



THE WRITING ACADEMY®, LLC



Module 3

Building a Conclusion That Finishes the Thinking

Grade 5 · Cluster 5

High Stamina

Tackling TEKS · Reading & Writing

5.11(B)(iii) · 5.12(B)(i)



★ Meet Our Week

Week 3 · High Stamina · Cluster 5 (ECR Paired Passages)

★ Daily Deck

I Will...

- Listen to a complete thought before identifying the relationship.
- Speak my comparison before I write it.
- Use accurate evidence from both passages.
- Revise for meaning, organization, coherence, and clarity before I edit conventions.
- Use evidence from my own work to name a strength and choose a measurable next step.

I Can...

- Explain a true relationship across two passages instead of writing two separate summaries.
- Use transitions to signal similarity, difference, cause and effect, or a shared pattern.
- Write R1, R2, and R3 so the conclusion finishes the thinking.
- Explain why an important difference changes the meaning of a comparison.

★ Read Both Passages

Day 1 · Gather

★ Daily Deck

A Difficult Compromise

Nonfiction

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

A Visit to the Workshop

Historical fiction

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

Passage 9: A Difficult Compromise. Passage 10: A Visit to the Workshop. Track problem or conflict, action or decision, outcome, and what remains.

★ One Answer Uses Both Texts

Day 1 · Gather & Reveal

★ Daily Deck

Passage 9: “A Difficult Compromise” · Passage 10: “A Visit to the Workshop”

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

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

Model one detail from each passage connected in one sentence.

A conclusion should feel earned because each sentence grows from work the response has already done.



Dot the Tricky Words

Day 1 · Gather

★ Daily Deck

BOTH passages = complete answer.

One answer uses both texts.

★ Every Sentence Has a Job

Day 1 · Reveal

★ Daily Deck

Green
Central idea
or
restatement

What is the
response
teaching?

Yellow
Evidence

Which passage
detail supports it?

**Red or
pink**
Relationship
or
explanation

What do the two
details show
together?

**Red or
pink,
underlined**
Protected
difference

What important
distinction must remain?

Blue
Significance
or Bluebird
reflection

Why does the
established idea
matter?

Full Color-Coding Key: every sentence has a job and a color.

★ HABIT: R1 R2 R3

Day 1 · Reveal (cont.)

★ Daily Deck

R1, R2, R3

- R1** Restates the thesis (central idea) in fresh language.
- R2** Refers to evidence from both passages as a whole.
- R3** Reflects on the larger significance in a Bluebird moment.

Watch Me!

R1, green: Both passages show that moving forward requires people to continue working when an important problem is not finished.

R2, yellow: The delegates kept working through a difficult representation decision, and Edison and his workers kept testing, recording, and beginning again after failed bulbs. **R3, blue:** Together, these passages show that continued work can change what happens next, while careful readers must still examine the different human consequences of each situation.

R2 refers to evidence already discussed from both passages as a whole. R3 does not add a new fact.

Guide Routine

How to Play

- 1 Read the relationship card.
- 2 Check each detail in the source.
- 3 Choose a transition.
- 4 Write one connected sentence.
- 5 Explain the bigger picture without adding a new detail.

Success Check: *Your job is to build a conclusion from evidence that is already on the page.*

Guide Sample

R1: Both passages show people continuing to work when a difficult problem is still unfinished.

★ Talk It Over

Day 3 · Discuss

★ Daily Deck

Before you write, tell your partner what the two passages show together. Name one similarity, one difference, and one piece of evidence from each source.

Can I point to the exact detail?

What do the two details show together?

What important distinction must remain?

Which job is missing?

Student Directions: “Your words should be accurate enough for your partner to find the detail.”



What Finishes a Conclusion?

★ Daily Deck

Day 3 · Discuss (cont.)

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

**R1 restates
the thesis (central idea)**

**R2 refers to
evidence as a whole**

**R3 reflects
the bigger picture**

“R3 is the bigger picture, not a new detail.”

★ Try It On Your Own

Day 3 · Use

PROMPT

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

DRAFT

Students draft a SET introduction, one connected body paragraph, and a conclusion with three sentences. Require both passages.

MARK

Ask students to underline the central idea, label Passage 9 and Passage 10 evidence, circle the relationship transition, and mark R1, R2, and R3 in the conclusion.

R1 restates in fresh language. R2 refers to evidence from both passages as a whole.

R3 reflects the bigger picture. No new evidence appears in the conclusion. Every sentence has a job and a color.

★ Find a Strength

Day 4 · Award

★ Daily Deck

Student Award

What can I already do? Name one sentence or move that shows your strength. Point to the evidence.

★ Choose a Target

Day 4 · Target

★ Daily Deck

Student Target

What do I want to practice next? Choose one measurable next step for both-source evidence, relationship explanation, protected difference, R1, R2, R3, revision, or editing. Add or delete for coherence and clarity; strengthen the ending.



Turn and Teach

Day 5 · Explain

★ Daily Deck

“Teach your partner the HABIT: R1 restates, R2 refers back, and R3 reflects. Explain why R2 must use evidence already discussed and why R3 must not introduce a new detail.”

Partner A explains the habit with the module passages. Partner B listens for both source labels, the relationship, the important difference, and the three sentence jobs. Partners switch. Each student points to one sentence in the response that proves the explanation.

★ Exit Ticket

Day 5 · Transfer

★ Daily Deck

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

Directions: Use both passages. Write a thesis (central idea), one connected evidence sentence with a detail from each passage, an explanation, and a three-sentence conclusion. Label R1, R2, and R3. Do not add new evidence in the conclusion.

- 1 My thesis (central idea):
- 2 Evidence from Passage 9:
- 3 Evidence from Passage 10:
- 4 What do the details show together?
- 5 R1 restates:
- 6 R2 refers back:
- 7 R3 reflects:
- 8 Capitalization and spelling check: I reread the whole response, checked sentence beginnings and proper nouns, checked spelling, and checked punctuation.



Build It, Fix It, Say It

Small-Group Support

★ Daily Deck

Use the intervention without reducing the thinking demand. The student still selects the details, explains the relationship, and names the significance.

One source: In Passage 9 _____; in Passage 10 _____.

Listing: Together, these details show _____.

Missing difference: However, Passage 9 _____ while Passage 10 _____.

Stopping: Both passages show _____. The evidence shows _____. This matters because _____.

New ending evidence: R2 refers to evidence already discussed.

Fade the labels after the student completes one accurate response.



Think Like a Scholar

Enrichment: Connect Across Texts

Alternate R3:

Write two reflections from the same paired evidence.

Transition precision:

Replace a general connector with a precise relationship word.

Sentence jobs:

Color-code an entire response and defend each color.

Context protection:

Explain why a shared pattern does not make the situations equal.

★ My Progress Tracker

Directions: Look at each skill. If you can do it independently, check the box that matches your progress. Be honest. Your goal is growth across the module, not perfection on Day 1.

I Can...	Not Yet	Getting It	I've Got It!
Use both passages in one informative response.	Not Yet	Getting It	I've Got It!
Locate accurate evidence in Passage 9 and Passage 10.	Not Yet	Getting It	I've Got It!
Explain what paired evidence shows together.	Not Yet	Getting It	I've Got It!
Use a transition that signals the relationship.	Not Yet	Getting It	I've Got It!
Protect an important difference in context or consequence.	Not Yet	Getting It	I've Got It!
Restate the thesis (central idea) in fresh language.	Not Yet	Getting It	I've Got It!
Refer to evidence from both passages as a whole.	Not Yet	Getting It	I've Got It!
Reflect on why the established idea matters without new evidence.	Not Yet	Getting It	I've Got It!
Revise for meaning, coherence, and clarity before editing conventions.	Not Yet	Getting It	I've Got It!

Citizenship Connection



The connection is not that the situations are equal. The connection is that students can study how people continue working after a decision, discovery, or breakthrough while asking who is affected and what remains unresolved.



Reading both passages invites careful attention to power, fairness, human rights, invention, persistence, and the consequences of decisions.

A Difficult Compromise: An agreement can move a group forward without being fair to everyone affected. **A Visit to the Workshop:** Failed tests can provide information that guides continued work. **Both passages:** People continue working after an important decision or discovery, but the stakes differ.

Reflect & Discuss

When leaders compromise, whose interests are protected, and who is left out?

How can careful records help a team decide what to try next?

What does the shared pattern show, and what difference must remain visible?

Let's Look at an Answer!

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

LOW Level 1

“Both passages are about people working. The delegates made a compromise. Edison made a light. The workers kept trying. The delegates had a problem. It was important.”

Teacher Annotation: The student notices continued work and names both passages, but the response places details beside one another. R1, R2, and R3 are not yet visible. The student needs a relationship sentence, a protected difference, and a conclusion that refers to established evidence as a whole.

Next Step: Build one R1 sentence, one R2 sentence that names the evidence from both passages, and one R3 sentence that explains why the relationship matters.

Use the frame: Both passages show _____. The delegates _____, while the workshop team _____. Together, this matters because _____.

Teacher Guidance: Honor the accurate details. Ask the student to draw a line between the convention evidence and the workshop evidence. Ask, ‘What do these details show together?’ Then ask, ‘What important difference must we keep?’ Do not supply the full ending before the student rehearses the relationship.

Let's Look at Another Answer!

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

MEDIUM Level 2-3

“Both passages show that people have to keep working. In “A Difficult Compromise,” delegates argued about representation and made the Three-Fifths Compromise. In “A Visit to the Workshop,” Edison and his workers tested bulbs and wrote down results. This shows that work can continue after a difficult moment.”

Teacher Annotation: The student uses both passages and gives accurate evidence. R1 is present in fresh language and R2 refers back to established evidence. R3 is close, but it could reflect on the bigger picture and preserve the important difference in consequences.

Revision Target: Add a final reflection: continued work can move a group or a search forward, but the political agreement did not solve the deeper injustice while the workshop tests were part of technical experimentation.

Note: The added sentence is not new evidence. It explains the meaning of the evidence already used and protects the distinction between the passages.

Revised Conclusion: Both passages show that people keep working when a difficult problem is not finished. The delegates continued through disagreement, and the workshop team continued testing and recording after failed bulbs. Together, the passages show the power of persistence, while the different consequences remind readers that moving forward does not always mean that a problem has been solved fairly.

Our Strongest Answer!

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

HIGH Level 4

“People often respond to hard problems by continuing to work even when the path forward is uncertain. ‘A Difficult Compromise’ presents a political conflict over representation, while ‘A Visit to the Workshop’ presents a technical challenge involving practical electric light. The passages develop a similar pattern of persistence, but the kinds of challenges, choices, and consequences are very different. The delegates continued discussing representation after the first agreement about Congress because the question of who would be counted remained unresolved. Similarly, Edison and his workers continued testing materials after the bulb glowed, recording how long the wire lasted and preparing another bulb. These details show that progress depends on examining results and continuing the work, but Passage 9 also shows that an agreement can move a government forward while leaving people without freedom or representation. Both passages therefore show that moving forward requires continued work after a decision or breakthrough. The convention’s debate and the workshop team’s tests together show that one moment rarely finishes a difficult process. The relationship matters because persistence can shape what happens next, yet readers must examine the consequences of the decisions and methods that produce that progress.”

Why It Is Secure: The response uses both texts in one answer, explains a meaningful similarity, preserves a critical difference, and ends with R1/R2/R3. The conclusion adds no new evidence. It refers to the convention debate, the workshop tests, the recorded results, and the established consequences.

Color and Job Annotation: Green: central idea and R1. Yellow: source evidence from both passages and R2. Red or pink: similarly, but, and together explain the relationship. Red or pink underline: the different political and technical consequences remain visible. Blue: R3 reflects on why the established idea matters.

Teacher Notice: The final sentence is a Bluebird moment because it broadens the established thinking without leaving the passages.

★ **This is our target!**