opening paragraph of a response	The introduction opens the response.
transition	a bridge that connects ideas	The transition moves toward evidence.
thesis (central idea)	the central answer the response will prove	The thesis (central idea) states the answer.
reason	a point that supports the thesis (central idea)	The reason supports the answer.
evidence	a specific detail that proves a point	The evidence comes from a text.
explanation	thinking that tells why evidence matters	The explanation connects the proof.
inference	a conclusion built from evidence and reasoning	The inference grows from details.
reflection	broad thinking that closes the response	The reflection shows the big picture.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"These are the writing-system words that help you name what a sentence is doing. Use them when you justify a color."

Word	Say It This Way	Student-Friendly Definition
statement of purpose	STAYT-muhnt uhv PUR-puhs	a broad opening that introduces the topic
evidentiary transition	ev-ih-DEN-shee-air-ee tran-ZISH-un	an introduction sentence that moves toward text support
central idea	SEN-truhl eye-DEE-uh	the main answer developed across the response
significant inference	sig-NIF-ih-kunt IN-fur-uhns	a larger idea drawn from evidence and explanation
restatement	ree-STAYT-muhnt	the thesis (central idea) stated again in new words
reference back	REF-er-uhns bak	a conclusion sentence that recalls the evidence
compound sentence	KOM-pound SEN-tuhns	two independent clauses joined correctly
coordinating conjunction	koh-OR-duh-nay-ting kun-JUNK-shun	a joining word used to connect equal sentence parts
coherence	koh-HEER-uhns	the clear, logical flow of ideas
sentence boundary	SEN-tuhns BOWN-duh-ree	the correct beginning and ending of a sentence

Use these words while students color, label, justify, revise, and explain the complete paired-passage response.

Teacher Resource: Rehearse the words structure, evidence, explanation, influence, resolution, and thesis (central idea) before students write.

Teacher Resource: For more practice with academic words, see the Academic Vocabulary Companion App.

39. Background Knowledge & Teacher Context

What the teacher needs to know. This Low Stamina module uses the two Cluster 5 fiction passages, "Looking Back to Move Forward" and "Voices That Shaped Texas." The first passage explains how people during the Renaissance studied earlier ideas and used them to create new thinking about art, learning, and government. The second explains how Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe helped shape Texas culture through voice, tradition, courage, and performance.

Important conceptual background. The paired-passage habit is simple and non-negotiable: use BOTH texts, choose one piece of evidence from EACH, and connect the two pieces in one sentence. HOW prompts ask how two texts connect or differ. A preposition thesis (central idea) can use by, through, with, in, or across to state the relationship.

Content context and connection to writing instruction. Students study a complete exemplar so they can see the statement of purpose, evidentiary transition, thesis (central idea), reason or way statements, evidence, explanation, significant inference, and RRR conclusion. Color-coding shows that the introduction moves Blue to Yellow to Green, the body develops Green to Yellow to Red to Blue when a significant inference is present, and the conclusion moves Green to Yellow to Blue.

The ECR Habit

Before analyzing the exemplar, students use the DOT habit while reading both passages. They TAP the TRACKS for Time, Reactions, Actions, Character, Concept, Creature, Key Knowledge, and Scenery or Setting. Then they color by sentence job, not by paragraph location alone. **4.11(B)(ii)** **4.12(B)(i)**

40. Materials Needed

Category	Items
Core print materials	Copies of both passages; copies of the complete exemplar; interactive notebooks; anchor chart paper
Color materials	Blue, yellow, green, and red crayons, colored pencils, highlighters, or square markers
Reconstruction materials	Sentence strips, color category mats, task cards, matching cards, pocket chart, scissors, and glue
Assessment materials	Student Exit Ticket page; My Progress Tracker; the Module Writing Assignment
Technology	Projector or board for the seven suggested slides
Accessibility supports	Real text, posted color maps, oral rehearsal, sentence-job cards, and a partner explanation routine

41. Preparation Before Day 1

- ☐ Prepare copies of both passages and the complete paired-passage exemplar.
- ☐ Prepare the Introduction Color Code, Main Body Color Code, Conclusion Color Code, and Introduction and Conclusion Relationship charts.
- ☐ Set out blue, yellow, green, and red marking tools, sentence strips, color category mats, and labels for statement of purpose, evidentiary transition, thesis (central idea), reason, evidence, explanation, significant inference, R1, R2, and R3.
- ☐ Prepare the DOT reminder: Dot, Discover, Drop, and the canonical TRACKS chart.
- ☐ Prepare a clean copy of the exemplar for independent color-coding and a second copy with one sentence deliberately mislabeled for discussion.
- ☐ Post the paired-passage habit: use BOTH texts, one piece of evidence from EACH, connect in one sentence.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15	Gather + Reveal	Introduce the complete color map, model the introduction and conclusion pathways, and read both passages as a writing analyst.
Day 2	15	Attempt	Sort sentence strips by job and color, reconstruct the exemplar, and justify evidence versus explanation.
Day 3	15	Discuss + Use	Discuss how both texts connect, then independently color and label the complete exemplar.
Day 4	15	Award + Target	Recognize an accurate color path, find a missing or weak sentence job, and revise for coherence.
Day 5	15	Explain + Educate	Teach the color system to a partner, explain the RRR conclusion, and transfer the work to a new paragraph.

43. Tiny Times Transition

A Tiny Time is a quick, zero-material movement routine, under one minute, that reinforces the sentence-job habit.

- Signal the class and say, "Tiny Time! Name the sentence job!"

- Read one sentence from the exemplar.
- Students point to the color that matches its job and name the job.
- Students explain the match in one phrase, then return quietly to their work.

Citizenship & Content Connection

44. The Citizenship Connection

This module connects literacy to shared culture, history, and responsible attention to many voices.

Element	This Module
Suitability	A natural fit. One passage shows people using earlier ideas to create new ways of thinking; the other shows artists sharing culture and opening space for more voices.
Focus	Learning from the past, sharing knowledge, honoring traditions, and recognizing contributions from different communities.
Historical / Content Connection	The Renaissance passage connects art, learning, science, and government. The Texas passage connects music, performance, language, culture, and history.
Perspective Connection	Strong communities grow when people study, listen, share ideas, and recognize contributions from many backgrounds.
Literacy-to-Citizenship Connection	Using both texts in one answer models fair attention to more than one source and more than one voice.
Citizenship Question	"How do the two passages show that ideas and voices can shape a community?"
Teacher Script	<i>"You will listen to both texts carefully. When you use one detail from each text and connect them, you show that every source deserves accurate attention."</i>
Accuracy / Source Note	Keep the passage details exact. Do not add an artist, event, or claim that is not in the two provided passages.

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

Introduction Color Code

Blue	Yellow	Green
Statement of Purpose	Evidentiary Transition	Thesis (central idea)

Main Body Color Code

Color	Sentence Job	What the Writer Does
Green	Reason or Way Statement	States one way the thesis (central idea) is true.
Yellow	Evidence	Supplies one specific detail from a passage.
Red	Explanation	Explains why the evidence matters.
Blue	Significant Inference	Names a larger idea drawn from evidence and reasoning, when present.

Conclusion Color Code

Part	Color	What It Means
R1	Green	Restate the thesis (central idea).
R2	Yellow	Refer to the evidence as a whole.
R3	Blue	Reflect the big picture.

46. Core Habit / Strategy Explanation

TEACHER SCRIPT

"As established readers, you will use the DOT habit while reading both passages. DOT stands for Dot, Discover, Drop. Then you will ask, 'What is this sentence doing?' before you choose a color."

CLASS SLIDE

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

Encouragement: "When you can defend a color from the function of the sentence, you are making your thinking visible."

CREATE THE ANCHOR CHARTS

Post the four color maps. Remind students that the introduction moves Blue to Yellow to Green, while the conclusion moves Green to Yellow to Blue. Post the paired-passage habit: use BOTH texts, one piece of evidence from EACH, connect in one sentence.

47. Student Source Passage(s)

Passage use: use ONLY these two informational source texts. One strong answer draws evidence from BOTH. Keep the numbered paragraphs for citing evidence.

Passage 1: "Looking Back to Move Forward" (Genre: Fiction; Reading Demand: Low)

- [1] Ava leaned forward as her teacher showed a painting on the board. It was called The School of Athens by Raphael. At first, it looked like a group of people in a large building. Then Ava noticed more. Some people were reading. Others were talking. A few were pointing as if they were explaining ideas.
- [2] "Who are they?" Ava asked.
- [3] "They are thinkers from ancient Greece and Rome," her teacher said. "During the Renaissance, people began to study their ideas again."
- [4] Ava thought about that. Why would people look back at the past?
- [5] Her teacher explained that the Renaissance was a time of change in Europe. Artists like Raphael wanted their work to look real. They showed people with clear details and expressions. This helped others see people as thoughtful and important.
- [6] People also began to think differently about government. At that time, kings still held most of the power. During the Renaissance, some people studied ideas from Greece and Rome. They began to believe that citizens should have a voice. They believed people should not feel powerless.
- [7] These changes affected how people saw the world. Art showed people thinking and learning. Some people began to think in new ways about government and fairness.
- [8] Ava looked back at the painting. It showed more than a group of people. It showed a hopeful time when ideas were changing.

Passage 2: "Voices That Shaped Texas" (Genre: Fiction; Reading Demand: Low)

- [1] If you turn on the radio in Texas, you might hear many different styles of music. That mix didn't just happen, it came from artists who shared their stories and traditions.
- [2] Lydia Mendoza was one of those artists. She grew up in a Mexican American family and sang songs in Spanish about hard work, love, and everyday life. People felt connected to her music because it sounded like their own experiences. Around the same time, Chelo Silva became known for her powerful voice and emotional songs. Her romantic songs, called boleros, became favorites of Tejano listeners across Texas.
- [3] Julius Lorenzo Cobb Bledsoe had a different path. He was an African American singer who performed on stage and in operas. He became well known for his role in Show Boat, which was a big achievement at the time. His success showed that talent could break barriers, even when opportunities were limited.
- [4] The diversity of these artists' backgrounds helped shape Texas culture in their own way. Their music brought people together and gave others a chance to be heard.
- [5] Their songs and stories are still remembered. Some people believe their biggest impact was sharing their culture, while others think they helped bring different subgroups of people closer together.

48. Student Annotation Guide

Use the same six TRACKS categories while reading both fiction passages. Students mark details that can later support a balanced paired response.

Looking Back to Move Forward

TRACKS	Evidence
T Time	the Renaissance; ancient Greece and Rome; the past
R Reactions	Ava noticed more; people believed citizens should have a voice; Ava saw a hopeful time
A Actions	reading; talking; pointing; studying ideas; thinking differently
C Character, Concept, Creature	Ava; Raphael; Renaissance; citizens; art; government ideas
K Key Knowledge	Ideas from the past influenced art, government, freedom, fairness, and how people saw the world.
S Scenery / Setting	a large building; the painting on the board

Voices That Shaped Texas

TRACKS	Evidence
T Time	around the same time; at the time; still remembered
R Reactions	people felt connected; talent could break barriers; people were given a chance to be heard
A Actions	shared stories and traditions; sang songs; performed on stage and in operas; brought people together
C Character, Concept, Creature	Lydia Mendoza; Chelo Silva; Julius Lorenzo Cobb Bledsoe; Texas culture; Tejano music
K Key Knowledge	The artists' backgrounds and voices shaped Texas culture and connected people.
S Scenery / Setting	Texas; the radio; the stage; operas

49. TRACKS Evidence Highlighting

Preview both passages with students before reading. Students TAP the TRACKS: they hunt for the six kinds of evidence and mark each one. TRACKS marks evidence in the passages; the color maps are used to analyze the exemplar.

Use the canonical chart exactly: T Time Pastel Green; R Reactions Pastel Purple; A Actions Pastel Yellow; C Character, Concept, Creature Pastel Yellow; K Key Knowledge Pastel Orange; S Scenery / Setting Pastel Green.

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

TEACHER SCRIPT

"Use exact words from both passages. Those details become the proof you will identify as yellow evidence in the exemplar."

50. Five-Day GRADUATE Lesson

DAY 1 | Gather + Reveal | 15 MINUTES

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

Standard	Focus
TEKS	4.12(B)(i) compose informational texts using a clear central idea; 4.11(B)(ii) organize with purposeful structure, including transitions
ELPS	4(F)(ix) write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for a specific purpose

GATHER ■ TEACH

TEACHER SCRIPT

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

Listen and Circle: Which Evidence Fits?

Round 1: Read A, "Ava leaned forward as her teacher showed a painting on the board." and B, "People began to believe that citizens should have a voice." Answer: B, because it shows a change in thinking that affected ideas about government.

Round 2: Read A, "Their music brought people together and gave others a chance to be heard." and B, "She grew up in a Mexican American family and sang songs in Spanish about hard work, love, and everyday life." Answer: A, because it directly shows cultural influence and connection.

Partner Production: Students complete orally, "I circled ____ because this evidence shows ____." For fresh recall, students cover notes and name one strong detail from each passage that supports the shared idea of influence.

DAILY DECK SLIDE

Two-Sided Mystery Envelope. Write: Prompt, Explain why ideas and voices can influence a community. Which envelope builds the more complete answer?

Envelope 1, Only Half the Truth: holds one strip from *Looking Back to Move Forward*, "They began to believe that citizens should have a voice."

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

TEACHER SCRIPT

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

Answer: Envelope 2, because paired passages call for paired thinking. A paired prompt needs a paired answer.

REVEAL ■ TEACH

Display the Paired Evidence chart, the Plot Line chart, the Get S.E.T. chart, and the Why Prompt Habit chart. Prompt analysis asks: What am I writing about? What am I asked to do? What kind of answer will be complete? A complete paired answer uses both texts.

Resolution: Ava understands that art and government ideas helped people see the world differently, so the past can help people move forward.

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

WHY thesis (central idea): "Both passages show that ideas and voices can have lasting influence because learning from the past and sharing culture help people think, connect, and create change."

DAILY DECK SLIDE

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

Day 1 Closing: Partner completion, "A paired prompt needs a paired answer because ____."

DAY 2 | Attempt | 15 MINUTES

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

Standard	Focus
TEKS	4.12(B)(iii) compose informational texts using craft; 4.11(B)(iv) develop an engaging idea with relevant details
ELPS	4(D)(iii) write content-area texts using a variety of transition words

ATTEMPT ○ LEARN

DAILY DECK SLIDE

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

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

Card type	Lesson-plan examples
Sample Prompt Cards	Explain why the resolution in Looking Back to Move Forward strengthens the idea that learning from the past can influence the future. Explain why both passages show that ideas and voices can influence people and communities. Explain why change and influence matter in both passages. Explain why both texts show that ideas and culture can affect how people think and connect. Explain

	why the resolution in Looking Back to Move Forward helps readers connect Ava's learning to Voices That Shaped Texas. Explain why evidence from both passages is necessary for a complete paired-passage response.
Sample Thesis (central idea) Cards	Both passages show that ideas and voices can have lasting influence because learning, expression, and culture can change how people think and connect. Both passages show that ideas and culture matter because they can shape how people think, express themselves, and connect. Both texts show that influence grows when people study meaningful ideas and share experiences with others.
Sample Reason Cards	Learning from the past can change how people think about art, government, freedom, and fairness. Music and stories can help people feel represented and connected to a larger culture. Ideas become more powerful when people carry them forward and share them with others. The first passage develops the idea through Ava's experience, and the second passage develops it through examples of influential artists.
Passage 1 Evidence Cards	"They began to believe that citizens should have a voice." "Art showed people thinking and learning." "Artists like Raphael wanted their work to look real." "Some people began to think in new ways about government and fairness."
Passage 2 Evidence Cards	"People felt connected to her music because it sounded like their own experiences." "Her romantic songs, called boleros, became favorites of Tejano listeners across Texas." "His success showed that talent could break barriers, even when opportunities were limited." "Their music brought people together and gave others a chance to be heard."
Sample Explanation Cards	This shows that studying older ideas can lead people to think differently about the present. This proves that sharing culture through music can help people feel heard and connected. This helps the reader understand that influence can travel across time through ideas, art, music, and courageous choices. This evidence matters because it connects a detail from one passage to a related idea in the other passage.

How to Play and Answer Key: Each student spins, collects the card named, and, once enough cards are collected, reads a full response aloud. The group decides whether it answered the prompt, used both passages, and included a strong explanation. If yes, the student crosses the bridge and wins. A correct response includes an answer to the prompt, at least one idea from each passage, and an explanation connecting both.

Day 2 Closing: Interactive Notebook Reminder, "Glue your Bridge Builder reminder strip into your interactive notebook and write: A paired answer needs balanced evidence from both passages."

DAY 3 Discuss + Use 15 MINUTES

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

Standard	Focus
TEKS	4.12(B)(i) compose informational texts using a clear central idea; 4.11(C)(iii) revise drafts by adding ideas for coherence; 4.11(C)(vi) revise drafts by rearranging ideas for coherence
ELPS	4(F)(x) write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate style for a specific purpose

DISCUSS ○ LEARN

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

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

TEACHER SCRIPT

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

USE AGAIN: COLOR-CODE AND CONSTRUCT ✓ ASSESS

Students complete a paired-passage response in an interactive notebook. They highlight all evidence in yellow and label each piece P1 or P2 to check for balance. They plan a Get S.E.T. introduction, write the body with evidence from both passages, circle the thesis (central idea), highlight all evidence in yellow, and label each piece P1 or P2 to show its passage.

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

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

Standards Application Check: Module 1, Balance + Revise + Edit

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

Teacher Model / Answer Key: Weak, "Ava learned things and artists did things." Revised, "Ava learns that older ideas can change thinking, while Texas artists show how music and achievement can shape culture." Add one relevant detail from each passage, delete an unrelated detail, combine repeated ideas, and check subject-verb agreement, proper nouns, reflexive pronouns when used, capitalization, spelling patterns and rules, and high-frequency words.

Look-Fors: both passages are represented, transitions connect ideas, evidence supports the same central idea, and conventions do not distract from meaning.

Day 3 Closing: Students underline one phrase that explicitly connects the two passages.

DAY 4 | Award + Target | 15 MINUTES

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

Standard	Focus
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TEKS	4.11(C)(ii) revise drafts to improve word choice; 4.11(D)(xxxv) edit drafts using standard English conventions, including correct spelling of high-frequency words
ELPS	4(C)(i) write using a combination of both high-frequency words and content-area vocabulary

AWARD ✓ ASSESS

Give yourself credit for building the whole bridge today. Students name whether they used evidence from both passages, wrote a stronger thesis (central idea), explained how evidence works together, or read the resolution for a bigger idea.

Recognition: Draw a bridge in the notebook and write one thing done well. Use a badge such as Balanced Thinker, Evidence Builder, Resolution Reader, or Paired Passage Pro.

DAILY DECK SLIDE

Award yourself. Name the paired-passage habit used best today. Celebrate balance, evidence selection, explanation, or resolution reading. A complete answer uses information from both texts.

TARGET ✓ ASSESS

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

DAILY DECK SLIDE

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

Day 4 Closing: Complete the sentence, "Next time I will make my explanation stronger by ____."

DAY 5 | Explain + Educate | 15 MINUTES

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

Standard	Focus
TEKS	4.12(B)(iii) compose informational texts, including brief compositions that convey information about a topic, using craft
ELPS	4(F)(ii) write to narrate, describe, explain, respond, or justify with supporting details using appropriate style for a specific purpose

EXPLAIN ✓ ASSESS

EDUCATE

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

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

DAILY DECK SLIDE

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

TEACHER CLOSING ENCOURAGEMENT

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

Student Exemplars

The exemplar responds to this HOW prompt: How do the two passages show that ideas and voices shape communities? A strong answer uses BOTH texts, one piece of evidence from EACH, and one sentence that connects them.

51. Low / Developing Exemplar

Field	Detail
Student Response	"Ava learned about the Renaissance. People studied old ideas. That is important. Ideas can influence people."
What Is Working	The student names one passage and an idea.
Teacher Notes	The response uses only one passage. There is no evidence from <i>Voices That Shaped Texas</i> and no explanation of a connection.
What Needs Improvement	Add a detail from the second passage and explain how both details prove the same idea.

52. Medium / Approaching Exemplar

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

53. High / Secure Exemplar

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

Additional Secure Exemplars

Type	Color Path	Strong Thesis (central idea)	Why It Works
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Introduction	Get S.E.T.	Ideas and voices can continue to shape communities over time. Looking Back to Move Forward shows Ava learning how Renaissance art and government ideas changed thinking, while Voices That Shaped Texas presents artists whose music and achievements influenced Texas culture. Together, both passages show that learning from the past and sharing meaningful voices can influence how people think, connect, and create change.	It states a purpose, uses an evidentiary transition, and ends with a thesis (central idea).
Conclusion	RRR	Influence grows through both learning and expression.	R1 restates the thesis (central idea), R2 refers to the evidence as a whole, and R3 reflects the big picture.

Secure Response: Evidence and Explanation (Deck Slide 19)

Response Part	Text from the Secure Model	Why It Works
Evidence	In Looking Back to Move Forward, people studied ideas from ancient Greece and Rome and used the past to create something new.	Supplies exact proof from the first text.
Evidence	In Voices That Shaped Texas, Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe used their talents and voices to shape Texas culture.	Supplies exact proof from the second text.
Explanation	Together, these details show that communities change when people learn from earlier ideas and when different voices share knowledge, traditions, and talents.	Connects both pieces of evidence to the thesis (central idea).

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

What an adequate final understanding should include: a student who understands this module can read both passages as a writing analyst, identify the job of every sentence, distinguish evidence from explanation, use one detail from each text, connect the two details in one sentence, and explain the opposite color pathways of the introduction and RRR conclusion.

55. Standards Evidence Trail

Evidence ID	Location	Role	What It Demonstrates
T1	Day 1 Gather	■ TEACH	Both passages introduced as sources for a complete informative ECR.
T2	Day 1 Reveal	■ TEACH	Four color maps and opposite introduction and conclusion pathways modeled.
L3	Day 2 Attempt	○ LEARN	Sentence strips sorted by job and color, then reconstructed.
L4	Day 3 Discuss	○ LEARN	Students compare the Renaissance ideas with Texas voices and traditions.
A5	Day 3 Use	✓ ASSESS	Independent complete color-coded exemplar with justifications.
A6	Day 4 Award	✓ ASSESS	Student names a sentence-job strength and cites the work.
A7	Day 4 Target	✓ ASSESS	Student revises a missing or weak section for coherence.
A8	Day 5 Explain	✓ ASSESS	Student teaches the color system and RRR conclusion.
A9	Day 5 Transfer	✓ ASSESS	Student color-codes a new paragraph and explains its next sentence.

56. Assessment Opportunities

Field	Detail
Purpose	Determine whether students can identify sentence jobs, use both passages, distinguish evidence from explanation, and explain the complete color structure.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	Student notebooks, sentence strips, color maps, pencils, the exemplar, and both provided passages.
Related TEKS Breakout	4.11(B)(ii) purposeful structure; 4.12(B)(i) clear central idea; 4.11(C)(iii) coherence.
Task	Students color-code every sentence, label its job, justify the color, select one detail from each text, connect the details, and revise one weak section.
Expected Response	The introduction moves Blue to Yellow to Green, body paragraphs develop Green to Yellow to Red to Blue when needed, and the conclusion moves Green to Yellow to Blue. Evidence and explanation are distinct.

Informal Assessment. During Days 1-2, watch students sort sentence strips and listen as they identify whether a sentence opens, answers, proves, explains, infers, or reflects.

Formative Assessment. The Day 3 independent color-coded exemplar is the formative check. Students color every sentence, label every job, justify the colors, and use one detail from each passage.

Exit Ticket Assessment. The Day 5 exit ticket asks students to color-code a new paragraph, name the sentence job, and explain what evidence or explanation should follow.

Assessment Prompt Bank (Teacher Reference)

Prompt	Prompt Type	Expected Thesis (central idea)
How do the two passages show that ideas and voices shape communities?	HOW, connection	Together, both passages show that ideas and voices shape communities through learning from the past, sharing traditions, and using individual talents.
Which sentence is yellow evidence?	Sentence job	A sentence that supplies a specific detail from one of the passages.
Why is a red explanation needed?	Sentence job	It tells why the evidence matters and connects the evidence to the thesis (central idea).

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Name: _____ **Date:** _____

TEKS: [4.11\(B\)\(ii\)](#) and [4.12\(B\)\(i\)](#) | **Student-Friendly Target:** I can color-code every sentence and explain its job in a complete paired-passage ECR.

Directions: Read this excerpt from the exemplar: "One way the passages show influence is through learning from the past." Identify its sentence job, choose its color, and explain why. Then read the next paragraph and identify one sentence that supplies evidence from each passage.

Prompt: How does the sentence "One way the passages show influence is through learning from the past" function in the complete response?

1. Selected response. This sentence is: [] a reason or way statement [] evidence [] reflection (2 points)

2. Constructed response. State the sentence's job and color, then explain how it helps the response develop the thesis (central idea): (4 points)

3. Evidence check. Name one detail from "Looking Back to Move Forward" and one detail from "Voices That Shaped Texas" that could support the sentence: (2 points)

4. Transfer / application. Explain what color path the conclusion should follow and why: _____ (2 points)

Total Score: _____ / 10

58. Exit Ticket Answer Key

Item	Answer	Expected Thinking	Points	TEKS Evidence
1	A reason or way statement, colored green.	It states one way the thesis (central idea) is true.	2	4.11(B)(ii) ; 4.12(B)(i)
2	Secure example: The sentence is a green reason or way statement because it names one way both passages show influence. Award 4 for job, color, and explanation; 3 for job and color with a thin explanation; 2 for a related job; 1 for a color only; 0 for no response.	Distinguishes a developing reason from yellow evidence or blue reflection.	4	4.12(B)(i)
3	Accept one relevant detail from each passage, such as people studying ancient ideas and artists sharing stories and traditions.	Uses both texts as evidence.	2	4.11(B)(iv)
4	Green to Yellow to Blue: R1 restates the thesis (central idea), R2 refers to the	Explains the RRR conclusion pathway.	2	4.11(B)(iii)

evidence as a whole, and R3 reflects the big picture.			
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59. Scoring Principle

Score the primary TEKS, sentence-job accuracy, color accuracy, balanced use of both texts, and the explanation connecting evidence to the thesis (central idea). Minor handwriting or convention errors should not remove color or structure points if they do not change the meaning.

60. Gradebook Conversion

Raw Score	Percent	Interpretation	Next Instructional Step
9-10	90-100%	Secure	Transfer the color system to an original paired-passage paragraph.
7-8	70-89%	Developing	Reteach evidence versus explanation and the opposite introduction and conclusion pathways.
5-6	50-69%	Emerging	Use sentence strips and job labels to reconstruct one paragraph.
0-4	Below 50%	Beginning	Reread both passages and model one sentence job at a time with the color maps.

61. Recommended Gradebook Label

Gradebook label: "G4 C5 M1 Building the Evidence Bridge."

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Field	Detail
Primary TEKS	4.11(B)(i) , 4.11(B)(ii) , 4.11(B)(iii) , and 4.12(B)(i)
Spiral TEKS	4.11(C)(iii) , 4.11(C)(v) , 4.11(D)(xxxi) , and 4.12(B)(ii)
Purpose	Students write a complete paired-passage informative ECR and make every sentence's job visible through color-coding.
Exact Student Prompt	How do the two passages show that ideas and voices shape communities?
Exact Student Directions	Read both passages. Write a preposition thesis (central idea) using by, through, with, in, or across. Use one piece of evidence from each text, connect the evidence in one sentence, explain why it matters, and finish with an RRR conclusion.
Non-Negotiable Expectations	A focused, structured, coherent response with an introduction, transitions, a clear thesis (central idea), balanced evidence, explanation, a significant inference when appropriate, and a conclusion that moves Green to Yellow to Blue.

WRITING REQUIREMENT

Use module vocabulary such as structure, evidence, explanation, inference, reflection, coherence, and transition in your written response.

63. Student Planning Frame

Optional access support without lowering rigor. The student still writes every part.

1. DOT unfamiliar words and read both passages as a writing analyst.
2. Write a preposition thesis (central idea) that answers how the texts connect or differ.
3. Plan one detail from "Looking Back to Move Forward" and one detail from "Voices That Shaped Texas."
4. Write an explanation that connects the two evidence sentences in one sentence.
5. Plan a significant inference that grows from the evidence and reasoning.
6. Plan R1 Restatement, R2 Reference Back to Evidence, and R3 Reflection.
7. Plan R3 Reflection by explaining the larger meaning of the connected evidence.

64. Writing Assignment Rubric

Five criteria, four levels, converting to 20 points (each criterion worth up to 4). The thesis (central idea) row follows this module's paired-passage color-coding progression.

Criterion	4 Secure	3 Developing	2 Emerging	1 Beginning
Introduction and conclusion	Introduction is Blue to Yellow to Green; conclusion is Green to Yellow to Blue.	Both pathways are present with one color misplaced.	One pathway is partly visible.	Structure is not visible.
Thesis (central idea)	Clear HOW response using a preposition and showing the relationship between both texts.	Clear relationship but broad or repetitive.	Names a topic without explaining the relationship.	No central idea.
Evidence from both texts	One relevant detail from each text is accurate and balanced.	Both texts appear but one detail is thin.	Only one text is used accurately.	No usable evidence.
Explanation and inference	Connects both details in one sentence and adds a significant inference when appropriate.	Explains the link but inference is thin.	Restates evidence without explaining.	No explanation.
Conventions and vocabulary	Complete compound sentences, correct commas, and precise module vocabulary.	Mostly complete with one convention error.	Several sentence-boundary or word-choice errors.	Meaning unclear.

65. Writing Gradebook Conversion

Rubric Score	Percent	Instructional Interpretation	Next Step
18-20	90-100%	Secure ECR writer	Transfer the complete color system to a new paired-passage response.
14-17	70-89%	Developing	Confer on the weakest color path, evidence choice, or explanation; revise one part.
10-13	50-69%	Emerging	Intervention on sentence jobs, evidence, and explanation.
Below 10	Below 50%	Beginning	Reteach the four color maps with sentence strips and oral justifications.

66. Teacher Feedback Shortcuts

- Strength: "You named the sentence job and defended the color with words from the sentence."
- Strength: "You used one piece of evidence from each text and connected the details."
- Target: "Ask what this sentence is doing, then choose the color that matches its job."
- Target: "Check whether your explanation tells why the evidence matters."
- Evidence: "You selected a relevant detail. Now connect it to the thesis (central idea)."
- Vocabulary: "Use coherence, transition, evidence, explanation, inference, or reflection to name your move."

Response to Student Need

67. Intervention: Name the Thinking

Field	Detail
Purpose	Support students who need help naming sentence jobs, distinguishing evidence from explanation, or following the color pathways.
Group Size	Small group (3-6 students)
Time	10-12 minutes
Materials	Color maps, sentence strips, job labels, highlighters, and both provided passages
Relevant TEKS Breakout	4.11(B)(ii) purposeful structure; 4.12(B)(i) clear central idea; 4.11(C)(iii) coherence
Relevant ELPS	1(C) follow oral directions; 2(F) respond to information; 4(D)(iii) use transitions

Step 1: Name the Thinking. Students read one sentence strip and identify whether it opens, answers, proves, explains, infers, or reflects.

CLASS SLIDE

This sentence is doing _____ because _____.

TEACHER SCRIPT

"Evidence supplies a detail. Explanation tells why the detail matters. Look at the sentence itself, choose its job, and then choose its color."

Use one sentence at a time. Have students touch the job label, place the sentence on the color mat, and explain the choice before writing.

Step 2: Build the Color Path.

CLASS SLIDE

Introduction: Blue to Yellow to Green. Body: Green to Yellow to Red to Blue when needed.

Conclusion: Green to Yellow to Blue.

Use the complete exemplar. Ask students to rebuild one paragraph, then explain how the next sentence grows from the previous job.

Step 3: Fix It. Give students a paragraph with a mislabeled yellow evidence sentence. Ask what the sentence actually does, move it to the correct group, and add the missing red explanation.

Step 4: Say It. Students turn to a partner and rehearse the frame, "This sentence belongs here because it _____." Then each student says and writes one complete justification.

Small Group Teacher Table: Ask "What is this sentence doing?" "Which color matches that job?" "What detail comes from each text?" "How does the explanation connect the details?" Keep the full response visible and return the final decision and writing to the student.

68. Embedded Checks & Student Support

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask students to name a sentence job.	Students identify opening, answering, proving, explaining, inferring, or reflecting.	Students name only the color.	Ask, "What work is the sentence doing?" before discussing the color.
Ask students to color a sentence.	Students choose a color and cite words that support the job.	Students color by paragraph location.	Cover the paragraph label and return to the sentence's function.
Ask students to use both texts.	Students select one relevant detail from each passage.	Students use only the more familiar passage.	Post the paired-passage habit and require one detail from each text.
Ask how evidence supports the thesis (central idea).	Students connect two details in one explanatory sentence.	Students repeat the evidence.	Use the frame, "Together, these details show _____ because _____."

69. Student Support Quick Reference

If a student...	Support to Provide
Calls every sentence evidence	Ask whether the sentence supplies a detail or tells why a detail matters.
Colors by paragraph location	Read the sentence alone and name its job before choosing a color.
Uses only one passage	Return to the paired-passage habit and require one piece of evidence from each.
Masters quickly	Route to the new-paragraph transfer and ask for a significant inference.

Supporting Materials in This Book: the four color maps, canonical TRACKS chart, sentence-job strips, complete exemplar, sentence frames, and My Progress Tracker support this module's checks.

70. Enrichment: Connect Across Texts

Field	Detail
Purpose	Challenge students who color accurately to write a second preposition thesis (central idea), compare the two passages, and add a significant inference.
Group Size	Pairs or small groups
Materials	Both rendered passages, notebooks, color maps, sentence strips, and the complete exemplar
Relevant TEKS Breakout	4.12(B)(i) clear central idea; 4.12(B)(iii) craft; 4.11(C)(v) coherence
Relevant ELPS	2(E) explain information; 4(D) grade-appropriate sentences

Part 1: Find the Relationship. Compare what the first passage shows about learning from the past with what the second passage shows about voices shaping culture.

CLASS SLIDE

How do the two passages show that ideas and voices shape communities?

Invite students to write two preposition theses: one using through and one using by. Partners check whether each thesis (central idea) includes both passages and creates a clear path for evidence.

Part 2: Write a Matching Thesis (central idea). Students write, "The passages show that communities are shaped through learning from earlier ideas and through voices that share traditions and talents." Partners underline the prepositions and name the two sources.

Part 3: Develop and Transfer. Use one detail about Renaissance thinkers and one detail about the three Texas artists. Connect the details in one sentence, then add a significant inference about how communities grow.

Expert Reflection: have students explain how the two different texts support one shared central idea without becoming the same text.

71. Additional Writing Opportunity: Plan and Draft

Writing Prompt: How do the two passages show that ideas and voices shape communities?

Connection to This Module: this week you learned to color by sentence job, use both texts, connect one detail from each, and build an RRR conclusion that mirrors the introduction.

Planning Support

1. DOT unfamiliar words and read both passages as a writing analyst.
2. Write a preposition thesis (central idea) using by, through, with, in, or across.
3. Plan one relevant detail from each passage.
4. Write one sentence that connects the two details.
5. Plan a red explanation and a blue significant inference.
6. Plan R1 Restatement, R2 Reference Back to Evidence, and R3 Reflection.
7. Plan R3 Reflection by explaining the larger meaning of the connected evidence.

WRITING REQUIREMENT

Use module vocabulary such as structure, transition, evidence, explanation, inference, coherence, and reflection.

Drafting Space: write your Extended Constructed Response. Start with a broad blue statement, move through yellow evidence, state a green thesis (central idea), develop the body, and finish with the RRR conclusion.

Success Criteria

- I identify the job and color of every sentence.
- My thesis (central idea) answers how the two texts connect or differ with a preposition.
- I use one relevant detail from each passage.
- I connect the two details in one explanatory sentence.
- I finish with R1 Restatement, R2 Reference Back to Evidence, and R3 Reflection.

72. Additional Writing Opportunity: Revise, Edit, and Share

Revise. Read your response aloud. Improve one sentence for clarity, sentence structure, or word choice (TEKS [4.11\(C\)](#)).

Edit. Check for complete sentences, capitalization, punctuation, subject-verb agreement, and correctly spelled grade-appropriate high-frequency words.

Share. Read your response to a partner. Your partner names the sentence job and color for each part, checks for evidence from both passages, and explains whether the RRR conclusion mirrors the introduction.

Teacher Materials: use the color maps, paired-passage exemplar, sentence-job strips, and answer keys already included in this module.

Engagement & Home Connection

73. Auditory Engagement Moments

Give every learner a chance to hear and say the thinking, not only read it. These moments are built around naming sentence jobs, matching colors, using both passages, and explaining the structure of a complete response.

- Read one sentence aloud. Students name its job and color.
- Partners explain why evidence and explanation need different colors.
- Read one paragraph aloud; students trace the color path from first sentence to last sentence.
- A student reads a thesis (central idea) and a detail from each text; the class listens for the connecting explanation.

74. Pause Points

Pause the lesson at these moments and give students a few quiet seconds to think before they answer.

PAUSE POINT: BEFORE WRITING

What is this sentence doing? Name the job before you choose the color.

PAUSE POINT: MIDWAY

Have I used one piece of evidence from each passage? Does my explanation connect the details?

PAUSE POINT: BEFORE YOU FINISH

Does my introduction move Blue to Yellow to Green and my conclusion move Green to Yellow to Blue? Revise any missing part.

75. At-Home Connection

These at-home tasks turn a student into a sentence-job detective and paired-passage writer. They need little or no materials and each ends in a short conversation, not a worksheet.

TEACHER INFORMATION: TASK CARD 1

Send this card home first. It practices identifying the job and color of three sentences.

Task Card 1: Sentence Job Detective. Choose three sentences from a short article. Name each job, choose its color, and explain the choice. Family signature: _____

TEACHER INFORMATION: TASK CARD 2

This card practices the paired-passage habit.

Task Card 2: Use Both Texts. Choose one detail from each of the two passages. Connect the details in one sentence that explains the relationship. Family signature: _____

TEACHER INFORMATION: TASK CARD 3

Card 3 provides language support without reducing the thinking demand.

Task Card 3: Reverse the Path. Say the introduction path, Blue to Yellow to Green, then reverse it to name the conclusion path, Green to Yellow to Blue. Explain what changes in the writer's job. Family signature: _____

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"Use this tracker as a private reflection tool. After you practice, check the response that tells the truth about your current work. Your honest thinking helps you see your growth."

Directions: Look at each skill below. If you can do it independently, check the box that matches how you feel.

I Can...	Not Yet	Getting It	I've Got It!
Identify the job of every sentence in a complete ECR.			
Color by sentence job, not by paragraph location.			
Distinguish evidence from explanation.			
Use one piece of evidence from each passage.			
Connect evidence from both texts in one sentence.			
Explain the introduction path Blue to Yellow to Green.			
Explain the RRR conclusion path Green to Yellow to Blue.			
Add a significant inference when the evidence supports one.			
Revise a weak section for coherence and clarity.			

77. Student Award

What can I already do? One sentence job, color path, or paired-passage move I can explain, and the evidence in my work:

78. Student Target

What do I want to practice next? One next step for evidence, explanation, inference, coherence, or the RRR conclusion:

These connect directly to Thursday's Award and Target work.

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

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

80. Essential / Overarching Question, Answered

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

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

81. Teacher Reflection

- Which students named every sentence job and matched each job to the correct color?
- Which students used one relevant detail from each passage and connected the details?
- Did students build a preposition thesis (central idea) that answered how the texts connect or differ?
- Who demonstrated mastery, and who showed partial understanding?
- Who needs Name the Thinking intervention, and who is ready for Connect Across Texts enrichment?
- Which evidence should I preserve?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

Collect and date evidence that shows the skill was taught and learned:

- Day 2 Sentence Job Sort with student color justifications
- Day 3 independent color-coded paired-passage responses
- Day 4 revisions that repair a missing or mislabeled sentence job
- Day 5 transfer paragraphs and student explanations of the color path
- The Module 1 My Progress Tracker
- Low, Medium, and High exemplars with evidence of growth across the class

Production & Implementation Support

83. Module Slide Deck Build Sheet

Slide	Title	Required Content	Lesson Location
1	Building the Evidence Bridge	Module 1; Grade 4 Cluster 5; Week 1; Low Stamina; ECR Informational	Cover
2	Meet Our Week!	Five I Will statements and four I Can statements	Learning Destination; Day 1
3	Today's Focus	Color-code a complete paired-passage ECR, use both passages, and DOT unfamiliar words.	Day 1 Gather
4	Introduction Colors	Blue opens broad thinking, yellow moves toward evidence, and green states the thesis (central idea).	Day 1 Reveal
5	Main Body Colors	Green states a reason or way, yellow supplies evidence, red explains why it matters, and blue marks a significant inference.	Day 1 Reveal
6	Conclusion Colors	RRR moves Green to Yellow to Blue: restate the thesis (central idea), refer to the evidence as a whole, and reflect the big picture.	Day 1 Reveal
7	Sentence Job Sort	Sort sentence strips by job and color; reconstruct the complete ECR.	Day 2 Attempt
8	Talk It Over!	Discuss how the texts connect or differ and defend one color choice with words from a sentence.	Day 3 Discuss
9	Try It On Your Own!	Color-code an independent response using one detail from each passage and one connecting sentence.	Day 3 Use
10	The Moment They Figured It Out	Award accurate sentence jobs, a matching color path, balanced evidence, and a complete RRR conclusion.	Day 4 Award
11	What Do I Still Need to Grow?	Target a missing or mislabeled sentence job, a missing second text, or an explanation that only repeats evidence.	Day 4 Target
12	Turn and Teach!	Teach a partner the color system and explain how the introduction and RRR conclusion mirror each other.	Day 5 Educate / Explain
13	Transfer Paragraph	Color-code a new paragraph, name the sentence job, and explain what should follow.	Day 5 Transfer
14	Build It, Fix It, Say It	Name a sentence job, move a mislabeled sentence, add an explanation, and rehearse a coherence revision.	Small-group support; Day 4
15	Think Like an Author, Write Like a Scholar		Enrichment; Day 5

		Explain how complete color-coding makes the paired-passage structure visible, then transfer the habit to a new response.	
16	My Progress Tracker	Reflect on naming jobs, matching colors, using both passages, connecting evidence, and building RRR.	Day 5 reflection
17	Let's Look at an Answer!	LOW: A broad topic statement names people and ideas but gives no relationship, evidence, or explanation.	Section 51
18	Let's Look at Another Answer!	MEDIUM: A thesis (central idea) names a connection, but the response does not use evidence from both texts or explain the link.	Section 52
19	Our Strongest Answer!	HIGH: A complete paired-passage response uses a preposition thesis (central idea), evidence from both passages, a connecting explanation, and RRR.	Section 53

Daily routines: retrieval, the overarching question, and citizenship reconnection stay part of every lesson. The seven suggested slides carry the color maps, exemplar practice, independent color-coding, and transfer work.

84. Virtual / Online Adaptation

Keep the skill and rigor identical; change only the delivery and access method. Teaching this module to remote learners? Keep every activity and adjust how students share and respond.

Element	Adaptation
Shared-screen adaptation	Screen-share one complete paired-passage response. Students identify each sentence job and the matching color for live, whole-class feedback.
Annotation	Students mark blue, yellow, green, red, and blue reflection labels on a shared document, then type a justification beside each color.
Breakout discussion	Send pairs to breakout rooms with sentence strips. Partners sort the jobs, choose colors, and rehearse an explanation of one detail from each passage.
Oral response	Students say, "This sentence is doing _____ because _____," before typing the color-coded response.
Asynchronous option	Post the complete exemplar and color map. Students submit a color-coded paragraph, one evidence detail from each passage, and one sentence explaining the connection.
LMS submission	Collect each color-coded response through a form or shared document so the teacher can check the paired-passage habit and RRR conclusion.
Digital tracking	Keep the Pause Points; a few seconds of quiet think-time works the same on camera. Students update My Progress Tracker digitally.

PART XIX

Teacher Reflection

85. Teacher Reflection (This Module)

Fill this in after you teach the module. Your honest notes here are what make this module even stronger next year. Write right on the page.

What worked so well that I want to keep it	
What I would change next time	
My favorite moment this module	
A student who surprised me, and how	
Did the pacing fit? Where did we need more or less time?	
Students to pull for a quick small group next	

One standard worth a second pass	
One idea to make this module even better next year	
Open notes	

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Teacher Lesson Plan Guide

HOW Ideas Connect and Differ

Grade 4 | Cluster 5 | Module 2

Grade: 4

Cluster: 5, Extended Constructed Response (ECR) Paired Passages Informative

Module: 2 of the cluster

Primary Instructional Category: Informational Writing / Paired-Passage Extended Constructed Response

Module Title: HOW Ideas Connect and Differ

Content Connection / Passage Titles: “Looking Back to Move Forward” and “Voices That Shaped Texas,” both informational Medium Stamina passages

Primary TEKS: [4.11\(B\)\(ii\)](#), [4.12\(B\)\(i\)](#), [4.12\(B\)\(ii\)](#), and [4.12\(B\)\(iii\)](#)

Approximate Daily Instructional Time: 15 minutes per day, across 5 days

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Response Strand TEKS Woven Into This Module

Strand 7 is the Response strand. These Grade 4 response standards are woven through the reading, discussion, annotation, and writing in this module.

- **4.7(A)** describe personal connections to a variety of sources, including self-selected texts.
- **4.7(B)** write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.
- **4.7(C)** use text evidence to support an appropriate response.
- **4.7(D)** retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
- **4.7(E)** interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
- **4.7(F)** respond using newly acquired vocabulary as appropriate.
- **4.7(G)** discuss specific ideas in the text that are important to the meaning.

1. A Little Inspiration Goes a Long Way!

This module opens with a durable paired-passage habit: one answer uses two texts. Students learn to notice not just what a passage says, but how ideas connect, mirror, and differ across passages.

TEACHER SCRIPT

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

Connection to this week's thinking: students answer HOW prompts by naming the relationship, using one piece of evidence from each passage, connecting the details in one sentence, and explaining the relationship.

2. Why This Module Matters

Students answer HOW prompts across paired passages. They explain how ideas are similar and how they differ, choosing a preposition thesis (central idea) with by, through, with, in, or across that names the relationship. A strong answer uses both "Looking Back to Move Forward" and "Voices That Shaped Texas," includes balanced evidence, and explains rather than lists.

Where it fits into writing: comparing passages requires a focused, structured, and coherent informational response with purposeful transitions, relevant details, a clear central idea, genre characteristics, and craft.

Why it matters beyond this assignment: students can compare how ideas influence people and communities even when passages use different structures.

3. Module Essential / Overarching Question

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

Students record first thinking, return to the question after the five-day lesson, and answer it at the end.

My First Thinking:

My Final Thinking:

Family Communication

4. Parent Communication Purpose

Families are partners in helping students compare ideas across two passages. This section gives families the exact focus, conversation starters, and simple activities. The key question is whether two ideas are alike or different and how a relationship word makes that thinking clear.

How to Send It: share the letter in the family’s preferred language. The conversation starters are open-ended and invite the student to explain evidence from both familiar experiences.

5. Family Letter (English)

Dear Families,

This week your student is learning to answer HOW prompts across paired passages. Students will compare “Looking Back to Move Forward,” in which Ava learns how Renaissance ideas influenced art and government, with “Voices That Shaped Texas,” which presents artists whose music, traditions, and achievements shaped Texas culture.

Your student will name a similarity or difference, choose evidence from both passages, and explain the relationship instead of merely listing two facts. At home, ask your student, “How can two examples be alike in one way and different in another?” Then ask, “Which detail from each example supports your comparison?”

With appreciation, Your student's teacher, The Writing Academy®, LLC

6. Family Letter (Spanish) / Carta para las Familias

Estimadas familias:

Esta semana su estudiante aprenderá a responder indicaciones de CÓMO usando dos pasajes relacionados. Comparará “Looking Back to Move Forward,” donde Ava aprende cómo las ideas del Renacimiento influyeron en el arte y el gobierno, con “Voices That Shaped Texas,” que presenta artistas cuya música, tradiciones y logros moldearon la cultura de Texas.

Su estudiante nombrará una semejanza o diferencia, elegirá evidencia de ambos pasajes y explicará la relación en vez de solamente enumerar dos datos. En casa, pregunte: “¿Cómo pueden dos ejemplos ser semejantes de una manera y diferentes de otra?” Después pregunte: “¿Qué detalle de cada ejemplo apoya tu comparación?”

Con aprecio, La maestra o el maestro de su estudiante, The Writing Academy®, LLC

7. Family Conversation Starters

- How can two things be similar in one way but different in another?
- Why is a comparison incomplete if it only names two facts?
- Which relationship word makes a similarity clear, and which word makes a difference clear?
- How can two passages with different structures teach related ideas?
- Which detail from each passage would you use to explain how influence happens?

8. Simple Family Activities

Family Activity: Mirror or Window

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

Family Activity: Relationship Word Challenge

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

Teacher Road Map

9. Teacher Navigation Key

Symbols replace colors throughout this guide. Use the key to read every day at a glance.

- **TEACH** : teacher explicitly teaches or models the standard
 - **LEARN** : student practices or develops the standard
 - ✓ **ASSESS** : student independently demonstrates or transfers learning
- Teacher Script** : exact recommended teacher language in quotation marks
- Class Slide** : corresponding lesson slide cue

10. GRADUATE Evidence Alignment

Each GRADUATE stage produces evidence specific to paired-passage HOW responses.

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Activates mirror and window thinking about similarities and differences.
Reveal	■ TEACH	Models prompt analysis, Get S.E.T., a preposition thesis (central idea), and balanced evidence.
Attempt	○ LEARN	Students practice four comparison habits in the Compare-Conquer Station Quest.
Discuss	○ LEARN	Students defend the relationship rather than listing two facts.
Use	✓ ASSESS	Students independently complete the Split-Screen Response Lab using both passages.
Award	✓ ASSESS	Student recognizes a similarity, difference, evidence choice, or comparison transition.
Target	✓ ASSESS	Student names one precise comparison habit to strengthen.
Explain / Educate	✓ ASSESS	Student teaches how to distinguish similarity and difference prompts and prove the relationship.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 4, Cluster 5, Module 2
Module Category	Paired-Passage Informational Extended Constructed Response, Medium Stamina
Primary TEKS	4.11(B)(ii) , 4.11(B)(iv) , 4.12(B)(i) , 4.12(B)(ii) , and 4.12(B)(iii)
Primary Focus	Answer HOW prompts about how two passages connect or differ by using a preposition thesis (central idea), one piece of evidence from each passage, and one connecting explanation.
ELPS	Listening, Speaking, Reading, and Writing across the five-day lesson, including 4(D)(iii), 4(F)(i), 4(F)(v), 4(C)(i), and 4(D)(i)-(iii).

Content Connection	“Looking Back to Move Forward” and “Voices That Shaped Texas”
Daily Lesson Time	15 minutes per day, 5 days
Weekly GRADUATE Map	Day 1 Gather + Reveal; Day 2 Attempt; Day 3 Discuss + Use; Day 4 Award + Target; Day 5 Explain + Educate
Student Product	A complete paired-passage HOW response with a similarity or difference thesis (central idea), balanced evidence, comparison language, explanation, and RRR conclusion.

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: Students will answer HOW prompts by deciding whether the prompt asks for a similarity or difference, selecting relevant evidence from both passages, naming the relationship in a preposition thesis (central idea), and explaining how the evidence proves the comparison.

I Will Statements

- I will read both passages closely.
- I will decide whether the prompt asks for similar or different.
- I will use one piece of evidence from each text.
- I will use a preposition thesis (central idea) with by, through, with, in, or across.
- I will explain the relationship and revise for clarity.

I Can Statements

- I can compare similarities and differences.
- I can explain how both passages develop related ideas.
- I can use balanced evidence from both passages.
- I can use the RRR conclusion: R1 Restate the thesis (central idea), R2 Refer to the evidence as a whole, R3 Reflect the big picture.

CLASS SLIDE

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

13. Success Criteria

- I name the exact similarity or difference before presenting evidence.
- I support the relationship with relevant evidence from both texts.
- I use both passages, not one passage only.
- I explain rather than list.
- I use precise comparison transitions and a preposition thesis (central idea).
- I revise sentence order, word choice, transitions, and prepositional phrases for coherence.

14. Evidence That Will Demonstrate Mastery

- Day 1 Listen, Decide, and Defend: a student chooses the stronger comparison and defends it with relationship language.
- Day 2 Compare-Conquer Station Quest: sorting, matching, spinner, and Path of Proof responses.
- Day 3 Split-Screen Response Lab: a complete response with evidence from both passages.
- Day 4 Comparison Crown or Contrast Shield: a specific strength and target.
- Day 5 partner teaching and a comparison response that uses the RRR conclusion.

15. TEKS Correlations

The listed standards come from this module's lesson plan. Each is boxed at its point of use.

TEKS	Strand	Student Expectation	Where Taught and Practiced	Where Assessed
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4.11(B)(ii)	Writing Process	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions	Get S.E.T., comparison words, Split-Screen Response Lab, revision	Days 3-5 and Standards Application Check
4.11(B)(iv)	Writing Process	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details	Balanced evidence from both passages	Day 3 response and final response
4.12(B)(i)	Informational Writing	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	Preposition thesis (central idea), all HOW responses	Day 3, Day 5, assessment response
4.12(B)(ii)	Informational Writing	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics	Paired-passage informative response and Get S.E.T.	Final response
4.12(B)(iii)	Informational Writing	compose informational texts, including brief compositions that convey information about a topic, using craft	Comparison transitions, prepositions, RRR conclusion	Revision and final response
4.11(C)(i)	Revising	revise drafts to improve sentence structure	Day 4 and Standards Application Check	Revised comparison response
4.11(C)(ii)	Revising	revise drafts to improve word choice	Comparison word and preposition practice	Revised comparison response
4.11(C)(v)	Revising	revise drafts by combining ideas for coherence	Standards Application Check	Combined supporting sentences
4.11(C)(vi)	Revising	revise drafts by rearranging ideas for coherence	Standards Application Check and RRR conclusion	Logical response order
4.11(D)(i)	Editing	edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement	Day 4 editing check	Final response
4.11(D)(xv)	Editing	edit drafts using standard English conventions, including prepositions	Preposition thesis (central idea)	Final response
4.11(D)(xvi)	Editing	edit drafts using standard English conventions, including prepositional phrases	Underline the prepositional phrase that clarifies the relationship	Final response
4.11(D)(xvii)	Editing	edit drafts using standard English conventions, including pronouns, including reflexive	Editing and final read-through	Final response

16. Standards Coverage Matrix

Classification	TEKS	Student Expectation	Where It Occurs
PRIMARY	4.12(B)(i)	clear central idea in a paired-passage informative response	Get S.E.T., station work, Split-Screen Response Lab
PRIMARY	4.11(B)(ii)	purposeful structure, including transitions	Comparison words, RRR conclusion, revision
PRIMARY	4.12(B)(ii) / 4.12(B)(iii)	informational genre characteristics and craft	Balanced evidence, explanation, preposition thesis (central idea)
RECURSIVE	4.11(B)(iv)	relevant details develop the comparison	TRACKS evidence and response writing
RECURSIVE	4.11(C)(i), 4.11(C)(ii), 4.11(C)(v), 4.11(C)(vi)	sentence structure, word choice, combining, and rearranging	Day 4 and Standards Application Check
RECURSIVE	4.11(D)(i), 4.11(D)(xv), 4.11(D)(xvi), 4.11(D)(xvii)	complete sentences, prepositions, prepositional phrases, and pronouns	Editing and final response

17. ELPS Correlations

ELPS	Domain	Language Pattern	Complete Student Expectation	Day Addressed
1(E)	Listening	Compare explanations	Demonstrate listening comprehension during classroom interactions by recalling, responding, and asking for clarification.	Day 1 and Day 5
2(E)	Speaking	Explain relationships	Narrate, describe, or explain information orally with increasing specificity and detail.	Days 1-5
2(F)	Speaking	Defend a choice	Restate, ask questions about, or respond to information during classroom interactions.	Days 1, 3, and 4
3(E)	Reading	Use pre-reading strategies	Use pre-reading strategies, including previewing text features, connecting to prior knowledge, and making predictions, to develop comprehension.	Day 1
4(C)(i)	Writing	Content vocabulary	Write using a combination of high-frequency words and content-area vocabulary.	Days 2-5
4(D)(i)-(iii)	Writing	Sentence lengths and transitions	Write content-area texts using a variety of sentence lengths, sentence types, and transition words.	Days 3-5
4(D)(iii)	Writing	Comparison transitions	Write content-area texts using a variety of transition words.	Days 1-5
4(F)(i), (v)	Writing	Explain and justify	Write to explain, respond, or justify with supporting details using appropriate content for purpose and audience.	Days 3-5

ELPS Woven Into Intervention

ELPS	Domain	Complete Student Expectation	Day Addressed
1(C)	Listening	Follow oral directions with accuracy.	Day 2 stations
2(F)	Speaking	Restate, ask questions about, or respond to information.	Intervention

ELPS Woven Into Enrichment

ELPS	Domain	Complete Student Expectation	Day Addressed
2(E)	Speaking	Explain information orally with specificity and detail.	Day 5
4(D)(i)-(iii)	Writing	Write using varied sentences and transition words.	Enrichment

18. ELPS Linguistic Accommodations

Proficiency Level	Language Objective
Pre-Production	Point to similar or different on a visual chart and place one detail from each passage in the matching column.
Beginning	Complete orally: “The passages are similar because ____.” or “The passages are different because ____.”
Intermediate	Use the frames “Both passages show ____ through ____.” and “The passages differ because one ____ while the other ____.”
High Intermediate	Explain how a comparison word and preposition thesis (central idea) name the relationship.
Advanced	Independently answer a new HOW prompt with balanced evidence, explanation, and an RRR conclusion.

Language Supports

- Provide a similarity and difference chart with both, similarly, alike, however, unlike, and while.
- Offer oral rehearsal before writing; partners may point, sort, say, and then write.
- Keep the grade-level prompt intact. Read it aloud, define one needed word, and return the comparison decision to the student.
- Use a split-screen with one column per passage so evidence from each passage is visible.
- Invite students to explain the relationship in a home language before rehearsing in English.

19. Language Domains

Domain	How This Module Builds It
Listening	Students listen to two explanations, choose which actually compares, and defend the choice.
Speaking	Students rehearse similarity and difference statements, discuss evidence, and teach a partner.
Reading	Students mark one similarity, one difference, resolution, and balanced evidence in both Medium passages.
Writing	Students build and revise a complete HOW response with comparison language and evidence from both passages.

20. Rigor Safeguard

Teachers MAY provide	Teachers MAY NOT do for students
Reread either passage, provide the HOW Prompt Habit chart, display comparison words, and allow oral rehearsal or color-coding.	Name the relationship, select the evidence, or write the explanation for the student.

The student must determine similarity or difference, use both passages, and explain the relationship.

21. Rigor & Cognitive Demand

Level	What Students Must Do	Independence	Evidence
Literal	Locate what is being compared and the prompt signal.	Supported on Day 1.	Student identifies similarity or difference words.
Inferential		Guided on Days 1-2.	Balanced evidence pair.

	Decide which evidence from both passages fits.		
Evaluative	Judge whether a thesis (central idea) names the relationship.	Partner discussion on Days 2-4.	Student defends or revises the thesis (central idea).
Synthesis	Explain how different structures develop a related idea.	Independent by Day 3.	Response explains narrative learning and artist examples.

22. The Five Thinking Levels

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

The Progression of Thinking

Level	Hidden Question	Student Thinking	Focus
Foundational	What fact do I notice?	I can locate a detail.	Evidence
Emergent	What do both passages say?	I can gather one detail from each.	Balance
Visible	Are they similar or different?	I can name the relationship.	Comparison
Independent	How do the details connect?	I can explain the relationship.	Explanation
Reflective	Why does the relationship matter?	I can reflect on how influence grows.	Big picture

TEACHER SCRIPT

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

23. Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	Self-Correction
Two details automatically create a comparison.	The teacher may accept a list without a relationship sentence.	Require both, while, unlike, however, or a precise preposition thesis (central idea).
The first passage's ending is only a detail.	The teacher may skip the resolution.	Reread what Ava understands at the end and compare its function with the second passage's ending.
Any evidence from the second passage balances the first.	The teacher may overlook whether details fit the same idea.	Ask whether the same relationship appears in both details.

24. Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	Correction
HOW only asks for a fact.	The student retells one passage.	Return to the prompt and ask, "How are the ideas similar or different?"
One answer can use one text.	The student gives a strong detail from Passage 1 only.	Require one relevant detail from each passage.
Evidence explains itself.	The student lists two quotations or details.	Use "These details show ____ because ____."
Similar and different mean the same thing.	The student uses both in a difference response.	Sort signal words and match the word to the relationship.

Module Foundations: Review, Refresh & Readiness

25. TEKS Target

Exact standards and breakouts being taught: **4.11(B)(ii)** purposeful structure and transitions; **4.11(B)(iv)** relevant details; **4.12(B)(i)** clear central idea; **4.12(B)(ii)** genre characteristics; and **4.12(B)(iii)** craft. Revision and editing use **4.11(C)(i)**, **4.11(C)(ii)**, **4.11(C)(v)**, **4.11(C)(vi)**, **4.11(D)(i)**, **4.11(D)(xv)**, **4.11(D)(xvi)**, and **4.11(D)(xvii)**.

26. How I Say the Standard!

TEKS says	How I say it
4.11(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea with relevant details.	I organize my answer so my reader can follow the comparison, and I use transitions that show how the ideas connect or differ.
4.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.	I revise sentences so they are complete and clear.
4.11(D) edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including reflexive; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.	I reread for complete sentences, correct prepositions and prepositional phrases, and clear pronouns.
4.12(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.	I write one clear thesis (central idea) that answers the HOW prompt about both texts.

27. This Week I Can...

This week I can explain HOW two passages connect or differ, use one piece of evidence from each, connect the evidence in one sentence, and explain the relationship with a preposition thesis (central idea) and an RRR conclusion.

28. Before I Can... Prerequisites

- Read both informational passages and keep their titles distinct.
- Locate a detail that supports an idea.
- Recognize that one text may use a narrative sequence while another presents examples.
- Use a complete sentence and a transition.
- Know that evidence is proof taken from a text.

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

“In 60 seconds, tell your partner one similarity and one difference between two familiar things. Use one relationship word and explain what detail supports your thinking.”

Listen for a relationship, not two unrelated facts.

30. Vocabulary Infusion

Word	Student-Friendly Meaning	Use It Today
similarity	a meaningful way two things are alike	One similarity is ____.
difference	a meaningful way two things are not alike	One difference is ____.
evidence	proof from a text	My evidence proves ____.
influence	the power to affect people, ideas, or communities	Influence happens through ____.
resolution	the part where a story’s problem settles or learning becomes clear	The resolution shows ____.

31. Conventions Connection

When students draft and revise, have them check complete sentences, subject-verb agreement, precise prepositions, prepositional phrases, and clear pronouns. Underline the transition or prepositional phrase that clarifies the relationship. Use [4.11\(D\)\(i\)](#), [4.11\(D\)\(xv\)](#), [4.11\(D\)\(xvi\)](#), and [4.11\(D\)\(xvii\)](#).

32. Writing Connection

A paired-passage response is complete only when it uses both texts. The thesis (central idea) names the relationship, the evidence provides one relevant detail from each passage, the explanation connects the details in one sentence, and the RRR conclusion restates the thesis (central idea), refers to the evidence as a whole, and reflects the big picture.

33. Watch Out!

Common misconception: students place one fact beside another and call it comparison. **Teacher move:** ask, “What relationship do the two details prove?” Require both, while, unlike, however, or a preposition thesis (central idea).

34. Ready Check

Read aloud: “Explain how both passages show that ideas can shape communities.” Ask students to identify what is being compared, whether the prompt asks for a similarity or difference, and which one detail from each passage could support an answer. **Answer key:** the prompt asks for a similarity;

evidence may include that citizens should have a voice and that music brought people together and gave others a chance to be heard.

35. Teacher Look-Fors

- Students identify the relationship before selecting evidence.
- Students use one relevant detail from each passage.
- Students use comparison language and a preposition thesis (central idea).
- Students explain rather than list.
- Students notice Ava's resolution and the second passage's ending when structure matters.

Vocabulary, Content & Preparation

TEACHER SCRIPT

“These are academic thinking words that help you understand questions and explain answers.”

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

“These are everyday words you need so you can read about our topic and talk about it clearly.”

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

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

“These are the academic thinking words you will use in every subject. When you know them, you can understand a question and explain your answer.”

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

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

“These are the special words that belong to our topic. Knowing them helps you talk about our texts like an expert.”

Word	Say It This Way	Student-Friendly Definition
Renaissance	REN-uh-sahns	a time of change in Europe when people studied older ideas again
resolution	rez-uh-LOO-shun	the part where a story’s problem settles or learning becomes clear
Raphael	RAH-fah-el	the artist who created The School of Athens
perspective	per-SPEK-tiv	a way of seeing, or an art method that creates depth
citizen	SIT-ih-zun	a member of a community or country
Tejano	teh-HAH-noh	a Texas music tradition shaped by blended sounds and cultures
tradition	truh-DISH-un	a belief or practice carried over time
opera	OP-er-uh	a staged form told largely through music and singing
barrier	BAIR-ee-ur	something that blocks access or opportunity
diversity	dih-VUR-sih-tee	the presence of different backgrounds and experiences

Teacher Resource: For more practice with academic words, see the Academic Vocabulary Companion App.

39. Background Knowledge & Teacher Context

TEACHER SCRIPT

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

Reading Focus: understand resolution, compare and contrast ideas across two passages, and use text evidence to explain relationships between texts.

Writing Focus: answer HOW prompts, write about how ideas are similar and different, and build a complete paired-passage ECR with prompt analysis, thesis (central idea), reasons, evidence, explanation, and RRR conclusion.

The Paired-Passage Habit

Use both texts. Choose one piece of evidence from each. Connect the evidence in one sentence. Explain the relationship. A strong answer is balanced and focused.

40. Materials Needed

Category	Items
Core print materials	Copies of both informational passages, interactive notebooks, response templates, and exit tickets
Writing materials	Pencils, crayons or colored pencils, highlighters in two colors, and anchor chart paper
Station materials	Station cards, task cards, matching cards, sentence strip cards, comparison foldables, sorting mats, and a pocket chart
Game materials	Dice, paper clips and pencils for spinners, Pencil Guy game markers, and a gameboard
Technology	Teacher-made slides and a board or projector
Accessibility supports	HOW Prompt Habit chart, comparison word chart, resolution reminder, Get S.E.T. chart, and two-color evidence key

41. Preparation Before Day 1

- ☐ Prepare the HOW Prompt Habit chart: read carefully, circle what is being compared, underline whether the prompt asks for similar or different, use evidence from both passages, and explain how the evidence proves the comparison.
- ☐ Prepare the Similarity and Difference Signal Words chart: similar, both, alike, similarly; different, however, but, unlike, while, on the other hand.
- ☐ Prepare the Resolution Reminder: the resolution is where the problem settles or learning becomes clear.
- ☐ Prepare the Get S.E.T. chart: Statement of Purpose, Evidentiary Transition, Thesis (central idea) Statement.
- ☐ Prepare the Paired Passage Balance Reminder: evidence from one passage is not enough.
- ☐ Copy both informational passages, the comparison foldable, station cards, matching cards, task cards, and exit tickets.
- ☐ Prepare yellow highlighters and P1 and P2 labels for evidence from the two passages, and display the five preposition choices: by, through, with, in, across.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15	Gather + Reveal	Mirror or Window, prompt analysis, resolution, Get S.E.T., HOW theses, evidence, and explanation.
Day 2	15	Attempt	Compare-Conquer Station Quest with four comparison habits.
Day 3	15	Discuss + Use	Discuss relationship language and complete the Split-Screen Response Lab.
Day 4	15	Award + Target	Comparison Crown or Contrast Shield and a precise comparison goal.
	15		

Day 5		Explain + Educate	Turn and Teach, RRR conclusion, assessment response, and overarching question.
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43. Tiny Times Transition

Signal the class and say, “Tiny Time.” Students make a mirror motion for similar or a window-frame motion for different, name one detail from each passage, say one relationship word, and return to the task.

Citizenship & Content Connection

44. The Citizenship Connection

This module connects to how ideas, voices, traditions, and learning affect communities.

Element	This Module
Suitability	A natural fit. The first passage shows old ideas shaping art and government thinking. The second shows artists shaping Texas culture.
Focus	Learning from the past, sharing voices, honoring traditions, and making room for different backgrounds.
Content Connection	Renaissance art and government ideas connect with Texas music, stories, traditions, and achievement.
Perspective Connection	Influence can happen through learning, expression, culture, and opportunity.
Literacy-to-Citizenship Connection	Readers who compare carefully can understand how different voices contribute to a shared community.
Citizenship Question	“How do learning and shared voices help a community grow?”
Teacher Script	<i>“When you compare these passages, you can see that communities grow when people learn, share ideas, honor traditions, and give others a chance to be heard.”</i>

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

HOW Prompt Habit

Step	What to Do	Check
Read	Read the whole prompt.	What is being compared?
Decide	Underline whether it asks for similar or different.	Which relationship is required?
Prove	Use one detail from each passage.	Is the evidence balanced?
Explain	Connect the details in one sentence.	How does the evidence prove the comparison?

Similarity and Difference Signal Words

Relationship	Signal Words	Use
Similar	both, alike, similarly, in the same way	Name a shared idea or effect.
Different	however, but, unlike, while, on the other hand	Name a meaningful difference.

Get S.E.T. and RRR

Framework	Part	What It Means
Get S.E.T.	S = Statement of Purpose	Open with a broad idea.
Get S.E.T.	E = Evidentiary Transition	Bridge with grouped passage evidence.
Get S.E.T.	T = Thesis (central idea) Statement	State the exact answer to the prompt.
RRR	R1 Restate	Restate the thesis (central idea).
RRR	R2 Refer	Refer to the evidence as a whole.
RRR	R3 Reflect	Reflect the big picture.

Sentence jobs and colors: every sentence has a job. The thesis (central idea) and reasons or ways are green, evidence is yellow, explanation is red or pink, and the reflective sentence is blue. Color-coding makes the paired-passage relationship visible without carrying meaning by color alone.

46. Core Habit / Strategy Explanation

The DOT Reading Habit

TEACHER SCRIPT

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

- **D: Dot.** Place a small dot above any unfamiliar word while reading.
- **O: Discover.** Discover its meaning through the sentence, discussion, or a resource.
- **T: Drop.** Erase the dot when you own the meaning.

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

TEACHER SCRIPT

“When you read paired passages, ask: What is being compared? Is it similar or different? What evidence from both passages fits? How will I explain the relationship?”

CLASS SLIDE

One answer = two texts. Name the relationship, use one detail from each, connect them in one sentence, and explain.

CREATE THE ANCHOR CHART

Display the HOW Prompt Habit, comparison signal words, the Resolution Reminder, Get S.E.T., the Paired Passage Balance Reminder, and the RRR conclusion. Add the five preposition choices: by, through, with, in, across.

47. Student Source Passage(s)

Accuracy / Source Note: both passages are informational and are presented at Medium Stamina. Use only these two passages for examples, exemplars, and model responses.

Looking Back to Move Forward

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

[2] “Who are they?” Ava asked.

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

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

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

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

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

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

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

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

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

[12] These changes affected how people saw the world. Art showed people thinking and learning. Some people began to think in new ways about government and fairness.

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

became an important part of life.

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

Voices That Shaped Texas

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

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

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

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

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

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

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

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

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

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

artists helped make Texas music richer. Their work reminds us that culture grows when people share their voices, their history, and their traditions with others.

48. Student Annotation Guide

The evidence students learn to identify in each source. Use the same six TRACKS categories in both passages.

Looking Back to Move Forward

TRACKS	Evidence
T Time	During the Renaissance
R Reactions	affected how people saw the world
A Actions	began to believe that citizens should have a voice
C Character, Concept, Creature	Ava
K Key Knowledge	The School of Athens by Raphael
S Scenery / Setting	The hallway seemed to stretch far behind the people

Voices That Shaped Texas

TRACKS	Evidence
T Time	Around the same time
R Reactions	brought people together and gave others a chance to be heard
A Actions	used his talent to reach audiences and earn respect
C Character, Concept, Creature	Lydia Mendoza
K Key Knowledge	culture grows when people share their voices
S Scenery / Setting	turn on the radio in Texas

49. TRACKS Evidence Highlighting

Preview the passages before reading. Students TAP the TRACKS, hunt for the six kinds of evidence, and highlight each with the matching color. TRACKS marks evidence in the passages; comparison words and prepositions clarify the response.

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

50. Five-Day GRADUATE Lesson**DAY 1 | Gather + Reveal | 15 MINUTES**

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

Standard	Focus
TEKS	4.11(B)(ii) purposeful structure and transitions; 4.12(B)(i) clear central idea
ELPS	1(E) listening comprehension; 3(E) pre-reading strategies; 2(E) oral explanation

GATHER ■ TEACH**CLASS SLIDE M2-03**

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

CLASS SLIDE M2-04

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

CLASS SLIDE M2-05

Similarity: Both passages show how ideas shape communities through learning and expression.
Difference: One follows Ava’s learning and resolution; the other develops influence through several artists and their contributions.

TEACHER SCRIPT

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

TEACHER SCRIPT

“Today, you are going to answer HOW prompts that ask you to explain how ideas are similar or how they are different across two passages.”

Read these aloud. Students show a mirror motion for similar or a window frame with their fingers for different: both passages show that ideas and voices can influence communities; “Looking Back to Move Forward” follows Ava’s learning, while “Voices That Shaped Texas” presents examples of several artists; both passages show that sharing ideas can affect how people think and connect; Ava learns from Renaissance ideas, while the Texas artists influence culture through music and performance.

TEACHER SCRIPT

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

REVEAL ■ TEACH**CLASS SLIDE**

HOW Prompt Habit: What is being compared? Is the prompt asking for similarity or difference? What evidence from both passages fits? How will I explain the relationship?

TEACHER SCRIPT

“When I analyze a prompt, I look for three things: what is being compared, whether the prompt asks for similarity or difference, and what evidence from both passages will help me explain the answer.”

Mini Review 1, Prompt Analysis: Prompt 1: “Explain how both passages show that ideas can shape communities.” Prompt 2: “Explain how the passages differ in the way they show cultural influence.”

Answer key: Prompt 1 asks for a similarity because both passages signals a shared relationship. Prompt 2 asks for a difference because the answer must compare the two methods clearly.

Mini Review 2, Resolution and Why It Matters: Ava understands that Renaissance art and government ideas helped people see the world differently. She sees that looking back at important ideas can help people move forward. The ending reveals the lesson and completes Ava’s change in understanding.

TEACHER SCRIPT

“The resolution is especially helpful because it shows what Ava understands by the end. When you answer HOW prompts, the resolution helps you compare the narrative’s lesson with the lasting cultural influence described in ‘Voices That Shaped Texas.’”

Mini Review 3, Get S.E.T.: S = Statement of Purpose, open with a broad idea. E = Evidentiary Transition, bridge with grouped passage evidence. T = Thesis (central idea) Statement, state the exact answer to the prompt.

TEACHER SCRIPT

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

TEACHER SCRIPT

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

Mini Review 4, Building a HOW Thesis (central idea): Similarity thesis (central idea): “Both passages show how ideas shape communities through learning, expression, and the sharing of culture.” Difference thesis (central idea): “The passages show influence in different ways because ‘Looking Back to Move Forward’ follows Ava as she learns from Renaissance art and government ideas, while ‘Voices That Shaped Texas’ presents artists whose music and achievements shaped Texas culture.”

Mini Review 5, Evidence and Explanation: Passage 1 evidence: “They began to believe that citizens should have a voice.” Passage 2 evidence: “Their music brought people together and gave others a chance to be heard.” Explanation: these details show that ideas influence communities in both passages. The Renaissance detail shows people rethinking fairness and power, while the Texas artists show how music and stories can connect people and preserve culture.

EMBEDDED CHECK ○ **LEARN**

Students choose mirror or window for each statement, identify the relationship in a prompt, and name one detail from each passage.

Misconception / teacher move: if a student lists facts, ask what relationship the facts prove. **Access without lowering rigor:** reread the prompt and allow oral rehearsal; students still choose the relationship and evidence. **Student product:** relationship decisions, evidence pairs, and one preposition thesis (central idea).

DAY 2 | Attempt | 15 MINUTES

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

Standard	Focus
TEKS	4.11(B)(ii) transitions; 4.11(B)(iv) relevant details; 4.12(B)(i) clear central idea
ELPS	1(C) follow oral directions; 2(E) explain information; 4(C)(i) use content vocabulary

ATTEMPT ○ LEARN

CLASS SLIDE M2-06

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

TEACHER SCRIPT

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

Station 1: Similar or Different Sort

Materials: sorting mat with SIMILAR and DIFFERENT headings and sentence strip cards.

Directions: read each card, place it in the correct section, then choose two cards and explain the choice.

Cards and answer key: SIMILAR: “Both passages show that ideas can influence people and communities.” “Both passages help readers understand how ideas can be carried forward.” “Both passages involve change and influence.” “Both passages help readers think about how ideas and culture matter.” DIFFERENT: “‘Looking Back to Move Forward’ follows a narrative, while ‘Voices That Shaped Texas’ presents examples about several artists.” “Ava experiences a change in understanding, while the second passage explains cultural influence through several artists.” “The first passage ends with Ava’s resolution, while the second closes by considering the lasting impact of artists’ songs and stories.” “One passage follows a learner’s experience, while the other presents Texas artists and their contributions.”

Station 2: Matching Relationship Cards

Materials: prompt cards, thesis (central idea) cards, evidence pair cards, and explanation cards.

Students choose a prompt, find the matching thesis (central idea), match evidence from both passages, and match the explanation. **Answer key guidance:** similarity prompt to similarity thesis (central idea), supporting evidence from both texts, and explanation of similarity; difference prompt to difference thesis (central idea), supporting evidence from both texts, and explanation of difference.

Sample set: Prompt: “Explain how both passages show that ideas can influence people and communities.” Thesis (central idea): “Both passages show that ideas can influence how people think, connect, and act.” Evidence: “They began to believe that citizens should have a voice” and “Their music

brought people together and gave others a chance to be heard.” Explanation: “These details show that both passages explain how ideas can influence people and communities.”

Station 3: Spinner Response Builder

Materials: spinner sections for Similarity Prompt, Difference Prompt, Passage 1 Evidence, Passage 2 Evidence, Comparison Word, and Explanation Sentence. Students spin four times, record the results, build a mini response, read it to a partner, and check whether it answers HOW, uses both passages, and clearly shows similarity or difference.

Sample answer key: Prompt: “Explain how both texts show change and lasting influence.” Passage 1 evidence: “They began to believe that citizens should have a voice.” Passage 2 evidence: “Their music brought people together and gave others a chance to be heard.” Comparison word: both. Explanation: “Both texts show change because the first passage shows ideas changing how people thought during the Renaissance, and the second shows artists changing how people experienced and shared Texas culture.”

Station 4: Gameboard Challenge, Path of Proof

Materials: gameboard with comparison pathway, dice, task cards, and Pencil Guy markers. Students roll, read the task card, respond aloud using both passages, and stay on the space only when the group agrees the answer is complete. If not, move back one.

Task cards: Explain how both passages help readers understand cultural influence. Explain how the two passages differ in structure. Explain how both passages show that people respond to meaningful ideas. Explain how Ava’s learning and the artists’ contributions develop influence differently. Explain how both passages show the importance of learning and expression. Explain how the resolution in the first passage differs from the reflective ending of the second passage. **Answer key:** listen for a direct HOW answer, evidence from both texts, comparison language, and explanation of the relationship.

Station 4 Quick Answer Check

Check	Expected Response
Direct answer	The student answers the HOW prompt instead of retelling a passage.
Balanced evidence	The student uses one relevant detail from each passage.
Relationship language	The student uses both, while, unlike, however, or a precise preposition thesis (central idea).
Explanation	The student explains how the two details prove the similarity or difference.

TEACHER SCRIPT

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

Interactive Notebook Piece: glue in the Comparison Foldable. Under SIMILAR, write that both passages show ideas influencing people and communities, help readers understand cultural influence, and involve change and lasting impact. Under DIFFERENT, write that one passage follows a narrative learner while one presents several artists and their contributions, one follows Ava’s growing understanding while one explains Texas culture through influential voices, and one ends with Ava’s resolution while one considers the lasting impact of artists’ songs and stories.

EMBEDDED CHECK ○ LEARN

Before accepting a station response, ask for the relationship, one detail from each passage, and the connecting explanation.

Misconception / teacher move: if a student matches a similarity prompt to a difference thesis (central idea), reread the signal words and rebuild the set. **Student product:** sorted cards, matched response sets, a spinner mini response, and a Path of Proof response.

DAY 3 | Discuss + Use | 15 MINUTES

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

Standard	Focus
TEKS	4.11(B)(ii) , 4.11(B)(iv) , 4.12(B)(i) , and 4.12(B)(ii)
ELPS	2(E) explain orally; 4(D)(i)-(iii) use varied sentences and transitions; 4(F)(i), (v) explain with evidence

DISCUSS ○ **LEARN**

CLASS SLIDE M2-07

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

TEACHER SCRIPT

“Let’s talk about what made the strongest comparison answers today.”

Discussion Questions: How can you tell whether a HOW prompt asks for a similarity or a difference? Why is it important to explain the relationship instead of just listing two details? How does the resolution in the first passage help with comparison? How are the two passages similar in the way they teach readers about influence? How are the two passages different in structure and purpose? Why must we use both passages in a paired response?

Answer key: prompt words identify the relationship; listing is incomplete; the resolution shows what Ava learned; both passages teach how ideas influence people and communities; the first passage tells a narrative of learning while the second presents examples of artists and cultural impact; using both passages makes the answer complete.

TEACHER SCRIPT

“If we just list details, we are not really comparing. The resolution shows what Ava learned, and that helps connect the narrative to the artists’ lasting cultural influence. Both passages teach how ideas can influence people and communities, but the first tells a narrative of learning while the second presents examples about artists and cultural impact. Using both passages makes the answer complete.”

USE ✓ **ASSESS**

CLASS SLIDE M2-08

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

Directions: turn to a clean notebook page, draw a line down the middle, label the left side Passage 1 and the right side Passage 2, write one prompt at the top, collect one or two matching details on each side, and write a thesis (central idea) and full response at the bottom.

Prompt Choices: Explain how both passages show that ideas can shape communities. Explain how the passages differ in the way they show cultural influence. Explain how both passages show change in the way people think, create, or connect. Explain how the resolution of the first passage and the ending of the

second passage contribute differently to each message. Explain how both passages show that ideas can continue to influence people over time.

Sample Answer Key 1: “Both passages show how ideas can shape communities through learning and expression. In ‘Looking Back to Move Forward,’ Ava learns that people during the Renaissance studied ideas from ancient Greece and Rome and began to believe citizens should have a voice. This shows that ideas from the past can influence how people think about fairness and power. In ‘Voices That Shaped Texas,’ the artists share stories, traditions, and talent through music and performance. Their work helps people feel connected and gives others a chance to be heard. Together, both passages show that communities are shaped when people learn from important ideas and share meaningful voices.”

Sample Answer Key 2: “The passages show cultural influence in different ways. ‘Looking Back to Move Forward’ follows Ava as she learns about Renaissance art and government ideas, so the reader experiences her growing understanding through a narrative. ‘Voices That Shaped Texas’ presents several artists and explains how their music, traditions, and achievements shaped Texas culture. This means the first passage teaches through Ava’s learning and resolution, while the second builds its idea through examples of multiple influential people.”

RRR conclusion check: R1 Restate the thesis (central idea). R2 Refer to the evidence as a whole. R3 Reflect the big picture. **Success criteria:** direct HOW answer, correct relationship, evidence from both texts, clear explanation, comparison language, focused organization.

EMBEDDED CHECK ✓ ASSESS

Collect the split-screen page. Check for one relevant detail from each passage, a preposition thesis (central idea), a connecting explanation, and an RRR conclusion.

Misconception / teacher move: if the student has two details but no comparison, ask, “How do these details connect?” **Access without lowering rigor:** offer the frame “Both passages show ____ through ____” or “The passages differ because one ____ while the other ____.” **Student product:** independent split-screen evidence and complete response.

DAY 4 | Award + Target | 15 MINUTES

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

Standard	Focus
TEKS	4.11(C)(i) , 4.11(C)(ii) , 4.11(C)(v) , 4.11(C)(vi) , 4.11(D)(i) , 4.11(D)(xv) , 4.11(D)(xvi) , and 4.11(D)(xvii)
ELPS	2(F) respond to information; 4(E)(i)-(ii) use conventions and grammatical structures

AWARD ✓ ASSESS

CLASS SLIDE M2-12

Celebrate one strong similarity, difference, evidence choice, or comparison transition you used today.

Recognition Activity, Comparison Crown: draw a crown and complete “Today I ruled my thinking by...” with using both passages, explaining a similarity clearly, spotting an important difference, or using the resolution in the answer.

TEACHER SCRIPT

“Today I ruled my thinking by using both passages, explaining a similarity clearly, spotting an important difference, or using the resolution in my answer.”

Recognition Activity, Contrast Shield: draw a shield and complete “One strong thinking habit I protected today was...” with slowing down to read the prompt, checking if the answer was balanced, using comparison words, or explaining instead of listing.

TEACHER SCRIPT

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

TARGET ✓ ASSESS

CLASS SLIDE M2-13

Set one comparison goal. Teach a partner how to distinguish a similarity prompt from a difference prompt and how to prove it.

Reflection Questions: Did I clearly tell whether the texts were similar or different? Did I use both passages? Did I explain the relationship clearly? Did I use the resolution when it could strengthen my answer? What is one habit I want to strengthen next time?

Curiosity Questions: How would the first passage change if Ava never connected the painting to a larger lesson about ideas? How would the second passage change if it focused on only one artist instead of several voices? How can two passages with different structures work together to deepen understanding? What other kinds of texts could be compared?

TEACHER SCRIPT

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

EMBEDDED CHECK ✓ ASSESS

Collect the crown or shield and target. The target must name a comparison habit, such as balanced evidence, relationship language, resolution, or explanation.

Misconception / teacher move: if the target says only “get better,” ask which relationship word, evidence choice, or explanation needs practice. **Student product:** award reflection and precise target.

DAY 5 | Explain + Educate | 15 MINUTES

Day Purpose: Students teach how to distinguish similarity and difference prompts, use both passages, explain the role of resolution, and answer the overarching question.

Standard	Focus
TEKS	4.11(B)(ii) , 4.11(B)(iv) , 4.12(B)(i) , 4.12(B)(ii) , and 4.12(B)(iii)
ELPS	2(E) explain orally; 4(D)(i)-(iii) use varied sentences and transitions; 4(F)(i), (v) respond with evidence

EXPLAIN & EDUCATE ✓ ASSESS

CLASS SLIDE M2-14

How can comparing similarities and differences across two passages help us explain how influence happens? Comparing similarities and differences helps a writer name the exact relationship between the passages. The texts are similar because both show ideas influencing communities, but they develop that influence differently: one follows Ava’s learning and resolution, while the other presents several artists and their contributions.

TEACHER SCRIPT

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

Turn and Teach Directions: teach a partner how to tell if a HOW prompt asks for similarity or difference, how to use evidence from both passages, how the resolution supports comparison, how the passages are alike, or how the passages are different.

Sentence Stems: “This prompt is asking for a similarity because...” “This prompt is asking for a difference because...” “In both passages...” “One important difference is...” “The resolution helps because...” “A strong paired response needs...”

TEACHER SCRIPT

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

RRR conclusion: After the response, R1 Restate the thesis (central idea). R2 Refer to the evidence as a whole. R3 Reflect the big picture. A secure conclusion explains that comparing similarities and differences helps a writer name the relationship between passages and understand how influence happens.

Standards Application Check: Write one comparison thesis (central idea) and two supporting sentences. Revise word choice for precision, combine two related ideas when helpful, rearrange ideas so the relationship is easy to follow, and underline the transition or prepositional phrase that clarifies the relationship. **Teacher model / answer key:** “Both passages show influence through ideas that change how people think and connect. ‘Looking Back to Move Forward’ develops that influence through Ava’s learning, while ‘Voices That Shaped Texas’ develops it through artists, music, and achievement.”

EMBEDDED CHECK ✓ ASSESS

Listen for the relationship, balanced evidence, explanation, and RRR conclusion. A response that only says one passage fact is incomplete.

Access without lowering rigor: reread the prompt and allow oral rehearsal; the student still chooses the relationship, evidence, explanation, and conclusion. **Student product:** partner teaching, comparison response, revised sentences, and an answered overarching question.

Student Exemplars

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

51. Low / Developing Exemplar

Field	Detail
Student response	“Ava learned about old ideas. Lydia Mendoza sang songs.”
What is working	The response mentions both passages.
What needs improvement	State how the passages differ and explain how the evidence proves that difference.
Answer key	Level 1. The response lists facts without naming or explaining the relationship.

52. Medium / Approaching Exemplar

Field	Detail
Student response	“The passages are different because Ava learns about the Renaissance, while Texas artists share music. The first passage says citizens should have a voice. The second says music brought people together.”
What is working	The response identifies a difference, uses while, and includes evidence from both texts.
What needs improvement	Explain that one passage develops influence through Ava’s learning and resolution, while the other develops it through several artists and their contributions.
Answer key	Level 2-3. The relationship is visible, but the explanation of each passage’s method is not complete.

53. High / Secure Exemplar

Part	Example
Strong response	“The passages show cultural influence in different ways. Looking Back to Move Forward follows Ava as she learns about Renaissance art and government ideas, so the reader experiences her growing understanding through a narrative. Voices That Shaped Texas presents several artists and explains how their music, traditions, and achievements shaped Texas culture. This means the first passage teaches through Ava’s learning and resolution, while the second builds its idea through examples of multiple influential people.”
Why it works	It directly answers the HOW prompt, uses balanced passage evidence, and explains how structure changes the development of influence.

Additional Secure Exemplars

Prompt	Thesis (central idea)	Evidence and explanation
Explain how both passages show that ideas can shape communities.	Both passages show how ideas can shape communities through learning and expression.	Renaissance ideas influence thinking about fairness and power, while Texas artists use music and stories to connect people and preserve culture.

Secure Response: Evidence and Explanation

Response Part	Text from the Secure Model	Why It Works
Evidence		

	"They began to believe that citizens should have a voice."	Shows how ideas influenced thinking in the first passage.
Evidence	"Their music brought people together and gave others a chance to be heard."	Shows how artists influenced connection in the second passage.
Explanation	These details show that ideas influence communities in both passages.	Connects the two details in one sentence.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

A secure final understanding includes a direct HOW answer, the correct similarity or difference, one relevant detail from each passage, relationship language, explanation rather than listing, purposeful structure, and an RRR conclusion. Accept varied wording when the relationship is accurate and the evidence is balanced.

55. Standards Evidence Trail

Evidence ID	Location	Role	What It Demonstrates
T1	Day 1 Gather	■ TEACH	Mirror and window thinking distinguishes similarity and difference.
T2	Day 1 Reveal	■ TEACH	HOW Prompt Habit, Get S.E.T., thesis (central idea), and evidence explanation.
L3	Day 2 Attempt	○ LEARN	Station work matches prompt, thesis (central idea), evidence, and explanation.
L4	Day 3 Discuss	○ LEARN	Students defend why listing is incomplete and why both passages matter.
A5	Day 3 Use	✓ ASSESS	Independent Split-Screen Response Lab uses both passages and explains the relationship.
A6	Day 4 Award	✓ ASSESS	Student identifies a demonstrated comparison habit.
A7	Day 4 Target	✓ ASSESS	Student selects a precise next step.
A8	Day 5 Explain	✓ ASSESS	Student teaches the comparison habit accurately.
A9	Day 5 Standards Check	✓ ASSESS	Student revises a comparison thesis (central idea) and supporting sentences.

56. Assessment Opportunities

Field	Detail
Purpose	Determine whether students can answer a HOW prompt by identifying the relationship, using evidence from both Medium passages, and explaining a similarity or difference coherently.
Formative Evidence	Listen, Decide, and Defend; Compare-Conquer Station Quest; Split-Screen Response Lab; Standards Application Check.
Scoring Look-Fors	Clear central idea, balanced evidence, relationship language, varied complete sentences, logical order, and RRR conclusion.
Informal Assessment	Listen as students choose mirror or window, sort cards, and explain why a detail belongs to a similarity or difference.
Formative Assessment	Collect the independent Split-Screen Response Lab and check one relevant detail from each passage, explanation, and relationship thesis (central idea).

Answer Key	A strong response answers HOW directly, identifies similarity or difference, uses both texts, explains the comparison, and stays focused.
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Assessment Prompt Bank

Prompt	Type	Expected Thesis (central idea)
Explain how both passages show that ideas can influence people and communities.	Similarity	Both passages show that ideas can influence how people think, connect, and act.
Explain how the passages differ in the way they present cultural influence.	Difference	The passages are different because one teaches through Ava's experience and the other teaches through examples of Texas artists.
Explain how both passages show change and lasting influence.	Similarity	Both texts show change because the first passage shows ideas changing how people thought during the Renaissance, and the second shows artists changing how people experienced and shared Texas culture.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Name: _____ **Date:** _____

TEKS: 4.12(B)(i), 4.11(B)(ii) | **Target:** I can answer a HOW prompt using both passages.

Directions: Read both passages. Circle what is being compared, underline whether the prompt asks for similar or different, and identify one detail from each passage.

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

1. Selected response. This prompt asks for: ☐ SIMILAR ☐ DIFFERENT

2. Thesis (central idea). Write one sentence that names the relationship:

3. Evidence. Write one relevant detail from “Looking Back to Move Forward” and one from “Voices That Shaped Texas.”

4. Explanation. Connect the two details in one sentence.

Total Score: _____ / 10

58. Exit Ticket Answer Key

Item	Answer	Expected Thinking	Points
1	SIMILAR	“Both passages” signals a meaningful similarity.	2
2	Secure example: Both passages show how ideas can shape communities through learning and expression.	Clear relationship thesis (central idea).	3
3	Passage 1: “They began to believe that citizens should have a voice.” Passage 2: “Their music brought people together and gave others a chance to be heard.”	Relevant, balanced evidence.	3
4	These details show that ideas influence communities because people can rethink how they live and connect through shared voices.	Explains the relationship instead of listing.	2

59. Scoring Principle

Score the relationship, balanced evidence, explanation, organization, and language. Minor convention errors should not remove comparison points when meaning remains clear. A student who names the correct relationship and uses relevant evidence from both passages earns the evidence points.

60. Gradebook Conversion

Raw Score	Percent	Interpretation	Next Instructional Step
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9-10	90-100%	Secure	Enrichment: compare structure and resolution in a new paired response.
7-8	70-89%	Developing	Reteach balance or explanation.
5-6	50-69%	Emerging	Reteach the relationship and one-detail-from-each habit.
0-4	Below 50%	Beginning	Use Similar or Different Rescue with mirror and window visuals.

61. Recommended Gradebook Label

Gradebook label: “G4 C5 M2 HOW Ideas Connect and Differ.”

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Field	Detail
Primary TEKS	4.11(B)(ii) , 4.11(B)(iv) , 4.12(B)(i) , 4.12(B)(ii) , and 4.12(B)(iii)
Purpose	Students write a complete paired-passage HOW response that names a similarity or difference, uses balanced evidence, explains the relationship, and ends with RRR.
Exact Student Prompt	Explain how the passages differ in the way they show cultural influence.
Exact Student Directions	Read both passages. Decide whether the prompt asks for similar or different. Write a preposition thesis (central idea), choose one relevant detail from each passage, connect the details in one sentence, explain the relationship, and write an RRR conclusion.
Non-Negotiable Expectations	One answer uses two texts. The response is informative, focused, structured, coherent, and supported by balanced evidence.

63. Student Planning Frame

1. Read the whole HOW prompt.
2. Circle what is being compared and underline similar or different.
3. Write a thesis (central idea) using by, through, with, in, or across.
4. Gather one relevant detail from each passage.
5. Connect the evidence in one sentence with both, while, unlike, however, or similarly.
6. Explain how the evidence proves the comparison.
7. Write RRR: R1 Restate the thesis (central idea), R2 Refer to the evidence as a whole, R3 Reflect the big picture.

64. Writing Assignment Rubric

Five criteria, four levels, converting to 20 points.

Criterion	4 Secure	3 Developing	2 Emerging	1 Beginning
Relationship	Directly names accurate similarity or difference.	Relationship is accurate but general.	Relationship is partly visible.	No relationship.
Thesis (central idea)	Clear preposition thesis (central idea) answers HOW.	Clear thesis (central idea) with a small gap.	Topic or detail with limited answer.	Does not answer HOW.
Balanced Evidence	Relevant detail from both passages.	Details from both, one less precise.	One relevant detail or two weak details.	No evidence.
Explanation and RRR	Explains the relationship and completes RRR.	Explains but RRR is thin.	Lists evidence or gives partial explanation.	No explanation.
Organization and Language	Purposeful order, transitions, precise words, complete sentences.	Mostly clear order and language.	Some unclear order or word choice.	Meaning is difficult to follow.

65. Writing Gradebook Conversion

Rubric Score	Percent	Interpretation	Next Step
18-20	90-100%	Secure paired-passage writer	Compare structure, resolution, and ending in an advanced response.
14-17	70-89%	Developing	Confer on the weakest criterion and revise one part.
10-13	50-69%	Emerging	Intervene on balanced evidence and explanation.
Below 10	Below 50%	Beginning	Reteach mirror, window, and one-detail-from-each.

66. Teacher Feedback Shortcuts

- Strength: “You named the relationship before choosing evidence.”
- Strength: “You used one relevant detail from each passage.”
- Target: “Reread the prompt. Is it asking for similar or different?”
- Target: “Explain how the two details connect.”
- Evidence: “Your evidence is balanced. Now connect it with one sentence.”
- Language: “Use a precise comparison word or preposition phrase.”

Response to Student Need

67. Intervention: Similar or Different Rescue

Field	Detail
Purpose	Support students who confuse similarity and difference or struggle to explain the relationship.
Group Size	Small group
Time	10-12 minutes
Materials	T-chart labeled ALIKE and NOT ALIKE, mirror and window icons, sentence strips from both passages, teacher model response strips, two highlighter colors, and signal-word cards.
Relevant TEKS	4.11(B)(ii) , 4.11(B)(iv) , and 4.12(B)(i)
Relevant ELPS	1(C) follow oral directions; 2(F) restate and respond.

TEACHER SCRIPT

“We are going to slow your thinking down and rescue the comparison. Sometimes your brain grabs details too quickly, and you forget to ask whether the texts are alike or not alike. Today you will practice naming the relationship first.”

Step 1: Read “Explain how both passages show change and influence.” Ask students to place the mirror icon and explain why it signals similarity. Reread one detail from each passage, highlight each in yellow and label it P1 or P2, and complete: “Both passages show change because Ava learns how older ideas changed Renaissance thinking, and the Texas artists show how creative voices helped shape culture.”

Step 2: Read “Explain how the two passages differ in the way they teach readers about influence.” Place the window icon and complete: “The passages are different because ‘Looking Back to Move Forward’ teaches through Ava’s classroom experience and resolution, while ‘Voices That Shaped Texas’ teaches through examples of artists, music, and achievement.”

Step 3: Students select one relevant detail from each passage and explain the relationship in a complete sentence. **Intervention goal:** identify similarity or difference, select one relevant detail from each text, and state the relationship aloud before writing.

68. Embedded Checks & Student Support

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

69. Student Support Quick Reference

If a student...	Support to Provide
Names one detail but not a relationship	Use the mirror or window icon and ask whether the idea is alike or not alike.
Uses one passage only	Point to the paired-passage reminder and require one relevant detail from each.
Lists two facts	Use “These details show ____ because ____.”
Masters quickly	Route to Comparison Architect enrichment.

70. Enrichment: Comparison Architect

Field	Detail
Purpose	Challenge students to explain how different structures develop related ideas.
Task	Write one similarity, two differences, at least two details from each passage, and an explanation of how the first passage’s resolution strengthens understanding.
Prompt	Explain how both passages help readers understand important ideas in different ways.
Expected Thinking	Both texts teach an important idea. The first teaches through Ava’s experience and resolution. The second teaches through examples, achievements, and cultural details. Different structures support related learning.

Optional challenge: create a HOW prompt, write a strong thesis (central idea), a weak thesis (central idea), and an explanation of why one is stronger.

71. Additional Writing Opportunity: Comparison Blueprint

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

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

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

72. Additional Writing Opportunity: Revise, Edit, and Share

Revise: improve one sentence for clarity, sentence structure, or word choice using [4.11\(C\)\(i\)](#), [4.11\(C\)\(ii\)](#), [4.11\(C\)\(v\)](#), and [4.11\(C\)\(vi\)](#). **Edit:** check complete sentences, capitalization, punctuation, prepositions, prepositional phrases, subject-verb agreement, and pronouns using [4.11\(D\)\(i\)](#), [4.11\(D\)\(xv\)](#), [4.11\(D\)\(xvi\)](#), and [4.11\(D\)\(xvii\)](#). **Share:** read the response to a partner. The partner identifies the relationship, thesis (central idea), evidence, explanation, and RRR conclusion.

Engagement & Home Connection

73. Auditory Engagement Moments

- Read two explanations aloud. Students choose the stronger comparison and defend the choice.
- Read one HOW prompt. Students name what is being compared and whether it asks for similar or different.
- Read one detail from each passage. Students say a relationship sentence before writing.
- A student reads a thesis (central idea) aloud; listeners identify the relationship word and the evidence balance.

74. Pause Points

PAUSE POINT, READ THE PROMPT

What is being compared? Is the prompt asking for a similarity or a difference?

PAUSE POINT, NAME THE RELATIONSHIP

Can I state the relationship in one complete sentence before I select evidence?

PAUSE POINT, BALANCE THE EVIDENCE

Do I have one relevant detail from each passage?

PAUSE POINT, EXPLAIN, DO NOT LIST

Did I explain how the two details prove the similarity or difference?

75. At-Home Connection

These tasks practice the same paired-passage habit with familiar examples.

TASK CARD 1

Choose two familiar things. State one similarity and one difference. Support each with one detail.

TASK CARD 2

Use both, similarly, unlike, while, and however in complete comparison sentences. Explain what each word tells the listener.

TASK CARD 3

Tell a family member how the resolution of a story can show what a character learned. Compare that ending with the ending of another story.

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

“Use this tracker as a private reflection tool. After you practice each skill, check the response that matches how you feel.”

Directions: Be honest with yourself. This helps you see your growth.

I Can...	Not Yet	Getting Set	I Can Do It
Tell whether a HOW prompt asks for similarity or difference.			
Name the relationship before selecting evidence.			
Use balanced evidence from both passages.			
Explain how evidence proves the comparison.			
Use resolution and structure to deepen a comparison.			

77. Student Award

One comparison habit I am proud of:

Evidence from my work:

78. Student Target

One comparison habit I will strengthen:

My next step is:

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

“You compared two passages by naming a similarity or difference, using one piece of evidence from each, connecting the evidence in one sentence, and explaining the relationship. You used a thesis (central idea), comparison language, and an RRR conclusion. One answer uses two texts.”

80. Essential / Overarching Question, Answered

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

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

81. Teacher Reflection

- Which students name the relationship before selecting evidence?
- Which students use balanced, relevant evidence?
- Which students explain rather than list?
- Which students use resolution and structure to deepen comparison?
- Which students need Similar or Different Rescue?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

- Listen, Decide, and Defend choices
- Compare-Conquer Station Quest products
- Split-Screen Response Lab pages
- Comparison Crown or Contrast Shield reflections
- Day 5 partner teaching notes and Standards Application Check responses

Production & Implementation Support

83. Module Slide Deck Build Sheet

Slide	Title	Required Content	Lesson Location
1	HOW Ideas Connect and Differ	Grade 4, Cluster 5, Module 2, Medium Stamina, paired-passage informative response.	Cover
2	Listen, Decide, and Defend	Choose the stronger comparison and defend the relationship.	Day 1
3	Mirror or Window	Similarity and difference meaning.	Day 1
4	HOW Prompt Habit	What is compared, similar or different, evidence from both, explanation.	Day 1
5	Get S.E.T.	Statement of Purpose, Evidentiary Transition, Thesis (central idea).	Day 1
6	Resolution Reminder	Ava's resolution and how it supports comparison.	Day 1
7	Compare-Conquer Station Quest	Four stations and answer guidance.	Day 2
8	Split-Screen Response Lab	Evidence from both passages and relationship thesis (central idea).	Day 3
9	Compare + Revise for Coherence	Thesis (central idea), supporting sentences, transitions, combining, rearranging.	Assessment
10	Similar or Different Rescue	Name the relationship, select one detail from each, explain aloud.	Intervention
11	Comparison Architect	One similarity, two differences, evidence from both, structure.	Enrichment
12	Comparison Crown or Contrast Shield	Award one habit and set one target.	Day 4
13	Turn and Teach	Teach similarity, difference, evidence, resolution, and RRR.	Day 5
14	Answer the Overarching Question	Compare the passages and explain influence.	Day 5

84. Virtual / Online Adaptation

Keep the skill and rigor identical; change only delivery. Run Mirror or Window with hand gestures on camera, use a poll for Listen, Decide, and Defend, recreate the four stations in breakout rooms, provide a two-column document for the Split-Screen Response Lab, and collect a response with every piece of evidence labeled P1 or P2. Use comments that prompt students to name, prove, and explain the relationship without choosing evidence for them.

Element	Adaptation
Shared-screen comparison	Share one student's mirror or window decision and matching thesis (central idea).
Station Quest	Use breakout rooms for sorting, matching, spinner, and Path of Proof work.
Split-Screen Response Lab	Provide a two-column document labeled with both passage titles and require every piece of evidence to be labeled P1 or P2.
Partner teaching	Students explain the relationship aloud before submitting a written response.
Feedback	Prompt students to name, prove, and explain the relationship without choosing evidence for them.

PART XIX

Teacher Reflection

85. Teacher Reflection (This Module)

Fill this in after teaching the module. Write directly in the space provided.

What worked so well that I want to keep it	
What I would change next time	
My favorite moment this module	
A student who surprised me, and how	
Did the pacing fit? Where did we need more or less time?	
Students to pull for a quick small group next	
One standard worth a second pass	
One idea to make this module even better next year	

Open notes	
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THE WRITING ACADEMY®, LLC.
Teacher Lesson Plan Guide

The RRR Conclusion Paragraph

Grade 4 | Cluster 5 | Module 3

Grade: 4

Cluster: 5, Extended Constructed Response (ECR) paired passages

Module: 3, High Stamina

Primary Instructional Category: Informational Writing / Extended Constructed Response conclusion

Module Title: The RRR Conclusion Paragraph

Passages: “Looking Back to Move Forward” and “Voices That Shaped Texas”

Primary TEKS: [4.11\(B\)\(ii\)](#), [4.12\(B\)\(i\)](#), [4.12\(B\)\(ii\)](#), [4.12\(B\)\(iii\)](#)

Daily Instructional Time: exactly 15 minutes, 5 days

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Response Strand TEKS Woven Into This Module

- **4.7(A)** describe personal connections to a variety of sources, including self-selected texts.
- **4.7(B)** write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.
- **4.7(C)** use text evidence to support an appropriate response.
- **4.7(D)** retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
- **4.7(E)** interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
- **4.7(F)** respond using newly acquired vocabulary as appropriate.
- **4.7(G)** discuss specific ideas in the text that are important to the meaning.

1. A Little Inspiration Goes a Long Way!

This module helps students finish a paired-passage response with purpose. One answer equals two texts. A strong conclusion returns to the thesis (central idea), points back to evidence from both texts, and gives a supported bigger idea.

TEACHER SCRIPT

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

2. Why This Module Matters

Students write the RRR conclusion: R1 Restate the thesis (central idea), R2 Refer to the evidence as a whole, and R3 Reflect the big picture. Students use the paired-passage habit, HOW prompts with a preposition thesis (central idea), and full color-coding so every sentence has a job and a color.

3. Module Essential / Overarching Question

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

Students record first thinking, revise during the week, and answer the question in section 78.

Family Communication

4. Parent Communication Purpose

Families receive the same vocabulary and routines used in class. The focus is the three-part RRR conclusion and the two informational passages.

5. Family Letter (English)

Dear Families,

This week your student is learning to write a conclusion for a paired-passage informative response. R1 restates the thesis (central idea) with a small wording change, R2 references evidence from both passages as a group, and R3 reflects on the larger meaning. R1 is green, R2 is yellow, and R3 is blue.

We will practice with “Looking Back to Move Forward” and “Voices That Shaped Texas.” Ask your student why a conclusion should not introduce brand-new evidence, how one sentence can point to proof from both texts, and why a strong reflection is more than a random opinion.

With appreciation, Your student's teacher, The Writing Academy®, LLC

6. Family Letter (Spanish) / Carta para las Familias

Estimadas familias:

Esta semana su estudiante aprenderá a escribir una conclusión para una respuesta informativa basada en dos pasajes. R1 vuelve a expresar la tesis (idea central), R2 hace referencia a la evidencia de ambos pasajes como un grupo y R3 reflexiona sobre el significado más amplio. R1 es verde, R2 es amarillo y R3 es azul.

Practicaremos con “Looking Back to Move Forward” y “Voices That Shaped Texas.” Pida a su estudiante que explique por qué una conclusión no debe presentar evidencia nueva, cómo una oración puede señalar evidencia de los dos textos y por qué una reflexión sólida es más que una opinión al azar.

Con aprecio, La maestra o el maestro de su estudiante, The Writing Academy®, LLC

7. Family Conversation Starters

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

8. Simple Family Activities

Three R Teach-Back

Ask your student to teach R1, R2, and R3 in order, including each color and job. Success means the student says R1 restates, R2 references both passages collectively, and R3 reflects on larger meaning.

Bluebird Test

Read a possible final sentence. Ask your student to explain whether it gives a supported big-picture idea, introduces new evidence, and connects to both passages.

Teacher Road Map

9. Teacher Navigation Key

- **TEACH:** teacher teaches or models the standard
 - **LEARN:** student practices the standard
 - ✓ **ASSESS:** student demonstrates or transfers learning
- Teacher Script:** exact words spoken directly to students

10. GRADUATE Evidence Alignment

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Suitcase, snapshot, and bluebird frame the three jobs.
Reveal	■ TEACH	Teacher models R1, R2, and R3.
Attempt	○ LEARN	Students sort and build conclusion cards.
Discuss	○ LEARN	Students justify how the parts flow.
Use	✓ ASSESS	Students independently write an RRR conclusion.
Award	✓ ASSESS	Students recognize a strong R move.
Target	✓ ASSESS	Students name a next step.
Explain and Educate	✓ ASSESS	Students teach the three jobs to a partner.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 4, Cluster 5, Module 3
Category	Informational Writing / ECR paired-passage conclusion
Standards	4.11(B)(ii) , 4.12(B)(i)-(iii) , 4.11(C)(i)-(vi) , 4.11(D)(i), (vi)-(xvii), (xxi)-(xxix), (xxxiii)-(xxxv)
Passages	“Looking Back to Move Forward” and “Voices That Shaped Texas”
Product	Three-sentence, color-coded RRR conclusion

Standards, Learning & Rigor

12. Learning Destination

Students will write an RRR conclusion that restates a thesis (central idea) without copying it, references evidence from both passages collectively, and reflects on a supported larger meaning.

I Will Statements

- I will read both passages closely.
- I will use balanced evidence.
- I will change one or two words while keeping the same meaning.
- I will keep brand-new evidence out of the conclusion.
- I will revise for clarity and conventions.

I Can Statements

- I can write R1, R2, and R3.
- I can color-code R1 green, R2 yellow, and R3 blue.
- I can reference both passages in one R2.
- I can write a Bluebird Moment.

13. Success Criteria

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

14. Evidence That Will Demonstrate Mastery

- Day 2 card sort and complete conclusion.
- Day 3 independent conclusion with all three labels and colors.
- Day 4 revision and specific target.
- Day 5 Turn and Teach plus standards application check.

15. TEKS Correlations

TEKS	Student Expectation	Where
4.11(B)(ii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions	Days 1-5
4.12(B)(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	Days 1-5
4.12(B)(ii)	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics	Days 1-5
4.12(B)(iii)	compose informational texts, including brief compositions that convey information about a topic, using craft	Days 1-5
4.11(C)(i)-(vi)	revise drafts to improve sentence structure, word choice, and coherence by adding, deleting, combining, and rearranging ideas	Days 3-4
4.11(D)(i), (vi)-(xvii), (xxi)-(xxix), (xxxiii)-(xxxv)		

	edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement; irregular verbs, nouns, adjectives, adverbs, prepositions, prepositional phrases, and reflexive pronouns; capitalization of historical periods, events, documents, titles, languages, races, and nationalities; and grade-appropriate spelling	Days 4-5
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16. Standards Coverage Matrix

Classification	TEKS	Student Work
Primary	4.11(B)(ii)	Organize the ending so it is focused and coherent.
Primary	4.12(B)(i)-(iii)	Compose an informative conclusion with clear central idea, genre characteristics, and craft.
Recursive	4.11(C)(i)-(vi)	Add, delete, combine, and rearrange ideas for clarity.
Recursive	4.11(D)(i), (vi)-(xvii), (xxi)-(xxix), (xxxiii)-(xxxv)	Edit conventions and compound sentences.

17. ELPS Correlations

ELPS	Domain	How the Module Builds It
1(E)(i)	Listening	demonstrate listening comprehension from information presented orally during formal classroom interactions by restating, responding, paraphrasing, summarizing, or asking for clarification or additional details
2(E)(i)	Speaking	narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic context or discourse
3(G)(ii)	Reading	paraphrase content-area text
4(D)(iii)	Writing	Students listen for the move from answer to proof to meaning.
4(F)(i), (v)	Writing	Students discuss choices and teach the three jobs.
4(C)(i)	Writing	Students read both High Stamina passages for collective proof.
4(D)(i)-(iii), 4(E)(ii)	Writing	Students sort, build, color-code, revise, edit, and write.

ELPS	Domain	Intervention
4(D)(iii)	Writing	Follow the oral sequence R1, R2, R3.
4(F)(i), (v)	Writing	Use a frame to explain a sentence job.

ELPS	Domain	Enrichment
4(F)(i), (v)	Writing	Defend the stronger Bluebird Moment.
4(D)(i)-(iii)	Writing	Write and compare two R3 reflections.

18. ELPS Linguistic Accommodations

Level	Support
Pre-Production	Point to the R color and sort a sentence.

Beginning	“R1 keeps the idea by changing ____.”
Intermediate	“The evidence from both passages shows ____.”
High Intermediate	Explain how R3 grows from the response.
Advanced	Draft, revise, and defend a complete conclusion.

19. Language Domains

Domain	How This Module Builds It
Listening	Students hear the three R jobs.
Speaking	Students rehearse and teach the jobs.
Reading	Students read both passages for proof.
Writing	Students produce a complete RRR conclusion.

20. Rigor Safeguard

May Provide	Must Still Do
Reread passages, provide a chart, model one synonym swap, and allow oral rehearsal.	Restate without copying, choose collective evidence, write a fitting reflection, and explain the flow.

21. Rigor & Cognitive Demand

Level	Thinking	Evidence
Literal	Identify R1, R2, R3 and colors.	Accurate sort.
Inferential	Connect grouped evidence to the thesis (central idea).	Specific R2.
Evaluative	Compare reflections.	Defended R3.
Synthesis	Make the three R parts flow.	Complete paragraph.

22. The Five Thinking Levels

Level	Color	RRR Conclusion Work
1 Foundational	Red	Copies the thesis (central idea) or writes only one sentence.
2 Emergent	Orange	Has three sentences, but one is vague or disconnected.
3 Visible	Yellow	Restates, references both passages, and reflects.
4 Independent	Green	Makes all three parts flow.
5 Reflective	Blue	Compares Bluebird Moments and justifies the stronger one.

Level	Student Question	Answer
Foundational	What is R1?	R1 restates in green.
Visible	What does R2 point to?	R2 points to both passages in yellow.
Reflective	Why does R3 matter?	R3 carries supported meaning beyond the page in blue.

23. Possible Teacher Misconceptions

Misconception	Correction
A conclusion is the introduction repeated.	Model a synonym shift and preserve meaning.
R2 lists every quote again.	Teach one collective reference to both passages.
Any opinion is R3.	Connect the reflection to proven ideas.

24. Possible Student Misconceptions

Misunderstanding	Correction
R1 means copy.	Change one or two words with synonyms.
R2 names one passage.	Use the paired-passage habit, one answer equals two texts.
R3 is random.	Ask what the two passages help readers understand.

Module Foundations: Review, Refresh & Readiness

25. TEKS Target

The target is a focused, structured, coherent RRR conclusion that uses informative genre characteristics and craft.

26. How I Say the Standard!

TEKS says	How I say it
4.11(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea with relevant details.	I can organize my ending so each sentence has a job and the ideas connect.
4.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.	I can add, delete, combine, or rearrange ideas for clarity.
4.11(D) edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including reflexive; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.	I can check complete sentences, agreement, commas, capitals, and spelling.
4.12(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.	I can keep my conclusion connected to the main answer about both passages.

27. This Week I Can...

- I can write R1, R2, and R3 in order.
- I can restate a thesis (central idea) without copying it.
- I can reference evidence from both passages together.
- I can write a supported Bluebird Moment.

28. Before I Can... Prerequisites

- I know the thesis (central idea) of the response.
- I have read both informational passages.

- I know one answer equals two texts.
- I can identify evidence from each passage.

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

“Tell yourself the three jobs in order. R1 returns to the answer, R2 looks back at proof from both passages, and R3 rises to a supported bigger idea. Keep your meaning, change a few words, group the proof, and finish with purpose.”

30. Vocabulary Infusion

Word	Meaning	Frame
conclusion	the paragraph that closes a response	My conclusion closes by ____.
restate	say the same idea in different words	I restate by ____.
reference	point back to something discussed	I reference both passages by ____.
reflection	thoughtful larger meaning	My reflection shows ____.
collective	considered together	I group the proof by ____.

31. Conventions Connection

Students edit sentence boundaries, agreement, coordinating conjunctions, commas, capitalization, and spelling.

32. Writing Connection

The RRR conclusion connects the thesis (central idea), reasons or ways, evidence, and explanation to a final reflection. Green marks thesis (central idea) and reasons or ways, yellow marks evidence, red or pink marks explanation, and blue marks reflective or Bluebird writing.

33. Watch Out!

- Do not copy the thesis (central idea) exactly.
- Do not introduce brand-new evidence.
- Do not list every quote again.
- Do not end with a random opinion.

34. Ready Check

Answer key: R1 restates, R2 references evidence collectively, and R3 reflects on larger meaning. Students also name both passages.

35. Teacher Look-Fors

- Same meaning, new R1 wording.
- Both passages represented in R2.
- Supported R3.
- Three sentences flow as one ending.

Vocabulary, Content & Preparation

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

“You already know many of these everyday words. Use them to explain how an ending works.”

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

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

“These academic words help you talk like a writer. Use each word with one of the passages.”

Word	Definition	Frame
conclusion	paragraph that closes a response	My conclusion closes by ____.
restate	express the same idea in different words	I restate the thesis (central idea) by ____.
reference	point back to something discussed	I reference both passages by ____.
reflection	thoughtful statement about larger meaning	My reflection shows ____.
thesis (central idea)	main answer of the response	The thesis (central idea) answers ____.
evidence	details that support an idea	The evidence from both passages shows ____.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

“These domain words name the exact work you will do. Use R1, R2, R3, and Bluebird Moment so your partner understands your decision.”

Word	Definition	Frame
RRR conclusion	conclusion that restates, references, and reflects	My RRR conclusion includes ____.

R1 restatement	returns to the thesis (central idea) in new words	My R1 changes ____.
R2 collective reference	points to proof from both passages as a group	My R2 groups ____.
R3 reflection	final supported larger meaning	My R3 helps readers understand ____.
Bluebird Moment	big-picture reflection beyond the page	My Bluebird Moment matters because ____.
synonym swap	word with similar meaning	I change ____ to ____.

Teacher Resource: For more practice with academic words, see the Academic Vocabulary Companion App.

39. Background Knowledge & Teacher Context

This module teaches a strong conclusion for an informative paired-passages response. The RRR conclusion HABIT is R1 Restate the thesis (central idea), R2 Reference the evidence collectively, and R3 Reflection sentence. The earlier TREES S becomes the reflection at the end of the whole response. This reflection is also called the Bluebird Moment because the idea flies beyond the page.

40. Materials Needed

Material	Use
Both passages and notebooks	Read, annotate, and draft.
Green, yellow, and blue highlighters	Color-code R1, R2, and R3.
Anchor chart, conclusion cards, pocket chart	Model and sort the RRR structure.
Spinner, die, task cards, gameboard, pencil markers	Run the Bluebird Trail.
Exemplars, exit tickets, sticky notes	Assess and revise.

41. Preparation Before Day 1

- ☐ Prepare copies of both passages.
- ☐ Place green, yellow, and blue tools with notebooks.
- ☐ Prepare the RRR Conclusion HABIT chart.
- ☐ Prepare the suitcase, snapshot, and bluebird items.
- ☐ Cut conclusion cards and label the R1, R2, R3 mat.
- ☐ Prepare the Bluebird Trail, spinner, die, and task cards.
- ☐ Copy exemplars, exit tickets, and the standards application check.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	Focus
1	15	Gather + Reveal	Attention activity and RRR model.
2	15	Attempt	Sort, build, color-code, and play.
3	15	Discuss + Use	Discuss and write independently.

4	15	Award + Target	Recognize growth and set a target.
5	15	Explain + Educate	Teach a partner and assess.

43. Tiny Times Transition

Students name the next R, point to its color, and move from answer to proof to meaning.

Citizenship & Content Connection**44. The Citizenship Connection**

Passage Idea	Community Meaning	Supported Reflection
Renaissance people studied earlier ideas.	Learning from the past can shape future choices.	Ideas can continue when people carry them forward.
Texas artists shared voices and traditions.	Culture grows through listening and respect.	Shared voices can connect communities.
Both texts show influence over time.	People learn, create, and share.	What people study and share can matter beyond one moment.

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

Chart	Required Wording
RRR Conclusion HABIT	R1 = Restate the thesis (central idea). R2 = Reference the evidence. R3 = Reflection sentence.
Color Code	Green = R1. Yellow = R2. Blue = R3.
Bluebird Moment	The final sentence reflects the meaning of the whole paper.

Model	Display
Restate	Change one or two words with synonyms. Do not copy exactly.
Reference	Group proof from both passages instead of listing every quote.
Reflect	Leave the reader with a supported bigger idea.

Teacher Model	Example
Thesis (central idea)	Both passages show that ideas and voices shape communities through learning, expression, and shared culture.
R1	Both texts explain that communities can be shaped through learning, expression, and shared culture.
R2	Ava's discovery of Renaissance ideas and the Texas artists' music and achievements both support this idea.
R3	When people keep learning and sharing what matters, ideas can continue to influence future generations.

46. Core Habit / Strategy Explanation

Use DOT while reading: Discover evidence from each passage, Organize proof so it can be referenced collectively in R2, and Think about a larger supported idea for R3. For HOW prompts, use a preposition thesis (central idea), such as by, through, with, in, or across, to explain how the texts connect or differ.

47. Student Source Passage(s)

The two passages below are the only source texts used for this module. Both are informational.

Looking Back to Move Forward

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

[2] “Who are they?” Ava asked.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

[30] These changes affected how people saw the world. Art showed people thinking and learning. Some people began to think in new ways about government and fairness.

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

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

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

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

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

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

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

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

Voices That Shaped Texas

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

48. Student Annotation Guide

DOT Move	Student Action	Answer Key
Discover	Mark evidence from each passage.	Ava's discoveries and the artists' stories, music, and achievements.
Organize	Group proof for R2.	Renaissance learning and Texas artists' contributions show lasting influence.
Think	Infer R3.	When people study, create, and share, influence can continue.

Passage	TRACKS Annotation	Conclusion Use
Looking Back to Move Forward	During the Renaissance; citizens should have a voice; using the past to create something new.	Supports learning from the past.
Voices That Shaped Texas	shared stories and traditions; helped keep traditions alive; helped open doors.	Supports voice, culture, and connection.

49. TRACKS Evidence Highlighting

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

50. Five-Day GRADUATE Lesson

DAY 1 | Gather + Reveal | 15 MINUTES

TEKS: [4.11\(B\)\(ii\)](#), [4.12\(B\)\(i\)](#), [4.12\(B\)\(ii\)](#). **ELPS:** 4(D)(iii) Writing, 4(C)(i) Writing.

G: Gather Their Attention, The Suitcase, the Snapshot, and the Bluebird: Bring a suitcase, a camera snapshot, and a bluebird.

TEACHER SCRIPT

“Writers, today I brought three things that will help you remember how to end your papers in a powerful way. This suitcase reminds you to pack up your main idea before you leave the paper. This snapshot reminds you to look back at the important proof you gathered. And this bluebird reminds you that your final thought can fly beyond the page and carry a meaningful idea to the reader. Today you are going to learn the three parts of a conclusion paragraph: R1, R2, and R3. R1 is like packing the main idea into the suitcase one more time. R2 is like taking a snapshot of the evidence you used. R3 is the Bluebird Moment, the final reflection sentence that lifts the meaning of the whole paper.”

Whiteboard: RRR = Restate, Reference, Reflect.

TEACHER SCRIPT

“By the end of today, you will know how to build a conclusion that does not just stop your paper, but strengthens it.”

R: Reveal the Background Knowledge: Review that Module 1 built paired-passage informative answers and Module 2 answered HOW prompts about similarities and differences.

TEACHER SCRIPT

“Today, you are focusing on how to end that kind of paper in a clear and thoughtful way. A conclusion is not a place for brand-new evidence. It is a place to wrap up thinking that you have already developed.”

Mini Review 1: Conclusion Paragraph = Restate the answer, Refer back to the proof, Reflect on the big picture.

Mini Review 2: Original Thesis (central idea): “Together, both passages show that ideas and voices shape communities through learning, expression, and the sharing of culture.” R1: “Both texts explain that communities can be shaped through learning, expression, and shared culture.”

TEACHER SCRIPT

“R1 is the restatement of the thesis (central idea). Keep the idea the same, but change one or two words with synonyms. I traded passages for texts, show for explain, and sharing culture for shared culture. That small shift is enough at this level.”

Mini Review 3: R2 Example: “Ava’s discovery of Renaissance ideas and the Texas artists’ music and achievements both support this idea.”

TEACHER SCRIPT

“R2 refers back to the evidence as a whole. You do not list every quote. You nod back toward the proof from both passages.”

Mini Review 4: R3 Example: “When people keep learning and sharing what matters, ideas can continue to influence future generations.”

TEACHER SCRIPT

“R3 is the reflection sentence and the Bluebird Moment. It does not repeat the evidence. It reflects on why the whole topic matters.”

Mini Review 5: R1 = green, R2 = yellow, R3 = blue.

TEACHER SCRIPT

“When you color-code, you can quickly check whether all three parts are present. If one color is missing, one part is missing.”

Day 1 Check	Answer
R1	Restates the thesis (central idea) with a small wording change.
R2	References evidence from both passages as a group.
R3	Reflects on bigger meaning.

DAY 2 | Attempt | 15 MINUTES

TEKS: [4.12\(B\)\(ii\)](#), [4.12\(B\)\(iii\)](#). **ELPS:** 4(F)(i), (v) Writing and 4(D)(i)-(iii) Writing.

A, RRR Color Code Construction Zone: Materials are conclusion card sets, green, yellow, and blue cards, spinner, pocket chart, game mat labeled R1, R2, R3, pencil markers, and Bluebird Trail gameboard.

TEACHER SCRIPT

“You will begin by reading conclusion sentences and deciding whether each one is an R1, an R2, or an R3.”

Sentence cards include: “Both texts show that ideas and voices can influence communities through learning, expression, and shared culture.” “Ava’s learning and the Texas artists’ stories and achievements both support this idea.” “When people learn from meaningful ideas and share their voices, influence can continue across generations.” “Both passages explain that communities change when people learn, create, and share culture.” “The Renaissance examples and the artists’ musical contributions work together to support this idea.” “This reminds readers that ideas can grow stronger when people carry them forward.”

Category	Answer Key
R1	Both texts show that ideas and voices can influence communities through learning, expression, and shared culture. Both passages explain that communities change when people learn, create, and share culture.
R2	Ava’s learning and the Texas artists’ stories and achievements both support this idea. The Renaissance examples and the artists’ musical contributions work together to support this idea.
R3	When people learn from meaningful ideas and share their voices, influence can continue across generations. This reminds readers that ideas can grow stronger when people carry them forward.

Students spin, pick a card, place it on the game mat, arrange a complete conclusion, and color-code green for R1, yellow for R2, and blue for R3.

TEACHER SCRIPT

“As you build, ask yourself: Does my green sentence restate the thesis (central idea)? Does my yellow sentence refer back to the evidence? Does my blue sentence give a big-picture reflection?”

On the Bluebird Trail, students roll, move, and complete tasks: restate a thesis (central idea) with one or two synonym swaps, write an R2 from both passages, write a Bluebird Moment, order three sentences, add a missing R3, and color-code the conclusion.

Interactive Notebook Activity: create green R1, yellow R2, and blue R3 flaps with the job under each.

Day 2 Check	Success Criteria
Build	R1 first, R2 second, R3 third.
Color	Green, yellow, blue.
Explain	Name each sentence job.

DAY 3 | Discuss + Use | 15 MINUTES

TEKS: [4.11\(B\)\(ii\)](#), [4.12\(B\)\(i\)](#), [4.12\(B\)\(iii\)](#), [4.11\(C\)\(i\)-\(vi\)](#). **ELPS:** 4(F)(i), (v) Writing and 4(C)(i) Writing.

TEACHER SCRIPT

“Let’s talk about what makes a conclusion sound strong instead of repetitive.”

Discuss: What is R1’s job? How is R2 different from repeating all evidence? Why is R3 a reflection? Why is Bluebird Moment a helpful name? What happens if a part is missing? Why should new evidence stay out?

Possible answers: R1 restates; R2 reminds the reader about proof without listing everything; R3 reflects on the whole paper; a missing part makes the ending incomplete; new evidence belongs in the body.

Students choose one prompt: Explain how both passages show that ideas can shape communities. Explain how the passages differ in cultural influence. Explain how both passages show change and lasting influence. Explain how the two passages use different structures to show the power of ideas and voices.

TEACHER SCRIPT

“Now you will build your own conclusion paragraph in your interactive notebook. Write R1 in green, R2 in yellow, and R3 in blue. Label each sentence. Be sure your conclusion belongs to the whole paper and flows as one ending.”

Sample Answer Key: R1: “Both texts explain that communities can be shaped through learning, expression, and shared culture.” R2: “Ava’s discovery of Renaissance ideas and the Texas artists’ music and achievements both support this idea.” R3: “When people keep learning and sharing what matters, ideas can continue to influence future generations.”

Day 3 Work	Success Criteria
R1	Same idea, new words.
R2	Both passages referenced collectively.
R3	Supported reflection.

Flow	One purposeful ending.
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DAY 4 | Award + Target | 15 MINUTES

TEKS: [4.11(C)(i)-(vi)], [4.11(D)(i), (vi)-(xvii), (xxi)-(xxix), (xxxiii)-(xxxv)]. **ELPS:** 4(D)(i)-(iii) Writing and 4(F)(i), (v) Writing.

A, Bluebird Badge: Students complete “My Bluebird Moment was strong because _____,” “I did well with R1 when I _____,” “I improved my R2 by _____,” or “My conclusion became more meaningful when I _____.”

TEACHER SCRIPT

“Take a minute to notice your growth. Great writers do not just write strong endings. They learn how to recognize when their ending leaves the reader with something meaningful.”

T: Target: Did I restate instead of copy? Did I refer to both passages? Did R3 sound like a Bluebird Moment? Which color was easiest? Which color needs strengthening?

TEACHER SCRIPT

“A strong target helps your writing grow. Think about which of the three R’s you want to make stronger next time.”

Revise by adding one needed idea or deleting one repeated idea. Edit one compound sentence for agreement, conjunction, boundaries, and comma placement.

Day 4 Check	Expected Response
Target	Name R1, R2, or R3 and one action.
Edit	Check complete sentence, conjunction, and comma.

DAY 5 | Explain + Educate | 15 MINUTES

TEKS: [4.11(B)(ii)], [4.12(B)(i)-(iii)], [4.11(D)(i), (vi)-(xvii), (xxi)-(xxix), (xxxiii)-(xxxv)]. **ELPS:** 4(F)(i), (v) Writing and 4(D)(i)-(iii) Writing.

TEACHER SCRIPT

“Now you will teach someone else how to build an RRR conclusion.”

Students teach a partner what R1 does, what R2 does, what R3 does, why the Bluebird Moment matters, or how to color-code. Stems: “R1 is important because _____.” “R2 helps the reader remember _____.” “R3 is called the Bluebird Moment because _____.” “A strong conclusion needs _____.”

TEACHER SCRIPT

“Teach clearly, use your colors, and help your partner understand how the ending of a paper can be powerful.”

Formative Assessment: revise an RRR conclusion by adding one needed idea or deleting one repeated idea. Edit one compound sentence.

Day 5 Check	Answer Key
Label	R1 green, R2 yellow, R3 blue.
Explain R2	It groups evidence from both passages.

Choose R3	It is a supported big-picture reflection.
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Student Exemplars

51. Low / Developing Exemplar

Student Work	Feedback
“Both passages show that ideas influence people. They both have evidence. That is why this topic is important.”	Working: three sentences and topic connection. Needs improvement: R1 is too close to a copied thesis (central idea), R2 is vague, and R3 lacks a supported reflection.

52. Medium / Approaching Exemplar

Student Work	Feedback
R1: Both texts show that ideas and voices can influence communities through learning, expression, and shared culture. R2: Ava's learning and the Texas artists' stories and achievements both support this idea. R3: This reminds readers that ideas can grow stronger when people carry them forward.	Working: all R parts are present and proof is grouped. Needs improvement: make R2 more precise and connect R3 more fully to influence over time.

53. High / Secure Exemplar

Prompt and Target Conclusion	Color and Job
Prompt: Explain how both passages show that ideas and voices can shape communities over time. R1: Both texts show that ideas and voices can influence communities through learning, expression, and shared culture. R2: Ava's discoveries about Renaissance thinking and the Texas artists' stories, music, and achievements all support this idea. R3: When people study, create, and share what matters, their influence can continue long after one moment ends.	R1 green, R2 yellow, R3 blue.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

Check	Answer Guidance
R1	Same thesis (central idea), new words.
R2	Collective reference to both passages.
R3	Supported larger idea.
Conventions	Complete sentences, agreement, conjunctions, boundaries, commas, capitals, spelling.

55. Standards Application Check

Task	Answer Key
Revise	Delete a repeated thesis (central idea), keep one R1, one grouped R2, and one R3.
Edit	“Ava learns from old ideas, and the Texas artists share meaningful voices.” The comma belongs before the coordinating conjunction.

56. Check the Learning

Informal Assessment: At each Pause Point, ask students to give a one-sentence answer to a partner, then call on three partners to share. Record a check beside students who explain the step clearly.

Formative Assessment: The Day 5 Student Exit Ticket (Section 57) shows whether each student can use this week's skill independently. Sort the tickets into ready, almost, and not yet to plan the next module's small groups.

Label a sentence R1, R2, or R3. Explain why R2 groups proof. Revise a copied thesis (central idea) and choose a fitting Bluebird Moment.

Question	Answer Key
R labels	R1 green and restates; R2 yellow and references; R3 blue and reflects.
Why group proof?	It reminds the reader of both passages without repeating the body.
Revision	Preserve the thesis (central idea) with a synonym shift and end with supported reflection.

Formal Module Assessment Addendum

57. Informal Assessment

Check	Look For
Finish the Thought	Student states why R1, R2, and R3 matter.
Color Card Sort	Student sorts sentences by job and color.
Bluebird Test	Student distinguishes support from random opinion.

58. Formative Assessment

Product	Mastery Evidence
Independent conclusion	One concise R1, grouped R2, reflective R3.
Standards check	Add or delete for clarity and edit a compound sentence.
Turn and Teach	Explain the job and color of each R.

59. Intervention: RRR Rescue

Step	Teacher Move	Response
1	Highlight key thesis (central idea) words.	Identify what R1 must preserve.
2	Swap one or two words.	Write a new R1.
3	Choose the R2 strip.	Point to proof from both passages.
4	Choose the supported R3.	Write a Bluebird Moment.

60. Intervention Language Frames

R1: “Both texts _____ that _____ because _____.” R2: “Ava’s learning in the first passage and the artists’ stories and achievements in the second passage both support this idea by showing _____.” R3: “This helps readers understand that _____.”

61. Intervention Model

Model Thesis (central idea): “Both passages show that ideas can influence people in meaningful ways.”
 R1: “Both texts explain that meaningful ideas can have a strong influence on people.” R2: “Ava’s classroom learning and the Texas artists’ music and achievements both support this idea.” R3: “This reminds readers that ideas can continue to matter when people learn from them, share them, and carry them forward.”

Module Writing Assignment

62. Embedded Checks & Student Support

Teacher Move	Expected Response	Misconception	Response
Compare R1 and thesis (central idea).	Same meaning, small shift.	Copies exactly.	Ask for synonyms.
Ask what R2 points to.	Evidence from both passages.	Lists every quote.	Ask for one group reference.
Ask why R3 fits.	Connects to proven ideas.	Random opinion.	Ask how it rises from the paper.

63. Student Support Quick Reference

If the student...	Use this support
Copies R1	Underline two words and swap synonyms.
Names one passage	Say one answer equals two texts and point to one detail from each.
Writes unrelated R3	Ask which response idea supports it.

64. Enrichment: Bluebird Lift-Off

Challenge	Expected Thinking
Write two R3 Bluebird Moments.	Compare vague and precise reflections.
Select the stronger one.	Defend its supported significance.
Revise a weak ending.	Improve R1, R2, and R3.

65. Writing Gradebook Conversion

Gradebook Label	Evidence
G4 C5 M3	Independent RRR conclusion, standards check, Turn and Teach.
Secure	All R parts are accurate, connected, and edited.
Approaching	All parts appear but one needs revision.

66. Teacher Feedback Shortcuts

Feedback	Meaning
R1, same idea, new words	Restate without copying.
R2, group both passages	Reference proof as a whole.
R3, lift the meaning	Write a supported Bluebird Moment.

Response to Student Need

67. Student Reflection Record

One R move I can do independently:

One R move I want to strengthen:

Evidence from both passages that helped:

68. Module Writing Assignment

Assignment	Directions
RRR conclusion	Choose a module prompt. Write R1 green, R2 yellow, and R3 blue. Label and revise.
Prompt choices	Ideas shape communities; passages differ in cultural influence; change and lasting influence; different structures show power of ideas and voices.

69. Additional Writing Opportunity: Paint the Conclusion

Planning Support	Student Work
R1 keep meaning and change words; R2 group both passages; R3 write a supported Bluebird Moment.	Draft, label, color-code, read aloud, and revise.

70. Additional Writing Opportunity: Revise, Edit, and Share

Revise	Edit	Share
Add or delete for clarity.	Check agreement, boundaries, conjunctions, commas, capitals, spelling.	Explain every sentence job.

71. Auditory Engagement Moments

Routine	Answer Key
Finish the Thought	R1 returns to the thesis (central idea); R2 looks back at group proof; R3 widens to lasting insight.
Fresh Recall	Close notes and teach the three jobs in order.

72. Pause Points

Same Idea, New Words: Does R1 preserve meaning without copying? **Group the Proof:** Does R2 point to both passages? **Bluebird or New Evidence:** Does R3 reflect rather than add proof? **Three Steps, One Ending:** Do the three parts flow?

Engagement & Home Connection

73. At-Home Connection

Ask the student to teach the three R jobs, then read the conclusion aloud and check that it returns to the thesis (central idea), looks back at both passages, and gives a bigger idea.

74. My Progress Tracker

TEACHER SCRIPT

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

I Can...	Not Yet	Getting Set	I Can Do It
Restate without copying.			
Reference both passages collectively.			
Write a supported R3.			
Color-code all R parts.			
Revise and edit.			

75. Student Award

Complete: “My Bluebird Moment was strong because ____.”

Student Ownership**76. Student Target**

Complete: “Next time, I will strengthen ____ by ____.”

77. Teacher Closure Script**TEACHER CLOSING AND ENCOURAGEMENT SCRIPT**

“You are learning to do something powerful: not just end a paper, but end it with thoughtfulness and purpose. When you restate, reference, and reflect, you show that writing is more than answering. It is communicating meaning. Your Bluebird Moment gives you a way to leave the page with confidence and significance. Keep using the colors, the structure, and the thinking behind the writing. Those small habits are building strong ideas one sentence at a time.”

78. Essential / Overarching Question, Answered

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

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

Teacher Closure & Reviewer Evidence

79. Module Slide Deck Build Sheet

Slides cover module identity, RRR jobs, green/yellow/blue color coding, Bluebird Moment, sample conclusion, independent notebook task, exemplars, standards application check, RRR Rescue, Bluebird Lift-Off, tracker, and the answered question.

80. Virtual / Online Adaptation

Element	Adaptation
Shared display	Post RRR, colors, and Bluebird Moment charts.
Collaborative annotation	Mark evidence from both passages and sort sentences.
Partner discussion	Explain one R and one detail from each passage.
Independent work	Draft, color-code, read aloud, and revise for flow.

81. Teacher Reflection Prompts

Which students restated without copying? Which students referenced both passages? Which students wrote a supported Bluebird Moment? Who is ready to strengthen RRR conclusions independently?

82. Teacher Artifacts of Effectiveness

Collect the card sort, independent conclusion, standards check, Turn and Teach explanation, Bluebird Badge, and tracker.

Production & Implementation Support**83. Module Implementation Notes**

Keep both informational passages visible. Every model uses both texts and every conclusion preserves the thesis (central idea), references both, and ends with supported reflection.

84. End-of-Module Readiness

The student is ready to transfer the skill when the student writes all three R parts, names their colors and jobs, explains evidence from both passages, revises a repeated idea, and edits a compound sentence.

Source Sample Paper for the High Exemplar

Introduction Paragraph: Ideas can continue to shape people long after they first appear. “Looking Back to Move Forward” uses Ava’s discovery of Renaissance art and government ideas, while “Voices That Shaped Texas” presents artists whose music and achievements influenced Texas culture. Together, both passages show that ideas and voices shape communities through learning, expression, and the sharing of culture.

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

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

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

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

Additional Writing Opportunity: Two R3 Choices

Use the same paired-passage response and draft two possible Bluebird Moments. Choice A: “When people keep learning and sharing what matters, ideas can continue to influence future generations.” Choice B: “The stories people study and the voices people hear can help communities remember their history and imagine their future.” The success criteria are that both sentences grow from the ideas already developed, neither introduces a new fact, and the writer can justify which ending is stronger. Choice A emphasizes continuity across generations. Choice B emphasizes memory and future thinking. A student who selects either one must explain its connection to both texts.

Language Support and Oral Rehearsal

Use the source frames before writing. “Both texts _____ that _____ because _____” supports R1. “Ava’s learning in the first passage and the artists’ stories and achievements in the second passage both support this idea by showing _____” supports R2. “This helps readers understand that _____” supports R3. Students may say the idea aloud, point to one detail from each passage, and then write. The standard remains the same because the student still chooses the wording, keeps the thesis (central idea), groups the evidence, and writes the reflection.

Remote Learning Connection

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

Teacher Decision Rules

If R1 copies the thesis (central idea), ask the student to make one or two synonym swaps. If R2 names only one passage, return to the paired-passage habit and require one grouped phrase that points to both. If R3 is a random opinion, ask which ideas from the response support it. If the conclusion sounds abrupt, read it aloud, identify the transition from answer to proof to meaning, and revise for coherence. If the conclusion adds a new fact, move that fact back to the body and keep the final paragraph focused.

High Stamina Evidence Balance

The first passage contributes Ava’s learning about The School of Athens, the Renaissance, ancient thinkers, citizens’ voices, fairness, freedom, art, and using the past to create something new. The second passage contributes music, family and community traditions, Lydia Mendoza’s Spanish songs, Chelo Silva’s Tejano influence, and Julius Lorenzo Cobb Bledsoe’s achievements and barriers. R2 can name these contributions as a group instead of repeating every detail. R3 can reflect that learning and shared voices continue to shape people and communities over time. A strong answer draws from both, keeps the balance visible, and does not let one source replace the other.

Closing Quality Check: Read the three sentences in order and name the movement of thought. The first sentence returns to the exact answer without repeating the original wording. The second sentence looks back at the evidence as a whole. The third sentence rises to a supported conclusion about why the topic matters. The conclusion should sound like the natural final step of the response, not like a new beginning.

Evidence Balance Check: The writer must keep both source texts visible. In “Looking Back to Move Forward,” the response may refer to Ava learning from ancient Greece and Rome, the Renaissance interest in art and knowledge, the belief that citizens should have a voice, or the way people used the past to create something new. In “Voices That Shaped Texas,” the response may refer to artists sharing stories and traditions, Mendoza preserving Spanish songs, Silva expanding Tejano music, or Bledsoe opening doors despite unfair treatment. R2 groups these contributions. It does not require a list of every sentence from either passage.

Reflection Quality Check: A Bluebird Moment may explain that learning from the past can guide future choices, that shared voices can help people feel seen and connected, or that culture grows when

people listen with respect and pass traditions forward. The reflection must grow from the response. It cannot introduce a new person, event, or fact. It can make the meaning broader by moving from the passage details to learning, voice, culture, community, or lasting influence.

Revision Quality Check: Ask the writer to circle repeated words, underline the sentence that names both passages, and star the sentence that gives the bigger idea. If the circle shows an exact copy, use one synonym swap. If the underline names only one text, add a balanced group reference. If the star marks a random opinion, connect it to a proven idea. If the three marks do not appear in order, rearrange or rewrite for coherence.

Editing Quality Check: Read each sentence aloud. Check that every sentence has a subject and a verb, that the subject and verb agree, and that a coordinating conjunction joins two complete ideas correctly. Place a comma before the conjunction when two complete ideas are joined. Check capitalization in titles such as The School of Athens and Show Boat, capitalization of the Renaissance, and grade-appropriate spelling. The edit should make the meaning easier to follow without changing the evidence.

Transfer Question: When students meet a new paired-passage prompt, they can carry the same routine. First identify the thesis (central idea) and evidence from both texts. Next discover, organize, and think with DOT. Then write R1, R2, and R3. The source details will change, but the conclusion jobs remain stable. A student who can explain the routine can also explain why the conclusion is informative: it returns to the main idea, points to supporting information, and communicates a final understanding to the reader.

Final Student Success Criteria: A complete response conclusion has three labeled sentences. R1 keeps the answer accurate and changes only a small amount of wording. R2 refers to the evidence as a whole and gives the reader a balanced reminder of both texts. R3 gives a meaningful reflection that can be supported by the response. The writer rereads for flow, checks that no new evidence has entered, and edits the sentences so the reader can follow the thinking from answer to proof to significance.

Teacher Conference Language: Ask, “What is your thesis (central idea)?” “Which words did you change for R1?” “Where does R2 refer to evidence from the first passage?” “Where does R2 refer to evidence from the second passage?” “What bigger idea does your R3 communicate?” “How does your last sentence grow from the two passages?” The student response is successful when it explains the decision, not only when it points to a color.

End-of-Lesson Student Language: A conclusion is my last chance to make the answer clear. I restate the thesis (central idea) in new words, reference what both passages showed, and reflect on the meaning that reaches beyond the page. I check green, yellow, and blue. I make sure my R2 does not forget either text. I make sure my R3 is supported. I read the conclusion aloud so I can hear whether the ideas connect.

End-of-Lesson Teacher Look-Fors: Listen for precise wording, balanced source reference, a reflection tied to the response, and clear sentence boundaries. Preserve the student language that shows understanding, especially when a student explains why the two passages belong in one answer.

Students should leave this module able to explain that an ending is purposeful: it returns, gathers, and rises. That language keeps the lesson memorable and gives the writer a repeatable way to make meaning visible for a reader.

Teacher Reflection

85. Teacher Reflection (This Module)

Fill this in after teaching the module. Write in the right column.

What worked so well that I want to keep it	
What I would change next time	
My favorite moment this module	
A student who surprised me, and how	
Did the pacing fit? Where did we need more or less time?	
Students to pull for a quick small group next	
One standard worth a second pass	
One idea to make this module even better next year	
Open notes	

THE WRITING ACADEMY®, LLC.
Teacher Lesson Plan Guide

Seeing the Structure Through Color

Grade 4 | Cluster 5 | Module 4

Grade: 4

Cluster: 5, Extended Constructed Response with paired informational passages

Module: 4 of the cluster

Primary Instructional Category: Informational Writing and paired-passage ECR

Module Title: Seeing the Structure Through Color

Content Connection / Passage Titles: "Looking Back to Move Forward" and "Voices That Shaped Texas"

Primary TEKS: [4.11\(B\)](#), [4.12\(B\)](#), [4.11\(C\)](#), [4.11\(D\)](#)

Approximate Daily Instructional Time: 15 minutes per day across five days

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Response Strand TEKS Woven Into This Module

Strand 7 is the Response strand. These Grade 4 response standards are woven through the reading, discussion, annotation, and writing in this module.

- **4.7(A)** describe personal connections to a variety of sources, including self-selected texts.
- **4.7(B)** write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.
- **4.7(C)** use text evidence to support an appropriate response.
- **4.7(D)** retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
- **4.7(E)** interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
- **4.7(F)** respond using newly acquired vocabulary as appropriate.
- **4.7(G)** discuss specific ideas in the text that are important to the meaning.

1. A Little Inspiration Goes a Long Way!

This module makes the structure of a complete paired-passage ECR visible. Color-coding lets students see the job of every sentence and revise a missing or misplaced part.

TEACHER SCRIPT

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

2. Why This Module Matters

Students visually analyze and reconstruct a complete paired-passage ECR. They color-code sentence jobs, distinguish evidence from explanation, identify the opposite pathways of introduction and conclusion, revise for coherence and clarity, and edit compound sentences. This is a thinking activity, not decoration.

The introduction moves Blue to Yellow to Green. The body moves Green to Yellow to Red to Blue when a significant inference is present. The RRR conclusion moves Green to Yellow to Blue: R1 Restate the thesis (central idea), R2 Refer to the evidence as a whole, R3 Reflect the big picture.

3. Module Essential / Overarching Question

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

My First Thinking:

My Final Thinking:

Family Communication**4. Parent Communication Purpose**

Families can help students name sentence jobs, distinguish evidence from explanation, and explain how an introduction and RRR conclusion mirror each other. This page gives families open-ended questions and no-material activities.

5. Family Letter (English)

Dear Families,

This week your student will read "Looking Back to Move Forward" and "Voices That Shaped Texas," both informational texts. Students will color-code a complete paired-passage response. Blue shows broader thinking, Yellow shows proof or movement toward proof, Green shows the thesis (central idea) or a reason or way, and Red shows explanation thinking.

Students will use BOTH texts, choose one piece of evidence from EACH, and connect the evidence in one sentence. They will see that the introduction moves Blue to Yellow to Green and the RRR conclusion moves Green to Yellow to Blue. Ask your student what job each sentence does and how color-coding can reveal a missing part.

With appreciation, Your student's teacher, The Writing Academy®, LLC

6. Family Letter (Spanish) / Carta para las Familias

Estimadas familias:

Esta semana su estudiante leerá "Looking Back to Move Forward" y "Voices That Shaped Texas", dos textos informativos. Usará azul para pensamiento amplio, amarillo para evidencia o movimiento hacia evidencia, verde para la tesis (idea central) o una razón o manera, y rojo para explicar por qué importa la evidencia.

Su estudiante usará AMBOS textos, escogerá una evidencia de CADA texto y conectará las dos evidencias en una oración. La introducción avanza Azul a Amarillo a Verde y la conclusión RRR avanza Verde a Amarillo a Azul. Pregúntele qué trabajo hace cada oración y cómo los colores pueden mostrar una parte que falta.

Con aprecio, La maestra o el maestro de su estudiante, The Writing Academy®, LLC

7. Family Conversation Starters

- What job does one sentence do, and what words help you know?
- How do one detail from each text become a paired-passage answer?
- How are evidence and explanation different?
- How do the introduction and RRR conclusion mirror each other?
- What revision would make a response more coherent or clear?

8. Simple Family Activities

Sentence Job Detective

Choose one sentence from an informational text. Decide whether it opens, answers, proves, explains, infers, or reflects. Defend the choice with words from the sentence.

Reverse the Path

Say the introduction path, Blue to Yellow to Green. Reverse it to name the conclusion path, Green to Yellow to Blue. Explain what the writer does in each direction.

Teacher Road Map

9. Teacher Navigation Key

- **TEACH:** teacher explicitly teaches or models
- **LEARN:** student practices
- ✓ **ASSESS:** student independently demonstrates
- Teacher Script:** exact recommended teacher language
- Class Slide:** corresponding cue

10. GRADUATE Evidence Alignment

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Both passage topics and the paired-passage habit.
Reveal	■ TEACH	The color map and mirrored pathways.
Attempt	○ LEARN	Sentence-job practice and defenses.
Discuss	○ LEARN	Evidence, explanation, and cross-text connection.
Use	✓ ASSESS	A complete color-coded ECR.
Award	✓ ASSESS	A cited strength.
Target	✓ ASSESS	A purposeful revision.
Explain / Educate	✓ ASSESS	Teaching and transfer.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 4, Cluster 5, Module 4
Category	Informational paired-passage ECR, Very High stamina
Primary TEKS	4.11(B)(i) through 4.11(B)(iv) ; 4.12(B)(i) through 4.12(B)(iii)
Passages	"Looking Back to Move Forward" and "Voices That Shaped Texas"
Daily Time	15 minutes per day for five days
Product	A complete color-coded ECR with labels, justifications, revision, and transfer explanation

Standards, Learning & Rigor

12. Learning Destination

Students will identify and explain every sentence job, distinguish evidence from explanation, explain the mirrored introduction and conclusion, and revise for coherence and clarity.

I Will Statements

- I will read both passages closely.
- I will use balanced evidence and explain my thinking.
- I will color by sentence job.
- I will label and justify each color.

I Can Statements

- I can identify every sentence job.
- I can distinguish evidence from explanation.
- I can explain the mirrored paths.
- I can revise a weak section.

13. Success Criteria

- Introduction: Blue, Yellow, Green.
- Body: Green, Yellow, Red, Blue when present.
- Conclusion: Green, Yellow, Blue.
- Every color has a written job justification.
- BOTH texts appear, one detail comes from EACH, and the details connect in one sentence.

14. Evidence That Will Demonstrate Mastery

- Day 1 model labels and color-path explanation.
- Day 2 sentence-strip colors and oral defenses.
- Day 3 complete color-coded response with paired evidence.
- Day 4 revision and compound-sentence edit.
- Day 5 teaching explanation and transfer paragraph.

15. TEKS Correlations

TEKS	Focus	Where
4.11(B)(i) through 4.11(B)(iv)	Purposeful structure, transitions, conclusion, relevant details	Days 1 to 5
4.12(B)(i) through 4.12(B)(iii)	Clear central idea, genre characteristics, craft	Days 1 to 5
4.11(C)(i) through 4.11(C)(viii)	Revise for sentence structure, word choice, coherence, clarity	Day 4
4.11(D)(ii) through 4.11(D)(v)	Edit compound sentences and sentence boundaries	Days 4 and 5
4.11(D)(xviii) through 4.11(D)(xx)	Coordinating conjunctions	Day 4
4.11(D)(xxxi)	Commas in compound sentences	Day 4

16. Standards Coverage Matrix

Classification	TEKS	Evidence
PRIMARY	4.11(B)(i) through 4.11(B)(iv)	Introduction, transitions, relevant details, conclusion
PRIMARY	4.12(B)(i) through 4.12(B)(iii)	Informational paired-passage response
PRIMARY	4.11(C)(i) through 4.11(C)(viii)	Revision for coherence and clarity
RECURSIVE	4.11(D)(ii) through 4.11(D)(v) , 4.11(D)(xviii) through 4.11(D)(xx) , 4.11(D)(xxi)	Editing
SPIRAL	4.7(B) , 4.7(C) , 4.7(E) , 4.7(G)	Compare, use evidence, annotate, discuss

17. ELPS Correlations

ELPS	Domain	Connection
1(E)(i)	Listening	demonstrate listening comprehension from information presented orally during formal classroom interactions by restating, responding, paraphrasing, summarizing, or asking for clarification or additional details
2(E)(i)	Speaking	narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic context or discourse
3(G)(ii)	Reading	paraphrase content-area text
4(C)(i)	Writing	Use content-area vocabulary.
4(D)(i) through 4(D)(iii)	Writing	Use sentence types and transition words.
4(E)(i) through 4(E)(ii)	Writing	Use conventions and grammatical structures.
4(F)(i) through 4(F)(xiv)	Writing	Explain, respond, and justify with evidence.

ELPS Woven Into Intervention

ELPS	Support
4(C)(i)	Use a sentence-job word bank.
4(F)(v)	Use one sentence frame to justify a color.

ELPS Woven Into Enrichment

ELPS	Extension
4(D)(iii)	Explain how a transition changes movement toward proof.
4(F)(i), (v)	Teach the full color map and defend each job.

18. ELPS Linguistic Accommodations

Level	Support
Beginning	Complete, "This sentence is ____ because it ____."
Intermediate	Explain evidence versus explanation with a sentence frame.
Advanced	Justify every color and explain the mirrored structure.

Language Supports

- Post colors with written jobs.
- Use oral rehearsal and sentence-job cards.
- Keep passages and thinking demand intact.

19. Language Domains

Domain	How This Module Builds It
Listening	Students catch mislabeled sentence jobs.
Speaking	Students justify colors and teach a partner.
Reading	Students read both passages as writing analysts.
Writing	Students label, justify, revise, and edit a complete ECR.

20. Rigor Safeguard

May Provide	May Not Do for Students
Color tools, sentence-job cards, posted maps, rereading, and one modeled sentence.	Choose every color, label every job, or supply the cross-text explanation.

21. Rigor & Cognitive Demand

Level	Visible Thinking
Foundational	Name a color pattern.
Emergent	Distinguish evidence and explanation with support.
Visible	Label each sentence and cite words.
Independent	Reconstruct and justify the full ECR.
Reflective	Explain how structure supports meaning and transfer it.

22. The Five Thinking Levels

Level	Color	Student Work
1	Red	Names a color pattern.
2	Orange	Colors but sometimes confuses evidence and explanation.
3	Yellow	Labels and cites sentence features.
4	Green	Reconstructs and justifies the paper.
5	Blue	Explains and transfers the structure.

Teacher Note: Move thinking upward by asking students to defend a color from the function of the sentence, not merely its location.

23. Possible Teacher Misconceptions

Misunderstanding	Correction
Color-coding is only decoration.	Require a job and evidence from the sentence.
Every body sentence is evidence.	Separate proof from explanation.
The conclusion copies the introduction.	Show the opposite paths.

24. Possible Student Misconceptions

Misunderstanding	Teacher Move
Color by location.	Ask what the sentence is doing.
Call explanation evidence.	Ask whether the sentence comes from a passage.
Use only one text.	Require one detail from EACH.
Skip R2.	Rehearse R1, R2, R3.

Module Foundations: Review, Refresh & Readiness

25. TEKS Target

The target is purposeful structure in an informational response with an introduction, transitions, relevant details, a conclusion, a clear thesis (central idea), evidence from both texts, explanation, and RRR reflection. **4.11(B)(i)** **4.11(B)(ii)** **4.11(B)(iii)** **4.11(B)(iv)** **4.12(B)(i)** **4.12(B)(ii)** **4.12(B)(iii)**

26. How I Say the Standard!

TEKS says	How I say it
4.11(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea with relevant details.	I will open my response so the reader knows the topic and direction.
4.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.	I will revise a weak part so the ideas move clearly.
4.11(D) edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including reflexive; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.	I will check that my compound sentences are complete and joined correctly.
4.12(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.	I will make my thesis (central idea) clear and develop it.

27. This Week I Can...

- Read BOTH passages closely.
- Identify thesis (central idea), reasons or ways, evidence, explanation, inference, and RRR.
- Color-code and justify every sentence.
- Revise for coherence and clarity.

28. Before I Can... Prerequisites

Students need to know that evidence is a specific passage detail, explanation tells why evidence matters, and a thesis (central idea) is the answer the response will prove. Review both titles and one relevant detail from each.

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"Remember this: one answer uses two texts. Evidence comes from a passage, explanation tells why the evidence matters, and every sentence has a job. The introduction narrows to the thesis (central idea), and the RRR conclusion widens to the big picture."

30. Vocabulary Infusion

Word	Meaning	Use It
structure	purposeful organization	The structure moves toward and away from the thesis (central idea).
evidence	a detail that proves a point	This yellow sentence gives evidence.
explanation	thinking that tells why evidence matters	This red sentence explains.
reflection	broad closing thinking	The blue sentence shows the big picture.

31. Conventions Connection

Color-coding makes sentence boundaries visible. Students check compound sentences, subject-verb agreement, coordinating conjunctions, and commas. [4.11\(D\)\(ii\)](#) [4.11\(D\)\(iii\)](#) [4.11\(D\)\(iv\)](#) [4.11\(D\)\(v\)](#) [4.11\(D\)\(xxxi\)](#)

32. Writing Connection

Students use the colors to see whether the introduction opens, the body develops the answer, and RRR completes the conclusion. They revise by adding, deleting, combining, or rearranging ideas. [4.11\(C\)\(i\)](#) through [4.11\(C\)\(viii\)](#)

33. Watch Out!

Students may choose a color because a sentence sits in a certain paragraph. Ask, "What is this sentence doing?" Require a job and a word or idea that supports it.

34. Ready Check

Display a sentence from either passage and ask students to label it evidence, explanation, or broader thinking. Then ask for one detail from EACH text and one connecting sentence.

35. Teacher Look-Fors

- Both passage titles appear.
- Students use sentence-job vocabulary accurately.
- Students color by function.
- Students explain yellow proof and red thinking.
- Students name a specific revision.

Vocabulary, Content & Preparation

TEACHER SCRIPT

"These words help you see how a complete response works. Use them to name the job of every sentence."

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"These everyday words help you talk about response parts clearly."

Word	Definition	Frame
color	visual marker for a job	This color shows ____.
job	work a sentence does	The job is ____.
part	one piece of a response	This is the ____ part.
order	sequence of parts	The order moves ____.
begin	open the writing	The response begins ____.
end	close the writing	The response ends ____.
show	make thinking visible	The color shows ____.
match	connect to the correct job	This matches because ____.
build	assemble purposeful parts	I build with ____.
explain	tell why evidence matters	I explain by ____.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"These academic words help you read like a writing analyst and explain how ideas connect."

Word	Definition	Frame
structure	purposeful organization	The structure moves ____.
exemplar	strong model for study	The exemplar shows ____.
introduction	opening paragraph	The introduction opens ____.
transition	bridge between ideas	The transition connects ____.
thesis (central idea)	central answer	The thesis (central idea) says ____.
reason	point supporting the thesis (central idea)	One reason is ____.
evidence	specific detail that proves	The evidence shows ____.
explanation	why evidence matters	The explanation matters because ____.
inference	conclusion from evidence	I infer ____ because ____.
reflection	broad closing thinking	The big picture is ____.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"These writing-system words let you describe the response precisely."

Word	Pronunciation	Definition
statement of purpose	STAYT-muhnt uhv PUR-puhs	broad opening that introduces the topic
evidentiary transition	ev-ih-DEN-shee-air-ee tran-ZISH-un	sentence moving toward proof
central idea	SEN-truhl eye-DEE-uh	main answer across the response
significant inference	sig-NIF-ih-kunt IN-fur-uhns	larger idea drawn from evidence
restatement	ree-STAYT-muhnt	thesis (central idea) in new words
reference back	REF-er-uhns bak	recall of evidence in the conclusion
compound sentence	KOM-pound SEN-tuhns	two independent clauses joined correctly
coordinating conjunction	koh-OR-duh-nay-ting kun-JUNK-shun	joining word for equal parts
coherence	koh-HEER-uhns	logical flow
sentence boundary	SEN-tuhns BOWN-duh-ree	correct beginning and ending

Teacher Resource: For more practice with academic words, see the Academic Vocabulary Companion App.

39. Background Knowledge & Teacher Context

This Very High stamina module teaches students to analyze a complete paired-passage ECR. "Looking Back to Move Forward" explains how Renaissance people studied older ideas and used them to create new ideas about art, learning, and government. "Voices That Shaped Texas" explains how Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe used talent, tradition, and voice to shape Texas culture.

The paired-passage habit is exact: use BOTH texts, one piece of evidence from EACH, and connect in one sentence. A HOW prompt asks how two texts connect or differ. A preposition thesis (central idea) can use by, through, with, in, or across. The introduction narrows to the thesis (central idea); the conclusion widens through RRR.

The ECR Habit

Read both passages. TAP the TRACKS. Find the relationship. Write the preposition thesis (central idea). Use one detail from EACH. Connect and explain. End with R1, R2, R3. **4.7(B)** **4.7(C)** **4.7(E)** **4.7(G)**

40. Materials Needed

Category	Items
Core	Both passages, complete exemplar, notebooks
Colors	Blue, yellow, green, red crayons, pencils, markers, highlighters
Practice	Sentence strips, job cards, matching cards, spinner, dice, gameboard
Assessment	Exit slips, sticky notes, tracker, writing assignment
Access	Job word bank, oral frames, enlarged text, written color labels

41. Preparation Before Day 1

- ☐ Prepare the introduction chart: Blue statement of purpose, Yellow evidentiary transition, Green thesis (central idea).
- ☐ Prepare the body chart: Green reason or way, Yellow evidence, Red explanation, Blue significant inference when present.
- ☐ Prepare the conclusion chart: Green R1, Yellow R2, Blue R3.
- ☐ Prepare the mirrored pathways and the paired-passage reminder.
- ☐ Print both passages and the complete exemplar.
- ☐ Set out all color tools, sentence-job cards, practice strips, and exit slips.
- ☐ Prepare the HOW prompt and preposition thesis (central idea) frame.

42. Weekly Timing & Transition Overview

Day	Minutes	Stage	What Happens
1	15	Gather + Reveal	Read both topics and model the color map.
2	15	Attempt	Color strips and defend jobs.
3	15	Discuss + Use	Connect both texts and color the full ECR.
4	15	Award + Target	Revise and edit.
5	15	Explain + Educate	Teach and transfer.

43. Tiny Times Transition

Say, "Tiny Time, name the job." Read one sentence. Students make a color motion, name the job, and cite one word or idea. End with, "Use BOTH texts, one detail from EACH, connect in one sentence."

Citizenship & Content Connection**44. The Citizenship Connection**

Element	This Module
Focus	Learn from the past, respect different voices, and listen before forming a conclusion.
Content	Renaissance ideas shaped art, learning, government, and questions about fairness. Texas artists shaped culture through shared voices and traditions.
Literacy Connection	Students listen to two texts, weigh evidence, explain relationships, and reflect on the big picture.
Question	How can a community grow stronger when people learn from the past and share different voices?
Teacher Script	"When you use both texts and connect evidence, you practice listening to more than one voice. Communities also grow when people listen, learn, and make room for different ideas."

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

Introduction Color Code

Blue	Yellow	Green
Statement of Purpose	Evidentiary Transition	Thesis (central idea)

Main Body Color Code

Green	Yellow	Red	Blue
Reason or Way	Evidence	Explanation	Significant Inference

Conclusion Color Code

Green	Yellow	Blue
R1 Restatement	R2 Reference Back	R3 Reflection

Pathways

Introduction	Conclusion
Blue to Yellow to Green	Green to Yellow to Blue

Color Meaning

Color	Meaning
Blue	Broader thinking, inference, or reflection
Yellow	Proof or movement toward proof
Green	Main answer, reason, or way
Red	Explanation thinking

46. Core Habit / Strategy Explanation

TEACHER SCRIPT

"Use the DOT habit while reading both passages. DOT stands for Dot, Discover, Drop. Dot an unfamiliar word, discover its meaning, and drop the dot when you know it."

Then TAP the TRACKS. For the HOW prompt, use a preposition thesis (central idea) with by, through, with, in, or across. Use BOTH texts and connect one detail from EACH in one sentence.

47. Student Source Passage(s)

Passage 1: "Looking Back to Move Forward"

- [1] Ava leaned forward as her teacher showed a painting on the board. It was called The School of Athens by Raphael. At first, it looked like a group of people in a large building. Then Ava noticed more. Some people were reading. Others were talking. A few were pointing as if they were explaining ideas.
- [2] "Who are they?" Ava asked.
- [3] "They are thinkers from ancient Greece and Rome," her teacher said. "During the Renaissance, people began to study their ideas again."
- [4] Ava thought about that. Why would people look back at the past?
- [5] Her teacher explained that the Renaissance was a time of change in Europe. Artists like Raphael wanted their work to look real. They showed people with clear details and expressions. This helped others see people as thoughtful and important.
- [6] Before the Renaissance, many paintings looked flat or simple. Artists often painted people in ways that did not look very lifelike. During the Renaissance, artists studied the human body, light, and space. They wanted people in paintings to look as if they could move, speak, or think. Raphael used these ideas in The School of Athens. The people in the painting looked active and alive. Ava noticed that some figures seemed deep in thought, while others seemed excited to share what they knew.
- [7] The teacher pointed to the large arches and open space in the painting. "Raphael also used math and careful planning," she said. "He made the building look deep, almost like the viewer could walk inside."
- [8] Ava looked closely. The hallway seemed to stretch far behind the people. She had never thought about art using math before.
- [9] Mrs. Lopez, Ava's teacher, asked the class to study the painting quietly for a moment. Ava let her eyes move across the picture. She noticed that no two people looked exactly the same. Some had long robes. Some held books. Others stood in small groups. A few people seemed to be listening carefully, while others seemed ready to answer a question.
- [10] "It almost looks like a school," Ava said.
- [11] "That is a good observation," Mrs. Lopez replied. "Raphael painted a place where people are sharing knowledge. The painting reminds us that learning can happen when people talk, listen, question, and study."
- [12] Ava liked that idea. She thought about her own classroom. Sometimes students learned from the teacher. Other times, they learned from each other. When one student asked a question, another student might have an idea that helped everyone understand. Ava wondered if the thinkers in the painting had learned in the same way.
- [13] Mrs. Lopez explained that the Renaissance did not happen in just one day. It was a period of time when many people became interested in learning, art, science, and old writings. People began to read about ancient

thinkers from Greece and Rome. These thinkers had asked big questions about life, truth, beauty, fairness, and government. During the Renaissance, people wanted to bring those questions back into daily life.

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

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

[16] Ava wrote that in her notebook. She liked the thought that people could look backward and forward at the same time. Looking back did not always mean staying stuck in the past. Sometimes it meant finding ideas that could help people make changes.

[17] Mrs. Lopez told the class that the word Renaissance means “rebirth.” Ava pictured something old waking up again. It was not a person being reborn, but ideas, learning, and creativity becoming important again. People were becoming excited about books, paintings, buildings, science, and questions. They wanted to understand people and the world in deeper ways.

[18] The class learned that many people during the Renaissance believed humans were able to think and create. They believed people could learn about many subjects and use that learning to improve life. This idea helped artists show people with more care and detail. Instead of painting people as stiff figures, artists showed feelings, movement, and thought.

[19] Ava looked back at the faces in the painting. Some people looked serious. Some looked curious. Others looked confident, as if they were ready to explain something important. Ava noticed that even though the painting was old, the people in it did not seem boring or far away. They seemed like real people with real ideas.

[20] Mrs. Lopez zoomed in on one part of the painting. The students could see two figures standing near the center. One pointed upward, and the other held out his hand toward the ground.

[21] “They look like they disagree,” said Elena.

[22] “They might,” Mrs. Lopez answered. “Sometimes learning grows when people share different ideas. A respectful disagreement can help people think more clearly.”

[23] Ava thought about times when her class discussed questions during reading. Sometimes students had different answers. At first, those moments felt confusing. But when students explained their thinking, the class often understood more than before. Maybe the people in the painting were doing something similar.

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

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

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

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

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

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

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

[31] Mrs. Lopez gave the class a simple example. “Think about classroom rules,” she said. “If a class has a rule that does not work well anymore, students and teachers might talk about it. They might ask what worked in the past and what needs to change now.”

[32] Ava nodded. That made sense. The past could give people clues, but people still had to think for themselves. They had to decide which ideas were helpful and how to use them.

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

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

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

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

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

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

[39] The class began to list what the painting showed. It showed people reading. It showed people speaking. It showed people listening. It showed a large, open space that seemed important and peaceful. It showed people from the past being honored by an artist from a later time.

[40] Mrs. Lopez explained that Raphael’s painting was also important because it showed balance and order. The people were not placed randomly. The building, steps, arches, and figures all worked together. This careful design made the painting feel calm, even though many people were gathered in one place.

[41] Ava looked at the painting again and noticed how much planning it must have taken. Raphael had to think

about where each person would stand. He had to decide how the building would look. He had to choose how the people would move, point, read, and speak. Every part of the painting seemed to have a purpose.

[42] These changes affected how people saw the world. Art showed people thinking and learning. Some people began to think in new ways about government and fairness.

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

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

[45] Ava thought about her own interests. She liked reading, but she also liked drawing. Sometimes she thought of those subjects as separate. Now she wondered if they could work together. A story could inspire a picture. A picture could help explain a story. Learning one thing could help her understand something else.

[46] Mrs. Lopez asked the students to turn and talk with a partner. Ava turned to Mateo.

[47] “What do you think the biggest change was?” Mateo asked.

[48] Ava thought for a moment. “Maybe the biggest change was that people started believing humans could do more,” she said.

[49] Mateo nodded. “Like they could think for themselves?”

[50] “Yes,” Ava said. “And maybe they could make things better.”

[51] When the class came back together, Mrs. Lopez asked for ideas. Students shared that the Renaissance changed art, learning, science, and government. One student said artists made people look more real. Another said citizens began to seem more important. Another said people started asking more questions.

[52] Mrs. Lopez wrote the ideas on the board. Then she drew a line connecting them. “Notice how these ideas are connected,” she said. “When people believe learning matters, they may create better art. When people believe thinking matters, they may ask better questions about government. When people believe citizens matter, they may begin to ask for more fairness.”

[53] Ava copied the idea into her notebook. She was starting to understand that the Renaissance was not only about paintings. It was about a new way of seeing people.

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

[55] Near the end of class, Mrs. Lopez asked the students to imagine that they were standing inside the painting.

[56] “What would you hear?” she asked.

[57] Ava closed her eyes for a moment. She imagined soft footsteps on stone floors. She imagined pages turning. She imagined people asking questions and sharing answers. She imagined someone explaining an idea while others listened carefully.

[58] Then Mrs. Lopez asked, “What would you feel?”

[59] Ava opened her eyes. “I think I would feel curious,” she said. “Like there was a lot to learn.”

[60] Mrs. Lopez smiled. “That is a good way to describe the Renaissance. It was a time filled with curiosity.”

[61] Ava liked that word. Curiosity was what made people ask why. It was what made them look again when something seemed simple at first. It was what made her notice more in the painting than she had seen when it first appeared on the board.

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

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

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

[65] Before the bell rang, Ava looked once more at The School of Athens. At the beginning of class, she had only seen a group of people in a large building. Now she saw readers, thinkers, teachers, and learners. She saw people sharing ideas. She saw an artist using skill to show that thinking was important.

[66] Ava also understood why people might look back at the past. They were not just trying to remember old names or old places. They were searching for ideas that could help them understand their own world. The past could become a guide, not because it had every answer, but because it helped people ask better questions.

[67] As Ava packed her notebook, she thought about how one painting had helped her learn about art and government. It had also helped her understand that change often begins with ideas. People first imagine something different. Then they talk about it, study it, and share it with others.

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

Passage 2: "Voices That Shaped Texas"

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

[2] Texas is a large state with many different groups of people. Families have come from many places, and each group has brought its own customs, language, food, stories, and music. Over time, these traditions have mixed together in towns, cities, farms, churches, schools, homes, theaters, and dance halls. Music became one way

people could share who they were and what mattered to them.

[3] A song can tell a story in only a few minutes. It can describe hard work, love, sadness, hope, pride, or loss. It can remind people of their families or the places they came from. Sometimes a song helps a person feel less alone. Other times, it helps a whole community feel proud. In Texas, music has often been a bridge between people. Even when listeners came from different backgrounds, they could understand the feelings behind a song.

[4] Lydia Mendoza was one of those artists. She grew up in a Mexican American family and sang songs in Spanish about hard work, love, and everyday life. People felt connected to her music because it sounded like their own experiences. Her songs were not important because they were complicated. They were important because they were honest. They told about real people and real feelings.

[5] Mendoza began performing when she was young. She sang with members of her family, and music became part of her life. She often played the guitar while she sang. Her voice was clear and strong, and people remembered it. When she performed, listeners could hear emotion in every song. Her music helped many families feel that their language and traditions had value.

[6] For Mexican American families in Texas, Lydia Mendoza's music mattered in a special way. Many people did not always hear songs in Spanish on the radio. They did not always see their lives shown in books, plays, or public events. When Mendoza sang, she gave those families a voice. She helped people feel seen and respected. Her songs showed that Mexican American stories belonged in Texas culture.

[7] Mendoza's music also helped keep traditions alive. Some songs had been passed from one generation to another. Other songs told about the lives of working people. Families could listen together and remember where they came from. Children could hear the language of their parents and grandparents in a new way. Adults could hear their own memories in the music.

[8] Her songs reached people in homes, at gatherings, and on the radio. A family might hear one of her songs after a long day of work. A group of people might sing along during a celebration. Someone might listen quietly and think about a person they missed. In each case, the music carried meaning. It connected private feelings to a larger culture.

[9] Lydia Mendoza helped show that music does not have to come from a fancy concert hall to be important. Music can come from family life, community traditions, and everyday experiences. Her work helped Texas remember that culture is built by ordinary people as well as famous ones. By sharing songs in Spanish, she helped make Texas music richer and more complete.

[10] Around the same time, Chelo Silva became known for her powerful voice and emotional songs. Her romantic songs, called boleros, became favorites of Tejano listeners across Texas. Silva sang in a way that made people pay attention. Her voice could sound strong, sad, hopeful, or full of pain. She made listeners feel the meaning of the song, not just hear the words.

[11] Tejano music was important because it blended different sounds and traditions. It grew from Mexican, American, and Texas influences. The music could include instruments and rhythms that reminded people of different places. It often used Spanish, but it also reflected life in Texas. This mix helped Tejano music become a sound that many Texans recognized.

[12] Chelo Silva's boleros reached many of these listeners. Her songs were emotional, and many listeners connected with them. Some songs told about love. Others told about heartbreak or struggle. Even when a song described one person's feelings, many people could understand it. Almost everyone knows what it feels like to miss someone, hope for something, or feel disappointed. Silva used her voice to bring those feelings to life.

[13] Her success helped people notice the talent of Mexican American artists. It also helped Tejano music gain more respect. Instead of being seen as music for only one group, Tejano music became part of the larger story of Texas. Silva's work showed how music can honor tradition while also reaching new listeners.

[14] Chelo Silva's music helped bring people together because emotions are something people share. A listener did not have to have the exact same life as the singer to understand the feeling in the song. This is one reason music can be so powerful. It allows people to feel connected even when their backgrounds are different.

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

[16] Bledsoe's career was important because African American performers did not always receive fair chances. During his lifetime, many people faced unfair treatment because of race. Some doors were closed to African American artists before they even had a chance to show their talent. This made Bledsoe's success even more meaningful.

[17] When Bledsoe performed, he showed great skill and discipline. Singing on stage and in opera required practice, courage, and control. A performer had to learn the music, understand the role, and connect with the audience. Bledsoe did these things well. His voice helped him earn respect from people who heard him perform.

[18] His role in *Show Boat* became an important part of his career. Being known for a major stage role helped more people learn his name. It also showed that an African American artist from Texas could succeed in a difficult field. His work helped challenge unfair ideas about who belonged on important stages.

[19] Bledsoe's success was not only about his own career. It also mattered because it helped open doors for other performers. When one artist breaks a barrier, others may have a better chance to follow. Bledsoe's career showed that talent, hard work, and determination could make a difference, even when the world was not fair.

[20] His story adds an important part to Texas culture. Texas music and performance history is not only about one style of music or one group of people. It includes singers, musicians, actors, and performers from many backgrounds. Bledsoe helped show that African American artists were an important part of that story.

[21] The diversity of these artists' backgrounds helped shape Texas culture in their own way. Their music brought people together and gave others a chance to be heard. Lydia Mendoza shared Mexican American stories through songs in Spanish. Chelo Silva's boleros reached many Tejano listeners. Julius Lorenzo Cobb Bledsoe used his voice on stage and in opera to show what was possible.

[22] Each artist followed a different path. Mendoza's music grew from family and community traditions. Silva's songs helped people feel deep emotions through Tejano music. Bledsoe's performances showed strength and talent on the stage. Their work was not the same, but each contribution mattered.

[23] These artists helped people learn from one another. A person who listened to Lydia Mendoza might better

understand Mexican American traditions. A person who heard Chelo Silva might notice how Tejano music mixed different cultures and feelings. A person who learned about Julius Lorenzo Cobb Bledsoe might understand how difficult it was for some artists to succeed and why his success mattered.

[24] Their stories also show that culture is not created by only one person or one group. Culture grows when people share their voices, talents, and traditions. It grows when songs are passed from parents to children. It grows when people gather to listen, dance, sing, or remember. It grows when someone has the courage to perform, even when the path is difficult.

[25] Music can also help people understand history. A song may not list dates or events the way a textbook does, but it can show how people felt during a time period. It can show what people valued, feared, hoped for, or celebrated. The music of Mendoza, Silva, and Bledsoe helps people hear parts of Texas history that might otherwise be missed.

[26] Their work reminds us that different subgroups of people helped build Texas culture. Mexican American communities, African American communities, and many other groups added their own voices. These voices did not make Texas culture weaker or more divided. Instead, they made it stronger. They gave Texas more sounds, more stories, and more ways to understand the people who live here.

[27] Their songs and stories are still remembered. Some people believe their biggest impact was sharing their culture, while others think they helped bring different subgroups of people closer together. Both ideas can be true. Sharing culture can help people feel proud of who they are. It can also help others learn, respect, and connect.

[28] Today, when people hear different styles of Texas music, they are hearing pieces of history. They are hearing the voices of artists who told stories that mattered. They are hearing traditions that were kept alive through songs and performances. They are also hearing courage, because many artists had to work hard to be heard.

[29] Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe helped shape Texas culture by using their talents. They shared stories from their communities, reached listeners across the state, and showed that every voice can matter. Their work reminds us that music is more than sound. It is a way to remember the past, honor different traditions, and bring people closer together.

48. Student Annotation Guide

Looking Back to Move Forward

TRACKS	Evidence
T Time	ancient Greece and Rome; the Renaissance
R Reactions	people became excited; Ava felt curious
A Actions	studied, read, talked, questioned, created
C Character, Concept, Creature	Ava, Raphael, Renaissance, citizens
K Key Knowledge	Old ideas helped people create new thinking.
S Scenery / Setting	building, arches, open space, classroom

Voices That Shaped Texas

TRACKS	Evidence
T Time	over time; around the same time; today
R Reactions	listeners felt connected, seen, respected
A Actions	sang, performed, shared, mixed, opened doors
C Character, Concept, Creature	Mendoza, Silva, Bledsoe, Texas culture
K Key Knowledge	Music carried culture and helped communities be heard.
S Scenery / Setting	homes, radio, stages, operas, gatherings

49. TRACKS Evidence Highlighting

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

TEACHER SCRIPT

"Use exact words from both passages. Those details become the proof you identify as yellow evidence in the exemplar."

50. Five-Day GRADUATE Lesson

DAY 1 | Gather + Reveal | 15 MINUTES

Purpose: gather both texts and reveal the color map.

Standard	Focus
TEKS	4.11(B)(i) , 4.11(B)(ii) , 4.11(B)(iii) , 4.12(B)(i)
ELPS	4(C)(i), 4(D)(i) through 4(D)(iii), 4(F)(i)

TEACHER SCRIPT

"Read both informational texts as writing analysts. Use BOTH texts, choose one piece of evidence from EACH, and connect the evidence in one sentence. Blue opens or reflects, Yellow proves or moves toward proof, Green answers or gives a reason or way, and Red explains."

Model the HOW prompt, "Explain how the two texts connect in showing that people use ideas or voices from the past to shape communities." Model the preposition thesis (central idea), "The texts connect through the way people use past ideas and shared voices to shape community understanding." Show the introduction Blue to Yellow to Green, the body Green to Yellow to Red to Blue when present, and RRR Green to Yellow to Blue.

ANSWER KEY

Students identify one exact detail from each text and state that evidence gives proof while explanation tells why the proof matters.

DAY 2 | Attempt | 15 MINUTES

Purpose: color sentence strips and defend the jobs.

Standard	Focus
TEKS	4.11(B)(ii) , 4.12(B)(ii) , 4.11(C)(i) through 4.11(C)(v)
ELPS	4(C)(i), 4(D)(iii), 4(F)(v)

TEACHER SCRIPT

"Read the sentence first, choose the job second, choose the color third, and defend the choice last. Do not choose a color because of location."

Sentence	Answer Key
The Renaissance was not only about copying the past. It was about using the past to create something new.	Red when it explains why looking back matters.
Her songs showed that Mexican American stories belonged in Texas culture.	Yellow when used as evidence from the second text.
The texts connect through the way people use past ideas and shared voices.	Green thesis (central idea).
Together, these voices and ideas show that communities grow when people remember, listen, and create.	Blue reflection.

EMBEDDED CHECK

Students complete, "The job is ____ because the sentence ____."

DAY 3 | Discuss + Use | 15 MINUTES

Purpose: discuss relationships, then color the full response independently.

Standard	Focus
TEKS	4.11(B)(i) through 4.11(B)(iv) , 4.12(B)(i) through 4.12(B)(iii)
ELPS	4(C)(i), 4(D)(i) through 4(D)(iii), 4(F)(i), (v)

TEACHER SCRIPT
"Tell your partner one idea from the first text, one idea from the second text, and one sentence that connects them. Listen for a connection, not two separate summaries."

Students discuss that the first passage shows older ideas becoming new thinking and the second shows shared voices shaping Texas culture. They use a preposition thesis (central idea), then color the complete exemplar and write a justification for every color.

INFORMAL ASSESSMENT
Listen for both titles, one exact detail from EACH, and a connecting sentence.

FORMATIVE ASSESSMENT
Collect the complete color-coded ECR. Check every sentence job, both texts, the connected evidence, and written justifications.

DAY 4 | Award + Target | 15 MINUTES

Purpose: award a strength, target a weak job, revise, and edit.

Standard	Focus
TEKS	4.11(C)(i) through 4.11(C)(viii) , 4.11(D)(i) through 4.11(D)(v) , 4.11(D)(xviii) through 4.11(D)(xx) , 4.11(D)(xxxi)
ELPS	4(D)(i) through 4(D)(iii), 4(E)(i) through 4(E)(ii), 4(F)(v)

TEACHER SCRIPT
"Point to one sentence job you completed accurately. Explain the color, the label, and the words that helped you decide. Then name one job you will improve."

Students revise this weak sequence: "Both texts are about people. They are interesting. This shows something important." A successful revision states a preposition thesis (central idea), uses one detail from EACH text, connects them, explains why the relationship matters, and closes with RRR. Students edit a compound sentence by underlining two complete ideas, circling the coordinating conjunction, and checking the comma.

ANSWER KEY
Before is vague and incomplete. After: "The texts connect through the way people use ideas and voices from the past to shape communities. In the first text, the Renaissance used older ideas to create new thinking, and in the second text, artists shared traditions that helped Texas culture grow. Together, these details show why a community becomes richer when it listens to more than one voice."

Purpose: teach the full color map and transfer it to a new paragraph.

Standard	Focus
TEKS	4.11(B)(i) through 4.11(B)(iv) , 4.12(B)(i) through 4.12(B)(iii) , 4.11(C)(i) through 4.11(C)(viii)
ELPS	4(D)(iii), 4(F)(i), 4(F)(v)

TEACHER SCRIPT

"Teach your partner the complete color map. Explain how the introduction and the RRR conclusion mirror each other. Explain how one answer uses both texts."

Transfer paragraph: "People in both texts show that the past can remain active in the present. Ava learns that older ideas can help people create new ways to think, while the artists in Texas keep cultural voices alive through music and performance. These examples connect because communities grow when people carry meaningful ideas and traditions forward. The connection matters because a shared past can help people understand one another." Answer key: first Green thesis (central idea) or reason, second Yellow connected evidence from BOTH texts, third Red explanation, fourth Blue significant reflection.

FORMATIVE ASSESSMENT

Students submit colors, labels, and justifications. Success requires correct jobs, both texts, and the explanation of the pattern.

CLOSING SCRIPT

"You can now read a complete response as a structure. You can see the thesis (central idea), proof, explanation, inference, and reflection. When you use both texts and give every sentence a job, your writing becomes clear, connected, and purposeful."

Student Exemplars

51. Low / Developing Exemplar

Student Response	Teacher Analysis
Both texts are about people and history. The people had ideas. Music is important. This is interesting.	The response lacks a clear thesis (central idea), paired evidence, connection, explanation, and RRR.
What needs improvement: add a preposition thesis (central idea), one detail from EACH text, a connecting sentence, and explanation.	Use the color map and label each missing job.

52. Medium / Approaching Exemplar

Student Response	Teacher Analysis
The texts connect because people use ideas from the past. Ava learns about old thinkers, and Lydia Mendoza shares songs in Spanish. Both examples show that the past matters.	Both texts appear, but evidence and explanation are brief and the RRR conclusion is incomplete.
What needs improvement: explain how the two details connect to communities and complete R1, R2, R3.	Green thesis (central idea), Yellow evidence, Red explanation, Blue reflection.

53. High / Secure Exemplar

Sentence	Color and Job
People and communities often understand the present more clearly when they listen to voices and ideas from the past.	Blue, statement of purpose
Both texts show this process through history, art, music, and community memory.	Yellow, evidentiary transition
The texts connect through the way people use past ideas and shared voices to shape community understanding.	Green, thesis (central idea)
In the first text, the Renaissance used older ideas to create something new, and in the second text, artists shared traditions that helped people feel seen and connected.	Yellow, one connected piece of evidence from EACH text
These details show that communities grow when people learn from the past and make room for voices from different experiences.	Red, explanation
The connection matters because shared memory and voice can help people understand one another.	Blue, reflection
The texts connect through the way people use past ideas and shared voices to shape community understanding.	Green, R1
The Renaissance idea and the artists' shared traditions show the evidence across both passages.	Yellow, R2
Together, the passages show that communities grow when people remember, listen, and create with more than one voice.	Blue, R3

Additional Secure Exemplars

Pattern	Meaning
---------	---------

Blue, Yellow, Green	The response opens broadly, moves toward proof, and states the thesis (central idea).
Green, Yellow, Red, Blue	The body gives a reason, evidence, explanation, and inference.
Green, Yellow, Blue	RRR restates, refers back, and reflects.

Secure Response: Evidence and Explanation

Evidence	Explanation
Older ideas became new thinking, and artists shared traditions that helped people feel seen.	Both details show that looking back and sharing culture can shape a community's present.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

Accept a response when it uses BOTH texts, one detail from EACH, a connecting sentence, a clear preposition thesis (central idea), accurate explanation, and RRR. Strong evidence may include the Renaissance using old ideas to create something new, Mendoza giving families a voice, Silva's boleros reaching Tejano listeners, or Bledsoe challenging unfair ideas about who belonged on important stages.

55. Standards Evidence Trail

Artifact	Standard	Shows
Introduction and conclusion	4.11(B)(i) , 4.11(B)(iii)	Purposeful structure
Paired evidence and transition	4.11(B)(ii) , 4.12(B)(ii)	Coherent informative movement
Thesis (central idea) and details	4.11(B)(iv) , 4.12(B)(i)	Relevant support
Revision notes	4.11(C)(i) through 4.11(C)(viii)	Coherence and clarity
Compound edit	4.11(D)(ii) through 4.11(D)(v) , 4.11(D)(xxi)	Conventions

56. Assessment Opportunities

Assessment	When	Success Criteria
Informal check	Before Day 1	Names a job and cites a detail.
Embedded checks	Days 1 and 2	Distinguishes evidence and explanation.
Formative assessment	Day 3	Full response, both texts, all jobs.
Revision check	Day 4	Revision improves flow and clarity.
Transfer	Day 5	Applies structure to a new paragraph.

Assessment Prompt Bank

Prompt	Answer Key
What does Yellow do?	It gives proof or moves toward proof.
What does Red do?	It explains why evidence matters.
How does the conclusion mirror the introduction?	Introduction Blue, Yellow, Green; conclusion Green, Yellow, Blue.
What makes a paired-passage answer?	BOTH texts, one detail from EACH, one connection sentence.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Prompt: Explain how the two texts connect in showing that people use ideas or voices from the past to shape communities.

Write a preposition thesis (central idea), one detail from EACH text in one sentence, one explanation, and RRR. Color and label every sentence.

58. Exit Ticket Answer Key

Part	Answer Key
Thesis (central idea)	The texts connect through the way people use past ideas and shared voices to shape community understanding.
Evidence	The Renaissance used older ideas to create something new, and artists shared traditions that helped people feel seen and connected.
Explanation	Both details show that communities grow when people learn from the past and make room for different voices.
Colors	Thesis (central idea) Green, evidence Yellow, explanation Red, reflection Blue.

59. Scoring Principle

Score the thinking made visible by the colors. Secure work uses BOTH texts, a preposition thesis (central idea), paired evidence, connection, explanation, RRR, and accurate job labels.

60. Gradebook Conversion

Level	Description	Mark
Secure	Complete structure, paired evidence, explanation, RRR, revision	4
Approaching	Main pattern and both texts, with one incomplete job	3
Developing	Partial labels or evidence connection	2
Beginning	Needs guided modeling	1

61. Recommended Gradebook Label

G4 C5 M4, Seeing the Structure Through Color.

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Prompt	Required Work
Explain how the two texts connect or differ in showing how ideas and voices shape communities.	Use BOTH texts, one detail from EACH, one connecting sentence, explanation, and RRR. Color and label every sentence.
Thesis (central idea)	Use by, through, with, in, or across.
Revision	Revise for coherence or clarity and edit one compound sentence.

63. Student Planning Frame

Blue purpose: _____

Yellow transition: _____

Green thesis (central idea): The texts connect through _____.

Green reason or way: _____

Yellow evidence from first text: _____

Yellow evidence from second text: _____

Connecting sentence: _____

Red explanation: _____

Blue inference: _____

R1: _____

R2: _____

R3: _____

64. Writing Assignment Rubric

Criterion	Secure	Approaching	Developing
Structure	Introduction, body, transitions, and RRR are coherent.	One part needs work.	Parts are incomplete.
Paired evidence	Both texts, connected details, accurate explanation.	Both texts appear but connection is brief.	One text or unsupported claims.
Color and labels	Every job and color is accurate and justified.	Most are accurate.	Colors follow location.
Revision	Purposeful coherence or clarity revision and correct edit.	Revision is visible.	Needs direct support.

65. Writing Gradebook Conversion

Score	Meaning
4	Secure structure, paired evidence, explanation, RRR, and revision.
3	Clear thesis (central idea) and mostly accurate evidence.
2	Partial color and evidence understanding.
1	Beginning work.

66. Teacher Feedback Shortcuts

- Name the job.
- Find the proof.
- Explain the proof.
- Use both texts.
- Complete RRR.
- Revise for flow.

Response to Student Need**67. Intervention: Name the Thinking**

Need	Teacher Move	Student Response
Cannot name a job	Offer open, prove, explain, infer, reflect.	Chooses and cites a word.
Confuses evidence and explanation	Ask whether the sentence can be found in a passage.	Yellow proof, Red explanation.
Uses one text	Place both title cards down.	One detail from EACH.
Skips RRR	Rehearse R1, R2, R3.	Restates, refers, reflects.

68. Embedded Checks & Student Support

Check	Expected Thinking	Support
Color a sentence	Names job and cites language.	Color key and two choices.
Find paired evidence	Selects one detail from EACH.	Title cards and TRACKS notes.
Revise	Names missing job and changes writing.	Add, delete, combine, rearrange cards.
Transfer	Applies pattern independently.	Word bank, not completed labels.

69. Student Support Quick Reference

Student Says	Teacher Responds
"It is yellow because it is in the body."	"What is the sentence doing?"
"I used the first text."	"One answer uses two texts. Which detail from the second?"
"My ending is blue."	"Show R1, R2, and R3."
"Both texts are about people."	"Use a preposition to explain how they connect."

70. Enrichment: Connect Across Texts

Students identify a shared idea and a difference. They write, "The texts connect through the way people carry ideas and voices from the past into the present." They choose one detail from EACH passage, connect them in one sentence, explain the relationship, and color the complete response.

71. Additional Writing Opportunity: Plan and Draft

1. Read BOTH texts and TAP the TRACKS.
2. Write a preposition thesis (central idea).
3. Plan one exact detail from EACH passage.
4. Connect them in one sentence.
5. Explain why the connection matters.
6. Plan R1, R2, R3.
7. Color and justify every sentence.

Success Criteria

- Both texts appear.
- Each text contributes evidence.
- The evidence is connected.
- The thesis (central idea) answers HOW.
- RRR is complete.

72. Additional Writing Opportunity: Revise, Edit, and Share

Revise by adding, deleting, combining, or rearranging for coherence and clarity. Edit compound sentences, conjunctions, sentence boundaries, and commas. Share with a partner who identifies the thesis (central idea), evidence, explanation, and RRR.

Engagement & Home Connection**73. Auditory Engagement Moments**

- Read a sentence; students name job and color.
- Ask, "Evidence or explanation?" and require a defense.
- Read one detail from each text; students connect them.
- Recite both color pathways.
- Teach a partner and correct a mislabeled job.

74. Pause Points**BEFORE COLOR**

What is this sentence doing?

BEFORE EVIDENCE

Have I used BOTH texts?

BEFORE CONCLUSION

Did I complete R1, R2, and R3?

75. At-Home Connection**SENTENCE JOB DETECTIVE**

Choose one sentence from an informational article and defend its job.

TWO-TEXT CONNECTION

Choose two details from two sources and connect them in one sentence.

REVERSE THE PATH

Say Blue to Yellow to Green, then Green to Yellow to Blue, and explain the difference.

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"Use this tracker as a private reflection tool. Check the skill that matches what you can do independently."

I Can...	Not Yet	Getting It	I Have It
Read BOTH passages and find a relationship.			
Identify every sentence job.			
Color Blue, Yellow, Green in the introduction.			
Color Green, Yellow, Red, Blue in the body.			
Color Green, Yellow, Blue in the conclusion.			
Use one detail from EACH text.			
Explain why evidence matters.			
Revise for coherence and clarity.			
Edit a compound sentence.			

77. Student Award

One sentence job or paired-passage move I completed successfully:

78. Student Target

One sentence job, color path, evidence connection, RRR part, or revision move I will practice:

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

"Today you saw that every sentence has a job and a color. You used both texts, chose one piece of evidence from each, and connected the evidence in one sentence. You saw the introduction move Blue to Yellow to Green and the RRR conclusion move Green to Yellow to Blue. You can use that structure to revise for coherence and clarity."

80. Essential / Overarching Question, Answered

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

It reveals the job because Blue opens or reflects, Yellow proves or moves toward proof, Green states the thesis (central idea) or a reason or way, and Red explains why evidence matters. It reveals structure because the response uses BOTH texts, one evidence detail from EACH, one connecting sentence, explanation, and RRR.

81. Teacher Reflection

- Which students colored by function?
- Which students distinguished evidence and explanation?
- Which students used both texts?
- Which revision improved coherence?
- Which standard needs another pass?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

- Day 1 TRACKS notes and thesis (central idea)
- Day 2 sentence strips
- Day 3 complete color-coded ECR
- Day 4 revision and compound edit
- Day 5 transfer paragraph
- Exit tickets across levels

Production & Implementation Support

83. Module Slide Deck Build Sheet

Slide	Title	Required Content	Lesson
1	Seeing the Structure Through Color	Grade 4, Cluster 5, Module 4, Very High stamina	Cover
2	Today's Focus	Color every sentence by job.	Learning
3	Read Both Texts	Both passage titles and habit	Day 1
4	Introduction	Blue to Yellow to Green	Day 1
5	Main Body	Green to Yellow to Red to Blue	Day 1
6	RRR	Green to Yellow to Blue	Day 1
7	Practice	Evidence versus explanation	Day 2
8	Use Both Texts	One detail from EACH	Day 3
9	Color the Whole Paper	Labels and justifications	Day 3
10	Award	Name a strength	Day 4
11	Target and Revise	Improve coherence and clarity	Day 4
12	Turn and Teach	Explain the map	Day 5
13	Transfer	Color a new paragraph	Day 5
14	Progress Tracker	Reflect	Ownership
15	Secure Exemplar	Full response with RRR	Exemplars

84. Virtual / Online Adaptation

Element	Adaptation
Shared screen	Display a paragraph and name jobs aloud.
Annotation	Use digital highlights with written labels.
Partner discussion	Connect one detail from EACH text.
Submission	Collect the full ECR, revision, and transfer.
Tracking	Complete the tracker digitally.

PART XIX

Teacher Reflection

85. Teacher Reflection (This Module)

Fill this in after teaching the module. Write directly in the space provided.

What worked so well that I want to keep it	
What I would change next time	
My favorite moment this module	
A student who surprised me, and how	
Did the pacing fit? Where did we need more or less time?	
Students to pull for a quick small group next	
One standard worth a second pass	
One idea to make this module even better next year	
Open notes	