

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 4

Cluster 5 - Modules 1 to 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



Name: _____



The Writing Academy®, LLC

© 2026 The Writing Academy®, LLC. All rights reserved.

This document is provided for classroom instructional use. No part may be reproduced for resale or distribution outside the purchasing campus without written permission from The Writing Academy®, LLC.

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 4

Cluster 5 - Module 1

Building the Evidence Bridge



Name: _____



The Writing Academy®, LLC

Grade 4 • Cluster 5 • Module 1

© The Writing Academy®, LLC

All rights reserved. This student interactive workbook is provided for classroom instructional use. No part may be reproduced for resale or distribution outside the purchasing campus without written permission.

How to Use My Workbook

This book holds my reading, thinking, writing, and reflection for this module.

My Name and My Goal for This Module

Pocket Practice

Attach a sheet of paper along the left, right, and bottom sides of this box to make a pocket. Store your game cards here throughout each module.



Meet My Week

Building the Evidence Bridge



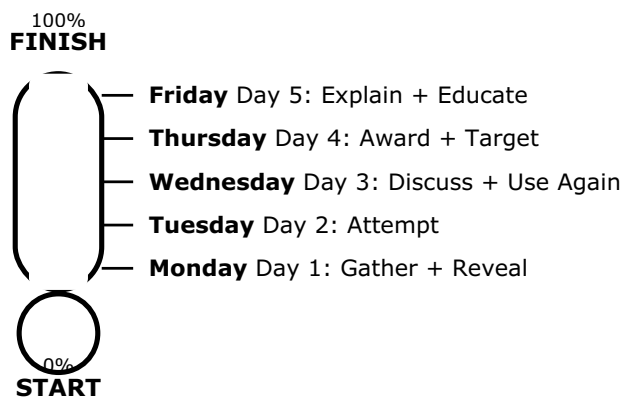
Why This Matters to Me

Every paired passage answer is really a bridge. One side of the bridge is one passage. The other side is the second passage. A complete answer uses both sides to carry one central idea. When you learn to build the evidence bridge, your writing stops leaning on a single text and starts carrying the whole meaning.

Essential Question

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

My Week Tracker



Color in one section at the END of each day, after I finish that day's work. Watch my thermometer rise from START to FINISH!

My First Thinking

I Can

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

I Will

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

The I Can I want to reach first, and why

My Week at a Glance

What I learn	What I read	What I make
How to build a paired-passage answer with evidence from both texts.	"Looking Back to Move Forward" and "Voices That Shaped Texas."	A paired response that connects a detail from each text to one idea.

Where We Are Going

I will move from using one passage to building the whole evidence bridge with both texts. I will finish by teaching a partner.

I'll Know I've Got It When...

- ☐ I can name the resolution of a passage and the idea it reveals.
- ☐ I can explain how ideas and voices influence people.
- ☐ I can support one idea with evidence from two passages.
- ☐ I can use the Get S.E.T. introduction to make my point clear.

Check Myself

- ☐ I can use evidence from both passages.
- ☐ I can name the resolution and the bigger idea it reveals.
- ☐ I can explain how my two details work together.

How I Will Show What I Know

I will show what I know with the Bridge Builder game, my paired response, and my Turn-and-Teach explanation.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	I listen and circle the evidence that fits the idea.
Reveal	Day 1	I learn how a resolution reveals a bigger idea.
Attempt	Day 2	I play Bridge Builder and connect a detail from each passage.
Discuss	Day 3	I explain what made an answer complete.
Use Again	Day 3	I write my own paired response with balance.
Award	Day 4	I name the paired-passage habit I used best.
Target	Day 4	I set one goal for my next paired response.
Explain/Educate	Day 5	I teach a partner why pairs need balance.

Say It Together!

These are the exact TEKS this module teaches. Read the code, then say the job in your own words.

4.12B(i):

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

How I say it: I can use balanced evidence from both passages to build a complete informative ECR.

4.11B(ii):

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

How I say it: I can connect a detail from each passage to one central idea.

Call and Response

Read this together as a class before we start.

Teacher asks: "In the first passage, I noticed ____."

Class answers: "In the second passage, I learned _____. These two passages work together because _____."

One TEKS I want to practice today

How I Say the Standard!

Read the TEKS code. Then say the job in my own words.

TEKS	HOW I SAY IT
4.12B(i)	TEKS says: compose informational texts, including brief compositions that convey information about a topic, using a clear central idea. How I say it: I can use balanced evidence from both passages to build a complete informative ECR.
4.11B(ii)	TEKS says: develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions. How I say it: I can connect a detail from each passage to one central idea.

Match the job to the code

Match each TEKS code to the job it gives me.

JOB IT GIVES ME	TEKS CODE	JOT THE JOB IN MY WORDS
compose informational texts, including brief compositions that convey information about a topic, using a clear central idea		4.12B(i)
develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions		4.11B(ii)

One standard I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

You already know that a response has a thesis (central idea), evidence, and explanation. You can find a detail in a passage and tell how it supports an idea. Now you will use two passages together.

A connection I can make

Remember It!

- ☐ Paired passages ask for one answer that uses both texts.
- ☐ Every answer needs a thesis (central idea), evidence, and explanation.
- ☐ The resolution of a passage often shows the bigger idea the author wants you to think about.

One idea I remember

Ready Check

- ☐ I can find a detail in a passage and tell what it means.
- ☐ I can write a clear thesis (central idea) that answers a prompt.
- ☐ I can use both passages in one answer.

Watch Out! Common Mix-Up

You might think an answer that uses one passage well is complete. In a paired-passage task, one passage is only half the answer. Two details from two passages must work together to prove one central idea.

Where This Fits in My Writing

Building both sides of the evidence bridge is the foundation for every paired-passage ECR you will write. The habit of balancing evidence carries through all four Cluster 5 modules.

What I want to remember before I start

Where I Am Starting

Show what you can already do with two passages. This is a starting point, not a grade. Do your own thinking and work alone.

Part 1: Prompt Analysis

Read the prompt. Circle the topic in red. Draw a yellow box around the charge. Underline the task in green.

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

Part 2: Central Idea

Write one clear thesis (central idea) that answers the prompt above. Use the topic, use the charge, and add your own answer.

My thesis (central idea)

Part 3: Informative Organization

Number these four sentences 1, 2, 3, 4 to show the order they belong in an informative response.

Number	Sentence
_____	Both passages show that ideas and voices can influence people and communities.
_____	In Looking Back to Move Forward, Ava learns that people began to believe that citizens should have a voice.
_____	In Voices That Shaped Texas, the artists' music brought people together and gave others a chance to be heard.
_____	Together, these details show that influence grows through both learning and expression.

Part 4: Introduction

Write one sentence that states your central idea and names both passages. Remember that your first sentence tells the reader what you will prove.

My first sentence

Part 5: Relevant Details and Evidence

Reason: Influence grows through both learning and expression. Copy one exact sentence from each passage that proves this reason, then explain in one sentence how the two details connect.

The exact sentence I copied from Passage 1 as evidence

The exact sentence I copied from Passage 2 as evidence

Part 6: Passage-Based Paragraph

Write three or four sentences that answer the prompt from Part 1. Use a thesis (central idea), one detail from each passage, and an explanation of how the two details connect.

My paragraph



Words I Need

Tier 1, everyday words



Say each word. Then use one word in a sentence about one of our two passages.

Word	Say it	What it means	Sentence frame
idea	eye-DEE-uh	a thought about something	One idea in this passage is ____.
voice	voys	a way of being heard or having a say	The artists gave people a voice by ____.
change	chaynj	to become different	One thing that changed was ____.
share	shair	to give part of what you have to others	The artists shared ____.
learn	lurn	to gain new knowledge	Ava learned that ____.
past	past	the time that has already happened	Looking at the past helped people ____.
connect	kuh-NEKT	to link two things together	I connect the passages by ____.
build	bild	to make something part by part	I build my answer by ____.
matter	MAT-ur	to be important	This evidence matters because ____.
remember	rih-MEM-bur	to keep in your mind	Their songs are still remembered because ____.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

These academic words help you answer paired prompts. Say each word, then use it with a partner.

Word	Say it	What it means	Sentence frame
paired passages	pair'd PAS-ij-iz	two texts read and answered together	In a paired passages answer, I must ____.
resolution	rez-uh-LOO-shun	the point where a story's idea becomes clear	The resolution shows ____.
evidence	EV-uh-duns	proof from the text	My evidence is ____.
balance	BAL-uns	using both passages fairly	I check for balance by ____.
inference	IN-fur-uns	an idea built from evidence and thinking	My inference is ____.
influence	IN-floo-uns	the power to change or affect something	The influence of these ideas was ____.
perspective	pur-SPEK-tiv	a way of seeing or understanding something	This gives a new perspective because ____.
thesis (central idea)	THEE-sis	the clear central idea a response will prove	My thesis (central idea) is ____.
transition	tran-ZISH-un	a word or phrase that connects ideas	I use the transition ____ to ____.
coherence	koh-HEER-uns	how well ideas fit and flow together	I improve coherence by ____.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

These words come from our two passages, "Looking Back to Move Forward" and "Voices That Shaped Texas." Say each word, read its meaning, and use it in the frame sentence.

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

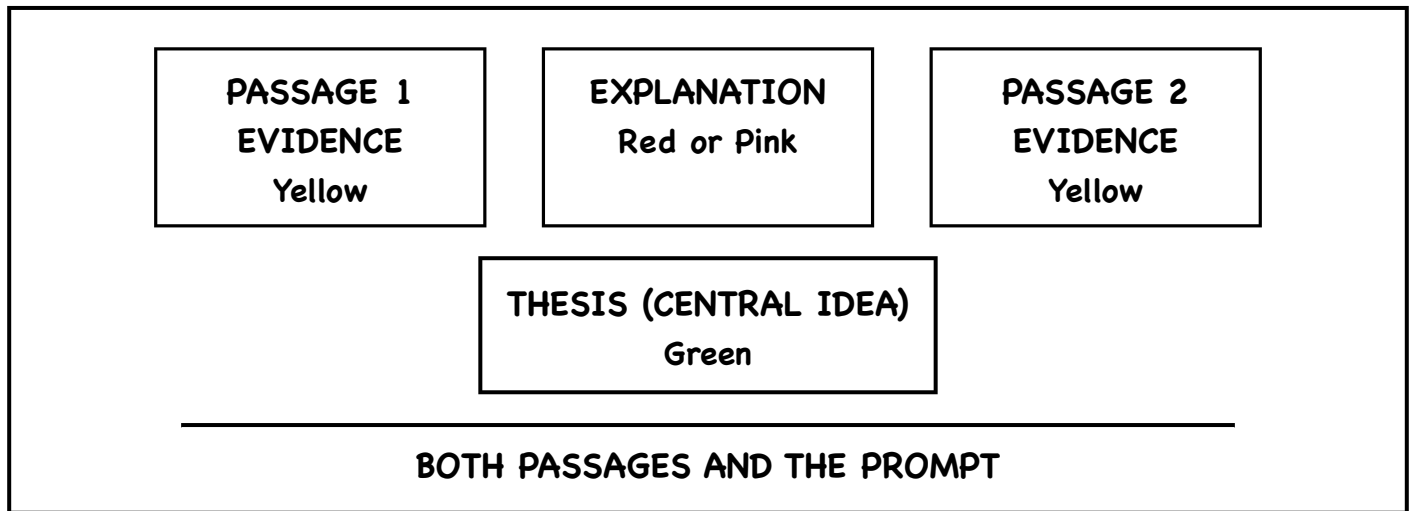
Use one Tier 3 word in a sentence

My Strategy Tools

Build the Evidence Bridge



A paired answer is a bridge. One detail from each passage is a support on each side. The central idea is the span that connects them, and the explanation is the traffic that moves across.



One passage is half the bridge. A complete answer uses both passages and explains how their details meet at one idea.

The Get S.E.T. Introduction Pattern

Mark	What it means
S: Statement of Purpose	Name the topic and the charge. This is my red circle and my yellow box.
E: Evidentiary Transition	Bridge to both passages. Signal that evidence is coming from two texts.
T: Thesis (Central Idea) Statement	State the complete idea that both details will prove.

A paired short constructed response has three parts: thesis (central idea) + evidence from each passage + explanation that connects them.

How the evidence bridge works for me

WHY and HOW

WHY	HOW
A WHY response uses a complex sentence with a subordinating conjunction (because, since, even though, due to) to show a reason.	A HOW response often names the way parts work together or the way something happens (by, through, based on).

A paired prompt needs a paired answer. The two details from the two passages must join at one central idea.

How I Say the Standard!

4.12B(i):

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

How I say it: I can use balanced evidence from both passages to build a complete informative ECR.

4.11B(ii):

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

How I say it: I can connect a detail from each passage to one central idea.

Check My Writing

- ☐ My sentence has a subject and a verb.
- ☐ I use a capital letter for Renaissance, Raphael, Texas, and Tejano.
- ☐ I use a period or another ending mark.

A paired thesis (central idea) I can write

Five Thinking Levels

Read from the bottom up. A paired response grows stronger when the thinking reaches from one passage to both.

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

Building a Balanced Paired Response: Level 1 uses only one passage. Level 2 uses both passages but does not explain the connection. Level 3 connects one detail from each passage to a central idea. Level 4 explains how the two details work together to prove the idea. Level 5 shows how the resolution deepens the shared idea across both texts. Challenge: Move one response up a level by adding the second passage or by explaining the connection, not just more words.

A thinking level I understand

Five Thinking Levels

The same five levels show how a writer can move from naming a detail to explaining how two details work together.

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

The Difference Between WHY and HOW

Prompt type	What it asks me to do	Example
WHY	Explain a reason, a purpose, or why something matters.	Explain why both passages show that ideas and voices can influence people and communities. Use balanced evidence from both texts.
HOW	Analyze how parts work together or how something happens.	Why does Ava's study of The School of Athens change how she thinks about ideas and learning?

A paired prompt needs a paired answer. A WHY response uses a complex sentence with a subordinating conjunction to give a reason. A HOW response names the way parts work together or the way something happens.

A thinking level I want to try



Read & Interact

Read with a purpose



Dot, Discover, Drop

DOT: Place a small dot above any unfamiliar word. DISCOVER: Find the pronunciation or the meaning. DROP: Erase the dot once the word is understood.

TRACKS Legend

Letter	Category	Definition and Examples	Required Pastel Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs/adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs/adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters/people/animals, or major concepts as the central idea. Often nouns/proper nouns.	Pastel Yellow
K	Key Knowledge	All other important info needed for the passage's meaning not in another TRACKS category (background knowledge).	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged/measured through the five senses.	Pastel Green

TRACKS marks evidence in the passage. Highlight the smallest meaningful phrase. The shapes Circle, Box, and Triangle are used only to analyze the prompt.

Connect It to Our World

Ava learns that ideas from the past can change how people think. Texas artists shared music that shaped culture. Both passages show that ideas and voices influence a community.

Background I Need

One passage shows Ava studying Raphael's The School of Athens during the Renaissance. The other shows Texas artists sharing culture through music.

Words I dotted while reading

Looking Back to Move Forward

Two passages, both fiction. Low Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

[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.

A phrase I want to remember

My Words: One new word I learned today: _____

Voices That Shaped Texas

Two passages, both fiction. Low Stamina. Read every paragraph. Use Dot, Discover, Drop.

[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.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: Looking Back to Move Forward

Highlight the smallest meaningful phrase. Find how the resolution reveals a bigger idea.

TRACKS mark	Color label	What I found (paragraph number and words)
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	

Highlight the smallest meaningful phrase. If I cannot say why I highlighted it, I should not highlight it.

My best TRACKS phrase and why I chose it

Annotate: Voices That Shaped Texas

Highlight the smallest meaningful phrase. Find how these artists and voices influenced people and communities.

TRACKS mark	Color label	What I found (paragraph number and words)
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	

STOP & THINK

Which detail from both passages shows how ideas and voices influence a community?

My thinking

My Prompt Marking Notes

A paired prompt gives me a topic, a charge, and a task. Mark the parts that tell me what to do.

Shape	Word	Question I ask myself
Red circle	Topic	What am I writing about?
Yellow box	Charge	What must my answer do?
Green underline	Task	What must I explain or prove?

Circle the topic in red. Box the charge in yellow. Underline the task in green.

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

My three marks in words

STUDENT WORKBOOK



Day 1: Gather + Reveal



I discover how a resolution reveals a bigger idea

Our Question for Today

Which answer uses both passages, and what makes it complete?

1. Gather: Listen, Decide, and Defend

Pencils down while you listen. Your teacher will read two answers to the same paired prompt. When your teacher says "decide," show A or B. Then defend your choice with a word, phrase, or evidence detail you heard. Listen for which answer uses both passages. Do not choose based on which answer is longer.

Round 1: A Painting and a Song

Response A	Response B
"The painting shows people learning. This shows ideas are important."	"Because Ava learns that 'people began to believe that citizens should have a voice,' this suggests that studying the past can change how a community thinks."

I chose ____ because...

Round 2: Two Voices, One Idea

Response A	Response B
"The artists made music. This means people liked music."	"In Looking Back to Move Forward, people 'began to believe that citizens should have a voice.' In Voices That Shaped Texas, the artists' music 'brought people together and gave others a chance to be heard.' Together, these details show that influence grows through learning and expression."

I chose ____ because...

Day 1: Reveal, continued

2. Reveal: The Resolution Reveals the Idea

A resolution is the point where a story's bigger idea becomes clear. In a paired passage task, the resolution of each text points toward one shared idea. When I put both resolutions together, my answer becomes complete.

Passage	What the resolution shows
Looking Back to Move Forward	Ava understands that the past taught people to believe that citizens should have a voice.
Voices That Shaped Texas	The artists' music brought people together and gave others a chance to be heard.
Both passages together	Influence grows through both learning and expression.

STOP & THINK

What does the resolution of each passage show about how ideas and voices influence a community?

My answer

3. Fresh Recall

Cover your notes and tell a partner one feature that makes a paired answer complete.

A complete paired answer sounds like...



Day 1 Closing

Complete: A resolution matters because ____.

My closing thought

Thinking Detectives

Which answer uses both passages? What makes it complete? Circle or name the words that show evidence from each passage. What changed besides the length?

Response A	Response B
"The first passage is about a painting. The second passage is about music. They both show influence."	"In Looking Back to Move Forward, Ava learns that 'people began to believe that citizens should have a voice' because they studied the ideas of the past. In Voices That Shaped Texas, the artists' music 'brought people together and gave others a chance to be heard.' Together, these details show that influence grows through learning and expression."

Response ____ uses both passages because...

Ⓢ STOP & THINK

Ask yourself: Which detail from each passage proves my central idea?

My answer



Day 1: The Two-Sided Mystery Envelope

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

Envelope	What is inside
1. Only Half the Truth	One strip from Looking Back to Move Forward: 'They began to believe that citizens should have a voice.'
2. The Whole Story	That strip plus one from Voices That Shaped Texas: 'Their music brought people together and gave others a chance to be heard.'

A paired prompt needs a paired answer. Paired passages call for paired thinking.

Envelope ____ builds the more complete answer because...

Partner Production

Tell a partner: I circled ____ because this evidence shows ____.

One strong detail from each passage that supports the shared idea of influence

STOP & THINK

Ask yourself: Which detail from each passage proves my central idea?

STUDENT WORKBOOK



Paired Prompt Bridge Builder

Day 2: Attempt

✂ Cut out these cards (sheet 1 of 2)

Cut on the dashed lines. Keep the 6 bridge cards in the middle of the table and the 8 evidence cards in a stack. Every card names a job the thesis (central idea) or the evidence does. Play on a bridge-path gameboard with Pencil Guy markers: spin a pencil-and-paper-clip spinner (Prompt, --

PROMPT	THESIS (CENTRAL IDEA)
REASON	PASSAGE 1 EVIDENCE
PASSAGE 2 EVIDENCE	EXPLANATION
"They began to believe that citizens should have a voice."	"Art showed people thinking and learning."

Self-Check (back of cards) (sheet 1 of 2)

This page prints on the back of the card page. Each answer sits behind its own card, so flip a card over to check yourself. Keep the cards in Pocket Practice when you finish.

THESIS (CENTRAL IDEA) The complete idea both passages will prove.	PROMPT The sentence-statement prompt I must answer.
PASSAGE 1 EVIDENCE One relevant detail from Looking Back to Move Forward.	REASON Why the thesis (central idea) is true.
EXPLANATION How the two details work together to prove the thesis (central idea).	PASSAGE 2 EVIDENCE One relevant detail from Voices That Shaped Texas.
Passage 1 Evidence (Looking Back to Move Forward)	Passage 1 Evidence (Looking Back to Move Forward)

STUDENT WORKBOOK



Paired Prompt Bridge Builder

Day 2: Attempt

✂ Cut out these cards (sheet 2 of 2)

Cut on the dashed lines. Keep the 6 bridge cards in the middle of the table and the 8 evidence cards in a stack. Every card names a job the thesis (central idea) or the evidence does. Play on a bridge-path gameboard with Pencil Guy markers: spin a pencil-and-paper-clip spinner (Prompt, --

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

"Some people began to think in new ways about government and fairness."

"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."

Self-Check (back of cards) (sheet 2 of 2)

This page prints on the back of the card page. Each answer sits behind its own card, so flip a card over to check yourself. Keep the cards in Pocket Practice when you finish.

Passage 1 Evidence (Looking Back to Move Forward)

Passage 1 Evidence (Looking Back to Move Forward)

Passage 2 Evidence (Voices That Shaped Texas)

Passage 2 Evidence (Voices That Shaped Texas)

Passage 2 Evidence (Voices That Shaped Texas)

Passage 2 Evidence (Voices That Shaped Texas)

STUDENT WORKBOOK



Day 2: Attempt



I connect a detail from each passage

Our Question for Today

Can I build a complete answer by connecting one detail from each passage to one central idea?

Paired Prompt Bridge Builder: How to Play

- Lay the 3 label cards face up in the middle of the table.
- Stack the 5 sentence cards face down.
- One partner reads a sentence card aloud.
- Grab the label card that shows what the sentence is doing.
- Say whether the sentence proves one passage or both.
- The first person to grab the correct card gets one point.
- If you grab a wrong card, put it back and your partner gets the point.
- Play all five sentences, then check the Self-Check key on the back of the cards.

My Paired Answers

Paired Answer 1: my Passage 1 detail, my Passage 2 detail

Paired Answer 2: my Passage 1 detail, my Passage 2 detail



Day 2: Attempt, continued

Sample Round (Modeled)

One passage only: According to Looking Back to Move Forward, "people began to believe that citizens should have a voice." This suggests that ideas about fairness grew.

Both passages: In Looking Back to Move Forward, "people began to believe that citizens should have a voice." In Voices That Shaped Texas, the artists' music "brought people together and gave others a chance to be heard." Together, these details show that influence grows through learning and expression.

STOP & THINK

Which version is complete, and why?

My answer

My Bridge Record

Record at least two more paired answers. Check that each one uses both passages and one shared idea.

Paired Answer 3: Passage 1 detail and Passage 2 detail

What I connected and why

STUDENT WORKBOOK



Day 3: Discuss + Use



I explain and apply my thinking

Our Question for Today

What makes two details from two passages prove one idea, and can I do it on my own?

1. Discuss: What Made the Answer Complete?

Question	My thinking
Which detail did the answer use from each passage?	
How did the explanation connect the two details?	
What would the answer miss without the second passage?	
Which signal word made the connection clear?	

How do two details from two passages prove one shared idea?

2. Use Again: Build a Paired Answer

Prompt: Why do both passages show that ideas and voices can influence people and communities?

Given Response: Both passages show that ideas and voices can influence people. The first passage is about a painting. The second passage is about music. This means they are alike.

Task: Rewrite the response so it is complete. Add one exact detail from each passage. Add an explanation that shows how the two details meet at one central idea. Do not change the meaning.

My complete paired answer

3. Use Again: Balance Check

Read your answer again. Count the details from each passage. If one passage has more details than the other, add balance so both sides of the bridge carry the idea.

Task: Copy the sentence that shows balance from both passages. Underline the detail from each passage.

Then write one sentence that explains how both details work together to prove your central idea.

My balance sentence and explanation



4. Conventions Sweep

Choose one simple sentence from your response. Underline the subject once. Underline the verb twice. Circle one singular noun. Box one common noun. Check the spelling of your high-frequency words. Read the sentence aloud. Does the subject agree with the verb?

My checked sentence

STOP & THINK

Underline one sentence that uses both passages and star one word you upgraded on purpose.

My strongest sentence

STUDENT WORKBOOK



Day 4: Award + Target



I notice evidence of my growth

Our Question for Today

What have I learned about balancing evidence from two passages?

1. Award

Give yourself credit for building the evidence bridge today.

- ☐ I used a detail from each passage.
- ☐ I wrote a central idea both details could prove.
- ☐ I explained how the two details work together.
- ☐ I kept my answer balanced between the passages.

Something I did well today

2. Target

Choose a precise next goal.

- ☐ Use an exact quotation from each passage.
- ☐ Explain how both details meet at one idea.
- ☐ Balance the evidence so both passages carry the answer.

My next paired-answer goal is ____ because ____

STUDENT WORKBOOK



Day 5: Explain/Educate



I teach someone else

Our Question for Today

How would I teach someone else to build a paired answer?

1. Turn and Teach

Teach your partner how to build the evidence bridge. You must: name one detail from each passage; tell what idea both details prove; explain how the two details work together; and connect your explanation to the Overarching Question.

Sentence Frame: "The detail ____ from the first passage and the detail ____ from the second passage both show _____. They work together because _____."

My partner taught me...

2. Overarching Question Answer

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

My answer

3. Transfer: Day 5 Exit Ticket

Complete each part on your own.

Circle the topic in red. Box the charge in yellow. Underline the task in green.

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

My thesis (central idea)

My Passage 1 evidence (the author's exact words)

My Passage 2 evidence (the author's exact words)

Bridge Check

Write one sentence that explains how your two details prove your central idea.

My explanation that connects both details

☐ My thesis (central idea) is clear.



Write More

Plan, draft, revise, edit, and share



My Writing Assignment

Write a short response to this prompt:

Circle the topic in red. Box the charge in yellow. Underline the task in green.

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

My Plan

- Restate the charge in my own words.
- Choose one detail from each passage.
- Write a thesis (central idea) both details prove.
- Explain how the two details work together.

Two possible reasons from the passages

The stronger reason is...

Writing Color Coding

Thesis (central idea), Green. Evidence from either passage, Yellow. Explanation, Red or Pink. Reflective thinking, Blue.

My Draft



Use my shaped prompt and my plan. Write a clear response.

Draft, page 1

A sentence I want to keep

Revise, Edit, and Share

Revise

- ☐ My response answers the charge of the prompt.
- ☐ I used one exact detail from each passage.
- ☐ I explained how both details meet at one idea.
- ☐ Every sentence is complete with a subject and a verb.

Edit

- ☐ Every sentence is complete.
- ☐ Names of people and places begin with a capital letter.
- ☐ Common nouns are lowercase unless they start a sentence.
- ☐ High-frequency words are spelled correctly.

My improved sentence

Share

Choose one: read to a partner, share in author's chair, join a gallery walk, or add your bridge to a class booklet.

My sharing plan

Before I Turn It In

Read each line. Check it when I can show it in my work.

Part	I can show...	Check
Thesis (Central Idea)	I wrote a clear thesis (central idea) that answers the prompt.	
Evidence	I used exact words from both passages in quotation marks.	
Explanation	I explained how both details work together to prove the idea.	
Conventions	I used complete sentences and correct capitals.	

Study the Samples

Read the three responses to this prompt. Notice what improves from Low to Medium to High.

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

Low

"Ava learned about the Renaissance. People studied old ideas. That is important. Ideas can influence people." (Level 1)

What is working: The student names one passage and an idea. Teacher notes: The response uses only one passage; there is no evidence from Voices That Shaped Texas and no explanation of a connection. What needs improvement: Add a detail from the second passage and explain how both details prove the same idea.

Medium

"Both passages show ideas and voices can influence people. In Looking Back to Move Forward, 'They began to believe that citizens should have a voice.' In Voices That Shaped Texas, the artists' music 'brought people together.' This shows influence." (Level 2-3)

What is working: Both passages appear with exact evidence. Teacher notes: The explanation is thin and does not connect the two details to one central idea. What needs improvement: Explain how learning (Passage 1) and expression (Passage 2) work together to influence a community.

High

"Both passages show that ideas and voices can influence people and communities because learning from the past and sharing culture change how people think and connect. In Looking Back to Move Forward, Ava learns that people 'began to believe that citizens should have a voice,' which shows how older ideas inspired new thinking about fairness. In Voices That Shaped Texas, the artists' music 'brought people together and gave others a chance to be heard,' which shows how expression connects a community. Together, these details prove that influence grows through both learning and expression." (Level 4)

Why it works: A WHY thesis (central idea), exact evidence from both passages, and an explanation that connects both details to one idea. Teacher notes: Every quote is exact, and the close returns to the shared idea.



Look Back & Look Forward

I own my learning



My Progress Tracker

I can...	Not yet	Growing	Got it
Tell evidence apart from explanation.	☐	☐	☐
Name a passage's resolution and the bigger idea it reveals.	☐	☐	☐
Use a detail from each passage in one answer.	☐	☐	☐
Explain how two details work together to prove one idea.	☐	☐	☐
Check my sentences for conventions.	☐	☐	☐

Something I Did Well...

What I did well, and where I did it

My Next Step...

Why this is my next step

Essential Question Answered

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

The answer

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

My Final Thinking (in my own words)

What Changed in My Thinking?

At first I thought...

Now I think...

Try It Another Way

Use a question from your day. Name the topic, the charge, and the task. Then tell how you would use two sources to answer it.

My new prompt

Take It Further! Build the Whole Bridge

Use both passages to build the strongest paired answer you can: Explain why both passages show that ideas and voices can influence people and communities using balanced evidence from both texts. Write a Get S.E.T. introduction, one exact detail from each passage, and an explanation that connects them to one central idea.

- Write a Get S.E.T. introduction with a clear thesis (central idea).
- Choose one exact detail from each passage.
- Write an explanation that shows how both details meet at one idea.
- Upgrade one signal word and one explanation word on purpose.
- Read your response aloud to check that the balance is clear.
- Explain to a partner why your two details need each other.
- Name one sentence a classmate wrote that you would like to try.

My plan: thesis (central idea), Passage 1 detail, Passage 2 detail, explanation, upgraded word

My Evidence Bridge

Draw your bridge in the box below. Label the two supports with one detail from each passage. Label the span with your central idea. Label the traffic with your explanation.



At-Home Connection

Choose one card to talk about with someone at home. End with a conversation, not a worksheet.

Build the Bridge

Name one idea you learned from someone older, and one way you shared an idea with someone else. Show how the two connect.

Ask: How did each side of your bridge carry the same idea?

Family member signature: _____

Two Texts, One Idea

Find two things at home that are about the same idea, such as a song and a story. Explain how both teach one idea.

Ask: What idea do both things share?

Family member signature: _____

Teach Evidence vs. Explanation

Teach someone at home the difference between evidence (the author's exact words) and explanation (your thinking about what the words mean). Give one example from each of our two passages.

Ask: Which of our two passages did you find more interesting, and what proved your idea?

Family member signature: _____

My Family Conversation Notes

What did I teach? What did my family member remember?

Notes

Track My Progress

Every time I get a score or a grade on my work in this module, I write it here. This can be an exit ticket, a short answer, or a rubric score from my teacher.

Date	What I did (for example exit ticket, short answer, rubric)	My score	My next goal

Why This Helps Me

This chart shows how my scores change over the whole module, not just on one day.

- ☐ I keep this chart up to date.
- ☐ I can tell if my scores are growing.
- ☐ I ask for help when I need it.
- ☐ I show this chart to my teacher or a family member.

Add a new row every time I get feedback, a score, or a grade on my work.

My Module 1 Snapshot

I can keep this page with my other work. It shows how my thinking grew.

The most useful word I learned

The prompt part I can find fastest

My Strong Roots

I am a writer who balances evidence from two texts.

A note to my future writer self

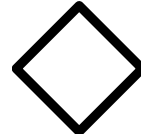
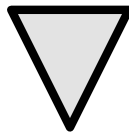
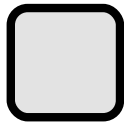
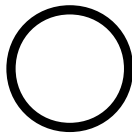
My Proud Moment This Week

Grade 4

Cluster 5

Module 2

HOW Ideas Connect and Differ



Name: _____

Teacher: _____

My pages help me read, think, write, and grow.

The Writing Academy®, LLC

Grade 4 • Cluster 5 • Module 2

© The Writing Academy®, LLC

All rights reserved. This student interactive workbook is provided for classroom instructional use. No part may be reproduced for resale or distribution outside the purchasing campus without written permission.

How to Use My Workbook

This book holds my reading, thinking, writing, and reflection for this module.

My Name and My Goal for This Module

Pocket Practice

Attach a sheet of paper along the left, right, and bottom sides of this box to make a pocket. Store your game cards here throughout each module.



Meet My Week

HOW Ideas Connect and Differ



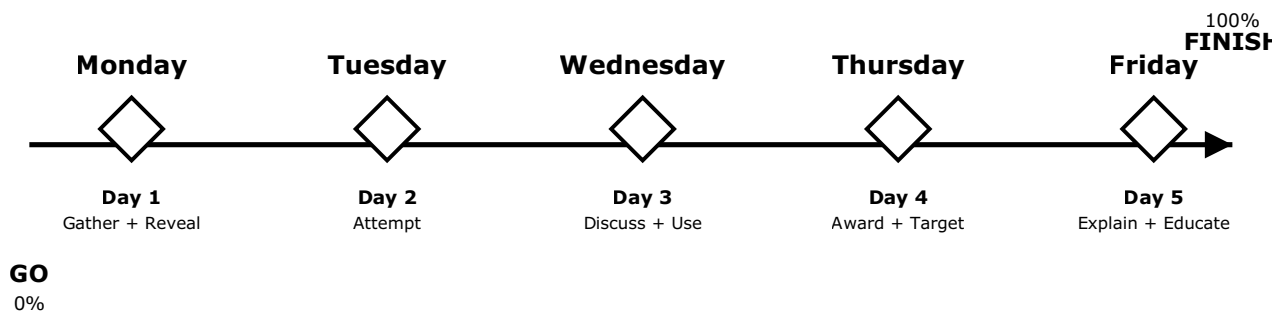
Why This Matters to Me

Comparing texts is more than listing two facts. I will learn to name a relationship, similar or different, and prove it with balanced evidence from both passages before I explain how the details connect.

Essential Question

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

My Week Tracker



Color in one bar at the **END** of each day, after I finish that day's work. Watch my week grow from **GO** to **FINISH**!

My First Thinking

I Can

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

I Will

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

The I Can I want to reach first, and why

My Week at a Glance

What I learn	What I read	What I make
How HOW prompts ask writers to compare similarities and differences across two passages, name a relationship, and explain how ideas develop in similar and different ways.	Two nonfiction passages at Medium Stamina: Looking Back to Move Forward, about Ava and Raphael's The School of Athens, and Voices That Shaped Texas, about Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe.	Sorted comparison cards, matched relationship cards, a spinner response, a Path of Proof gameboard answer, a Split-Screen response, a partner explanation, and the Day 5 exit ticket.

Where We Are Going

I will move from noticing whether two passages are alike or different to writing a complete comparison response with evidence from both texts. I will practice at four Compare-Conquer stations, build a Split-Screen response on my own, and finish by teaching someone else how to explain a relationship between Looking Back to Move Forward and Voices That Shaped Texas.

I'll Know I've Got It When...

- ☐ I name the exact similarity or difference before presenting evidence.
- ☐ I support the relationship with relevant evidence from both texts.
- ☐ I explain rather than list.
- ☐ I use precise comparison words: both, similarly, however, unlike, while.
- ☐ I revise sentence order, word choice, transitions, and prepositional phrases for coherence.

Check Myself

- ☐ I can name a similarity or a difference before I give evidence.
- ☐ I can use evidence from both passages.
- ☐ I can explain the relationship instead of listing facts.
- ☐ I can use the resolution in Looking Back to Move Forward to strengthen a comparison.

How I Will Show What I Know

I will show what I know with sorted comparison cards, matched relationship cards, a spinner response, a Path of Proof gameboard answer, a Split-Screen response, a partner explanation, and the Day 5 exit ticket.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	I gather my thinking about mirror moments (things that are alike) and window moments (things that are different). I show a mirror motion or a window frame with my hands for ideas from both passages before I read closely, because a strong comparison starts with noticing a relationship between two texts, not just two separate facts. This habit becomes automatic with practice.
Reveal	Day 1	I learn the HOW Prompt Habit: what is being compared, whether the prompt asks for similar or different, what evidence from both passages fits, and how I will explain the relationship. I also learn the Get S.E.T. introduction pattern and how the resolution in Looking Back to Move Forward can strengthen a comparison of both passages. I practice this habit with a partner before I try it alone.
Attempt	Day 2	I practice comparison habits at four Compare-Conquer stations: the Similar or Different Sort, Matching Relationship Cards, the Spinner Response Builder, and the Path of Proof gameboard with Pencil Guy markers, proving each answer with evidence from both passages before I move to the next space. Each station builds a different comparison skill I need for Day 3.
Discuss	Day 3	I discuss why strong comparisons name a relationship first and then prove it with balanced evidence from both passages, instead of stopping after listing two facts. I talk about how the resolution in the first passage helps me compare it to the ending of the second passage. Naming the relationship out loud helps me write it down clearly.
Use Again	Day 3	I build a complete paired-passage response on my own in the Split-Screen Response Lab: Passage 1 on the left, Passage 2 on the right, and a thesis (central idea) at the bottom that names the relationship and explains how the evidence from both sides proves it. I check my response against the Teacher Expectations for Scoring before I move on.
Award	Day 4	I celebrate one comparison habit I used well with a Comparison Crown or a Contrast Shield, such as using both passages, explaining a similarity clearly, spotting an important difference, or using the resolution in my answer to strengthen my thinking. Celebrating a specific habit helps me remember to use it again next time.
Target	Day 4	I set one specific goal for the comparison habit I want to strengthen in my next paired-passage response, and I answer curiosity questions about how the two passages could change if their structures or their number of examples were different. A precise goal helps me grow one habit at a time. I write my goal down so I remember it tomorrow.
Explain/Educate	Day 5	I teach a partner how to compare the two passages, using sentence stems like This prompt is asking for a similarity because... and The resolution helps because... Then I answer the essential question in my own words and reflect on how my thinking grew this week. Teaching someone else makes my own thinking clearer and stronger.

Say It Together!

These are the exact TEKS this module teaches. Read the code, then say the job in your own words.

4.11B(ii):

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

How I say it: I can organize my writing with purposeful structure and transitions.

4.12B(i):

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

How I say it: I can compose an informational text with a clear central idea.

Call and Response

Read this together as a class before we start.

Teacher asks: "The passages are alike because ____."

Class answers: "One important difference is _____. Both passages show _____."

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

I already know that a prompt gives me a job, and I can find evidence in a passage that proves a reason.

A connection I can make

Remember It!

- ☐ A thesis (central idea) answers the prompt.
- ☐ Evidence comes straight from the passage.
- ☐ An explanation tells what the evidence shows.

One idea I remember

Ready Check

- ☐ I can name what two passages are about.
- ☐ I can find a detail that proves an idea in a passage.
- ☐ I can read a whole prompt before I choose my answer.

Watch Out! Common Mix-Up

Watch out! Listing one fact from each passage is not the same as comparing. Name the relationship first, then prove it with evidence from both texts.

Where This Fits in My Writing

Comparing the passages is the first step before I write a thesis (central idea) that names the relationship, evidence from both texts, and an explanation.

What I want to remember before I start

Where I Am Starting

This shows my teacher what I already know. It is not for a grade. Work on my own. I may reread both passages in Read and Interact as often as I want.

Part 1: Prompt Analysis

Read the prompt. Circle what is being compared in red. Draw a yellow box around similar or different. Underline the comparison word in green.

Explain how both passages show that ideas can shape communities.

Part 2: Thesis (Central Idea)

Write one sentence that names the relationship and answers the prompt above.

My thesis (central idea)

Part 3: Comparison Organization

Number these four sentences 1, 2, 3, 4 to show the order they belong in a comparison response.

Number	Sentence
_____	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 began to believe citizens should have a voice.
_____	In Voices That Shaped Texas, the artists share stories, traditions, and talent through music and performance.
_____	Together, both passages show that communities are shaped when people learn from important ideas and share meaningful voices.

Part 4: Introduction

Write the first sentence of a response to the prompt. Remember that the first sentence names the relationship you will prove.

My first sentence

Part 5: Relevant Details and Evidence

Reason: Renaissance ideas helped people believe citizens should have a voice. Copy one sentence from Looking Back to Move Forward that proves this reason. Then explain in one sentence why it proves the reason.

The sentence I copied from Looking Back to Move Forward as evidence

This evidence fits because...

Part 6: Comparison Paragraph

Write three or four sentences that answer the prompt from Part 1. Use your thesis (central idea), evidence from both passages, and an explanation.

My paragraph



Words I Need

Tier 1, everyday words



Say each word. Then use one word in a sentence about comparing two passages.

Word	Say it	What it means	Sentence frame
alike	uh-LYKE	The same in a meaningful way.	The passages are alike because _____.
different	DIF-er-unt	Not the same.	One important difference is _____.
both	BOOTH	The two together.	Both passages show _____.
share	SHAIR	To have something in common or give to others.	The passages share the idea that _____.
change	CHAYNJ	To become different.	One change in the first passage is _____.
idea	eye-DEE-uh	A thought or understanding.	The related idea is _____.
show	SHOH	To make something clear.	This detail shows _____.
learn	LURN	To gain understanding.	Ava learns _____.
voice	VOYSS	A way to express ideas or experiences.	The artists share their voices by _____.
explain	ik-SPLAYN	To make thinking clear.	I explain the relationship by _____.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

These thinking words help me understand prompts and explain answers. Say each word, then use it with a partner.

Word	Say it	What it means	Sentence frame
compare	kum-PAIR	Examine how ideas are alike and different.	I compare the passages by _____.
contrast	KON-trast	Focus on meaningful differences.	I contrast the passages by _____.
similarity	sim-uh-LAIR-uh-tee	A meaningful way two things are alike.	One similarity is _____.
difference	DIF-rents	A meaningful way two things are not alike.	One difference is _____.
method	METH-ud	A way of doing or developing something.	The first passage uses the method of _____.
relationship	ree-LAY-shun-ship	The way ideas connect.	The relationship between the details is _____.
transition	tran-ZISH-un	A word or phrase that connects ideas.	The transition _____ clarifies _____.
influence	IN-floo-uns	The power to affect people, ideas, or communities.	Influence happens when _____.
culture	KUL-cher	The shared art, beliefs, traditions, and ways of a group.	The artists shape culture by _____.
perspective	per-SPEK-tiv	A way of seeing or understanding.	The passage develops a perspective by _____.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

These words come from our passages about Looking Back to Move Forward and Voices That Shaped Texas.

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

Use one Tier 3 word in a sentence

My Strategy Tools

The HOW Comparison Roadmap



Comparing two passages means naming a similarity or difference and proving it with balanced evidence from both texts.

SIMILAR
both, alike,
similarly

DIFFERENT
however, unlike,
while

NAME THE RELATIONSHIP
then prove it with both
texts

A comparison is not complete until I explain how the evidence proves the relationship.

Get S.E.T. Introduction Pattern

Mark	What it means
S: Statement of Purpose	Open with a broad idea.
E: Evidentiary Transition	Bridge with grouped passage evidence.
T: Thesis (Central Idea) Statement	State the exact answer to the prompt.

A HOW prompt asks me to explain a relationship between two passages, not just list two facts.

How this strategy works for me

SIMILAR and DIFFERENT

SIMILAR	DIFFERENT
Uses words like both, alike, similarly; evidence from both passages matches the same idea.	Uses words like however, unlike, while; evidence from each passage shows a different path to the same idea.

Naming one fact from each passage is not the same as comparing. Name the relationship, then prove it.

How I Say the Standard!

4.11B(ii):

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

How I say it: I can organize my writing with purposeful structure and transitions.

4.12B(i):

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

How I say it: I can compose an informational text with a clear central idea.

Check My Writing

- ☐ My sentence has a subject and a verb.
- ☐ I use a capital letter for Ava, Raphael, Renaissance, Lydia Mendoza, Chelo Silva, Bledsoe, and Texas.
- ☐ I use a period or another ending mark.

A comparison word I will use

Five Thinking Levels

These five levels show how a comparison response grows from listing facts to explaining relationships across passage structures.

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

Each level has a color label: Red, Orange, Yellow, Green, Blue.

A thinking level I understand

Five Thinking Levels

These five levels show how a comparison response grows from listing facts to explaining relationships across passage structures.

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

The Difference Between WHY and HOW

Prompt type	What it asks me to do	Example
WHY	Explain a reason, a purpose, or why something matters.	Explain how both passages show that ideas can shape communities.
HOW	Analyze how parts work together or how something happens.	Explain how the passages differ in the way they show cultural influence.

A HOW prompt asks me to explain a relationship, not just list two facts. Cluster 5 prompts ask HOW ideas are similar or how they differ.

A thinking level I want to try



Read & Interact

Read with a purpose



Dot, Discover, Drop

DOT: Place a small dot above any unfamiliar word. DISCOVER: Find the pronunciation or the meaning. DROP: Erase the dot once the word is understood.

TRACKS Legend

Letter	Category	Definition and Examples	Required Pastel Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs/adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs/adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters/people/animals, or major concepts as the central idea. Often nouns/proper nouns.	Pastel Yellow
K	Key Knowledge	All other important info needed for the passage's meaning not in another TRACKS category (background knowledge).	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged/measured through the five senses.	Pastel Green

TRACKS marks evidence in the passage. Highlight the smallest meaningful phrase. The shapes Circle, Box, and Triangle are used only to analyze the prompt.

Connect It to Our World

Renaissance ideas and Texas artists both show how sharing ideas and talent can shape communities long after they first appear.

Background I Need

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.

Words I dotted while reading

Looking Back to Move Forward

Nonfiction passage. Medium Stamina. Read every paragraph and TAP the TRACKS.

My
marks

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.

A phrase I want to remember

My Words: One new word I learned today: _____

Looking Back to Move Forward (continued)

Nonfiction passage. Medium Stamina. Read every paragraph and TAP the TRACKS.

My
marks

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.

A phrase I want to remember

My Words: One new word I learned today: _____

Voices That Shaped Texas

Nonfiction passage. Medium Stamina. Read every paragraph and TAP the TRACKS.

My
marks

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.

A phrase I want to remember

My Words: One new word I learned today: _____

Voices That Shaped Texas (continued)

Nonfiction passage. Medium Stamina. Read every paragraph and TAP the TRACKS.

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.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: Looking Back to Move Forward

TRACKS evidence: Time, Reactions, Actions, Character/Concept, Key Knowledge, and Scenery/Setting that show how ideas can influence people and communities.

TRACKS mark	Color label	What I found (paragraph number and words)
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	

Highlight the smallest meaningful phrase. If I cannot say why I highlighted it, I should not highlight it.

My best TRACKS phrase and why I chose it

Annotate: Looking Back to Move Forward (continued)

TRACKS evidence: Time, Reactions, Actions, Character/Concept, Key Knowledge, and Scenery/Setting that show how ideas can influence people and communities.

TRACKS mark	Color label	What I found (paragraph number and words)
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	

Ⓢ STOP & THINK

Which detail from this passage would give me the strongest evidence to compare with the other passage?

My thinking

My Prompt Marking Notes

A HOW prompt asks me to explain a relationship. Mark the parts that tell me what to compare.

Shape	Word	Question I ask myself
Red circle	What is compared	What am I comparing?
Yellow box	Similar or different	Does the prompt ask for a similarity or a difference?
Green underline	Comparison word	Which word tells me the relationship: both, however, unlike, while?

Circle what is being compared in red. Box similar or different in yellow. Underline the comparison word in green.

Explain how both passages show that ideas can shape communities.

My three marks in words

STUDENT WORKBOOK



Day 1: Gather + Reveal



I notice mirror moments and window moments

Our Question for Today

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

1. Gather: Mirror or Window?

A mirror helps us think about things that are alike. A window helps us think about things that are different. Read each idea. Show a mirror motion with your hands if it sounds similar, or a window frame with your fingers if it sounds 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.

One idea I marked mirror or window, and why

2. Reveal: The HOW Prompt Habit

What is being compared? Is the prompt asking for similarity or difference? What evidence from both passages will help me explain the answer? How will I explain the relationship?

- ☐ I read the whole prompt before I mark it.
- ☐ I circle what is being compared.
- ☐ I underline whether it asks for similar or different.
- ☐ I find evidence from both passages.

Day 1: Reveal, continued

3. 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.

Prompt	Signal word	Similar or different?
Explain how both passages show that ideas can shape communities.	both	Similar
Explain how the passages differ in the way they show cultural influence.	differ	Different

4. 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.

How the resolution in Looking Back to Move Forward helps me compare the passages

5. Get S.E.T. Introduction Pattern

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

Day 1: Reveal, continued

6. Model a HOW Comparison

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

7. TRACKS: Reading Both Passages for Evidence

Letter	Category	Highlight color
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

STOP & THINK

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

My answer

Sample Response Stems

Both passages show... The passages are different because... In Looking Back to Move Forward... In Voices That Shaped Texas... This shows...

My own sentence using one response stem

STUDENT WORKBOOK



Compare-Conquer Station Quest

Day 2: Attempt

✂ Cut out these cards (sheet 1 of 2)

Read each sentence strip card. Decide whether it shows a similarity or a difference between the passages, then explain your choice using words from the passages.

PROMPT	THESIS (CENTRAL IDEA)
EVIDENCE	EXPLANATION
Both passages show that ideas can influence people and communities.	Looking Back to Move Forward follows a character learning, while Voices That Shaped Texas presents examples about several artists.

Self-Check: Path of Proof (back of cards) (sheet 1 of 2)

Answer using both passages. If your answer includes both passages and clearly explains the relationship, stay on the space.

THESIS (CENTRAL IDEA) names the relationship. It answers the prompt.	PROMPT tells me what to compare and whether to find a similarity or a difference.
EXPLANATION tells how the evidence proves a similarity or difference.	EVIDENCE comes from both passages. It proves the relationship.
Different	Similar

STUDENT WORKBOOK



Compare-Conquer Station Quest

Day 2: Attempt

✂ Cut out these cards (sheet 2 of 2)

Read each sentence strip card. Decide whether it shows a similarity or a difference between the passages, then explain your choice using words from the passages.

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

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

Both passages involve change and influence.

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

Self-Check: Path of Proof (back of cards) (sheet 2 of 2)

Answer using both passages. If your answer includes both passages and clearly explains the relationship, stay on the space.

Different	Similar
Different	Similar

STUDENT WORKBOOK

Day 2: Attempt

I practice comparison habits at four stations



Compare-Conquer Station Quest
Station 1: Similar or Different Sort. Station 2: Matching Relationship Cards. Station 3: Spinner Response Builder. Station 4: Gameboard Challenge, Path of Proof.

Station 1: Similar or Different Sort
Read each sentence strip. Decide whether it shows a similarity or a difference between the passages. Place it in the correct section of the sorting mat. Then choose two cards and explain why they belong there.

Sentence	Similar or Different?
Both passages show that ideas can influence people and communities.	
Looking Back to Move Forward follows a character learning, while Voices That Shaped Texas presents examples about several artists.	
Both passages involve change and influence.	
The resolution in the first passage reveals Ava's lesson, while the second passage closes by considering the lasting impact of artists' songs and stories.	

I explain my two choices using words from the passages

Station 2: Matching Relationship Cards

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

Any correct match must keep the relationship consistent: similarity prompt, similarity thesis (central idea), supporting evidence from both texts, explanation of similarity. Difference prompt, difference thesis (central idea), supporting evidence from both texts, explanation of difference.

Station 3: Spinner Response Builder

Spin four times: a prompt, Passage 1 evidence, Passage 2 evidence, and a comparison word. Use what you collect to build a mini response. Read it to your partner.

Part I spun	What I collected
Prompt	
Passage 1 Evidence	
Passage 2 Evidence	
Comparison Word	

My mini response

Station 4: Gameboard Challenge, Path of Proof

Choose a Pencil Guy marker. Roll the die and move that many spaces. Read the task card at your space. Respond aloud using both passages. If your answer includes both passages and clearly explains the relationship, stay on the space.

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

Interactive Notebook: Comparison Foldable

Glue in the Comparison Foldable. On one flap write SIMILAR. On the other flap write DIFFERENT.

SIMILAR	DIFFERENT
Both passages show that ideas can influence people and communities.	One passage follows a narrative learner, and one presents several artists and their contributions.
Both passages help readers understand cultural influence.	One follows Ava's growing understanding, and one explains Texas culture through several influential voices.

One sentence I said out loud on the Path of Proof, using both passages

Reminder

Use the games and activities in my interactive notebook to continually review all of the comparison habits whenever I have free time in the classroom.

STUDENT WORKBOOK

Day 3: Discuss + Use Again



I explain why strong comparisons name a relationship

Discussion Questions

- How can I tell whether a HOW prompt is asking for a similarity or a difference?
- Why is it important to explain the relationship instead of just listing two details?
- How does the resolution in the first passage help with comparison?
- Why must I use both passages in a paired response?

My answer to one discussion question

Do Not Stop After Listing Two Facts

Name the relationship: both..., while..., unlike..., however... Then explain how the evidence proves the comparison.

Split-Screen Response Lab

Draw a line down the middle of a clean page. Label the left side Passage 1: Looking Back to Move Forward. Label the right side Passage 2: Voices That Shaped Texas. Write the prompt at the top. On each side, collect one or two pieces of evidence that match the prompt. At the bottom, write a thesis (central idea) and a full response that explains the similarity or difference.

Passage 1: Looking Back to Move Forward	Passage 2: Voices That Shaped Texas

Circle what is being compared in red. Box similar or different in yellow. Underline the comparison word in green.

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

My thesis (central idea) and full response

A Strong Response Should

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

Sample Answer Key

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 began to believe citizens should have a voice. In Voices That Shaped Texas, the artists share stories, traditions, and talent through music and performance. Together, both passages show that communities are shaped when people learn from important ideas and share meaningful voices.

Ⓢ STOP & THINK

Which comparison word makes the connection visible in my own response?

My answer

STUDENT WORKBOOK



Day 4: Award + Target

I celebrate a comparison habit and set my next goal



Comparison Crown or Contrast Shield
Choose one. Comparison Crown: finish the sentence, Today I ruled my thinking by using both passages, explaining a similarity clearly, spotting an important difference, or using the resolution in my answer. Contrast Shield: finish the sentence, One strong thinking habit I protected today was slowing down to read the prompt, checking if the answer was balanced, using comparison words, or explaining instead of listing.

My Comparison Crown or Contrast Shield sentence

Reflection Questions

Question	My answer
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?	

Target My Goal

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

One comparison 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?

My answer to one curiosity question

Teach a Partner One Comparison Habit

Before Day 5, practice teaching a partner one comparison habit you are proud of. Use a sentence stem: One comparison habit I want to teach is...

My plan for teaching a partner tomorrow

Comparison Words I Will Use

both, similarly, alike, however, unlike, while

A sentence using one comparison word

STUDENT WORKBOOK

Day 5: Explain to Others



I teach a partner how to compare the passages

Turn and Teach

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

- 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...

What I taught my partner

Low, Medium, and High Exemplars

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

Level	Response
Low	Ava learned about old ideas. Lydia Mendoza sang songs.
Medium	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.
High	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.

What moves the Low response toward Medium, and the Medium response toward High

Essential 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.

Check the Learning

- ☐ I can name whether a HOW prompt calls for a similarity or a difference and identify the signal words.
- ☐ I completed the Similar or Different Sort and the two-color evidence split-screen.
- ☐ I wrote one comparison thesis (central idea) with evidence from both passages and an explanation of the relationship.

Quick Conference Questions

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

My Module 2 Reflection

I compared Looking Back to Move Forward and Voices That Shaped Texas. Both passages show that ideas and voices can influence communities, but they develop that influence differently: one follows a single learner's understanding, and the other presents several artists and their contributions.

One thing I am proud of from this module

One More Comparison

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

My full response, using both passages



Write More

Plan, draft, revise, edit, and share



My Writing Assignment

Write a short response to this prompt:

Circle what is being compared in red. Box similar or different in yellow. Underline the comparison word in green.

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

My Plan

- Circle the comparison word in the prompt.
- Decide whether the prompt asks for a similarity or a difference.
- Collect one or two pieces of evidence from each passage that match the prompt.
- Write a thesis (central idea) that names the relationship.

Two possible relationships (similarity or difference) from the passages

The stronger relationship to prove is...

Color Words I Can Use

Thesis (central idea) and reasons, Green. Evidence, Yellow. Explanation, Red or Pink.
Reflective thinking, Blue.

My Draft



Use my shaped prompt and my plan. Write a clear response that names the relationship and proves it with evidence from both passages.

Draft, page 1

A sentence I want to keep

Revise, Edit, and Share

Revise

- ☐ My response answers the charge of the prompt.
- ☐ I named the relationship before giving evidence.
- ☐ I used a comparison word: both, similarly, however, unlike, or while.
- ☐ Every sentence is complete with a subject and a verb.

Edit

- ☐ Every sentence is complete.
- ☐ Raphael, Renaissance, Lydia Mendoza, Chelo Silva, Bledsoe, and Texas begin with capital letters.
- ☐ Painting, government, and music are common nouns unless they begin a sentence.
- ☐ High-frequency words are spelled correctly.

My improved sentence

Share

Choose one: read to a partner, share in author's chair, join a gallery walk, or add your response to a class booklet.

My sharing plan

Before I Turn It In

Read each line. Check it when I can show it in my work.

Part	I can show...	Check
Relationship	I named the exact similarity or difference before presenting evidence.	
Evidence	I supported the relationship with relevant evidence from both texts.	
Explanation	I explained rather than listed.	
Conventions	I revised sentence order, word choice, transitions, and prepositional phrases for coherence.	

Study the Samples

Read the three responses to this prompt. Notice what improves from Low to Medium to High.

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

Low

Ava learned about old ideas.
Lydia Mendoza sang songs. (Level 1)

What is missing: the response lists facts without naming or explaining the relationship. State how the passages differ and explain how the evidence proves that difference.

Medium

The passages are different because Ava learns about the Renaissance, while Texas artists share music. The first passage says citizens should have a voice. The second says music brought people together. (Level 2-3)

What is missing: the explanation does not yet show how each passage's method develops cultural influence. Explain that one passage develops influence through Ava's learning and resolution, while the other develops it through several artists and their contributions.

High

The passages show cultural influence in different ways. Looking Back to Move Forward follows Ava as she learns about Renaissance art and government ideas, so the reader experiences her growing understanding through a narrative. Voices That Shaped Texas presents several artists and explains how their music, traditions, and achievements shaped Texas culture. This means the first passage teaches through Ava's learning and resolution, while the second builds its idea through examples of multiple influential people. (Level 4)

Why it works: the response directly answers the HOW prompt, uses balanced passage evidence, and explains how structure changes the development of influence. The relationship is precise, coherent, and fully explained.

[illegible]



Look Back & Look Forward

I own my learning



My Progress Tracker

I can...	Not yet	Growing	Got it
Tell whether a HOW prompt asks for a similarity or a difference.	☐	☐	☐
Use evidence from both passages.	☐	☐	☐
Name the relationship before giving evidence.	☐	☐	☐
Explain rather than list.	☐	☐	☐
Use comparison words: both, similarly, however, unlike, while.	☐	☐	☐
Use the resolution to strengthen a comparison.	☐	☐	☐
Revise sentence order and transitions for coherence.	☐	☐	☐
Name my next step.	☐	☐	☐

What Went Well

One comparison habit that went well for me

What I Will Do Next

One comparison habit I will strengthen next time

Essential Question Answered

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

The answer

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

Did I clearly tell whether the texts were similar or different? Did I use both passages? Did I explain the relationship clearly?

How My Thinking Changed

At first, I thought comparing meant just listing one fact from each passage.

Now I know a strong comparison names the relationship first and proves it with balanced evidence.

Try It Again

Use a new prompt about the other passage. Write a thesis (central idea) that names the relationship, then support it with evidence from both texts.

My new comparison thesis (central idea)

Take It Further! HOW Comparison Challenge

Build a complete paired-passage response for this prompt: Explain how the resolution of Looking Back to Move Forward and the ending of Voices That Shaped Texas contribute differently to each passage's message.

- Circle the comparison word in the prompt.
- Collect evidence from both passages on a split screen.
- Write a thesis (central idea) that names the relationship.
- Explain how the evidence proves the relationship.
- Use a comparison word: both, similarly, however, unlike, or while.
- Teach your response to a partner.

My plan: relationship, evidence from both passages, and explanation

My HOW Comparison Challenge

Write my full comparison response in the box below. Underline my comparison word.

At-Home Connection

Choose one card to talk about with someone at home. End with a conversation, not a worksheet.

Compare Two Familiar Things

Choose two familiar stories, songs, or experiences. State one meaningful similarity and one meaningful difference using both, while, unlike, or however. Then explain what evidence proves your comparison. Ask them: are those two examples alike or different, and what words make the relationship clear?

Family member signature: _____

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.

Ask them: which relationship word makes a similarity clear? Which makes a difference clear?

Family member signature: _____

Relationship Word Challenge

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

Ask them: why is a comparison incomplete if it only names two facts?

Family member signature: _____

One Question to Ask at Home

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

Notes

Track My Progress

Every time I get a score or a grade on my work in this module, I write it here. This can be an exit ticket, a short answer, or a rubric score from my teacher.

Date	What I did (for example exit ticket, short answer, rubric)	My score	My next goal

Why This Helps Me

This chart shows how my scores change over the whole module, not just on one day.

- ☐ I keep this chart up to date.
- ☐ I can tell if my scores are growing.
- ☐ I ask for help when I need it.
- ☐ I show this chart to my teacher or a family member.

Add a new row every time I get feedback, a score, or a grade on my work.

My Module 2 Snapshot

I can keep this page with my other work. It shows how my thinking grew.

The most useful word I learned

The prompt part I can find fastest

My Comparison Foundation

I named a relationship between two passages and proved it with balanced evidence.

A note to my future writer self

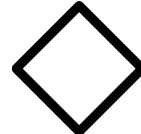
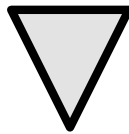
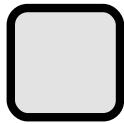
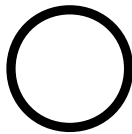
My Proud Moment This Week

Grade 4

Cluster 5

Module 3

The RRR Conclusion Paragraph



Name: _____

Teacher: _____

My pages help me read, think, write, and grow.

The Writing Academy®, LLC

Grade 4 • Cluster 5 • Module 3

© The Writing Academy®, LLC

All rights reserved. This student interactive workbook is provided for classroom instructional use. No part may be reproduced for resale or distribution outside the purchasing campus without written permission.

How to Use My Workbook

This book holds my reading, thinking, writing, and reflection for this module.

My Name and My Goal for This Module

Pocket Practice

Attach a sheet of paper along the left, right, and bottom sides of this box to make a pocket. Store your game cards here throughout each module.



Meet My Week

The RRR Conclusion Paragraph



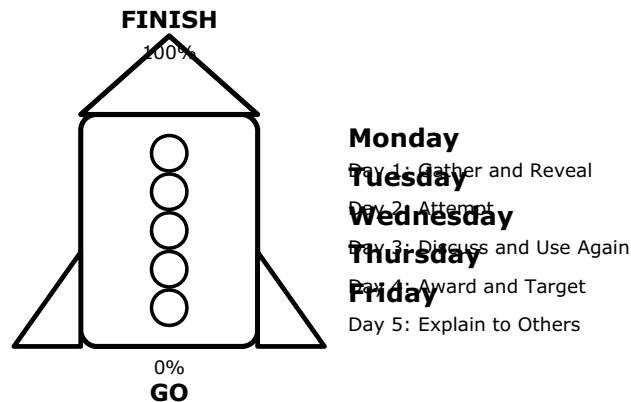
Why This Matters to Me

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

Essential Question

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

My Week Tracker



Color in one section at the END of each day, after I finish that day's work. Watch my rocket launch from GO to FINISH!

My First Thinking

I Can

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

I Will

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

The I Can I want to reach first, and why

My Week at a Glance

What I learn	What I read	What I make
How to write an RRR conclusion that restates the thesis (central idea), references evidence from both passages together, and reflects on a bigger idea.	Two High Stamina passages: "Looking Back to Move Forward" and "Voices That Shaped Texas."	Color-coded RRR conclusions, a revised and edited conclusion, and a Bluebird Moment reflection.

Where We Are Going

I will move from sorting R1, R2, and R3 sentences to writing my own complete RRR conclusion. I will finish by teaching a partner how to build a strong ending.

I'll Know I've Got It When...

- ☐ 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.

Check Myself

- ☐ I read the whole prompt.
- ☐ I can point to proof for my thinking.
- ☐ I can explain my choice to a partner.

How I Will Show What I Know

I will show what I know with a color-coded RRR conclusion, a revised and edited conclusion, a partner teach-back, and the Day 5 Bluebird Moment.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	I gather what I know about writing a strong conclusion.
Reveal	Day 1	I learn the three parts of the RRR conclusion HABIT.
Attempt	Day 2	I sort, build, and color-code R1, R2, and R3 sentences in the game.
Discuss	Day 3	I talk about what makes a conclusion sound strong instead of repetitive.
Use Again	Day 3	I write my own complete RRR conclusion.
Award	Day 4	I recognize my growth with the Bluebird Badge.
Target	Day 4	I set a goal for which R I want to strengthen.
Explain to Others	Day 5	I teach a partner how to build an RRR conclusion.

Say It Together!

These are the exact TEKS this module teaches. Read the code, then say the job in your own words.

4.11B(ii):

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

How I say it: I can develop my writing into a focused, structured conclusion that uses purposeful structure and transitions.

4.12B(i):

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

How I say it: I can compose an informational conclusion that keeps a clear thesis (central idea).

Call and Response

Read this together as a class before we start.

Teacher asks: "What are the three parts of a strong conclusion?"

Class answers: "Restate, Reference, Reflect!"

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

I already know how to write a paired-passage response with evidence from both passages, and I can answer prompts that ask HOW two texts are similar or different.

A connection I can make

Remember It!

- ☐ A thesis (central idea) gives the paper's main answer.
- ☐ Evidence comes straight from both passages.
- ☐ A conclusion should not introduce brand-new evidence.

One idea I remember

Ready Check

- ☐ I can find the thesis (central idea) sentence in a paper.
- ☐ I can tell the difference between evidence and an explanation.
- ☐ I can read a whole sentence before I decide what job it does.

Watch Out! Common Mix-Up

Watch out! R1 restates the answer; it does not repeat evidence. R2 points back to proof; it does not add new proof. R3 reflects on meaning; it is not a random opinion.

Where This Fits in My Writing

Writing the RRR conclusion is the last step after I have written my introduction and main body paragraphs with reasons and evidence.

What I want to remember before I start

Where I Am Starting

This shows my teacher what I already know about writing a conclusion. It is not for a grade. Work on my own. I may reread both High Stamina passages in Read and Interact as often as I want.

Part 1: Prompt Analysis

Read the prompt. Circle the topic in red. Draw a yellow box around the charge. Draw a green triangle around the word how.

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

Part 2: Thesis (Central Idea)

Write one sentence that answers the prompt above. Use the topic, use the charge, and add your own answer.

My thesis (central idea)

Part 3: Informative Organization

Number these four sentences 1, 2, 3, 4 to show the order they belong in an informative response.

Number	Sentence
_____	Together, both passages show that ideas and voices shape communities through learning, expression, and the sharing of culture.
_____	Both texts explain that communities can be shaped through learning, expression, and shared culture.
_____	Ava's discovery of Renaissance ideas and the Texas artists' music and achievements both support this idea.
_____	When people study, create, and share what matters, their influence can continue long after one moment ends.

Part 4: Introduction

Write the first sentence of a response to the prompt. Remember that the first sentence tells the reader what you will prove.

My first sentence

Part 5: Relevant Details and Evidence

Reason: Lydia Mendoza grew up in a Mexican American family and sang songs in Spanish about hard work, love, and everyday life. Copy one sentence from the passage that proves this reason. Then explain in one sentence why it proves the reason.

The sentence I copied from the passage

Why it proves the reason

Part 6: Passage-Based Paragraph

Write three or four sentences that answer the prompt from Part 1. Use your thesis (central idea), one reason, and one piece of evidence.

My paragraph



Words I Need

Tier 1, everyday words



Say each word. Then use one word in a sentence about my conclusion.

Word	Say it	What it means	Sentence frame
end	END	the final part	At the end, I want the reader to ____.
again	uh-GEN	one more time	I state the idea again by ____.
change	CHAYNJ	to make different	I change these words: ____.
same	SAYM	not different in meaning	The idea stays the same because ____.
group	GROOP	things considered together	I group the proof by ____.
proof	PROOF	information that supports an answer	The proof supports ____.
big	BIG	broad in meaning	The big idea is ____.
strong	STRAWNG	clear and effective	This ending is strong because ____.
final	FY-nul	last	My final sentence explains ____.
meaning	MEE-ning	what an idea shows or teaches	The larger meaning is ____.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

These thinking words help me understand prompts and explain answers. Say each word, then use it with a partner.

Word	Say it	What it means	Sentence frame
conclusion	kun-KLOO-zhun	the paragraph that closes a response	My conclusion closes the response by ____.
restate	ree-STAYT	to express the same idea in slightly different words	I restate the thesis (central idea) by ____.
reference	REF-er-uns	to point back to something already discussed	I reference both passages by ____.
reflection	ree-FLEK-shun	a thoughtful statement about larger meaning	My reflection shows that ____.
thesis (central idea)	THEE-sis	the sentence that gives the response's main answer	The thesis (central idea) answers ____.
evidence	EV-uh-dens	details that support an idea	The evidence from both passages shows ____.
paraphrase	PAIR-uh-frayz	to express source meaning in new words	I paraphrase without changing ____.
significance	sig-NIF-uh-kuns	the importance of an idea	The significance is ____.
synthesis	SIN-thuh-sis	combining ideas into a new understanding	My synthesis connects ____.
legacy	LEG-uh-see	an influence that continues over time	The artists' legacy shows ____.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

These words come from our passages about Looking Back to Move Forward and Voices That Shaped Texas.

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

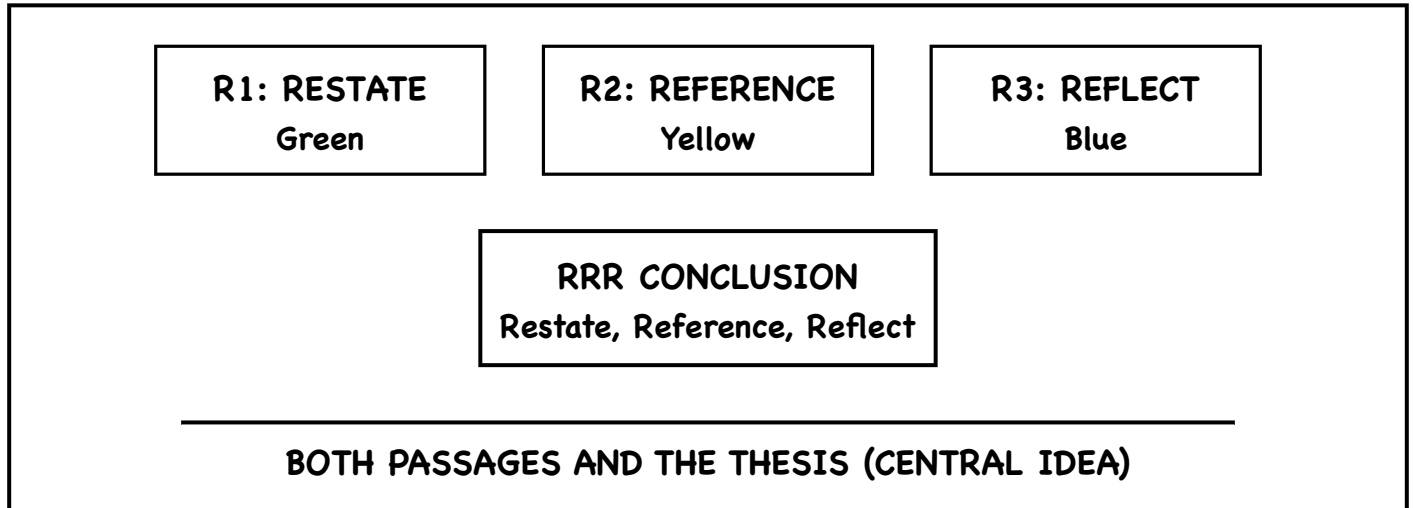
Use one Tier 3 word in a sentence

My Strategy Tools

The RRR Conclusion Roadmap



RRR is my roadmap for ending a paired-passage response with purpose. R1 restates, R2 references, R3 reflects.



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

Marking a Paired-Passage Prompt

Mark	What it means
Red circle	TOPIC, what the prompt is about.
Yellow box	CHARGE, what the topic does.
Green triangle	the word HOW, tells me to explain a way or a method.

Cluster 5 paired-passage prompts are usually a statement that asks HOW.

How the RRR conclusion strategy works for me

HOW and Conclusion Job

HOW	Conclusion Job
asks about the way ideas connect across both passages.	the RRR conclusion groups proof and reflects on the connection.

Cluster 5 paired-passage prompts ask HOW. My RRR conclusion restates, references evidence from both passages together, and reflects on the bigger meaning.

How I Say the Standard!

4.11B(ii):

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

How I say it: I can develop my writing into a focused, structured conclusion that uses purposeful structure and transitions.

4.12B(i):

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

How I say it: I can compose an informational conclusion that keeps a clear thesis (central idea).

Check My Writing

- ☐ My sentence has a subject and a verb.
- ☐ I use a capital letter for Texas, the Renaissance, and Show Boat.
- ☐ I use a period or another ending mark.

A WHY or HOW sentence I can try

Five Thinking Levels

Read from the bottom up. Each level shows what my RRR conclusion work looks like as it grows stronger.

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

Each level has a color label: Red, Orange, Yellow, Green, Blue.

The level I want to reach this week

Five Thinking Levels

The same five levels also show my growth from Day 1 to Day 5 as I build a complete RRR conclusion.

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

The Difference Between WHY and HOW

Prompt type	What it asks me to do	Example
WHY	Explain a reason, a purpose, or why something matters.	Explain how both passages show that ideas can shape communities.
HOW	Analyze how parts work together or how something happens.	Explain how the passages differ in the way they show cultural influence.

Cluster 5 paired-passage prompts ask HOW. R1 restates the thesis (central idea), R2 references evidence from both passages together, and R3 reflects on the bigger meaning.

A thinking level I want to try



Read & Interact

Read with a purpose



Dot, Discover, Drop

DOT: Place a small dot above any unfamiliar word. DISCOVER: Find the pronunciation or the meaning. DROP: Erase the dot once the word is understood.

TRACKS Legend

Letter	Category	Definition and Examples	Required Pastel Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs/adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs/adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters/people/animals, or major concepts as the central idea. Often nouns/proper nouns.	Pastel Yellow
K	Key Knowledge	All other important info needed for the passage's meaning not in another TRACKS category (background knowledge).	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged/measured through the five senses.	Pastel Green

TRACKS marks evidence in the passage. Highlight the smallest meaningful phrase. The shapes Circle, Box, and Triangle are used only to analyze the prompt.

Connect It to Our World

Renaissance art and Texas music both show how ideas and voices can shape communities across time.

Background I Need

Ava studies a Renaissance painting called The School of Athens in art class. Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe are real Texas artists whose music and performances shaped Texas culture.

Words I dotted while reading

Looking Back to Move Forward

Nonfiction passage. High Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

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."

A phrase I want to remember

My Words: One new word I learned today: _____

Looking Back to Move Forward (continued)

Nonfiction passage. High Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

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.

A phrase I want to remember

My Words: One new word I learned today: _____

Looking Back to Move Forward (continued)

Nonfiction passage. High Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

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?

A phrase I want to remember

My Words: One new word I learned today: _____

Looking Back to Move Forward (continued)

Nonfiction passage. High Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

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.

A phrase I want to remember

My Words: One new word I learned today: _____

Looking Back to Move Forward (continued)

Nonfiction passage. High Stamina. Read every paragraph. Use Dot, Discover, Drop.

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.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Looking Back to Move Forward (continued)

Nonfiction passage. High Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

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.

A phrase I want to remember

My Words: One new word I learned today: _____

Voices That Shaped Texas

Nonfiction passage. High Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

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.

A phrase I want to remember

My Words: One new word I learned today: _____

Voices That Shaped Texas (continued)

Nonfiction passage. High Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

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.

A phrase I want to remember

My Words: One new word I learned today: _____

Voices That Shaped Texas (continued)

Nonfiction passage. High Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

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 breakbarriers, 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.

A phrase I want to remember

My Words: One new word I learned today: _____

Voices That Shaped Texas (continued)

Nonfiction passage. High Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

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.

A phrase I want to remember

My Words: One new word I learned today: _____

Voices That Shaped Texas (continued)

Nonfiction passage. High Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

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.

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: Looking Back to Move Forward

People, ideas, and government changes that show how looking back at the past can help people move forward.

TRACKS mark	Color label	What I found (paragraph number and words)
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	

Highlight the smallest meaningful phrase. If I cannot say why I highlighted it, I should not highlight it.

My best TRACKS phrase and why I chose it

Annotate: Looking Back to Move Forward (continued)

More proof of how Ava connects old ideas from the Renaissance to new ways of thinking.

TRACKS mark	Color label	What I found (paragraph number and words)
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	

STOP & THINK

Which detail helps a reader understand why looking back at old ideas can help people move forward?

My thinking

My Prompt Marking Notes

The prompt gives me a topic, a charge, and the word how. I can use the shapes to slow down and see the job.

Shape	Word	Question I ask myself
Red circle	Topic	What is this prompt about?
Yellow box	Charge	What does the topic do?
Green triangle	How	Does the prompt ask me to explain a way or a method?

Circle the topic in red. Box the charge in yellow. Triangle the word how in green.
Explain how both passages show that ideas can shape communities.

My three marks in words

STUDENT WORKBOOK

Day 1: Gather and Reveal



I build the RRR conclusion HABIT

The Suitcase, the Snapshot, and the Bluebird

This suitcase reminds me to pack up my main idea one more time before I leave the paper. This snapshot reminds me to look back at the important proof I gathered. This bluebird reminds me that my final thought can fly beyond the page and carry a meaningful idea to the reader.

RRR = Restate, Reference, Reflect

By the end of today, I will know how to build a conclusion that does not just stop my paper, but strengthens it.

What Goes in a Conclusion?

A conclusion is not a place for brand-new evidence. It is a place to wrap up the thinking that has already been developed in the paper.

- ☐ Restate the answer.
- ☐ Refer back to the proof.
- ☐ Reflect on the big picture.

Why a conclusion should not add new evidence

Day 1: Reveal, continued

R1: Restate the Thesis (Central Idea)

R1 is the restatement of the thesis (central idea) sentence. I take the thesis (central idea) and change one or two words using synonyms. The idea stays the same, but the wording shifts a little.

Original Thesis (Central Idea)	R1 Restatement
"Together, both passages show that ideas and voices shape communities through learning, expression, and the sharing of culture."	"Both texts explain that communities can be shaped through learning, expression, and shared culture."

R2: Reference the Evidence

R2 is where I refer back to the evidence as a whole. I do not list every quote all over again. Instead, I nod back toward the proof I already used.

R2 Example "Ava's discovery of Renaissance ideas and the Texas artists' music and achievements both support this idea."

R3: Reflect / the Bluebird Moment

R3 is the reflection sentence, the big-picture thought. When we connect it to TREES, this last S becomes the reflection statement at the end of the whole response. Because we color it blue, we also call it the Bluebird Moment. The bluebird is leaving the tree I have written and flying away to share the idea with others.

R3 Example "When people keep learning and sharing what matters, ideas can continue to influence future generations."

Color Coding

Today, every conclusion will be color-coded. R1 = Green. R2 = Yellow. R3 = Blue. If one color is missing, one part of the conclusion is missing.

R1, R2, and R3 in my own words

STUDENT WORKBOOK



RRR Color Code Construction Zone

Day 2: Attempt

✂ Cut out these cards (sheet 1 of 2)

Cut out the R1, R2, and R3 cards and the 6 sentence cards. Read each sentence card. Decide whether it is R1, R2, or R3, then place it on the correct space on the game mat.

R1: RESTATE	R2: REFERENCE
R3: REFLECT	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.

Self-Check (back of cards) (sheet 1 of 2)

Check your sort against the key below. R1 is green, R2 is yellow, R3 is blue.

R2: REFERENCE the yellow sentence. It references evidence from both passages together.	R1: RESTATE the green sentence. It restates the thesis (central idea) without copying it.
R1	R3: REFLECT the blue sentence. It reflects on the bigger meaning beyond the page.
R3	R2

STUDENT WORKBOOK



RRR Color Code Construction Zone

Day 2: Attempt

✂ Cut out these cards (sheet 2 of 2)

Cut out the R1, R2, and R3 cards and the 6 sentence cards. Read each sentence card. Decide whether it is R1, R2, or R3, then place it on the correct space on the game mat.

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.

Self-Check (back of cards) (sheet 2 of 2)

Check your sort against the key below. R1 is green, R2 is yellow, R3 is blue.

R2	R1
	R3

STUDENT WORKBOOK

 **Day 2: Attempt**

I sort, build, and color-code a conclusion



Conclusion Sort Warm-Up
I will read conclusion sentences and decide whether each one is an R1, an R2, or an R3.

Sentence	R1, R2, or R3?
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.	

- Build the RRR Staircase**
- Step 1: Match a thesis (central idea) to a restatement.
 - Step 2: Add a grouped evidence reference.
 - Step 3: Choose or create the strongest reflection.

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?

Day 2: Attempt, continued

RRR Foldable

Glue in the RRR foldable. Create three flaps: Green flap = R1. Yellow flap = R2. Blue flap = R3.

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

Bluebird Trail Task Cards

- Restate a thesis (central idea) using one or two synonym swaps.
- Write an R2 sentence that refers back to evidence from both passages.
- Write a Bluebird Moment for a paper about how the passages help readers understand change.
- Decide which of three sentences should come first in a conclusion.
- Fix a weak conclusion by adding the missing R3.
- Color-code the three parts of a conclusion.

Correct answers will vary, but they must show: R1 keeps the same idea as the thesis (central idea) with small wording changes, R2 collectively references evidence, and R3 gives a broad, thoughtful final reflection.

One task card I completed and how

STUDENT WORKBOOK

Day 3: Discuss and Use Again



I talk about strong conclusions, then write my own

Discussion Questions

- What is the job of R1?
- How is R2 different from repeating all of the evidence?
- Why is R3 called a reflection sentence?
- Why is the Bluebird Moment a helpful name for the last sentence?
- What happens if a conclusion is missing one of the three parts?
- Why should a conclusion not introduce new evidence?

My answer to one discussion question

? STOP & THINK

Does R2 point back to both passages? Does R3 widen the thinking without introducing new evidence?

My thinking

Independent RRR Conclusion

Choose one HOW prompt from this cluster. Read the thesis (central idea) for that prompt or use the one from my own paper draft. Write a conclusion paragraph with R1 in green, R2 in yellow, and R3 in blue. Label each sentence.

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

Sample Answer Key

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

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

My RRR conclusion

STUDENT WORKBOOK

Day 4: Award and Target

I recognize my growth and set a goal

Bluebird Badge

Take a minute to notice my growth. Great writers do not just write strong endings, they learn how to recognize when their ending truly leaves the reader with something meaningful. Complete one of these stems:

- My Bluebird Moment was strong because...
- I did well with R1 when I...
- I improved my R2 by...
- My conclusion became more meaningful when I...

My Bluebird Badge stem

STUDENT WORKBOOK

Day 5: Explain to Others



I teach how to build an RRR conclusion

Turn and Teach

Turn to a partner, small group, or nearby classmate and teach one of the following: what R1 does, what R2 does, what R3 does, why the Bluebird Moment matters, how to color-code a conclusion.

- "R1 is important because..."
- "R2 helps the reader remember..."
- "R3 is called the Bluebird Moment because..."
- "A strong conclusion needs..."
- "The green sentence should..."
- "The yellow sentence should..."
- "The blue sentence should..."

What I taught my partner

Clarity and Compound Sentence Check

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

Teacher Model / Answer Key“Ava learns from old ideas, and the Texas artists share meaningful voices.” The comma belongs before the coordinating conjunction because two complete ideas are joined.

Remove a repeated sentence that copies the thesis (central idea), then keep one concise R1, one grouped R2, and one reflective R3. Look for: no new evidence in the conclusion, R2 references both passages collectively, and compound sentences avoid splices, run-ons, and fragments.

Check the Learning

Question	Answer
Label a source conclusion sentence R1, R2, or R3 and name its color.	R1 is green and restates; R2 is yellow and collectively references evidence; R3 is blue and reflects.
Explain why R2 should group proof rather than list every quote again.	R2 reminds the reader that the answer was proven with evidence from both passages without repeating the body.
Revise one copied thesis (central idea) into a restatement and select a fitting Bluebird Moment.	Accept responses that preserve the thesis (central idea) idea with a small synonym shift and end in a supported big-picture reflection rather than new evidence.

My revised and edited conclusion



Write More

Plan, draft, revise, edit, and share my RRR conclusion



My Writing Assignment

Write a complete RRR conclusion for this prompt:

Circle the topic in red. Box the charge in yellow. Triangle the word how in green.

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

My Plan

- Restate the thesis (central idea) idea and change one or two words with synonyms.
- Write an R2 sentence that refers collectively to evidence from both passages.
- Write two possible R3 Bluebird Moments.
- Circle the stronger reflection.

Two ways I could restate the thesis (central idea) with synonyms

The stronger restatement is...

Color Code My Conclusion

R1, Restate, Green. R2, Reference, Yellow. R3, Reflect, Blue.

My Draft



Use my plan. Write R1 in green, R2 in yellow, and R3 in blue. Label each sentence.

Draft, page 1

A sentence I want to keep

Revise, Edit, and Share

Revise

- ☐ R1 keeps the thesis (central idea) idea but changes one or two words.
- ☐ R2 refers back to evidence from both passages as a group, not a list of quotes.
- ☐ R3 reflects on the bigger meaning without adding brand-new evidence.

Edit

- ☐ Every sentence is complete with a subject and a verb.
- ☐ My compound sentence uses a coordinating conjunction and a comma before it.
- ☐ capitalize Texas, the Renaissance, and Show Boat.
- ☐ My compound sentences avoid splices, run-ons, and fragments.

My improved sentence

Share

Choose one: read my conclusion to a partner, share in author's chair, join a gallery walk, or add my conclusion to a class booklet.

My sharing plan

Before I Turn It In

Read each line. Check it when I can show it in my work.

Part	I can show...	Check
R1	I restate the thesis (central idea) without copying it exactly.	
R2	I reference evidence from both passages collectively, not as a list.	
R3	I write a supported Bluebird Moment that reflects on a bigger idea.	
Conventions	I edit my compound sentence for agreement, conjunction, boundaries, and comma placement.	

Study the Samples

Read the three RRR conclusions for this prompt. Notice what improves from Low to Medium to High.

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

Low

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

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

Medium

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

R2 (Yellow): Ava's learning and the Texas artists' stories and achievements both support this idea. R3 (Blue): This reminds readers that ideas can grow stronger when people carry them forward.

What is missing: the collective reference could be more precise, and the final reflection could connect more fully to influence over time.

High

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

R2 (Yellow): Ava's discoveries about Renaissance thinking and the Texas artists' stories, music, and achievements all support this idea. R3 (Blue): When people study, create, and share what matters, their influence can continue long after one moment ends.

Why it works: all three R parts are present, the evidence is grouped across both passages, and the ending reflects on a larger idea without adding new evidence.

What improves from Low to High?



Look Back & Look Forward

I own my RRR conclusion



My Progress Tracker

I can...	Not yet	Growing	Got it
Restate a thesis (central idea) without copying it exactly.	☐	☐	☐
Reference evidence from both passages collectively.	☐	☐	☐
Write a supported R3 Bluebird Moment.	☐	☐	☐
Color-code and label all three R parts.	☐	☐	☐
Revise for clarity and edit a compound sentence.	☐	☐	☐
Explain why a conclusion should not add brand-new evidence.	☐	☐	☐
Teach a partner the job and color of R1, R2, and R3.	☐	☐	☐

Something I Did Well...

What I did well, and where I did it

My Next Step...

Why this is my next step

Essential Question Answered

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

The answer

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

My Final Thinking (in my own words)

What Changed in My Thinking?

At first I thought...

Now I think...

Try It Another Way

Use one of the HOW prompts from this cluster. Write a full RRR conclusion: restate the thesis (central idea), reference evidence from both passages, and reflect on a bigger idea.

My new conclusion

Take It Further! Bluebird Lift-Off Challenge

Choose one paired-passage prompt from this cluster and write: Write two R3 Bluebird Moments for the same paper, select the stronger one, and justify the choice.

- Write a thesis (central idea) and a full RRR conclusion.
- Write two possible Bluebird Moments (R3 sentences).
- Choose the stronger Bluebird Moment.
- Explain in one or two sentences why it creates a more meaningful ending.

My plan: thesis (central idea), R1, R2, two R3 options, and which one I chose

My Bluebird Lift-Off Challenge

Write your full RRR conclusion and your two Bluebird Moments in the box below. Circle the one you chose.

At-Home Connection

Choose one card to talk about with someone at home. End with a conversation, not a worksheet.

Three R Teach-Back

Teach R1, R2, and R3 in order, including each part's color and job.

Ask them: what is the hardest part of ending a paper with a strong reflection instead of just stopping?

Family member signature: _____

Bluebird Test

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

Ask them: what is the biggest idea you remember from something you read or watched recently?

Family member signature: _____

Say It, Then Write It

Say this sentence out loud three times before you write it: How does your conclusion return to your thesis (central idea), look back at proof from both passages, and leave the reader with a bigger idea? You may talk about this card in any language you speak at home first. Then write or draw a conclusion with a green R1, a yellow R2, and a blue R3.

Ask them: how does your conclusion return to your thesis, look back at proof from both passages, and leave the reader with a bigger idea?

Family member signature: _____

My Family Conversation Notes

What did I teach? What did my family member remember?

Notes

Track My Progress

Every time I get a score or a grade on my work in this module, I write it here. This can be an exit ticket, a short answer, or a rubric score from my teacher.

Date	What I did (for example exit ticket, short answer, rubric)	My score	My next goal

Why This Helps Me

This chart shows how my scores change over the whole module, not just on one day.

- ☐ I keep this chart up to date.
- ☐ I can tell if my scores are growing.
- ☐ I ask for help when I need it.
- ☐ I show this chart to my teacher or a family member.

Add a new row every time I get feedback, a score, or a grade on my work.

My Module 3 Snapshot

I can keep this page with my other work. It shows how my thinking about conclusions grew.

The most useful word I learned

The R part I can find fastest

My Strong Roots

I am ready to end my next paper with a strong RRR conclusion.

A note to my future writer self

My Proud Moment This Week

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 4

Cluster 5 - Module 4

Seeing the Structure Through Color



Name: _____



The Writing Academy®, LLC

Grade 4 • Cluster 5 • Module 4

© The Writing Academy®, LLC

All rights reserved. This student interactive workbook is provided for classroom instructional use. No part may be reproduced for resale or distribution outside the purchasing campus without written permission.

How to Use My Workbook

This book holds my reading, thinking, writing, and reflection for this module.

My Name and My Goal for This Module

Pocket Practice

Attach a sheet of paper along the left, right, and bottom sides of this box to make a pocket. Store your game cards here throughout each module.



Meet My Week

Seeing the Structure Through Color



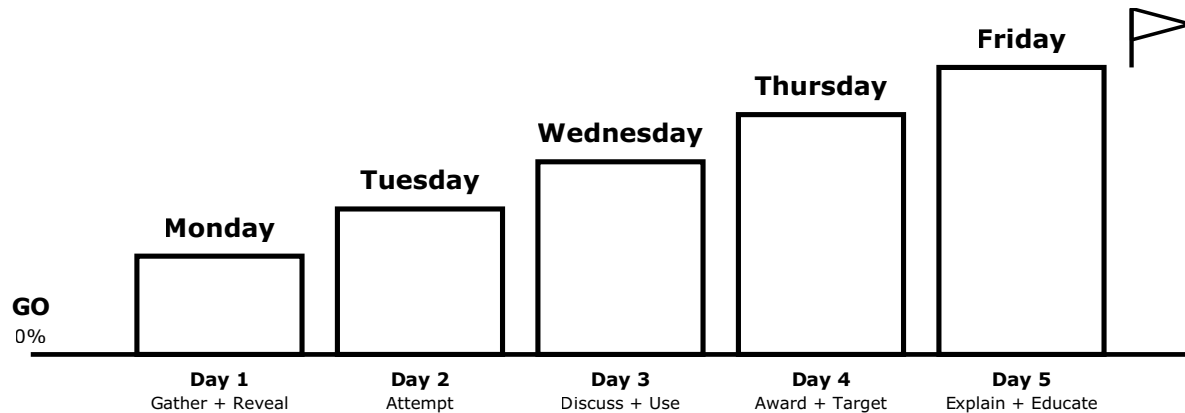
Why This Matters to Me

A strong paired-passage informative response has a clear structure from introduction through body paragraphs to conclusion. I will learn to see that structure by color-coding every sentence's job in a complete exemplar.

Essential Question

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

My Week Tracker



Color in one bar at the END of each day, after I finish that day's work. Watch my week grow from GO to FINISH!

My First Thinking

I Can

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

I Will

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

The I Can I want to reach first, and why

My Week at a Glance

What I learn	What I read	What I make
How color-coding a complete exemplar reveals the job of every sentence and the structure of a strong paired-passage ECR. I will use blue, yellow, green, and red to make each sentence's job visible.	Two very high stamina passages: "Looking Back to Move Forward" and "Voices That Shaped Texas." I will annotate both with TRACKS and read as a writing analyst.	A complete color-coded ECR with sentence-job labels and written justifications, a sentence job sort, a gameboard activity, and a module reflection.

Where We Are Going

I will move from catching mislabeled sentence jobs to independently color-coding, labeling, and justifying every sentence in a complete paired-passage exemplar. By the end of the week, I will understand how the introduction moves toward the thesis (central idea) and the conclusion moves away from it. I will finish by teaching someone else how the whole-paper color system works.

I'll Know I've Got It When...

- ☐ Introduction: Blue, then Yellow, then Green.
- ☐ Body: Green, then Yellow, then Red, then Blue when a significant inference is present.
- ☐ Conclusion: Green, then Yellow, then Blue.
- ☐ Every color is supported by an explanation of the sentence's job.
- ☐ I revised for coherence and clarity and edited compound sentences.

Check Myself

- ☐ I can identify and explain the job of every sentence in a complete ECR through color-coding.
- ☐ I can distinguish evidence from explanation by asking what each sentence does.
- ☐ I can explain how the introduction and conclusion mirror each other in opposite directions.
- ☐ I can use the complete color pattern to identify missing parts and revise weak sections.
- ☐ I can revise for coherence and clarity and edit compound sentences for conjunctions and commas.

How I Will Show What I Know

I will show what I know with a complete color-coded exemplar that labels every sentence by job (SP, ET, TH, R, EV, EX, SI, R1, R2, R3). I will write justifications for every paragraph, sort sentence strips by color, complete a standards application check that includes a compound-sentence edit, teach a partner how the whole-paper color

Say It Together!

These are the exact TEKS this module teaches. Read the code, then say the job in your own words.

4.12B(i):

I can compose informational texts using a clear central idea.

4.11B(i):

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

Call and Response

Read this together as a class before we start.

Teacher asks: "What does each color represent in the ECR color map?"

Class answers: "Blue is broad thinking, yellow is evidence, green is the answer or reason, red is explanation!"

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

I already know TREES and have built reason, evidence, and explanation sets. I can identify sentence jobs in individual paragraphs. Now I will see how those jobs connect across a whole paper.

A connection I can make

Remember It!

- ☐ Blue opens or widens the thinking.
- ☐ Yellow connects to evidence.
- ☐ Green states the central answer or reason.
- ☐ Red explains why evidence matters.

One idea I remember

Ready Check

- ☐ I can name what each color represents.
- ☐ I can find evidence in a passage.
- ☐ I can explain the difference between evidence and explanation.

Watch Out! Common Mix-Up

Watch out! I might think color-coding is just a craft activity, but it is really a thinking activity. I can confuse evidence and explanation because both come after the reason sentence, or color a sentence by where it is placed instead of by its job. I keep asking, "What is this sentence doing?"

Where This Fits in My Writing

Seeing the structure in a strong model helps me build that same structure in my own writing. When I can see the parts, I can begin to build the parts.

What I want to remember before I start

Where I Am Starting

This shows my teacher what I already know. It is not for a grade. Work on my own. I may reread the passages as often as I want.

Part 1: Prompt Analysis

Read the prompt. Underline the task. Circle the topic. Find the key words the prompt asks about.

Explain how color-coding a complete exemplar reveals the job of every sentence and the structure of a strong paired-passage ECR.

Part 2: Thesis (Central Idea)

Write one sentence that answers the prompt above. Use the topic, use the charge, and add your own answer.

My thesis (central idea)

Part 3: Informative Organization

Number these four sentences 1, 2, 3, 4 to show the order they belong in an informative response.

Number	Sentence
_____	Blue opens or widens the thinking in the introduction and conclusion.
_____	Color-coding makes the invisible structure of a strong ECR visible.
_____	Yellow connects to evidence in the body and transitions in the introduction.
_____	Green states the central answer in the introduction and the reason in the body.

Part 4: Introduction

Write the first sentence of a response to the prompt. Remember that the first sentence tells the reader what you will prove.

My first sentence

Part 5: Relevant Details and Evidence

Reason: Color-coding reveals the structure of a strong ECR. Copy one sentence from the passage that supports this idea. Then explain in one sentence why it proves the reason.

The sentence I copied from the passage

Why it proves the reason

Part 6: Passage-Based Paragraph

Write three or four sentences that answer the prompt from Part 1. Use your thesis (central idea), one reason, and one piece of evidence.

My paragraph



Words I Need

Tier 1, everyday words



Say each word. Then use one word in a sentence about the job of a sentence in a response.

Word	Say it	What it means	Sentence frame
color	KUH-ler	A visual marker used to show a sentence job.	The ____ shows the job of the sentence.
job	JOB	The work a sentence does.	The ____ of this sentence is to prove the reason.
part	PART	One piece of a complete response.	Each ____ of the response has a purpose.
order	OR-der	The sequence in which parts appear.	The ____ of the colors matters.
begin	bih-GIN	To open the writing.	The introduction ____ with a broad idea.
end	END	To close the writing.	The conclusion ____ with a reflection.
show	SHOH	To make thinking visible.	Color-coding ____ what each sentence does.
match	MATCH	To connect a sentence to its correct job.	I ____ the color to the sentence job.
build	BILD	To assemble purposeful parts.	Strong writers ____ responses with structure.
explain	eks-PLAYN	To tell why evidence matters.	Red means the sentence ____ the evidence.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

These thinking words help you understand how a strong response is built. Say each word, then use it with a partner.

Word	Say it	What it means	Sentence frame
structure	STRUK-chur	The purposeful organization of a whole paper.	The ____ of the response moves from introduction to conclusion.
exemplar	eg-ZEM-plar	A strong model used for study.	We study the ____ to see how strong writing is built.
introduction	in-troh-DUK-shun	The opening paragraph of a response.	The ____ moves Blue, then Yellow, then Green.
transition	tran-ZIH-shun	A bridge that connects ideas.	A yellow ____ helps the reader move toward evidence.
thesis (central idea)	THEE-sis	The central answer the response will prove.	The green ____ states the main answer.
reason	REE-zuhn	A point that supports the thesis (central idea).	Green in the body is the ____ statement.
evidence	EV-uh-duhns	A specific detail that proves a point.	Yellow ____ comes from the passage.
explanation	eks-pluh-NAY-shun	Thinking that tells why evidence matters.	Red ____ explores the evidence.
inference	IN-fer-uhns	A conclusion built from evidence and reasoning.	Blue in the body is a significant ____.
reflection	rih-FLEK-shun	Broad thinking that closes the response.	Blue in the conclusion is the ____ statement.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

These expert words come from "Looking Back to Move Forward" and "Voices That Shaped Texas." Say each word, find it in the passage, and use the oral rehearsal frame.

Word	Say it	What it means	Sentence frame
statement of purpose	STAYT-muhnt uhv PUR-puhs	A broad opening that introduces the topic.	The blue ____ opens the introduction.
evidentiary transition	ev-ih-DEN-shee-air-ee tran-ZISH-un	An introduction sentence that moves toward text support.	The yellow ____ bridges the opening to the thesis (central idea).
central idea	SEN-truhl eye-DEE-uh	The main answer developed across the response.	The green ____ is the thesis (central idea).
significant inference	sig-NIF-ih-kunt IN-fur-uhns	A larger idea drawn from evidence and explanation.	Blue in the body is a ____.
restatement	ree-STAYT-muhnt	The thesis (central idea) stated again in new words.	Green in the conclusion is the ____.
reference back	REF-er-uhns bak	A conclusion sentence that recalls the evidence.	Yellow in the conclusion is the ____.
compound sentence	KOM-pound SEN-tuhns	Two independent clauses joined correctly.	I check each ____ for conjunctions and commas.
coordinating conjunction	koh-OR-duh-nay-ting kun-JUNK-shun	A joining word used to connect equal sentence parts.	I use a ____ to join two ideas.
coherence	koh-HEER-uhns	The clear, logical flow of ideas.	I improve ____ by revising sentence order.
sentence boundary	SEN-tuhns BOWN-duh-ree	The correct beginning and ending of a sentence.	I check each ____ for completeness.

Use one Tier 3 word in a sentence



My Strategy Tools

Seeing the Structure Through Color



TREES gives my writing structure. Color-coding the exemplar helps me see how each sentence has a job.

Letter	Meaning
T	Thesis (central idea)
R	Reasons or Ways
E	Evidence
E	Explanation
S	Significant Inferencing

TREES: T: Thesis (central idea), R: Reasons or Ways, E: Evidence, E: Explanation, S: Significant Inferencing.

The Complete ECR Color Map

Mark	What it means
Blue	Broad thinking: statement of purpose, significant inference, or reflection.
Yellow	Evidence from the passage or evidentiary transition.
Green	Thesis (central idea), reason statement, or restatement.
Red	Explanation: thinking that tells why evidence matters.

Introduction: Blue, then Yellow, then Green. Body: Green, then Yellow, then Red, then Blue. Conclusion: Green, then Yellow, then Blue.

Color-code one paragraph. Label each sentence by job. Write one justification explaining why the colors fit.

Type and What It Means

Type	What It Means
WHY	Explains why an idea is important or significant.
HOW	Explains how something works or happens.

Informational prompts ask you to explain ideas clearly. Your thesis (central idea) must be supported with reasons, evidence from both passages, and explanations that add meaning.

How I Say the Standard!

4.12B(i):

I can compose informational texts using a clear central idea.

4.11B(i):

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

Check My Writing

- ☐ D
- ☐ o
- ☐ e
- ☐ s
- ☐
- ☐ e
- ☐ v
- ☐ e
- ☐ r
- ☐ y
- ☐
- ☐ s
- ☐ e
- ☐ n
- ☐ t

Five Thinking Levels

Use these levels to check how deeply I am thinking about sentence jobs and structure.

Level	Visible Thinking in This Module			
Level 1		Foundational	Names a color pattern with support.	
Level 2		Emergent	Colors sentences but inconsistently distinguishes evidence and explanation.	
Level 3		Visible	Labels each sentence and cites words that reveal its job.	
Level 4		Independent	Reconstructs the complete ECR and justifies every paragraph's pattern.	
Level 5		Reflective	Explains how the full structure supports meaning and applies it to a new paragraph.	

Challenge: Move up one level. Defend each color from the function of the sentence.

Which level am I at right now? What do I need to do to move up?

Five Thinking Levels

Use these levels to check how deeply I am thinking about sentence jobs and structure.

Level	Visible Thinking in This Module		
Level 1		Foundational	Names a color pattern with support.
Level 2		Emergent	Colors sentences but inconsistently distinguishes evidence and explanation.
Level 3		Visible	Labels each sentence and cites words that reveal its job.
Level 4		Independent	Reconstructs the complete ECR and justifies every paragraph's pattern.
Level 5		Reflective	Explains how the full structure supports meaning and applies it to a new paragraph.

The Difference Between WHY and HOW

Prompt type	What it asks me to do	Example
WHY	Explain a reason, a purpose, or why something matters.	Explain how color-coding a complete exemplar reveals the job of every sentence and the structure of a strong paired-passage ECR.
HOW	Analyze how parts work together or how something happens.	Explain how the introduction and conclusion of a paired-passage ECR mirror each other in opposite directions.

Informational prompts ask you to explain ideas clearly. Your thesis (central idea) must be supported with reasons, evidence from both passages, and explanations that add meaning.

Which level am I at right now? What do I need to do to move up one level?



Read & Interact

Read with a purpose



Dot, Discover, Drop

DOT: Place a small dot above any unfamiliar word. DISCOVER: Find the pronunciation or the meaning. DROP: Erase the dot once the word is understood.

TRACKS Legend

Letter	Category	Definition and Examples	Required Pastel Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs/adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs/adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters/people/animals, or major concepts as the central idea. Often nouns/proper nouns.	Pastel Yellow
K	Key Knowledge	All other important info needed for the passage's meaning not in another TRACKS category (background knowledge).	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged/measured through the five senses.	Pastel Green

TRACKS marks evidence in the passage. Highlight the smallest meaningful phrase. The shapes Circle, Box, and Triangle are used only to analyze the prompt.

Connect It to Our World

In one passage, Ava discovers how Renaissance ideas about art, learning, and government shaped the way people think. In the other passage, Texas artists shared stories through music and performance, shaping Texas culture.

Background I Need

In one passage, Ava studies a Renaissance painting and learns how past ideas inspired new thinking about art and government. In the other passage, Texas artists such as Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe shared their cultures through music and performance.

Words I dotted while reading

Looking Back to Move Forward (Part 1)

Read both passages carefully. Use TRACKS to annotate evidence details. Read as a writing analyst, noticing which details could serve as thesis (central idea) support, evidence, explanation, significant inference, and reflection.

My
marks

[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."

Looking Back to Move Forward (Part 2)

Read both passages carefully. Use TRACKS to annotate evidence details. Read as a writing analyst, noticing which details could serve as thesis (central idea) support, evidence, explanation, significant inference, and reflection.

[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.

My
marks

Looking Back to Move Forward (Part 3)

Read both passages carefully. Use TRACKS to annotate evidence details. Read as a writing analyst, noticing which details could serve as thesis (central idea) support, evidence, explanation, significant inference, and reflection.

[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.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Looking Back to Move Forward (continued)

Read both passages carefully. Use TRACKS to annotate evidence details. Read as a writing analyst, noticing which details could serve as thesis (central idea) support, evidence, explanation, significant inference, and reflection.

My
marks

[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.

[illegible]

Grade 4 • Cluster 5 • Module 4 • Read & Interact

Looking Back to Move Forward (continued)

Read both passages carefully. Use TRACKS to annotate evidence details. Read as a writing analyst, noticing which details could serve as thesis (central idea) support, evidence, explanation, significant inference, and reflection.

[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.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Looking Back to Move Forward (Part 5)

Read both passages carefully. Use TRACKS to annotate evidence details. Read as a writing analyst, noticing which details could serve as thesis (central idea) support, evidence, explanation, significant inference, and reflection.

My
marks

[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.

Looking Back to Move Forward (Part 6)

Read both passages carefully. Use TRACKS to annotate evidence details. Read as a writing analyst, noticing which details could serve as thesis (central idea) support, evidence, explanation, significant inference, and reflection.

[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.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Looking Back to Move Forward (continued)

Read both passages carefully. Use TRACKS to annotate evidence details. Read as a writing analyst, noticing which details could serve as thesis (central idea) support, evidence, explanation, significant inference, and reflection.

[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.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Looking Back to Move Forward (Part 7)

Read both passages carefully. Use TRACKS to annotate evidence details. Read as a writing analyst, noticing which details could serve as thesis (central idea) support, evidence, explanation, significant inference, and reflection.

[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.

My
marks

[illegible]

Voices That Shaped Texas (Part 1)

Read both passages carefully. Use TRACKS to annotate evidence details. Read as a writing analyst, noticing which details could serve as thesis (central idea) support, evidence, explanation, significant inference, and reflection.

[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.

My
marks

Voices That Shaped Texas (Part 2)

Read both passages carefully. Use TRACKS to annotate evidence details. Read as a writing analyst, noticing which details could serve as thesis (central idea) support, evidence, explanation, significant inference, and reflection.

My
marks

[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.

Voices That Shaped Texas (Part 3)

Read both passages carefully. Use TRACKS to annotate evidence details. Read as a writing analyst, noticing which details could serve as thesis (central idea) support, evidence, explanation, significant inference, and reflection.

[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.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Voices That Shaped Texas (continued)

Read both passages carefully. Use TRACKS to annotate evidence details. Read as a writing analyst, noticing which details could serve as thesis (central idea) support, evidence, explanation, significant inference, and reflection.

[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.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Voices That Shaped Texas (Part 4)

Read both passages carefully. Use TRACKS to annotate evidence details. Read as a writing analyst, noticing which details could serve as thesis (central idea) support, evidence, explanation, significant inference, and reflection.

My
marks

[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.

Voices That Shaped Texas (Part 5)

Read both passages carefully. Use TRACKS to annotate evidence details. Read as a writing analyst, noticing which details could serve as thesis (central idea) support, evidence, explanation, significant inference, and reflection.

[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.

My
marks

[illegible]

Annotate: Looking Back to Move Forward (Part 1)

Details about how studying the past inspired new ideas about art, learning, and government during the Renaissance.

TRACKS mark	Color label	What I found (paragraph number and words)
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	

Highlight the smallest meaningful phrase. If I cannot say why I highlighted it, I should not highlight it.

My best TRACKS phrase and why I chose it

Annotate: Looking Back to Move Forward (Part 2)

Details about how studying the past inspired new ideas about art, learning, and government during the Renaissance.

TRACKS mark	Color label	What I found (paragraph number and words)
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	

? STOP & THINK

Stop and think: What job is this sentence doing? Is it opening, answering, proving, explaining, inferring, or reflecting?

My thinking

My Prompt Marking Notes

Read each prompt carefully. Underline the task. Circle the topic. Find the key words the prompt asks about.

Shape	Word	Question I ask myself	
Explain how color-coding reveals the structure of a strong ECR.	color-coding and structure	reveals	how
Explain how the introduction and conclusion mirror each other.	introduction and conclusion	mirror	how

Underline the task. Circle the topic. Find the key words the prompt asks about.

Explain how color-coding a complete exemplar reveals the job of every sentence and the structure of a strong paired-passage ECR.

My three marks in words

STUDENT WORKBOOK



Day 1: Gather + Reveal



I catch mislabeled sentence jobs and learn the complete ECR color map

Our Question for Today

How do I see the job of every sentence in a complete ECR through color-coding?

1. Catch and Correct the Color Mistake

The teacher may try to trick your ears with a close-but-not-correct label. Signal "catch" when you hear an error, then repair it: "It is actually ____ because ____."

My Catch and Correct Notes

2. Fresh Recall

With the color key covered, state the introduction, body, and conclusion color patterns from memory.

Introduction Pattern:

Body Pattern:

Conclusion Pattern:

3. The Complete ECR Color Map

Introduction: Blue (Statement of Purpose), then Yellow (Evidentiary Transition), then Green (Thesis/Central Idea).

Body: Green (Reason), then Yellow (Evidence), then Red (Explanation), then Blue (Significant Inference, if present).

Conclusion: Green (Restatement), then Yellow (Reference Back), then Blue (Reflection).

The Opposite Pathways

The introduction moves Blue, then Yellow, then Green. The conclusion moves Green, then Yellow, then Blue. One leads into the thesis (central idea). One leads out from the thesis (central idea).

My Color Map Notes

[illegible]

Sample Introduction from the Exemplar

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

What I Noticed About the Introduction Color Pattern

[illegible]

STUDENT WORKBOOK



RACE TO THE RIGHT COLOR

Day 2: Attempt

✂ Cut out these cards

Cut on the dashed lines. These are the Color Challenge Cards from the Race to the Right Color gameboard. Draw a card, answer it, then check the Self-Check page. Store all cards in your Pocket Practice.

BLUE

YELLOW

GREEN

RED

What color is the thesis (central idea) in the introduction?

What color is the evidence in a main body paragraph?

What color is the reflection sentence in the conclusion?

Why is explanation colored red?

Self-Check (back of cards)

This page prints on the back of the card page. Each answer sits behind its own card, so flip a card to check your thinking.

YELLOW Evidence from the passage or evidentiary transition.	BLUE Broad thinking: statement of purpose, significant inference, or reflection.
RED Explanation: thinking that tells why evidence matters.	GREEN Thesis (central idea), reason statement, or restatement.
Yellow	Green
Red	Blue

STUDENT WORKBOOK

 Day 2: Attempt



I sort sentence strips by job and color-code the exemplar

Sentence Job Sort

Read each sentence strip. Decide what its job is. Place it on the correct color mat: Blue, Yellow, Green, or Red.

My Sentence Job Sort

Color-Code the Exemplar: Introduction

Blue: Statement of Purpose. Yellow: Evidentiary Transition. Green: Thesis (Central Idea).

My Introduction Color-Code

Color-Code the Exemplar: Body and Conclusion

Body: Green (Reason), then Yellow (Evidence), then Red (Explanation), then Blue (Significant Inference, if present). Repeat for each body paragraph. Conclusion: Green (Restatement), then Yellow (Reference Back), then Blue (Reflection).

Body Paragraph 1 Color-Code

Body Paragraph 2 Color-Code

Conclusion Color-Code

STUDENT WORKBOOK



Day 3: Discuss + Use



I explain how colors work differently in different parts of the paper

Discussion Questions

- Why is the statement of purpose blue in the introduction?
- Why does the thesis (central idea) turn green?
- How is the yellow sentence different in the introduction and the main body?
- Why is explanation red?
- When would a sentence in the main body be blue?
- How are the introduction and conclusion opposite?
- Why is color-coding a helpful habit for writers?

My Discussion Notes

Color It, Label It, Prove It

Color-code each paragraph. Label each sentence by job: SP, ET, TH, R, EV, EX, SI, R1, R2, or R3. Write one justification per paragraph explaining why the colors fit.

Introduction: Labels and Justification

Body Paragraph 1: Labels and Justification

Conclusion: Labels and Justification

STUDENT WORKBOOK



Day 4: Award + Target



I celebrate my understanding and set a structural goal

Award: Celebrate My Work

Choose one ribbon sentence stem and finish it: "I was a Color Master today when I..." or "One color I understand better now is..." or "A part of writing that became clearer to me is..."

My Award

Standards Application Check

Choose one paragraph from the exemplar. Explain each sentence job, then revise the paragraph by adding, deleting, combining, or rearranging one idea for coherence or clarity. Edit any compound sentence for conjunctions, agreement, boundaries, and commas.

My Revised Paragraph

Target: My Next Step

- Which color was easiest for me to identify?
- Which color was hardest?
- Do I understand the difference between yellow evidence and red explanation?
- Can I see how the introduction and conclusion are opposite?
- How will this help me write my own paper better?

My Structural Goal

[illegible]

STUDENT WORKBOOK

Day 5: Explain + Educate



I teach a partner how the whole-paper color system works

Turn and Teach

Teach one of the following: How to color-code the introduction. How to color-code a main body paragraph. How to color-code the conclusion. How the introduction and conclusion are opposite. Why color-coding an exemplar paper helps writers.

Sentence Stems

- The blue sentence in the introduction is...
- The green sentence in the body paragraph is...
- The red sentence tells...
- The yellow sentence proves...
- The conclusion starts with green because...
- The introduction and conclusion are opposite because...

What I Taught My Partner

What My Partner Taught Me

Check the Learning

- ☐ I can color by function, not by paragraph location.
- ☐ I can distinguish yellow evidence from red explanation.
- ☐ I can identify green as the main answer or reason.
- ☐ I can recognize blue as broad or inferential thinking.
- ☐ I can explain the opposite introduction and conclusion pathways.



Write More

Plan, draft, revise, edit, and share



My Writing Assignment

Write a short response to this prompt:

Underline the task. Circle the topic. Find the key words the prompt asks about.

Explain how each sentence in a complete paired-passage ECR contributes to the paper's structure.

My Plan

- Thesis (central idea): What is my main point about how color-coding reveals structure?
- Reason 1: How does color-coding show what each sentence does?
- Evidence for Reason 1: Which passage detail proves this?
- Explanation for Reason 1: Why does this evidence matter?
- Reason 2: How do the introduction and conclusion mirror each other?
- Evidence for Reason 2: Which passage detail proves this?
- Explanation for Reason 2: Why does this evidence matter?

My Reasons

How I Made It Stronger

My Draft



Use my shaped prompt and my plan. Write a clear response.

Draft, page 1

A sentence I want to keep

Revise, Edit, and Share

Revise

- ☐ My thesis (central idea) answers the prompt clearly.
- ☐ Each reason supports my thesis (central idea) and does not repeat.
- ☐ Each piece of evidence comes from the passage and directly proves the reason.
- ☐ Each explanation begins from the evidence and adds analysis.
- ☐ My ideas fit together and flow from one to the next.

Edit

- ☐ I checked my spelling using grade-appropriate patterns.
- ☐ I used capital letters for proper nouns such as Renaissance, Raphael, Texas, and Lydia Mendoza.
- ☐ My sentences are complete with subject-verb agreement.
- ☐ I checked compound sentences for conjunctions, agreement, boundaries, and commas.

My improved sentence

Share

Read your strongest paragraph to a partner. Ask your partner to identify the color and job of each sentence. Check whether the partner agrees with your labels.

My sharing plan

Final Check Before I Turn It In

Read through my response one more time. I check each part against the rubric below. A strong paired-passage ECR has a clear structure: the introduction moves from broad thinking to the thesis (central idea), each body paragraph develops a reason with evidence and explanation, and the conclusion moves from the restatement back out to a broad reflection. I make sure every sentence has a clear job and that the introduction and conclusion mirror each other in opposite directions.

Part	I can show...	Check
Thesis (central idea)	Clear and directly answers the prompt.	
Reasons	Logical and support the thesis (central idea).	
Evidence	Accurate, from the passage, and directly proves the reason.	
Explanation	Begins from the evidence and adds meaning.	
Structure	Introduction, body, and conclusion follow the correct color pattern.	

Study the Samples

Read the three responses to this prompt. Notice what improves from Low to Medium to High.

Explain how each sentence in a complete paired-passage ECR contributes to the paper's structure.

Low

The sentences have colors. The introduction is blue, yellow, and green. The body has colors too.

The response recalls part of the introduction pattern but does not explain the job represented by each color or address the body and conclusion.

Medium

Blue opens the introduction, yellow gives evidence, green is the answer, and red explains. The conclusion reverses the introduction.

The response names the main color relationships and recognizes the reverse pattern but needs to distinguish how yellow and blue function differently in different parts of the paper and support the explanation with sentence-level examples.

What improves from Low to High?

Study the High Sample

This is the target. Notice how every part of the narrative has a job for the reader.

High

Introduction Blue: Ideas can continue to shape people long after they first appear. Yellow: Looking Back to Move Forward uses Ava's discovery of Renaissance art and government ideas, while Voices That Shaped Texas presents artists whose music and achievements influenced Texas culture. Green: Together, both passages show that ideas and voices shape communities through learning, expression, and the sharing of culture. Main Body Paragraph 1 Green: One way the passages show influence is through learning from the past. Yellow: In Looking Back to Move Forward, Ava learns that people studied ideas from ancient Greece and Rome and began to believe citizens should have a voice. Red: This shows that earlier ideas can inspire new thinking about fairness and freedom. Blue: The bigger lesson is that learning from the past can help people imagine new possibilities for the future. Main Body Paragraph 2 Green: Another way the passages show influence is through the sharing of stories and traditions. Yellow: Voices That Shaped Texas explains that Lydia Mendoza sang about hard work, love, and everyday life and that listeners felt connected to her music. Red: Her music reflected experiences people recognized, and Chelo Silva's boleros became favorites of Tejano listeners. Blue: This shows that shared experiences can strengthen culture by helping people feel seen and connected. Main Body Paragraph 3 Green: A final way the passages show influence is by giving people a voice and breaking barriers. Yellow: The passage explains that Julius Lorenzo Cobb Bledsoe became well known for his role in Show Boat and that his success showed talent could break barriers. Red: His achievement, together with the artists' music bringing people together, shows that creative work can widen opportunity and representation. Blue: When people use their talents courageously, their influence can open doors for others. Conclusion Green: Both texts show that ideas and voices can influence communities through learning, expression, and shared culture. Yellow: Ava's discoveries about Renaissance thinking and the Texas artists' stories, music, and achievements all support this idea. Blue: When people study, create, and share what matters, their influence can continue long after one moment ends.

High Sample TRAILS Key

TRAILS	Evidence from the High sample	Why it works
--------	-------------------------------	--------------

One sentence in my own narrative I want to make stronger



Look Back & Look Forward

I own my learning



My Progress Tracker

I can...	Not yet	Growing	Got it
I can identify the job of every sentence.	☐	☐	☐
I can distinguish evidence from explanation.	☐	☐	☐
I can color-code the introduction, body, and conclusion.	☐	☐	☐
I can explain the opposite introduction and conclusion pathways.	☐	☐	☐
I can revise for coherence and clarity.	☐	☐	☐

Something I Did Well...

What I did well, and where I did it

My Next Step...

Why this is my next step

Essential Question Answered

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

The answer

Color-coding makes the invisible structure of a strong ECR visible. Blue opens or widens the thinking, yellow connects to evidence, green states the central answer or reason, and red explains evidence. Seeing the complete color pattern helps students identify missing parts, revise weak sections, and understand how the paper opens broadly, narrows to a central idea, develops proof, and widens again in reflection.

My Final Thinking (in my own words)

What Changed in My Thinking?

At first I thought...

Now I think...

Try It Another Way

Write one new paired-passage body paragraph that matches the exemplar's Green, then Yellow, then Red, then Blue pattern. Use only details from "Looking Back to Move Forward" and "Voices That Shaped Texas."

My new prompt

Build the Color Pattern Challenge

Take it further: Write one new paired-passage body paragraph that matches the exemplar's Green, then Yellow, then Red, then Blue pattern. Use only details from "Looking Back to Move Forward" and "Voices That Shaped Texas."

- Green: State one way the passages show influence.
- Yellow: Supply a specific passage detail.
- Red: Explain what that detail proves.
- Blue: Add a significant inference that lifts the thinking.

Draw the ECR Color Map

Draw a diagram that shows how the introduction, body, and conclusion colors connect.

At-Home Connection

Choose one card to talk about with someone at home. End with a conversation, not a worksheet.

Sentence Job Detective

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

Ask them: what job is this sentence doing?

Family member signature: _____

Track My Progress

Every time I get a score or a grade on my work in this module, I write it here.

Date	What I did (for example exit ticket, short answer, rubric)	My score	My next goal

Why This Helps Me

This chart shows how my scores change over the whole module.

- ☐ I keep this chart up to date.
- ☐ I show this chart to my teacher.

My Module 4 Snapshot

I can keep this page with my other work.

The most useful word I learned

The craft move I can use fastest

My Strong Roots

I am a prepared writer.

My Proud Moment This Week
