

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 5

Cluster 5 - Modules 1 to 4

Module 1: Balanced Evidence Across Paired Passages

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

Module 3: Building a Conclusion That Finishes the Thinking

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



Name: _____



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THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 5

Cluster 5 - Module 1

Balanced Evidence Across Paired
Passages



Name: _____



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Grade 5 • Cluster 5 • Module 1

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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

Balanced Evidence Across Paired Passages



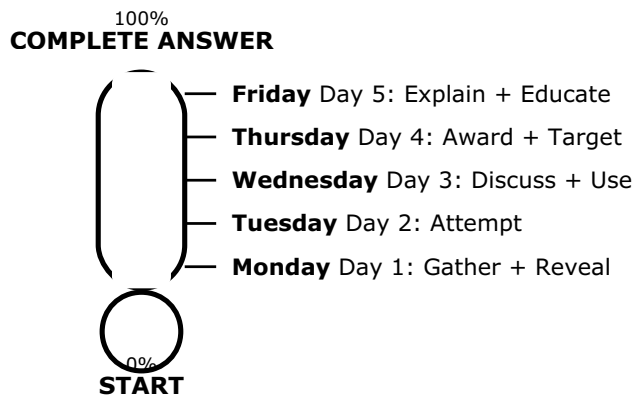
Why This Matters to Me

An answer to paired passages is incomplete when it uses only one passage or lists two summaries side by side. The habit here is "BOTH passages = complete answer": pair one accurate detail from each source and explain what the details prove together.

Essential Question

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

My Progress Tracker



Color the thermometer after each day. Watch balanced evidence grow from one source to a complete explanation that uses both passages!

My First Thinking

I Can

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

I Will

- I will honor both sources instead of choosing the easier passage.
- I will track accurate details in Passage 9 and Passage 10.
- I will write a SET introduction before drafting my explanation.
- I will connect one piece of evidence from each passage in one sentence.
- I will revise for clarity and then edit my compound sentences.

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 balanced evidence from both passages turns a partial response into a complete explanation.	The nonfiction passage "A Difficult Compromise" and the historical-fiction passage "A Visit to the Workshop."	Source-labeled detail notes, a Both or Bust paired explanation, an independent informational response, and a teach-back.

Where We Are Going

I will read both passages, pair one accurate detail from each, and explain what they prove together.

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

- ☐ Both passages are named or clearly used.
- ☐ One accurate detail from each passage does real evidentiary work.
- ☐ One sentence connects the two details and explains the relationship.
- ☐ The thesis (central idea) answers the prompt about an unfinished problem.
- ☐ The conclusion restates the central idea and the bigger picture.

Check Myself

- ☐ I can name the source before the detail.
- ☐ I can pair a detail from each passage and explain what they prove.

How I Will Show What I Know

I will show what I know through source-labeled detail notes, a paired explanation, and an independent informational response.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	Meet the habit and read both passages.
Reveal	Day 1	See one detail from each source become connected evidence.
Attempt	Day 2	Match source-labeled cards and explain their relationship.
Discuss	Day 3	Explain a shared pattern and protect the difference.
Use	Day 3	Build a complete paired explanation from both passages.
Award	Day 4	Point to a sentence that shows balanced evidence.
Target	Day 4	Choose one visible next step for my writing.
Explain / Educate	Day 5	Teach the habit and answer the overarching question.

Say It Together!

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

5.12(B)(i):

I can compose informational texts that convey information about a topic with a clear thesis (central idea).

5.12(B)(ii):

I can compose informational texts that convey information about a topic using genre characteristics.

5.12(B)(iii):

I can compose informational texts that convey information about a topic using craft.

Call and Response

Read this together as a class before we start.

Teacher asks: "How do we build a complete paired-passage answer?"

Class answers: "Both passages, one detail from each, connected and explained!"

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

I can read both passages, name a specific detail as evidence, paraphrase an idea, and write a complete sentence.

A connection I can make

Remember It!

- ☐ I read both Grade 5 passages and track important details.
- ☐ I recognize that evidence is a specific detail from a source.
- ☐ I paraphrase a source idea without changing its meaning.
- ☐ I write a complete sentence with a subject and a predicate.
- ☐ I recognize that two events can share a pattern without having equal consequences.
- ☐ I use the DOT habit to mark an unfamiliar word and return to it.

One idea I remember

Ready Check

- ☐ I can point to Passage 9 and Passage 10 and say both are required.
- ☐ I can name the source before I name the detail.
- ☐ I can say the job of a detail: problem, action, outcome, or what remains.
- ☐ I can use evidence, explanation, and significance in an oral sentence.
- ☐ I can paraphrase a source idea without changing its meaning.
- ☐ I can name one reason a paired answer is incomplete when it uses one source.

Watch Out! Common Mix-Up

Watch for a student who uses only one passage, lists two details without a relationship, or treats the two situations as equal. Ask which detail from the other passage belongs with it, what the two details show together, and what important difference should remain clear.

Where This Fits in My Writing

Balanced evidence is an organizational habit as well as a reading habit. The SET introduction states a purpose, names both sources, and gives the thesis (central idea). Body sentences pair one detail from each passage and explain the relationship.

What I want to remember before I start

Before I Begin



Show what you already know. This is not for a grade.

Part 1: Read the Full Writing Job

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

Name the source before the detail. Circle the shared idea you will explain. Box the evidence job of each detail.

The shared idea both passages show

One accurate detail from Passage 9

One accurate detail from Passage 10

Part 2: Name the Evidence Jobs

A problem is

An outcome is

Part 3: Put the Paired Ideas in Order

Number these ideas from 1 to 4 so the paired explanation grows in a logical order.

Sentence	My order
Both passages show progress that does not finish every part of the problem.	
In Passage 9, the compromise helped the group move forward but did not solve the deeper problem.	
In Passage 10, a bulb began to glow while the streets outside were still dim.	
Together, these details show that a step forward can matter while a larger problem remains unfinished.	

Part 4: Select and Explain Evidence

One accurate P9 detail and what it proves

One accurate P10 detail and what it proves

Part 5: Reflect

One paired-passage move I can already do, and one move I want to practice



Words I Need

Tier 1, everyday words



These everyday words help you talk about both passages. Say the word, connect it to a detail, and explain how the word helps you understand the paired answer.

Word	Say it	What it means	Sentence frame
problem	PROB-lum	something that needs attention or a solution	Both passages begin with a ____.
action	AK-shun	something a person does	The delegates and the workers take ____.
result	rih-ZULT	what happens after an action	The compromise and the glowing bulb are ____.
change	CHAYNJ	to become different	The workshop shows something ____.
choice	CHOYS	a decision between possibilities	The convention makes a difficult ____.
fair	FAIR	right and reasonable	Passage 9 asks whether representation was ____.
work	WURK	effort done to accomplish something	The workshop remains at ____ late into the night.
share	SHAIR	to use together or give a part	Both passages ____ a pattern of continued work.
help	HELP	to make a task easier	The compromise ____ the group move forward.
plan	PLAN	steps for reaching a goal	The response ____ pairs, explains, and concludes.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

These academic words name the work your writing is doing. Use one word when you rehearse your pair of details, and another when you explain the relationship.

Word	Say it	What it means	Sentence frame
evidence	EV-uh-duns	specific source details used as proof	I name evidence from Passage 9 and Passage 10.
explanation	ek-spluh-NAY-shun	reasoning that tells what evidence means	My explanation tells what the pair proves together.
thesis (central idea)	THEE-sis	the central answer that controls a response	My thesis (central idea) answers the prompt.
transition	tran-ZISH-un	a word or phrase that connects ideas	I use while, however, both, or unlike.
paraphrase	PAIR-uh-frayz	a source idea retold accurately in new words	I paraphrase before explaining significance.
compare	kum-PAIR	to explain meaningful similarities	I compare the shared pattern of continued work.
contrast	KON-trast	to explain meaningful differences	I contrast political consequence with technical consequence.
synthesize	SIN-thuh-syz	to combine evidence into a larger understanding	I synthesize one detail from each passage.
coherence	koh-HEER-uns	clear, logical flow between ideas	I check that the pair leads to the explanation.
significance	sig-NIF-uh-kuns	why an idea matters beyond one detail	I use the conclusion to state the bigger picture.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

These passage and framework words carry important meaning. Use the word only when it matches the text, and support it with an exact detail.

Word	Say it	What it means	Sentence frame
Constitutional Convention	kon-sti-TOO-shuh-nul kun- VEN-shun	the meeting where delegates worked on a new United States government	At the Constitutional Convention, delegates ____.
Three-Fifths Compromise	three-FIFTHS KOM-pruh-mize	an unfair historical formula used for representation	The Three-Fifths Compromise helped the convention ____.
delegate	DEL-uh-git	a person chosen to represent others	A delegate argued that ____.
representation	rep-rih-zen-TAY-shun	having a voice through people in government	The debate was about ____.
experiment	ik-SPAIR-uh-ment	a test used to learn how something works	Edison moved from one experiment to ____.
Edison	ED-ih-sun	Thomas Edison, an inventor connected to electric-light testing	Edison said people should have light that ____.
consequence	KON-si-kwens	what happens because of an action or decision	The consequence of the political decision was ____.
convention	kun-VEN-shun	a formal meeting or an accepted practice	The convention moved forward, but ____.
electrical	ih-LEK-trih-kul	related to electricity	The workers tested an electrical ____.
injustice	in-JUS-tis	an unfair situation or action	The deeper problem was an ____.
Zaylen	ZAY-lun	the girl who visits the workshop in the historical-fiction passage	Zaylen watched a thin wire ____.

Use one Tier 3 word in a sentence

My Strategy Tools

The Paired-Passage Habit, the Source Rule, and Balanced Evidence



Meet the habit "BOTH passages = complete answer," then build one explanation with balanced evidence from both passages.

Part	What the Writer Does
Both Sources	Use one accurate detail from Passage 9 and one from Passage 10.
Evidence Job	Name whether each detail is a problem, action or decision, outcome, or what remains.
Connection	Connect the two details in one sentence that explains the relationship.
Important Difference	Protect the difference in context and consequence between the passages.
Conclusion	Restate the thesis (central idea) and reflect the bigger picture.

The paired-passage plan moves from both sources to one connected explanation and finishes with a protected difference and a conclusion.

The Paired-Passage Plan

Mark	What it means					
h	e	a	d	e	r	s
r	o	w	s			

A complete answer uses both passages. One detail from each does real evidentiary work, and one sentence explains what they prove together.

The part of the paired-passage plan I can explain and how it prepares the next part

Prompt part and What it tells me

Prompt part	What it tells me
Both passages	Both sources must do real evidentiary work in one answer.
Shared idea	The thesis (central idea) explains what the paired details prove together.
Important difference	The response keeps the political and technical contexts distinct.

A paired answer is complete when both sources do real work, the relationship is explained, and the important difference stays clear.

How I Say the Standard!

5.12(B)(i):

I can compose informational texts that convey information about a topic with a clear thesis (central idea).

5.12(B)(ii):

I can compose informational texts that convey information about a topic using genre characteristics.

5.12(B)(iii):

I can compose informational texts that convey information about a topic using craft.

Check My Writing

- ☐ M
- ☐ y
- ☐
- ☐ r
- ☐ e
- ☐ s
- ☐ p
- ☐ o
- ☐ n
- ☐ s

Five Thinking Levels

The progression names the level of thinking a paired-passage prompt and a response require.

Level	Symbol	Hidden Question	Student Thinking	Thinking Focus	
Locate	○	Level 1	What exact detail matters?	I can name the source and detail.	Accuracy
Sort	□	Level 2	What job does this detail do?	I can label the detail.	Evidence function
Connect	▽	Level 3	What belongs with it from the other passage?	I can pair one P9 detail with one P10 detail.	Balanced evidence
Synthesize	△	Level 4	What do they prove together?	I can explain the relationship.	Shared idea
Reflect	◇	Level 5	What bigger picture remains?	I can state the significance and keep the difference clear.	Complete explanation

This module primarily operates at Levels 3 to 5: students pair one detail from each passage, explain what the pair proves, and protect the important difference.

The thinking level I am using and the evidence in my work

Five Thinking Levels

The same five levels guide the work from one accurate detail to a complete paired explanation.

Level	Symbol	Hidden Question	Student Thinking	Thinking Focus	
Locate	○	Level 1	What exact detail matters?	I can name the source and detail.	Accuracy
Sort	◻	Level 2	What job does this detail do?	I can label the detail.	Evidence function
Connect	▽	Level 3	What belongs with it from the other passage?	I can pair one P9 detail with one P10 detail.	Balanced evidence
Synthesize	△	Level 4	What do they prove together?	I can explain the relationship.	Shared idea
Reflect	◊	Level 5	What bigger picture remains?	I can state the significance and keep the difference clear.	Complete explanation

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 A Difficult Compromise and A Visit to the Workshop show that one important step forward can still leave a larger problem unfinished.
HOW	Analyze how parts work together or how something happens.	Explain how the compromise in Passage 9 and the glowing bulb in Passage 10 relate to one shared idea.

Both texts show people responding to a difficult problem and taking a meaningful step. The texts share a pattern, but the situations are not equal. Passage 9 requires careful attention to fairness and human rights. Passage 10 focuses on repeated technical problem solving.

How I will move my thinking to the next 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

Readers and writers often compare situations that share a pattern but do not have equal stakes. Passage 9 asks careful attention to fairness and human rights, while Passage 10 focuses on repeated technical problem solving. Balanced evidence lets a writer synthesize responsibly instead of flattening the difference.

Background I Need

In "A Difficult Compromise," the 1787 debate over representation ends in the Three-Fifths Compromise. The convention moves forward, but the injustice of slavery and unequal rights remain unresolved. In "A Visit to the Workshop," Zaylen watches Edison and workers test a light bulb. A promising result matters, but further testing and system-building remain.

Words I dotted while reading

[illegible]

A Difficult Compromise

One nonfiction passage and one historical-fiction passage. Low reading load. Read every paragraph. Use Dot, Discover, Drop.

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

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

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

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

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

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

A Visit to the Workshop

One nonfiction passage and one historical-fiction passage. Low reading load. Read every paragraph. Use Dot, Discover, Drop.

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

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

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

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

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

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

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

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: A Difficult Compromise

Mark Time, Reactions, Actions, Character, Concept, Creature, Key Knowledge, and Scenery or Setting. Star details about the debate, the compromise, and what remained unresolved.

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	

Label each exact detail with a TRACKS category, name its source, and explain what it could prove in a paired response.

One Passage 9 detail, its TRACKS category, and the idea it could prove

Annotate: A Visit to the Workshop

Mark Time, Reactions, Actions, Character, Concept, Creature, Key Knowledge, and Scenery or Setting. Star details about the glowing bulb, the workers' observations, and the dim streets.

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 belongs with a detail from the other passage, and what do they prove together?

My thinking

My Prompt Marking Notes

Read the prompt. Name the shared idea, the detail from each passage, and what the two details prove together.

Shape	Word	Question I ask myself
Circle	The shared idea	What do both passages show together?
Box	The evidence job of each detail	Is it a problem, action or decision, outcome, or what remains?
Underline	One detail from each source	Does each detail come from Passage 9 and Passage 10?

Name the source before the detail. Circle the shared idea you will explain. Box the evidence job of each detail.

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

How each marked part guides one decision in my paired explanation

STUDENT WORKBOOK



Day 1: Gather + Reveal



15 minutes: Meet the habit and read both passages

Today's Standards:

TEKS 5.11(B)(ii): organize with purposeful structure, including transitions. TEKS 5.12(B)(i): use a clear thesis (central idea).

Gather: Meet the Habit

A paired-passage answer is not complete when it uses only the easier passage or places two summaries side by side. The habit for this module is "BOTH passages = complete answer." One strong answer draws balanced evidence from both passages, one piece from each, connected in a sentence that explains the relationship.

Read both clean passages first. Listen for the problem or conflict, action or decision, outcome, and what remains in each passage. Name the two source titles and remember that both will be needed later.

The two source titles and one word that describes each passage

Read Both Passages

One detail from each passage that could become evidence

Reveal: Model the Source Rule and One Paired Detail

Name the source before you name the detail. That keeps the evidence accurate. Read both passages for the same writing purpose, but keep their different contexts clear.

Model from Passage 9: "The compromise helped the group move forward, but it didn't solve the deeper problem." This names an outcome and what remains. Model from Passage 10: "Outside, the streets were still dim, but she knew something was changing." This also names an outcome and what remains.

Source	Modeled detail	Evidence job
Passage 9	The compromise helped the group move forward, but it didn't solve the deeper problem.	Outcome and what remains
Passage 10	Outside, the streets were still dim, but she knew something was changing.	Outcome and what remains

Why these two details belong together

Habit in Action

Use the TRACKS-highlighted copies to label Time, Reactions, Actions, Character or concept, Key knowledge, and Scenery or setting. Partners choose one detail from each passage and explain what the details can support in a paired response.

- ☐ I named both sources before naming the details.
- ☐ I can name the evidence job of a detail: problem, action or decision, outcome, or what remains.
- ☐ I can pair one Passage 9 detail with one Passage 10 detail.
- ☐ I can say one reason both passages are needed.

Today I used the habit, BOTH passages = complete answer, when I

Module Habit in Action

Use the TRACKS-highlighted copies to label Time, Reactions, Actions, Character or concept, Key knowledge, and Scenery or setting. With a partner, choose one detail from each passage and explain what the two details can support in a paired response.

Evidence and Thinking Check

- ☐ I named both sources, Passage 9 and Passage 10.
- ☐ Each detail has an evidence job: problem, action or decision, outcome, or what remains.
- ☐ My explanation says what the two details prove together.
- ☐ I protected the critical difference between the compromise and the shared outcome.
- ☐ I know the revision order: meaning first, then conventions.

One detail from each passage and what the two details prove together

STUDENT WORKBOOK



BOTH OR BUST

Day 2: Attempt

✂ Cut out these cards (sheet 1 of 2)

Cut on the dotted lines. Use the source-labeled detail cards to pair one Passage 9 detail with one Passage 10 detail, then use the check cards to test the match. Explain the relationship instead of simply placing cards together.

P9 PROBLEM

P9 ACTION / DECISION

P9 OUTCOME

P9 WHAT REMAINS

P10 PROBLEM

P10 ACTION / DECISION

P10 OUTCOME

P10 WHAT REMAINS

BOTH OR BUST Self-Check (sheet 1 of 2)

Flip each card after you pair it. Check the source, the evidence job, and the explanation, then say what the two details prove together.

P9 ACTION / DECISION The convention accepts the Three-Fifths Compromise.	P9 PROBLEM Delegates disagree about how to count enslaved people for representation.
P9 WHAT REMAINS People continued to question whether representation was fair.	P9 OUTCOME The compromise helped the group move forward, but it didn't solve the deeper problem.
P10 ACTION / DECISION Workers adjust a thin wire inside a glass bulb and test it.	P10 PROBLEM People need light that is safe and lasts longer.
P10 WHAT REMAINS Outside, the streets were still dim, and more testing remained.	P10 OUTCOME A bulb began to glow inside the workshop.

STUDENT WORKBOOK



BOTH OR BUST

Day 2: Attempt

✂ Cut out these cards (sheet 2 of 2)

Cut on the dotted lines. Use the source-labeled detail cards to pair one Passage 9 detail with one Passage 10 detail, then use the check cards to test the match. Explain the relationship instead of simply placing cards together.

Which detail from Passage 9 shows that the step forward did not solve the deeper problem?

Which detail from Passage 10 shows progress and unfinished work?

What do those details prove together?

What important difference must a careful writer keep clear?

Why is a paired answer incomplete if it uses only one source?

Which transition connects the two details?

BOTH OR BUST Self-Check (sheet 2 of 2)

Flip each card after you pair it. Check the source, the evidence job, and the explanation, then say what the two details prove together.

The bulb began to glow while the streets outside were still dim.

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

Passage 9 concerns political fairness, rights, and injustice. Passage 10 concerns technical testing and continued work.

A meaningful step can matter while a larger problem remains unfinished.

Use both, however, while, or unlike to make the relationship visible.

One source cannot show the shared pattern. A complete answer needs one accurate detail from each passage, connected and explained.

STUDENT WORKBOOK

Day 2: Attempt

15 minutes: Match source-labeled cards and explain the relationship



Today's Standards:

TEKS 5.11(B)(ii): organize with purposeful structure, including transitions. TEKS 5.12(B)(ii): use genre characteristics.

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

Both or Bust Evidence Routine

Each team receives source-labeled evidence cards. Match a Passage 9 card and a Passage 10 card, state the relationship, and write an explanation.

Step	Team action	Success check
1	Read the P9 card and name its exact source.	Wording matches Passage 9.
2	Read the P10 card and name its exact source.	Wording matches Passage 10.
3	Label each card: problem, action or decision, outcome, or what remains.	Both jobs fit the passage.
4	Use both, however, while, or unlike to connect the pair.	The relationship is visible.
5	Say what the two details prove together.	The explanation follows the evidence.
6	Protect the difference in context and consequence.	Political injustice is not equated with technical work.

My complete paired set: P9 detail, P10 detail, and the relationship

Embedded Check

- ☐ I named the source before the detail.
- ☐ I labeled the evidence job of each card.
- ☐ I used a transition to connect the pair.
- ☐ I recorded one explanation for the whole team.

My Day 2 product: a recorded P9 detail, P10 detail, and explanation

Paired Evidence Practice

Pair "The compromise helped the group move forward, but it didn't solve the deeper problem" with "Outside, the streets were still dim, but she knew something was changing." Together, these details show that a step forward can matter while a larger problem remains unfinished.

Pair "People continued to question the decision" with "We're getting closer." Together, these details show that work continues after a meaningful step, although the concerns and consequences differ.

Partner question	My explanation
What do the two details prove together?	
What job does each detail do in its passage?	
Which transition makes the relationship visible: both, however, while, or unlike?	
What important difference must stay clear?	

Say the Shared Idea

My sentence beginning: Together, these details show that

- ☐ I can name each detail's source and job.
- ☐ I can explain what the pair proves together.
- ☐ I protected the difference between the two passages.

Today I used the habit, BOTH passages = complete answer, when I

STUDENT WORKBOOK



Day 3: Discuss + Use



15 minutes: Discuss sentence jobs and write the paired response

Today's Standards:

TEKS 5.11(B)(ii): organize with purposeful structure, including transitions. TEKS 5.12(B)(iii): use craft.

Discuss: What Each Sentence Does

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

Students discuss whether each sentence is an idea, evidence, or an explanation. Partners ask which source is doing the work and whether the relationship is clear.

Question	My thinking
Which sentence states the shared idea both passages show?	
Which sentence is evidence from Passage 9?	
Which sentence is evidence from Passage 10?	
Which sentence explains the relationship, and which protects the important difference?	

My notes on which sentence does which job

Use: Write a Complete Paired Explanation

Respond to the formal prompt: Explain why both A Difficult Compromise and A Visit to the Workshop show that one important step forward can still leave a larger problem unfinished. Use a SET introduction, one accurate detail from each passage, an explanation of the relationship, transitions, and a conclusion.

My SET introduction with the shared idea

My Passage 9 detail and what it shows

My Passage 10 detail and what it shows

My sentence that explains what the paired details prove together

Revise for Meaning, Then Edit Conventions

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

Check SET by confirming that the global purpose, both source titles, and the thesis (central idea) are present. Check both sources by naming one accurate detail from each passage. Check connection by placing the two details in one sentence that explains the relationship. Check difference by preserving the political and technical contexts. Check conventions only after meaning revision.

- ☐ My introduction names both passages and the thesis (central idea).
- ☐ One accurate detail from each passage does real evidentiary work.
- ☐ One sentence explains what the paired details prove together.
- ☐ I protected the important difference between the passages.
- ☐ I revised for clarity before I checked conventions.

My complete paired explanation

STUDENT WORKBOOK



Day 4: Award + Target



15 minutes: Name a strength and choose a measurable next step

Today's Standards:

TEKS 5.11(C)(vii): revise drafts by adding ideas for clarity. TEKS 5.11(C)(viii): revise drafts by deleting ideas for clarity.

Award

Point to a real sentence when you name a strength. A feeling is not evidence. Highlight a precise sentence from your work, identify its job, and complete the self-check.

My strength in one precise sentence from my work

The evidence from my work that proves this strength

Target

- ☐ Point to an accurate detail from each passage and label each source.
- ☐ Point to the sentence that says what the pair proves.
- ☐ Check the order of the SET introduction and the transitions.
- ☐ Check that the conclusion restates the idea and reflects on significance.
- ☐ Point to an addition or deletion that improved clarity.
- ☐ Choose one next step I can see and measure.

My strength, my evidence, and my next measurable target

Strength and Target Record

For evidence, point to an accurate detail from each passage and add source labels beside both details. For explanation, point to the sentence that says what the pair proves and revise one sentence beginning "Together, these details show..." For structure, point to the SET introduction and purposeful transitions. For conclusion, point to the finished thinking and reflect on significance.

Focus	What I point to	My next step
Evidence	One accurate detail from each passage with a source label.	
Explanation	The sentence that says what the pair proves together.	
Structure	The SET introduction and the transitions.	
Conclusion	The sentence that finishes the thinking.	

One sentence I improved for clarity

- ☐ I used the habit to name the exact part I will improve.
- ☐ My target can be seen and measured in the next response.
- ☐ I protected the important difference in my revision.

Today I used the habit, BOTH passages = complete answer, when I

STUDENT WORKBOOK

Day 5: Explain + Educate



15 minutes: Teach the habit and answer the overarching question

Today's Standards:

TEKS 5.12(B)(ii): use genre characteristics. TEKS 5.12(B)(iii): use craft.

Partner Teach-Back

Teach the habit before you show the details. Use one accurate detail as evidence for your teaching, then explain what it helps a writer understand. Answer the overarching question in your own precise words.

Turn to someone near you and teach the paired-passage habit: BOTH passages = complete answer. Show one accurate detail from Passage 9, one from Passage 10, and one sentence from your own writing.

- ☐ The speaker names one precise detail from Passage 9.
- ☐ The speaker names one precise detail from Passage 10.
- ☐ The speaker explains what the pair proves together.
- ☐ The speaker protects the difference between the two passages.
- ☐ The speaker shows a complete structure: SET, evidence, explanation, transitions, and conclusion.

What my partner taught clearly

How I explained the paired-passage habit

Transfer: Paired-Passage Exit Ticket

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

One precise detail from Passage 9

One precise detail from Passage 10

Together, these details show that

One important difference a careful writer must keep clear

Exit Ticket Answer Key

A secure reply uses one accurate detail from each passage and explains what the pair proves together. The shared explanation is that a meaningful step can move work forward while a larger problem remains unfinished.

Ticket part	Secure answer
Passage 9 detail	The compromise helped the group move forward, but it didn't solve the deeper problem.
Passage 10 detail	Outside, the streets were still dim, but she knew something was changing.
Shared explanation	Both passages show that a meaningful step can move work forward while a larger problem remains unfinished.
Important difference	Passage 9 concerns political injustice and rights. Passage 10 concerns technical testing and continued work.
Revision	The student identifies a real addition or deletion that improves clarity, balance, or the relationship.

- ☐ I named the source before the detail.
- ☐ I used both passages in my explanation.
- ☐ I explained what the pair proves together.
- ☐ I protected the important difference between the passages.

My complete paired explanation

Hear and Say the Thinking

- Read one detail aloud and name its source and its job.
- Say the habit: BOTH passages = complete answer. One piece from each, connected in a sentence that explains the relationship.
- Read one detail from each passage aloud and say what the pair proves together.
- Read a paired set aloud and listen for the explanation and the important difference.

Pause Point: Before Writing

Which detail belongs with a detail from the other passage, and what do they prove together?

Pause Point: Midway

Does my answer use both passages, or did I let one source do all the work?

Pause Point: Before I Finish

Does my conclusion finish the thinking, and what important difference did I keep clear?

TRACKS Evidence Key

Read clean first. On the second reading, hunt for six kinds of evidence and mark each exact detail. DOT an unfamiliar word, discover its meaning, and drop the meaning into a sentence.

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

One exact detail, its TRACKS category, and the idea it could prove

Answer the Overarching Question

Balanced evidence makes a response complete because the writer uses one relevant detail from each passage, explains what the details prove together, preserves the difference in context and consequence, and finishes the thinking with a conclusion that reflects the bigger picture.

My answer in my own words

Check and Stretch

- ☐ I can name the habit: BOTH passages = complete answer.
- ☐ I can name one accurate detail from each passage.
- ☐ I can explain what the paired details prove together.
- ☐ I can explain why one source alone is not enough.
- ☐ I can teach the paired-passage habit to a partner.

Stretch: Compare the compromise in Passage 9 with the glowing bulb in Passage 10. Defend which exact details belong together and explain the difference a careful writer must keep clear.

My final paired-passage response

Teach It Back

Teach the module move to a partner using one accurate detail from Passage 9, one accurate detail from Passage 10, and one sentence from your own writing. Your listener checks for both sources, an accurate explanation, a protected difference, and a complete response structure.

Teach-Back Check

- ☐ One precise detail from Passage 9.
- ☐ One precise detail from Passage 10.
- ☐ A sentence explaining what the pair proves together.
- ☐ A protected difference between the political injustice and the technical work.
- ☐ A complete structure: SET, evidence, explanation, transitions, and conclusion.

The one sentence from my writing I will teach, and what it helps a writer understand



Write More

Plan, Draft, Revise, Edit, and Share



Build a Complete Paired-Passage Explanation

Write a SET introduction, one accurate detail from each passage, a connected explanation, and a conclusion that finishes the thinking.

Name the source before the detail. Circle the shared idea you will explain. Box the evidence job of each detail.

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

My Plan

- DOT unfamiliar words and mark the TRACKS in both passages.
- Write one sentence stating the shared idea both passages show.
- Select one accurate detail from Passage 9 and one from Passage 10.
- Connect the two details in one sentence that explains the relationship.
- Protect the important difference between the political and technical situations.
- Finish the thinking with a conclusion that reflects the bigger picture.

My shared idea and the detail from each passage

The sentence that explains what the paired details prove together

My Paired-Passage Draft



Begin with the SET introduction, add one accurate detail from each passage, connect the details in one sentence, and finish with a conclusion.

Draft, page 1

One part I will keep because it helps the reader

Revise, Edit, and Share

Revise

- ☐ I add the explanation that tells what the paired details prove together.
- ☐ I delete repeated summary or a detail that does not support the shared idea.
- ☐ I check that both passages do real evidentiary work.
- ☐ I check that the important difference stays clear.

Edit

- ☐ I check complete compound sentences and subject-verb agreement.
- ☐ I check boundaries between independent clauses.
- ☐ I check that connected ideas avoid run-ons and fragments.
- ☐ I check commas in compound sentences.
- ☐ I check grade-appropriate spelling patterns and high-frequency words.

The sentence I improved and why the revision is clearer

Share

Read the response to a partner. The partner names the shared idea, the detail from each passage, the explanation, and the important difference.

My partner's evidence-based feedback

Final Paired-Passage Check

Score the thinking before the length. Confirm that both passages do real evidentiary work and that the relationship is visible.

Part	I can show...	Check
Both sources	Passage 9 and Passage 10 each do real evidentiary work.	
Evidence	One precise, accurate detail from each passage.	
Explanation	One sentence explains the shared idea clearly.	
Difference	Protects the difference in context and consequence.	
Revision	Clarity revision first, then a conventions check.	

Low, Medium, and High Exemplars

Compare how each response moves from two summaries to a complete explanation with balanced evidence.

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

Low

There was a compromise. Edison made a light bulb.

What is working: The writer notices that both passages include a problem. What needs improvement: Name one accurate detail from each passage and explain what the details show together.

Medium

Delegates made a compromise, and Edison made a bulb glow. Both show real progress, but the consequences differ.

What is working: The response uses both sources and begins to name the module's shared idea. What needs improvement: Add a precise explanation that tells why the evidence matters and protects the important difference between the passages.

High

Both passages show that one step forward can still leave a larger problem unfinished. In Passage 9, delegates accept the Three-Fifths Compromise so the convention can move forward, yet people keep questioning whether representation was fair. In Passage 10, a bulb glows, but the streets stay dim and testing continues. The details share a pattern, though their consequences differ, so together they prove that progress can matter while a larger problem stays unfinished.

What is working: The response is the target. It uses balanced, accurate evidence, explains the relationship, protects the important difference, and finishes the thinking.

One move from the secure exemplar I will use in my own response

[illegible]



Look Back & Look Forward

Reflect on the Paired-Passage Habit



My Progress Tracker

I can...	Not yet	Growing	Got it
Name the source before the detail.	☐	☐	☐
Identify the problem, action or decision, outcome, and what remains in both passages.	☐	☐	☐
Pair one Passage 9 detail with one Passage 10 detail.	☐	☐	☐
Explain what the paired details prove together.	☐	☐	☐
Protect the important difference between the passages.	☐	☐	☐
Write a SET introduction with a thesis (central idea).	☐	☐	☐
Revise for clarity before editing conventions.	☐	☐	☐
Teach the paired-passage habit to a partner.	☐	☐	☐

My Student Award

One paired-passage move I handled independently and the evidence in my work

My Student Target

My next precise step for balance, explanation, structure, conclusion, or revision

Essential Question Answered

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

The answer

Balanced evidence makes the response complete because the writer uses one relevant detail from each passage, explains what the details prove together, preserves the difference in context and consequence, and finishes the thinking with a conclusion that reflects the bigger picture.

Balanced evidence makes a response complete because the writer uses one relevant detail from each passage, explains what the details prove together, and preserves the difference in context and consequence.

How My Thinking Changed

At first, I thought a paired answer

Now I understand how balanced evidence works because

Try Another Passage Set

With another pair of passages, name one accurate detail from each, connect the details in one sentence that explains the relationship, protect an important difference, and finish the thinking with a conclusion that reflects the bigger picture.

My plan for transferring the paired-passage habit

Both or Bust Challenge

Compare the compromise in Passage 9 with the glowing bulb in Passage 10. Compare the compromise in Passage 9 with the glowing bulb in Passage 10. Defend which exact details belong together, then explain what difference a careful writer must keep clear.

- Label the job of each detail: problem, action or decision, outcome, or what remains.
- Pair one P9 detail with one P10 detail and state the relationship.
- Explain what the pair proves together.
- Protect the important difference in context and consequence.
- Swap one detail for a weak choice and explain why the match weakens.
- Restore or revise the strongest pairing and explain the choice.

My defended evidence pairing

Map the Paired Explanation

Draw and label the shared idea, the Passage 9 detail, the Passage 10 detail, the explanation, and the important difference. Show how one part prepares the next.

At-Home Connection

Invite a family member to name two familiar examples. Name one accurate detail from each, connect them in one sentence, and explain what they show together.

Talk, Pair, Explain

Choose two familiar books, games, recipes, routines, or events. Name one accurate detail from each. Use both, however, while, or unlike. Finish: "Together, these details show ____."

Explain why each detail belongs in the sentence.

Family member signature: _____

Sentence Job Check

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

Explain how the revision helps the reader see the relationship.

Family member signature: _____

Paired Passage Talk

From either passage, name one accurate detail and explain what job it does.

Explain the relationship aloud and name one important difference.

Family member signature: _____

Family Conversation

Which detail came from each source, and what important difference did we keep clear?

Notes

My Independent Paired-Passage Moves

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 Balanced Evidence Across Paired Passages 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 Strongest Paired-Passage Move

I can use one accurate detail from each passage, connect them in a sentence that explains the relationship, and protect an important difference.

A note to my future writer self

My Proud Moment This Week

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 5

Cluster 5 - Module 2

HOW Responses: Similarities,
Differences, and Relationships



Name: _____



The Writing Academy®, LLC

Grade 5 • Cluster 5 • Module 2

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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 Responses: Similarities, Differences, and Relationships



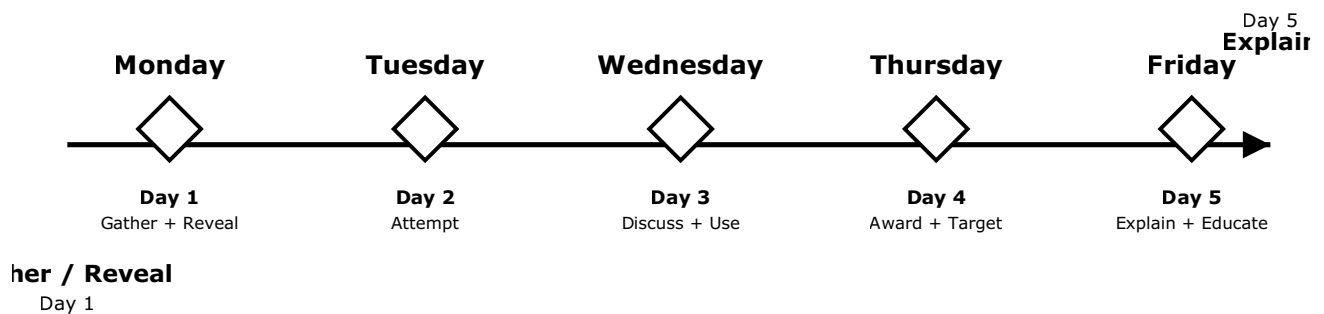
Why This Matters to Me

Strong HOW responses do not place two summaries side by side. They make the relationship visible, protect important differences, and explain the significance of the comparison.

Essential Question

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

My Progress Tracker



Track each day as you name the relationship, pair evidence from both passages, and explain why it matters.

My First Thinking

I Can

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

I Will

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

The I Can I want to reach first, and why

My Week at a Glance

What I learn	What I read	What I make
Explain a relationship across two paired passages using balanced evidence and significance.	A Difficult Compromise and A Visit to the Workshop.	Paired evidence cards, a connected informative response, a revision, and a teach-back.

Where We Are Going

Students organize an informative response around one thesis (central idea), use balanced evidence from both passages, and revise for meaning before editing conventions.

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

- ☐ My introduction references both passages and states a thesis (central idea).
- ☐ I include at least one meaningful similarity and one meaningful difference.
- ☐ I use accurate, balanced evidence from Passage 9 and Passage 10.
- ☐ I use comparison transitions that show the exact relationship.
- ☐ I explain what the paired evidence proves and why the difference matters.
- ☐ I revise for meaning before I edit conventions.

Check Myself

- ☐ I named the relationship, paired evidence from both passages, and explained the significance.

How I Will Show What I Know

Pair evidence from both passages, write a connected response with a SET introduction, and complete the exit ticket.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	Read both passages for a shared purpose.
Reveal	Day 1	Model the HABIT and the SET introduction.
Attempt	Day 2	Rehearse paired evidence with Compare and Climb.
Discuss	Day 3	Draft and reread for a connected relationship.
Use	Day 3	Write an independent connected response.
Award	Day 4	Name a demonstrated strength with evidence.
Target	Day 4	Choose a measurable next step and revise.
Explain/Educate	Day 5	Teach the HABIT and answer the overarching question.

Say It Together!

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

5.11(B)(ii):

I can explain a true relationship across two passages instead of writing two separate summaries.

5.12(B)(i), 5.12(B)(ii), 5.12(B)(iii):

I can use accurate evidence from both passages to develop one central comparison and explain why an important difference changes the meaning of a comparison.

Call and Response

Read this together as a class before we start.

Teacher asks: "What is our HABIT?"

Class answers: "Relationship first, paired evidence next, significance last!"

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

Before you begin, make sure you can read a grade-level nonfiction passage and historical fiction passage, recognize a sentence-statement writing prompt, and write a complete sentence with a clear thesis (central idea), a transition, evidence, and explanation.

A connection I can make

Remember It!

- ☐ A thesis (central idea) is the central answer that controls a response.
- ☐ Evidence is a specific source detail used as proof.
- ☐ A transition is a word or phrase that connects ideas.
- ☐ Significance is why an idea matters beyond one detail.
- ☐ Use the DOT habit to mark an unfamiliar word, finish the sentence, use context, and repair meaning.

One idea I remember

Ready Check

- ☐ I can read both passages for the same writing purpose.
- ☐ I can name a relationship across both passages.
- ☐ I can select accurate evidence from Passage 9 and Passage 10.
- ☐ I can choose a transition that matches the relationship.
- ☐ I can explain what paired evidence proves together.
- ☐ I can protect an important difference in context or consequence.
- ☐ I can write a thesis (central idea) that carries the relationship.
- ☐ I can revise for meaning before I edit conventions.
- ☐ I can teach the HABIT to a partner.
- ☐ I can answer the overarching question with evidence.

Watch Out! Common Mix-Up

Watch out! Do not let one passage do all the work. Do not treat the political injustice in Passage 9 as equal to the technical experimentation in Passage 10. A shared pattern does not mean equal consequences. Name the shared pattern and protect the critical difference.

Where This Fits in My Writing

You will write a connected informative response using both passages. Your thesis (central idea) must carry the relationship, your evidence must be balanced between Passage 9 and Passage 10, and your explanation must say what the paired evidence proves and why the difference matters.

What I want to remember before I start

Before I Begin



Record your first thinking before the five-day lesson

Module Question

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

My first thinking

Ready Check

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

The shared idea and the important difference

- ☐ A shared pattern
- ☐ An important difference

This is a HOW prompt because it asks me to explain

What I Already Know

- ☐ I can read a grade-level nonfiction passage and historical fiction passage and identify the main situation in each.
- ☐ I can recognize a sentence-statement writing prompt as the task a writer must answer.
- ☐ I can write a complete sentence with a clear thesis (central idea), a transition, evidence, and explanation.
- ☐ I can use the DOT habit to mark an unfamiliar word, finish the sentence, use context, and repair meaning.
- ☐ I know that evidence is a specific source detail used to support an explanation.

Fresh Recall

In 60 seconds, tell your partner one accurate detail from each passage. Use both or however, then explain what the details show together.

One detail from Passage 9

One detail from Passage 10

What the paired details show together



Words I Need

Tier 1, everyday words



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

Word	Say it	What it means	Sentence frame
same		not different	Both passages show _____.
different		not alike	The passages are different because _____.
match		to be alike in an important way	The details match because _____.
change		to become different	The result changed when _____.
cause		something that makes something happen	One cause was _____.
effect		what happens because of a cause	One effect was _____.
choice		a decision	The choice was _____.
result		what happens after an event	The result was _____.
link		a connection	The link between the passages is _____.
reason		an explanation for why something happens	This matters because _____.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

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

Word	Say it	What it means	Sentence frame
evidence		specific source details used as proof	I select evidence from both passages.
explanation		reasoning that tells what evidence means	My explanation connects both details.
thesis (central idea)		the central answer that controls a response	My thesis (central idea) carries the relationship.
transition		a word or phrase that connects ideas	I choose a transition that fits.
paraphrase		a source idea retold accurately in new words	I paraphrase the passage faithfully.
compare		to explain meaningful similarities	I compare the problem-solving pattern.
contrast		to explain meaningful differences	I contrast the consequences.
synthesize		to combine evidence into a larger understanding	I synthesize both passages.
coherence		clear, logical flow between ideas	My response has coherence.
significance		why an idea matters beyond one detail	I explain why the difference matters.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

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

Word	Say it	What it means	Sentence frame
synthesis	SIN-thuh-sis	new understanding made by combining ideas from more than one source	My synthesis of both passages shows _____.
compromise	KOM-pruh-mize	an agreement in which sides give up part of what they want	The compromise was _____.
representation	rep-rih-zen-TAY-shun	having a voice through people in government	Representation means _____.
Three-Fifths Compromise	three-FIFTHS KOM-pruh-mize	an unfair historical formula used for representation	The Three-Fifths Compromise _____.
delegate	DEL-uh-git	a person chosen to represent others	A delegate must _____.
experiment	ik-SPAIR-uh-ment	a test used to learn how something works	The experiment showed _____.
electrical	ih-LEK-trih-kul	related to electricity	The electrical test _____.
consequence	KON-si-kwens	what happens because of an action or decision	One consequence was _____.
persistence	per-SIS-tens	continued effort even when work is difficult	Persistence helped _____.

Use one Tier 3 word in a sentence

My Strategy Tools

Relationship First, Paired Evidence Next, Significance Last



Read both passages. Use TRACKS to locate Time, Reactions, Actions, Character or concept, Key knowledge, and Scenery or setting. Name the relationship, pair one accurate detail from each passage, use a transition that shows the connection, and explain what the details prove together.

Shape the response with a thesis (central idea), paired evidence, explanation, and significance.

The Relationship-First HABIT

Mark	What it means					
h	e	a	d	e	r	s
r	o	w	s			

Keep the thesis (central idea) visible while you add paired evidence, explanation, and significance.

The relationship I name and the evidence that supports it

Thinking Type and Clue Words

Thinking Type	Clue Words	What the Writer Explains
HOW: similarity	how two texts are alike	Name the shared idea and use evidence from both passages.
HOW: difference	how two texts differ	Use however, while, unlike, in contrast, or whereas.
HOW: relationship	how the texts connect	Explain what the paired details show together and why it matters.

Naming a detail is not the same as explaining why it matters. A shared pattern does not mean equal consequences.

How I Say the Standard!

5.11(B)(ii):

I can explain a true relationship across two passages instead of writing two separate summaries.

5.12(B)(i), 5.12(B)(ii), 5.12(B)(iii):

I can use accurate evidence from both passages to develop one central comparison and explain why an important difference changes the meaning of a comparison.

Check My Writing

- ☐ M
- ☐ y
- ☐
- ☐ t
- ☐ h
- ☐ e
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- ☐ e

Five Thinking Levels

Use this progression to name the level of thinking a prompt and a student response require.

Level	Symbol	Hidden Question	Student Thinking	Thinking Focus
Foundational (Red)	○	Why did it happen?	I can explain the cause.	Cause and Effect
Emergent (Orange)	◻	Why was it done?	I can explain the purpose.	Purpose and Motivation
Visible (Yellow)	▽	Why is it important in the passage?	I can explain why it matters in the text.	Importance and Contribution
Independent (Green)	△	Why is it important to me?	I can explain what I can learn, value, or apply to my own life.	Personal Meaning and Application
Reflective (Blue)	◊	Why is it important to everyone?	I can explain the universal lesson or significance.	Universal Meaning and Life Lessons

This module primarily operates at Visible and Independent (Levels 3–4): students use both texts and paired evidence to write a matching thesis (central idea), then apply the same relationship habit independently to a new HOW prompt.

The level I can demonstrate and how

Five Thinking Levels

Use this progression to name the level of thinking a prompt and a student response require.

Level	Symbol	Hidden Question	Student Thinking	Thinking Focus
-------	--------	-----------------	------------------	----------------

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 the two passages develop a similar idea about problem solving while showing different kinds of challenges and outcomes.
HOW	Analyze how parts work together or how something happens.	Explain how information influences the next action in each passage.

HOW prompts in this module ask a writer to name a shared pattern, explain an important difference, or explain how the two texts connect. Naming a detail is not the same as explaining why the relationship matters.

The level I want to strengthen and how



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

This module connects careful comparison to historical decision-making and scientific experimentation. Passage 9 considers representation, slavery, political power, and an agreement that moved a larger plan forward while leaving deep harm in place. Passage 10 follows technical work that continues through repeated tests.

Background I Need

This Medium Stamina module uses A Difficult Compromise, a nonfiction passage about representation, slavery, political power, and the Three-Fifths Compromise, and A Visit to the Workshop, historical fiction about Zaylen observing Thomas Edison and his workers test electric-light materials. Passage 9 involves slavery, representation, denied rights, and lasting human harm. Passage 10 presents a technical challenge addressed through experimentation. Similar structure does not mean equal consequence.

Words I dotted while reading

[illegible]

A Difficult Compromise

Read both passages at Medium Stamina. One strong answer draws evidence from BOTH. Keep the numbered paragraphs for citing evidence.

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

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

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

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

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

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

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

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

A Difficult Compromise (continued)

Read both passages at Medium Stamina. One strong answer draws evidence from BOTH. Keep the numbered paragraphs for citing evidence.

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

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

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

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

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

A Visit to the Workshop

Read both passages at Medium Stamina. One strong answer draws evidence from BOTH. Keep the numbered paragraphs for citing evidence.

My
marks

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

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

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

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

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

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

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

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

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

A phrase I want to remember

My Words: One new word I learned today: _____

A Visit to the Workshop (continued)

Read both passages at Medium Stamina. One strong answer draws evidence from BOTH. Keep the numbered paragraphs for citing evidence.

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

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

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

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

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

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: A Difficult Compromise

T: In the summer of 1787. R: The compromise helped the group move forward, but it didn't solve the deeper problem. A: Southern states wanted enslaved people counted as part of their population. C: the Three-Fifths Compromise. K: For every five enslaved people, three were added to a state's population total; enslaved people still had no right to vote, choose leaders, or speak for themselves in Congress. S: At the Constitutional Convention.

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	

Students read the clean copies first. They then use the TRACKS-highlighted copies to label Time, Reaction or result, Action, Character or concept, Key knowledge, and Scenery or setting.

A precise detail from Passage 9 and what it means

Annotate: A Difficult Compromise (continued)

T: In the summer of 1787. R: The compromise helped the group move forward, but it didn't solve the deeper problem. A: Southern states wanted enslaved people counted as part of their population. C: the Three-Fifths Compromise. K: For every five enslaved people, three were added to a state's population total; enslaved people still had no right to vote, choose leaders, or speak for themselves in Congress. S: At the Constitutional Convention.

TRACKS mark	Color label	What I found (paragraph number and words)
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A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

Ⓢ STOP & THINK

What is each detail's job, and what do the paired details from Passage 9 and Passage 10 prove together?

My thinking

My Prompt Marking Notes

Name the relationship first, then mark the paired evidence and significance.

Shape	Word	Question I ask myself
Circle	Relationship word (bridge word)	Shared pattern or difference?
Box	Evidence detail	Passage 9 or Passage 10?
Triangle	Significance sentence	Why does it matter?

Circle the relationship word in green. Box the evidence in yellow. Triangle the significance in blue.

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

The relationship my marked evidence requires me to explain

STUDENT WORKBOOK



Day 1: Gather + Reveal



15 minutes: Name the relationship and sort evidence by source

5.11(B)(ii):

ELPS 1(E)(i) and 2(E)(i): Read both passages for the same writing purpose, keep their different contexts clear, and restate the relationship.

Gather: Read Both Passages

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

Students read the clean copies first. They then use the TRACKS-highlighted copies to label Time, Reaction or result, Action, Character or concept, Key knowledge, and Scenery or setting.

One detail I notice in Passage 9

Reveal: Model SET

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 relationship this model names

Name the source before you name the detail: one accurate detail from Passage 9 and one from Passage 10

Color-Code the Model

Point out the thesis (central idea), then color-code every sentence by job: green for the relationship, yellow for paired evidence, red for explanation, and blue for significant inference.

The thesis (central idea) I underline in green

Evidence and Thinking Check

Name one accurate detail from Passage 9 and one from Passage 10, identify what each detail helps prove, and state what the paired details mean together.

What the paired details mean together

Exit Check

Watch out! If one passage does all the work, a source-labeled detail from each passage is required.

One TRACKS notes sentence and one paired comparison sentence

STOP & THINK

TRACKS Evidence Highlighting

Students TAP the TRACKS: they hunt for the six kinds of evidence and mark each one. TRACKS marks the evidence in the passage; the paired-passage habit uses the evidence to explain a relationship.

Letter	Category	What to Look For	Highlight Color
T	Time	Age, era, dates, cultural details, or historical details.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes.	Pastel Yellow
C	Character, Concept, Creature	Names of characters, people, or major concepts as the central idea.	Pastel Yellow
K	Key Knowledge	All other important information needed for the meaning of the passage.	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged through the five senses.	Pastel Green

TRACKS in Both Passages

- T: In the summer of 1787 (Passage 9); The year was 1880 (Passage 10).
- R: The compromise helped the group move forward, but it didn't solve the deeper problem (Passage 9); He says each test teaches them something (Passage 10).
- A: Southern states wanted enslaved people counted as part of their population (Passage 9); The bulb began to glow (Passage 10).
- C: the Three-Fifths Compromise (Passage 9); Thomas Edison (Passage 10).
- K: enslaved people still had no right to vote, choose leaders, or speak for themselves in Congress (Passage 9); Everyone was focused on solving the same problem (Passage 10).
- S: At the Constitutional Convention (Passage 9); The streets of the city were darker than Zaylen expected (Passage 10).

One TRACKS detail from each passage that I can connect to a relationship

STUDENT WORKBOOK



COMPARE AND CLIMB

Day 2: Attempt

✂ Cut out these cards (sheet 1 of 2)

Match a Passage 9 card and a Passage 10 card, sort the pair under Shared Pattern or Important Difference, choose a bridge word, and write what the paired details prove. A card is not complete until you name the source, the detail's job, and the explanation.

BOTH

SIMILARLY

HOWEVER

WHILE

UNLIKE

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

Self-Check (sheet 1 of 2)

Flip each card after you sort it. Confirm the source, the relationship, and that the political injustice in Passage 9 is not treated as equal to the technical work in Passage 10.

SIMILARLY Signals a shared pattern across both passages.	BOTH Signals a shared pattern across both passages.
WHILE Signals an important difference between the passages.	HOWEVER Signals an important difference between the passages.
Passage 9: A Difficult Compromise, Reaction/Result.	UNLIKE Signals an important difference between the passages.

STUDENT WORKBOOK



COMPARE AND CLIMB

Day 2: Attempt

✂ Cut out these cards (sheet 2 of 2)

Match a Passage 9 card and a Passage 10 card, sort the pair under Shared Pattern or Important Difference, choose a bridge word, and write what the paired details prove. A card is not complete until you name the source, the detail's job, and the explanation.

He says each test teaches them something.

Southern states wanted enslaved people counted as part of their population.

The bulb began to glow.

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

Everyone was focused on solving the same problem.

Self-Check (sheet 2 of 2)

Flip each card after you sort it. Confirm the source, the relationship, and that the political injustice in Passage 9 is not treated as equal to the technical work in Passage 10.

Passage 9: A Difficult Compromise, Action.	Passage 10: A Visit to the Workshop, Reaction/Result.
Passage 9: A Difficult Compromise, Key Knowledge.	Passage 10: A Visit to the Workshop, Action.
	Passage 10: A Visit to the Workshop, Key Knowledge.

STUDENT WORKBOOK



Day 2: Attempt



15 minutes: Rehearse paired evidence with Compare and Climb

5.11(C)(ii):

ELPS 2(E)(i) and 3(G)(ii): Rehearse the comparison with a partner and paraphrase content-area text accurately.

Attempt: Compare and Climb

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

- Read one source-labeled Passage 9 card and one Passage 10 card.
- Sort the pair under Shared Pattern or Important Difference.
- Choose both, similarly, however, while, unlike, in contrast, or whereas.
- Rehearse the comparison aloud, using both details in one sentence.
- Write what the paired details prove; do not repeat.
- Protect the difference: political injustice is not technical experimentation.

My team's strongest comparison card

Embedded Check for Understanding

- ☐ Did we use both sources?
- ☐ What is each detail's job?
- ☐ What do they prove together?
- ☐ Did we preserve the important difference?

Bridge Word Bank

Shared Pattern	Important Difference
both	however
similarly	while
	unlike, in contrast, whereas

My revised comparison sentence, using a stronger transition or explanation

Teacher Guidance

Require a relationship word and a source label before a team records a sentence. The explanation must tell what the detail means for the paired comparison.

Our team comparison card: both sources, a transition, and an explanation

STUDENT WORKBOOK



Day 3: Discuss + Use



15 minutes: Draft, reread, revise for meaning, and edit conventions

5.11(C)(v):

ELPS 3(G)(ii) and 4(F)(ix): Paraphrase content-area text and write to explain with supporting evidence.

Discuss: Draft the Formal Response

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

Step	What I Write
1	State a global purpose about people responding to hard problems.
2	Reference both passages accurately.
3	Write a thesis (central idea) that carries the similarity and difference.
4	Add paired evidence and an explanation sentence.

My SET introduction (Statement of Global Purpose, Evidentiary Reference, Thesis)

Use: Try It On Your Own

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.

My connected response with full color-coding

- ☐ I used both sources.
- ☐ My evidence is accurate.
- ☐ My explanation is visible.
- ☐ I protected the difference.
- ☐ I revised before editing.

Revise for Meaning, Then Edit

Read your response aloud. Combine or rearrange ideas for coherence, add an explanation where the relationship is unclear, delete repetition, and improve word choice. Then check compound and complex sentence boundaries, subject-verb agreement, commas in compound sentences, capitalization, and punctuation.

One sentence I revised for meaning

One convention I edited and why

STUDENT WORKBOOK



Day 4: Award + Target



15 minutes: Cite a real strength and choose a measurable next step

5.11(C)(vi):

ELPS 4(F)(ix) and 1(E)(i): Write to explain with supporting evidence and demonstrate listening comprehension by restating.

Award

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

My strength is _____ because sentence _____ uses _____

Target

Use the anchor HABIT to name the exact part you will improve: evidence, explanation, structure, conclusion, or revision.

My next target is _____, and I will show it by _____

Meaning-First Revision

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

- ☐ I named one sentence that uses both passages.
- ☐ I named one next step that can be measured in the next response.
- ☐ I revised for coherence.

My meaning-first revision of one sentence

STUDENT WORKBOOK

Day 5: Explain + Educate



15 minutes: Teach the HABIT and answer the overarching question

5.11(C)(vii):

ELPS 1(E)(i) and 2(E)(i): Restate and explain orally with increasing specificity in academic discourse.

Explain: Teach the HABIT

Teach the HABIT before you show the details: relationship first; paired evidence next; significance last. Use one accurate detail from each passage as evidence for your teaching, then explain what the details help a writer understand.

One detail from Passage 9 I will teach with

One detail from Passage 10 I will teach with

One sentence from my own response that shows the relationship

Answer the Overarching Question

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

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

My answer in my own words

The sentence in my response that names the relationship, the Passage 9 evidence, the Passage 10 evidence, the explanation, and the significance

Closing thought: both passages show continued work, but the consequences are not equal

Student Exit Ticket

Reread A Difficult Compromise and A Visit to the Workshop. Identify one accurate detail from each passage, choose a transition, and explain what the details show together.

Item	Task	Points
1	Write one accurate detail from Passage 9 and one from Passage 10.	2
2	State a thesis (central idea) that names the relationship.	4
3	Underline the transition and explain the paired evidence.	2
4	Complete: This difference matters because _____.	2

My exit ticket response

? STOP & THINK

Total Score: _____ / 10

My Module 2 Snapshot: what I know now that I didn't know on Monday



Write More

Plan, Draft, Revise, Edit, and Share



Write a Connected Informative Response Across Both Passages

Explain how the two passages develop a similar idea about problem solving while showing different kinds of challenges and outcomes. Use a SET introduction, paired evidence from both passages, explicit relationship language, explanation, and significance.

Circle the relationship word in green. Box the evidence in yellow. Triangle the significance in blue.

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

My Plan

- Read both passages and underline the sentence-statement requirement.
- Name one precise relationship: shared pattern, different challenge, different consequence, or continuing work.
- Select the smallest meaningful evidence from Passage 9 and Passage 10.
- Write a thesis (central idea) that carries the relationship.
- Plan a transition that shows the exact connection.
- Plan an explanation: what do the paired details prove together?
- Plan a significance statement: why does the relationship or difference matter?

My relationship (shared pattern or important difference)

Mark the thesis (central idea) and relationship in green, evidence in yellow, explanation in red, and the significant inference in blue.

[illegible]

My Connected Informative Draft



Start with a SET introduction, then add paired evidence, explanation, protected difference, and significance. Use both passages, an explicit bridge word, and a conclusion that restates the thesis, refers to the evidence as a whole, and reflects the bigger picture.

Draft, page 1

The part that keeps both passages connected

Revise, Edit, and Share

Revise

- ☐ I combined or rearranged ideas for coherence.
- ☐ I added an explanation where the relationship was unclear.
- ☐ I deleted repetition and improved word choice.
- ☐ I revised for meaning before editing conventions.

Edit

- ☐ I checked compound and complex sentence boundaries.
- ☐ I checked subject-verb agreement.
- ☐ I checked commas in compound sentences.
- ☐ I checked capitalization and punctuation.

The sentence I improved and why it is clearer

Share

Read your response to a partner. Your partner identifies the thesis (central idea), Passage 9 evidence, Passage 10 evidence, explanation, significance, and conclusion jobs.

What my partner identified in my response

Final Alignment Check

Turn in a connected response whose central idea names the relationship and whose evidence and explanation stay balanced between both passages.

Part	I can show...	Check
Relationship	Develops a precise similarity and difference.	
Evidence	Pairs accurate, relevant evidence from both passages.	
Explanation	Explains the relationship and why it matters.	
Organization	Connected SET, body, and conclusion.	
Revision and Editing	Revises meaning first, then edits conventions.	

Low, Medium, and High Samples

Compare how each response names the relationship and uses paired evidence and explanation.

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

Low

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

Name a shared pattern, use a bridge word, and explain the paired evidence.

Medium

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

Add one explanation sentence and state why the distinction changes the meaning of the comparison.

High

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

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

One move from the secure exemplar I will use



Look Back & Look Forward

Reflect on the Relationship and Plan Your Next Move



My Progress Tracker

I can...	Not yet	Growing	Got it
Identify the focus and explain the shared pattern across both passages.	☐	☐	☐
Use both passages during a partner or group activity and explain the evidence choice.	☐	☐	☐
Apply the writing move independently in a complete response.	☐	☐	☐
Name one strength and one specific next-step goal.	☐	☐	☐
Teach the module idea and answer the overarching question.	☐	☐	☐

My Comparison Award

One comparison I wrote successfully, and the evidence in my work

My Next Target

One next step for writing a matching thesis (central idea)

Essential Question Answered

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

The answer

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

Return to the module question and explain what you know now.

How My Thinking Changed

At first, I thought

Now, I know

Try Another Prompt

Choose one prompt: Explain how information influences the next action in each passage, or Explain how the kinds of consequences in the passages differ. Underline the bridge word, name the relationship, and write an aligned thesis (central idea).

My bridge word, relationship, and thesis (central idea)

Connect Across Texts Challenge

Produce a double-layer comparison: sentence one states a shared pattern, sentence two explains a critical difference, and sentence three explains why the difference changes the meaning or significance. Write a new sentence-statement prompt that requires both passages. Select paired evidence, explain the relationship, and protect the difference.

- Identify a shared pattern in the two texts.
- Name a critical difference in context or consequence.
- Write one central comparison and defend how it answers the relationship prompt.
- Write a new sentence-statement prompt that requires both passages.
- Select paired evidence and explain the relationship.
- Protect the difference and explain its significance.

My shared pattern, critical difference, and significance sentence

My Comparison Badge

Draw a badge and place a star beside the bridge word that helped you most.

At-Home Connection

End the module with a short family conversation about a comparison and one evidence detail.

Talk, Pair, Explain

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

Ask: What word tells you whether to explain a similarity or a difference?

Family member signature: _____

Sentence Job Check

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

Ask: Which sentence's job could be clearer?

Family member signature: _____

Family Reflection

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

Ask: What important difference did we keep visible?

Family member signature: _____

Family Comparison Talk

Choose two familiar books, games, recipes, routines, or events. Name one accurate detail from each, use both, however, while, or unlike, and explain what the details show together.

Notes

My Comparison Progress

Mark whether you can do each step not yet, with help, or independently.

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 Strongest Comparison Habit

I can name a relationship, pair evidence from both passages, and explain why an important difference matters.

A note to my future writer self

My Proud Moment This Week

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 5

Cluster 5 - Module 3

Building a Conclusion That Finishes the Thinking



Name: _____



The Writing Academy®, LLC

Grade 5 • Cluster 5 • Module 3

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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 a Conclusion That Finishes the Thinking



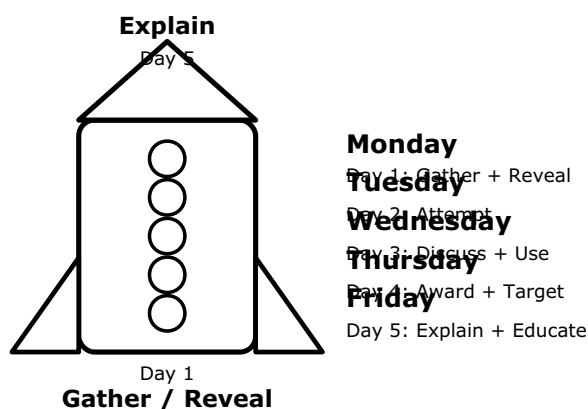
Why This Matters to Me

Students learn to revise a response so its ending does more than repeat the opening or list details. They use the HABIT: R1 restates, R2 refers back, R3 reflects. A conclusion adds no new evidence. It refers to the evidence from both passages as a whole and then reflects the bigger picture.

Essential Question

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

My Progress Tracker



Track each day as you build a conclusion that restates the central idea, refers back to evidence from both passages, and reflects on why it matters.

My First Thinking

I Can

- I can explain a relationship across both passages.
- I can write a thesis (central idea) that controls the response.
- I can use a detail from each passage in connected evidence.
- I can finish with R1, R2, and R3.
- I can revise for meaning before editing conventions.

I Will

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

The I Can I want to reach first, and why

My Week at a Glance

What I learn	What I read	What I make
Write a focused, structured, and coherent informative response with a purposeful conclusion.	A Difficult Compromise and A Visit to the Workshop.	A connected response, R1, R2, and R3 sentence jobs, a revision, and a teach-back.

Where We Are Going

Students organize a response around one thesis (central idea), use both passages to make the relationship visible, and finish with a purposeful conclusion.

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

- ☐ My introduction references both passages and states one thesis (central idea).
- ☐ I include one meaningful similarity and one meaningful difference.
- ☐ I use evidence from Passage 9 and Passage 10 around a relationship.
- ☐ I explain what the paired evidence shows together.
- ☐ My conclusion has R1, R2, and R3 in three clear sentences.
- ☐ R3 explains why the established idea matters without adding new evidence.

Check Myself

- ☐ My conclusion restates, refers back, and reflects in three clear sentences.

How I Will Show What I Know

Pair evidence from both passages, then write a connected response that finishes with R1, R2, and R3.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	Read both passages for one purpose.
Reveal	Day 1	Model R1, R2, and R3 in a conclusion.
Attempt	Day 2	Rehearse the jobs with Conclusion Lab.
Discuss	Day 3	Draft and reread for a connection.
Use	Day 3	Write an independent response.
Award	Day 4	Name a strength with a sentence.
Target	Day 4	Choose a next step and revise.
Explain/Educate	Day 5	Teach the HABIT and answer the question.

Say It Together!

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

5.11(B)(iii):

I will organize my response so the ideas fit together, and I will write an ending that finishes the thinking.

5.12(B)(i):

I will explain one clear central idea about both passages instead of writing two unrelated summaries.

Call and Response

Read this together as a class before we start.

Teacher asks: "What is our HABIT?"

Class answers: "R1 restates, R2 refers back, R3 reflects!"

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

Before you begin, make sure you can read a grade-level nonfiction passage and historical fiction passage, distinguish evidence from explanation, name a similarity and a difference, and use a transition that matches the relationship.

A connection I can make

Remember It!

- ☐ A thesis (central idea) is the central answer that controls a response.
- ☐ Evidence is a specific source detail used as proof.
- ☐ A transition is a word or phrase that connects ideas.
- ☐ Significance is why an idea matters beyond one detail.
- ☐ R1 restates, R2 refers back, and R3 reflects.
- ☐ Use the DOT habit to mark an unfamiliar word, finish the sentence, use context, and repair meaning.

One idea I remember

Ready Check

- ☐ I can identify Passage 9 and Passage 10.
- ☐ I can paraphrase a detail accurately.
- ☐ I can distinguish evidence from explanation.
- ☐ I can name a similarity and a difference.
- ☐ I can use a transition that matches the relationship.
- ☐ I can explain what evidence shows together.
- ☐ I can write a thesis (central idea) that carries the relationship.
- ☐ I can finish with R1, R2, and R3.
- ☐ I can revise for meaning before I edit conventions.
- ☐ I can teach the HABIT to a partner.
- ☐ I can answer the overarching question with evidence.

Watch Out! Common Mix-Up

Watch out! A conclusion finishes the thinking; it does not start a new paragraph of evidence. R1 restates the central idea in fresh language, R2 refers to evidence already discussed from both passages as a whole, and R3 reflects the bigger picture without adding a new detail.

Where This Fits in My Writing

You will write a connected informative response that finishes with a purposeful conclusion. Your thesis (central idea) must carry the relationship, your evidence must use both Passage 9 and Passage 10, and your conclusion must restate, refer back, and reflect without adding new evidence.

What I want to remember before I start

Before I Begin



Record your first thinking before the five-day lesson

Module Question

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

My first thinking

Ready Check

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

The shared pattern and the important difference

- ☐ A shared pattern
- ☐ An important difference

This is a HOW prompt because it asks me to explain

What I Already Know

- ☐ I can read a grade-level nonfiction passage and historical fiction passage.
- ☐ I can paraphrase a detail accurately.
- ☐ I can distinguish evidence from explanation.
- ☐ I can name a similarity and a difference.
- ☐ I can finish a response with a conclusion.

Fresh Recall

In 60 seconds, tell your partner one accurate detail from each passage and one thing the details show together.

One detail from Passage 9

One detail from Passage 10

What the paired details show together



Words I Need

Tier 1, everyday words



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

Word	Say it	What it means	Sentence frame
end		the last part	The end of a response should complete the thinking.
finish		to complete something	I finish by explaining why the idea matters.
return		to go back to an earlier idea	R2 returns to evidence already used.
think		to use the mind to understand	I think about the relationship before I write.
idea		a thought or understanding	My central idea controls the response.
meaning		what something communicates	The paired details have meaning together.
point		the main idea	The point of R3 is why the idea matters.
whole		complete; all parts together	R2 refers to the evidence as a whole.
connect		to join ideas	Both passages connect through continued work.
matter		to be important	The final sentence explains why it matters.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

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

Word	Say it	What it means	Sentence frame
evidence		specific source details used as support	The compromise helped the group move forward, but it did not solve the deeper problem.
explanation		reasoning that tells what evidence means	The evidence shows that continued work can move an idea forward.
thesis (central idea)		the central answer that controls a response	Both passages show continued work, but their contexts and consequences differ.
transition		a word or phrase that connects ideas	However signals an important difference.
paraphrase		a source idea retold accurately in new words	The writer retells the Three-Fifths formula without changing its meaning.
compare		to explain meaningful similarities	Compare the continued work in the convention and the workshop.
contrast		to explain meaningful differences	Contrast the political stakes and the technical challenge.
synthesize		to combine evidence into a larger understanding	Synthesize the shared pattern and protected difference.
coherence		clear, logical flow between ideas	R1, R2, and R3 create coherence.
significance		why an idea matters beyond one detail	R3 states the significance of the established relationship.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

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

Word	Say it	What it means	Sentence frame
inference	IN-fer-ens	a logical idea formed from evidence and reasoning	My inference about both passages is _____.
compromise	KOM-pruh-mize	an agreement in which sides give up part of what they want	The compromise was _____.
representation	rep-rih-zen-TAY-shun	having a voice through people in government	Representation means _____.
Three-Fifths Compromise	three-FIFTHS KOM-pruh-mize	an unfair historical formula used for representation	The Three-Fifths Compromise _____.
delegate	DEL-uh-git	a person chosen to represent others	A delegate must _____.
experiment	ik-SPAIR-uh-ment	a test used to learn how something works	The experiment showed _____.
electrical	ih-LEK-trih-kul	related to electricity	The electrical test _____.
consequence	KON-si-kwens	what happens because of an action or decision	One consequence was _____.
persistence	per-SIS-tens	continued effort even when work is difficult	Persistence helped _____.
unresolved	un-rih-ZOLVD	not fully settled or solved	The problem stayed unresolved because _____.

Use one Tier 3 word in a sentence

My Strategy Tools

Restate, Refer Back, Reflect: The Three-Sentence Conclusion



Read both passages. Use TRACKS to locate Time, Reactions, Actions, Character or concept, Key knowledge, and Scenery or setting. Gather the central idea, the connected evidence, the relationship, and the significance, then finish with R1, R2, and R3.

Shape the response with a thesis (central idea), connected evidence, explanation, and a purposeful conclusion.

The R1 R2 R3 Conclusion HABIT

Mark	What it means					
h	e	a	d	e	r	s
r	o	w	s			

Keep the thesis (central idea) visible while you add connected evidence, explanation, and a conclusion with R1, R2, and R3.

The central idea I restate and the evidence R2 refers back to

Thinking Type and Signal Words

Thinking Type	Signal Words	What the Writer Explains
HOW: relationship	how the texts connect	Name the shared pattern and use evidence from both passages.
HOW: consequence	how the consequences differ	Use however, while, unlike, in contrast, or whereas.
HOW: conclusion job	how the ending finishes the thinking	Restate with R1, refer back with R2, and reflect with R3.

Naming a detail is not the same as finishing the thinking. A shared pattern does not mean equal consequences, and R3 must not add new evidence.

How I Say the Standard!

5.11(B)(iii):

I will organize my response so the ideas fit together, and I will write an ending that finishes the thinking.

5.12(B)(i):

I will explain one clear central idea about both passages instead of writing two unrelated summaries.

Check My Writing

- ☐ M
- ☐ y
- ☐
- ☐ c
- ☐ o
- ☐ n
- ☐ c
- ☐ l
- ☐ u
- ☐ s
- ☐ i
- ☐ o

Five Thinking Levels

Use this progression to name the level of thinking a prompt and a student response require.

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

This module operates at Analyze and Synthesize (Levels 4–5): students separate kinds of problems and consequences, then combine a shared pattern and a critical difference as they finish the thinking.

The level I can demonstrate and how

Five Thinking Levels

Use this progression to name the level of thinking a prompt and a student response require.

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

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 progress often depends on people continuing to work after an important decision, discovery, or breakthrough.
HOW	Analyze how parts work together or how something happens.	Explain how the conclusion finishes the thinking instead of repeating the introduction.

A conclusion finishes the thinking. R1 restates the central idea in fresh language, R2 refers back to evidence already discussed from both passages, and R3 reflects on why the established relationship matters. Naming a detail is not the same as finishing the thinking.

The level I want to strengthen and how



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

This module connects the habit of finishing the thinking to historical decision making and scientific experimentation. Passage 9 considers representation, slavery, political power, and an agreement that moved a larger plan forward while leaving deep harm in place. Passage 10 follows technical work that continues through repeated tests.

Background I Need

This High Stamina module uses A Difficult Compromise, a nonfiction passage about representation, slavery, political power, and the Three-Fifths Compromise, and A Visit to the Workshop, historical fiction about Zaylen observing Thomas Edison and his workers test electric-light materials. Passage 9 involves slavery, denied rights, and lasting human harm. Passage 10 presents a technical challenge addressed through experimentation. Similar structure does not mean equal consequence.

Words I dotted while reading

A Difficult Compromise

Read both passages at High Stamina. One strong answer draws evidence from BOTH. Keep the numbered paragraphs for citing evidence.

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

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

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

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

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

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

A Difficult Compromise (continued)

Read both passages at High Stamina. One strong answer draws evidence from BOTH. Keep the numbered paragraphs for citing evidence.

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

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

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

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

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

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

A Difficult Compromise (continued)

Read both passages at High Stamina. One strong answer draws evidence from BOTH. Keep the numbered paragraphs for citing evidence.

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

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

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

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

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

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

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

A Difficult Compromise (continued)

Read both passages at High Stamina. One strong answer draws evidence from BOTH. Keep the numbered paragraphs for citing evidence.

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

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

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

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

A Visit to the Workshop

Read both passages at High Stamina. One strong answer draws evidence from BOTH. Keep the numbered paragraphs for citing evidence.

- 1 The year was 1880, and the streets of the city were darker than Zaylen expected. She held tightly to her brother's hand as they walked toward a small building filled with light. "That's where he works," her brother whispered.
- 2 Zaylen had heard people talk about Thomas Edison before. Some called him an inventor. Others said he was a man who never stopped asking questions. She had also heard that he often worked late into the night. Zaylen was not sure what to expect, but she was eager to see the place where he worked.
- 3 Her brother opened the door, and warm air rushed toward them. The room smelled like oil, metal, and smoke. It buzzed with activity. Wires stretched across tables, and glass bulbs sat in rows. Tools, notebooks, and pieces of metal covered nearly every open space. Some workers carried boxes across the room. Others leaned over tables and studied small parts.
- 4 In the center of it all stood Thomas Edison, speaking quickly as he moved from one experiment to another. His hair was slightly messy, and his sleeves were rolled above his wrists. He seemed too busy to notice the visitors at first.
- 5 Several workers listened as Edison gave directions. One man wrote notes in a thick book. Another checked a machine near the wall. A third worker carefully cleaned a glass bulb. No one seemed bothered by the noise or the crowded tables. Everyone was focused on solving the same problem.
- 6 "What are they doing?" Zaylen whispered.
- 7 "They are trying to make electric light last longer," her brother explained. "Other people have made electric lights before, but the lights often burn out too quickly. Edison and his workers are testing different materials."
- 8 One of the workers picked up a bulb and carried it to Edison. Inside the bulb was a thin wire. Edison leaned closer to study it. Then he nodded, and the worker connected the bulb to several wires on the table.
- 9 The room grew quieter. Even the workers across the room stopped what they were doing and turned to watch.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

A Visit to the Workshop (continued)

Read both passages at High Stamina. One strong answer draws evidence from BOTH. Keep the numbered paragraphs for citing evidence.

My
marks

10 A moment later, the bulb began to glow.

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

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

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

14 Zaylen thought about her home, where her family used oil lamps that flickered and sometimes filled the air with smoke. Her mother had to trim the wicks and add oil each day. The lamps gave off a weak, yellow light. On windy nights, the flame sometimes went out.

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

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

17 "Doesn't Edison get tired of failing?" Zaylen asked.

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

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

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

[illegible]

A Visit to the Workshop (continued)

Read both passages at High Stamina. One strong answer draws evidence from BOTH. Keep the numbered paragraphs for citing evidence.

21 "We write everything down," Edison explained. "Good ideas are important, but careful records are important too."

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

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

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

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

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

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

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

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

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

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: A Difficult Compromise

T: In the summer of 1787 (Passage 9). R: The compromise moved the convention forward but left the deeper problem. A: Delegates debated representation. C: Delegates and enslaved people. K: The Three-Fifths formula. S: Philadelphia, 1787.

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	

Students read the clean copies first. They then use the TRACKS-highlighted copies to label Time, Reactions, Actions, Character or concept, Key knowledge, and Scenery or setting.

A precise detail from Passage 9 that a conclusion could refer back to

Annotate: A Difficult Compromise (continued)

Continue T: In the summer of 1787 (Passage 9). R: The compromise moved the convention forward but left the deeper problem. A: Delegates debated representation. C: Delegates and enslaved people. K: The Three-Fifths formula. S: Philadelphia, 1787.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
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C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

Ⓢ STOP & THINK

What is each detail's job, and what do the paired details from Passage 9 and Passage 10 show together?

My thinking

My Prompt Marking Notes

Name the topic and the charge first, then mark the words that keep both passages connected.

Shape	Word	Question I ask myself
Box	Topic	What is this prompt about?
Triangle	Charge	What does the topic ask me to do?
Underline	Both passages and the key words	Which details must stay connected?

Box the topic in yellow. Triangle the charge in green. Underline both passages, continuing to work, and the important decision, discovery, or breakthrough.

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

The central idea my marked words require me to finish

STUDENT WORKBOOK



Day 1: Gather + Reveal



15 minutes: Read both passages and see how a conclusion finishes the thinking

5.11(B)(iii):

ELPS 1(E)(i) and 2(E)(i): Read both passages for the same writing purpose and restate the HABIT: R1 restates, R2 refers back, R3 reflects.

Gather: Read Both Passages

Our HABIT today is to finish the thinking: R1 restates the central idea, R2 refers back to evidence already discussed, and R3 reflects on why the established idea matters.

Students read the clean copies first. They then use the TRACKS-highlighted copies to mark evidence and name one relationship across both passages.

One detail I notice in Passage 9

Reveal: Model the Conclusion

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.

The central idea R1 restates

Name the source before the detail: one accurate detail from Passage 9 and one from Passage 10 that R2 refers back to

Color-Code the Model

Point out the thesis (central idea) in green, the evidence R2 refers back to in yellow, the relationship in red, and the R3 reflection in blue.

The central idea I underline in green

Evidence and Thinking Check

Name one accurate detail from Passage 9 and one from Passage 10, identify what R2 refers back to, and explain what the paired details show together.

What the paired details show together

Exit Check

Watch out! A conclusion finishes the thinking. It does not repeat the introduction or start a new paragraph of evidence.

One R1 restatement and one R3 reflection in my own words

STOP & THINK

TRACKS Evidence Highlighting

Students TAP the TRACKS: they hunt for the six kinds of evidence and highlight the smallest meaningful phrase.

Letter	Category	What to Look For	Highlight Color
T	Time	Age, era, dates, or historical details	Green
R	Reactions	Feelings, responses, or results after an action	Purple
A	Actions	What a person or group does	Yellow
C	Character, Concept, Creature	People, ideas, or creatures in the text	Yellow
K	Key Knowledge	Important information needed for the passage's meaning	Orange
S	Scenery / Setting	Where and when the passage takes place	Green

TRACKS in Both Passages

- T: In the summer of 1787 (Passage 9); The year was 1880 (Passage 10).
- R: The compromise moved the convention forward but left the deeper problem; each test taught the team something.
- A: Delegates debated representation; Edison and his workers tested materials.
- K: The Three-Fifths formula; recording results guided the next test.

One TRACKS detail from each passage that a conclusion could refer back to

STUDENT WORKBOOK



CONCLUSION LAB

Day 2: Attempt

✂ Cut out these cards (sheet 1 of 2)

Match a Passage 9 card and a Passage 10 card, explain what the paired details show together, then write a three-sentence conclusion and label R1, R2, and R3. A card is not complete until you name the source, the detail's job, and the explanation.

R1	R2
R3	BOTH
TOGETHER	The compromise helped the group move forward, but it did not solve the deeper problem.
The team recorded how long the wire lasted and prepared another bulb.	Southern states wanted enslaved people counted as part of their population.

Self-Check (sheet 1 of 2)

Flip each card after you use it. Confirm the source, the relationship, and that R3 reflects without adding a new detail.

R2 Refers back to evidence already discussed from both passages.	R1 Restates the central idea in fresh language.
BOTH Keeps both passages in the answer.	R3 Reflects on why the established idea matters.
Passage 9: A Difficult Compromise, Reaction/Result.	TOGETHER Explains what the paired evidence shows as a whole.
Passage 9: A Difficult Compromise, Action.	Passage 10: A Visit to the Workshop, Reaction/Result.

STUDENT WORKBOOK



CONCLUSION LAB

Day 2: Attempt

✂ Cut out these cards (sheet 2 of 2)

Match a Passage 9 card and a Passage 10 card, explain what the paired details show together, then write a three-sentence conclusion and label R1, R2, and R3. A card is not complete until you name the source, the detail's job, and the explanation.

The bulb began to glow.

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

Each test taught the team something about the materials.

The convention moved forward while a deep injustice stayed unresolved.

Zaylen watched Edison and his workers test materials again and again.

Self-Check (sheet 2 of 2)

Flip each card after you use it. Confirm the source, the relationship, and that R3 reflects without adding a new detail.

Passage 9: A Difficult Compromise, Key Knowledge.

Passage 10: A Visit to the Workshop, Action.

Passage 9: A Difficult Compromise, Reaction/Result.

Passage 10: A Visit to the Workshop, Key Knowledge.

Passage 10: A Visit to the Workshop, Action.

STUDENT WORKBOOK



Day 2: Attempt



15 minutes: Rehearse R1, R2, and R3 with Conclusion Lab

5.11(C)(iii):

ELPS 2(E)(i) and 3(G)(ii): Rehearse the conclusion with a partner and explain with increasing specificity.

Attempt: Conclusion Lab

A card is not complete until you name the source, the detail's job, and what the paired details prove together.

- Read one source-labeled Passage 9 card and one Passage 10 card.
- Sort the pair under Shared Pattern or Important Difference.
- Write a sentence that pairs the details and explains the relationship.
- Finish with R1, R2, and R3 and check that R3 adds no new evidence.

My team's strongest R1, R2, and R3 conclusion

Embedded Check for Understanding

- ☐ Did we use both sources?
- ☐ What is each detail's job?
- ☐ What do the paired details show together?
- ☐ Does R3 avoid adding new evidence?

Bridge Word Bank

Shared Pattern	Important Difference
both	however
similarly	while
together	unlike, in contrast

My revised conclusion sentence, using a stronger transition and a clear R3

Teacher Guidance

Require a source label and a sentence job before a team records a card. Ask what the paired details prove together.

Our team conclusion: both sources, a transition, R1, R2, and R3

STUDENT WORKBOOK



Day 3: Discuss + Use



15 minutes: Draft, reread, revise for meaning, and edit conventions

5.11(C)(v):

ELPS 3(G)(ii) and 4(F)(ix): Paraphrase content-area text and write to explain or justify with supporting evidence.

Discuss: Draft the Formal Response

Tell your partner what each sentence job does before you decide where it goes: R1 restates, R2 refers back, R3 reflects.

Step	What I Write
1	State one thesis (central idea) about the relationship in both passages.
2	Pair one accurate detail from Passage 9 and one from Passage 10.
3	Explain what the paired details show together.
4	Finish with R1, R2, and R3.

My central idea and connected evidence sentence

Use: Try It On Your Own

Both passages show that progress often depends on people continuing to work after an important decision or breakthrough, but their contexts and consequences are different.

My connected response with R1, R2, and R3

- ☐ I used both sources.
- ☐ My evidence is accurate.
- ☐ My explanation says what the details show together.
- ☐ My conclusion has R1, R2, and R3.
- ☐ R3 adds no new evidence.

Revise for Meaning, Then Edit

Read your response aloud. Combine or rearrange ideas for coherence, and add or delete ideas for clarity.

Then check compound and complex sentence boundaries, subject-verb agreement, pronouns, and commas in compound and complex sentences.

One sentence I revised for meaning

One convention I edited and why

STUDENT WORKBOOK



Day 4: Award + Target



15 minutes: Name a real strength and choose a measurable next step

5.11(C)(viii):

ELPS 4(F)(ix) and 1(E)(i): Write to explain with supporting evidence and restate or paraphrase.

Award

Point to a real sentence when you name a strength. A feeling is not evidence. Possible awards are Complete R1, Complete R2, Complete R3, or Protected Difference.

My strength is _____ because sentence _____ uses _____

Target

Use the anchor HABIT to name the exact part you will improve: R1, R2, R3, or a protected difference.

My next target is _____, and I will show it by _____

Meaning-First Revision

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

- ☐ I named one sentence that uses both passages.
- ☐ I named one conclusion job that is complete.
- ☐ I named one next step for R1, R2, or R3.
- ☐ I revised for meaning before editing conventions.

My meaning-first revision of one sentence

STUDENT WORKBOOK

Day 5: Explain + Educate



15 minutes: Teach the HABIT and answer the overarching question

5.11(C)(viii):

ELPS 1(E)(i) and 2(E)(i): Restate and explain orally with increasing specificity.

Explain: Teach the HABIT

Teach the HABIT before you show the details: R1 restates, R2 refers back, R3 reflects.

One detail from Passage 9 I will teach with

One detail from Passage 10 I will teach with

One sentence from my own conclusion that shows R1, R2, or R3

Answer the Overarching Question

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

A strong conclusion shows finished thinking because it restates the central idea, refers back to evidence already discussed from both passages as a whole, and reflects on why the established relationship matters.

My answer in my own words

The sentence in my response that shows R1, R2, and R3

Closing thought: a conclusion finishes the thinking and protects the important difference

Student Exit Ticket

Reread A Difficult Compromise and A Visit to the Workshop. Write a thesis (central idea), one connected evidence sentence with a detail from each passage, an explanation, and a three-sentence conclusion labeled R1, R2, and R3. Do not add new evidence in the conclusion.

Item	Task	Points
1	Write one accurate detail from Passage 9 and one from Passage 10.	2
2	Explain what the paired details show together.	2
3	Write R1, R2, and R3 in three sentences.	3
4	Protect the important difference.	2
5	Check capitalization and spelling.	1

My exit ticket response

STOP & THINK

Total Score: _____ / 10

My Module 3 Snapshot: what I know now that I didn't know on Monday



Write More

Plan, Draft, Revise, Edit, and Share



Write a Connected Informative Response That Finishes the Thinking

Explain how both passages show that progress often depends on people continuing to work after an important decision, discovery, or breakthrough. Use a connected response with paired evidence from both passages, explanation, and a purposeful conclusion.

Box the topic in yellow. Triangle the charge in green. Underline both passages, continuing to work, and the important decision, discovery, or breakthrough.

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

My Plan

- Read both passages and underline the words that keep the answer connected.
- Name one precise relationship: shared pattern or important difference.
- Select the smallest meaningful evidence from Passage 9 and Passage 10.
- Write a thesis (central idea) that carries the relationship.
- Plan an explanation: what do the paired details show together?
- Plan a conclusion: R1 restates, R2 refers back, and R3 reflects.
- Check that the conclusion adds no new evidence.

My relationship (shared pattern or important difference)

Mark the thesis (central idea) in green, the connected evidence in yellow, the explanation in red, and the R3 reflection in blue.

[illegible]

My Connected Informative Draft



Start with a central idea, then add paired evidence and an explanation, and finish with R1, R2, and R3. Use both passages and do not add new evidence in the conclusion.

Draft, page 1

The part that keeps both passages connected

Revise, Edit, and Share

Revise

- ☐ I combined or rearranged ideas for coherence.
- ☐ I added an explanation where the relationship was unclear.
- ☐ I deleted repetition and improved word choice.
- ☐ I revised for meaning before editing conventions.

Edit

- ☐ I checked compound and complex sentence boundaries.
- ☐ I checked subject-verb agreement.
- ☐ I checked commas in compound and complex sentences.
- ☐ I checked capitalization and punctuation.

The sentence I improved and why it is clearer

Share

Read your response to a partner. Your partner identifies the central idea, the Passage 9 and Passage 10 evidence, the explanation, and the R1, R2, and R3 jobs.

What my partner identified in my response

Final Alignment Check

Turn in a connected response whose central idea carries the relationship and whose conclusion restates, refers back, and reflects.

Part	I can show...	Check
Central Idea	Names the relationship and controls the response.	
Evidence	Uses accurate, connected evidence from both passages.	
Explanation	Explains what the paired evidence shows together.	
Conclusion	Restates (R1), refers back (R2), and reflects (R3).	
Revision and Editing	Revises meaning first, then edits conventions.	

Low, Medium, and High Samples

Compare how each response finishes the thinking.

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

Low

Both show people working. Delegates compromised. Edison made a light. Work matters. Name the passage and one detail before the opinion.

Medium

Both passages show people keep working. Delegates argued about representation and compromised. Edison and his workers tested bulbs and recorded results. Progress depends on continuing to work. Add a relationship sentence and refer back to both passages.

High

People keep working on hard problems. A Difficult Compromise presents a political conflict over representation, while A Visit to the Workshop presents a technical challenge. Both passages share a pattern of persistence, but their challenges and consequences differ. My conclusion restates this idea in fresh language (R1), refers back to evidence from both passages as a whole (R2), and reflects on why it matters (R3): progress depends on continuing after a decision or breakthrough. It uses both passages, explains a similarity, keeps a key difference, and ends with R1, R2, and R3.

One move from the secure exemplar I will use



Look Back & Look Forward

Reflect on the Conclusion and Plan Your Next Move



My Progress Tracker

I can...	Not yet	Growing	Got it
Identify the focus and explain the shared pattern across both passages.	☐	☐	☐
Use both passages during a partner or group activity and explain the evidence choice.	☐	☐	☐
Apply the writing move independently in a complete response with R1, R2, and R3.	☐	☐	☐
Name one strength and one specific next-step goal.	☐	☐	☐
Teach the module idea and answer the overarching question.	☐	☐	☐

My Conclusion Award

One conclusion job I wrote successfully, and the sentence in my work

My Next Target

One next step for restating, referring back, or reflecting

Essential Question Answered

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

The answer

A strong conclusion shows finished thinking because it restates the central idea, refers back to evidence already discussed from both passages as a whole, and reflects on why the established relationship matters.

Return to the module question and explain what you know now.

How My Thinking Changed

At first, I thought

Now, I know

Try Another Prompt

Choose one prompt: Explain how the conclusion finishes the thinking, or Explain how the kinds of consequences in the passages differ. Name the relationship and finish with R1, R2, and R3.

My central idea, relationship, and R1, R2, and R3

Finish the Thinking Challenge

Write a three-sentence conclusion: sentence one restates the central idea (R1), sentence two refers back to evidence already discussed from both passages (R2), and sentence three reflects on why the idea matters (R3). Add no new evidence. Write a new conclusion for a familiar response. Restate the central idea in fresh language, refer back to evidence already discussed, and reflect on why the idea matters without adding new evidence.

- Identify a shared pattern in the two texts.
- Name the evidence already discussed that R2 will refer back to.
- Write R1 and restate the central idea in fresh language.
- Write R2 and refer to both passages as a whole.
- Write R3 and explain why the established idea matters.
- Check that the conclusion adds no new evidence.

My R1, R2, and R3 sentences

My Conclusion Badge

Draw a badge and place a star beside the conclusion job that helped you most.

At-Home Connection

End the module with a short family conversation about a conclusion and one evidence detail.

T
a
l

Family member signature: _____

C
h
o

Family member signature: _____

P
r
o

Family member signature: _____

Family Conclusion Talk

Choose two familiar books, games, recipes, routines, or events. Name one accurate detail from each, use both, however, while, or unlike, and explain what the details show together and why it matters.

Notes

My Conclusion Progress

Mark whether you can do each step not yet, with help, or independently.

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 grew.

The most useful word I learned

The prompt part I can find fastest

My Strongest Conclusion Habit

I can restate the central idea, refer back to evidence from both passages, and reflect on why the idea matters without adding new evidence.

A note to my future writer self

My Proud Moment This Week

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 5

Cluster 5 - Module 4

Color Coding the Exemplar and
Controlling the Whole Paper



Name: _____



The Writing Academy®, LLC

Grade 5 • Cluster 5 • Module 4

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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

Color Coding the Exemplar and Controlling the Whole Paper



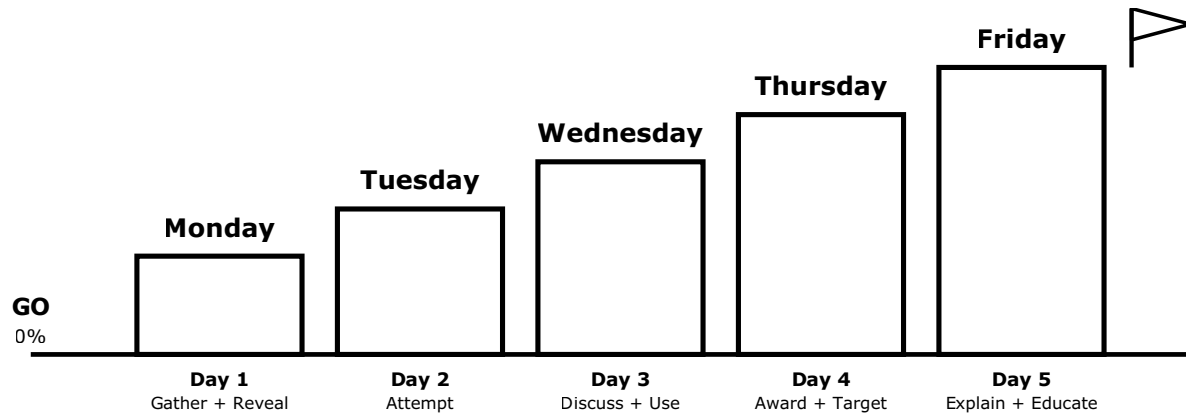
Why This Matters to Me

Students learn to finish an informative ECR with control. Color coding helps a writer see structural imbalance before editing conventions. A response may have accurate details and still need a connection, an explanation, or a conclusion that finishes the thinking.

Essential Question

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

My Week Tracker



**Color in one bar at the END of each day, after you finish that day's paired-passage work.
Watch your week grow from GO to FINISH!**

My First Thinking

I Can

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

I Will

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

The I Can I want to reach first, and why

My Week at a Glance

What I learn	What I read	What I make
Color code an exemplar so every sentence has a job, then assemble a complete paired-passages response.	A Difficult Compromise and A Visit to the Workshop.	A color-coded model, paired evidence sentences, a full response, a revision, and a teach-back.

Where We Are Going

You will color code an exemplar, then use that control to write a full paired-passages response.

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

- ☐ My introduction names both passages and a thesis (central idea).
- ☐ My body uses green idea, yellow evidence, red explanation, blue significance.
- ☐ My evidence is accurate, balanced, and from both passages.
- ☐ My transitions show the relationship type.
- ☐ My conclusion uses R1, R2, and R3.
- ☐ I revise for meaning before I edit conventions.

Check Myself

- ☐ I colored every sentence by job and finished my conclusion with R1, R2, and R3.

How I Will Show What I Know

Color code an exemplar, write a complete response, revise one paragraph, and teach the HABIT.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	Locate the focus and hear the task.
Reveal	Day 1	Model sentence jobs and colors.
Attempt	Day 2	Build a comparison with Color Code Relay.
Discuss	Day 3	Explain why evidence belongs.
Use	Day 3	Color code and revise a response.
Award	Day 4	Identify a structural strength.
Target	Day 4	Choose a revision goal.
Explain/Educate	Day 5	Teach the HABIT and defend a revision.

Say It Together!

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

5.11(B)(ii), 5.11(B)(iii):

I will organize my response so transitions show how my ideas connect across both passages, and I will finish with a conclusion that completes my thinking.

5.12(B)(i), 5.12(B)(ii), 5.12(B)(iii):

I will use both texts to explain one clear relationship instead of writing two separate summaries.

Call and Response

Read this together as a class before we start.

Teacher asks: "What is our HABIT?"

Class answers: "Blue, yellow, green introduction; green, yellow, red body; green, yellow, blue conclusion!"

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

Before you begin, make sure you can read both Very High reading load passages, identify Passage 9 and Passage 10 by title and source, recognize a detail, an idea, an explanation, and a reflection, and write a complete sentence with a clear subject and verb.

A connection I can make

Remember It!

- ☐ A paired-passage response uses both texts, not two summaries placed side by side.
- ☐ Evidence is an accurate detail from a text that supports an idea.
- ☐ Coherence is the way ideas fit together clearly.
- ☐ Significance is why an idea matters beyond the detail.
- ☐ Use a transition to show similarity, difference, cause and effect, or a shared pattern.

One idea I remember

Ready Check

- ☐ I can name both passages and keep the sources accurate.
- ☐ I can connect the details instead of placing summaries side by side.
- ☐ I can color every sentence by its job.
- ☐ I can use blue, yellow, and green in my introduction.
- ☐ I can use green, yellow, red, and blue in my body.
- ☐ I can use R1, R2, and R3 with no new evidence in my conclusion.
- ☐ I can revise meaning before editing conventions.
- ☐ I can protect an important difference in stakes or consequences.
- ☐ I can teach the HABIT to a partner.
- ☐ I can answer the overarching question with evidence.

Watch Out! Common Mix-Up

Watch out! A student may name one detail from each passage but never explain the relationship. Point to the yellow details, draw a red arrow between them, and ask what the details show together. Do not let a response erase an important difference. The Three-Fifths Compromise is not equal to a technical test failure.

Where This Fits in My Writing

The paired-passage response is one paper, not two summaries. A clear thesis (central idea) controls the relationship, yellow evidence gives accurate source details, red explanation states what the pair proves, and blue significance finishes the thinking. The conclusion returns to the response's own ideas rather than adding new evidence.

What I want to remember before I start

Before I Begin



Record your first thinking before the five-day lesson

Module Question

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

My first thinking

Ready Check

Both texts show people continuing work after an incomplete result. Explain one important similarity and one difference.

A Passage 9 detail, a Passage 10 detail, and a bridge word

- ☐ A shared pattern
- ☐ An important difference

A sentence that explains why the difference matters

What I Already Know

- ☐ I can read both Very High reading load passages and keep their meanings accurate.
- ☐ I can identify Passage 9 and Passage 10 by title and source.
- ☐ I can recognize a detail, an idea, an explanation, and a reflection.
- ☐ I can write a complete sentence with a clear subject and verb.
- ☐ I can use a transition to show similarity, difference, cause and effect, or a shared pattern.

Fresh Recall

In 60 seconds, name one accurate detail from each passage, say the relationship between them, and explain what the pair proves together.

One detail from Passage 9 and one from Passage 10

What the pair proves together



Words I Need

Tier 1, everyday words



These are everyday words you need so you can talk about the two texts clearly.

Word	Say it	What it means	Sentence frame
both		the two texts together	Both passages show ____.
however		a word that signals an important difference	However, Passage 9 ____ while Passage 10 ____.
detail		a small piece of information	One detail from Passage 9 is ____.
job		the work a sentence does	This sentence's job is ____.
change		something becoming different	The result changed ____.
continue		keep working or moving forward	The people continued to ____.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

These academic words help you name the exact work your response is doing.

Word	Say it	What it means	Sentence frame
paired passage		two texts used to answer one prompt	I use both paired passages.
evidence		accurate text proof	My evidence comes from Passage ____.
relationship		the connection between two ideas	The relationship is ____.
transition		a word or phrase that shows how ideas connect	The transition ____ shows ____.
coherent		organized so the ideas make sense together	My response is coherent because ____.
explanation		words that tell what evidence proves	This shows ____ because ____.
reflect		think about meaning beyond the detail	This matters because ____.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

These content words belong to our two passages. Use them when they make your evidence more exact.

Word	Say it	What it means	Sentence frame
representation	rep-ruh-zen-TAY-shun	the way a population is counted when seats or power are assigned	Representation means ____.
compromise	KOM-pruh-mize	an agreement in which people accept a decision to move forward	The compromise was ____.
enslaved	en-SLAYVD	forced to live and work without freedom	Enslaved people ____.
political power	puh-LIT-uh-kul POW-er	influence over government decisions	Political power can ____.
rights	rites	freedoms and protections people should have	One right is ____.
workshop	WERK-shop	a place where people build, test, and improve things	The workshop is ____.
experiment	ik-SPAIR-uh-ment	a test used to learn what works	The experiment showed ____.
record	reh-KORD	written information about a test or result	The workers record ____.
material	muh-TEER-ee-uhl	what something is made from	The material was ____.
consequence	KON-suh-kwens	an effect or result of an action	One consequence was ____.
HABIT	HAB-it	Blue, yellow, green introduction; green, yellow, red body; green, yellow, blue conclusion	Our HABIT is ____.

Use one Tier 3 word in a sentence



My Strategy Tools

The HABIT: Blue/Yellow/Green Introduction, Green/Yellow/Red Body, Green/Yellow/Blue Conclusion



Read both texts. Find a precise detail in each. Mark each source. Put the details into one relationship sentence. Explain what the pair proves. Then use the HABIT to control the paper from introduction through conclusion.

Blue introduces, yellow points toward evidence, green states the idea. In the body, yellow gives evidence, red explains, blue states significance. R1, R2, R3 finish the conclusion.

The HABIT Structure

Mark	What it means					
h	e	a	d	e	r	s
r	o	w	s			

Keep the thesis (central idea) visible while you add paired evidence, explanation, and significance.

The color and job of one sentence I revised

Relationship and Useful Words

Relationship	Useful Words	Check
Similarity	both, similarly, in each passage	Do both details truly show the same pattern?
Difference	however, while, unlike, whereas	Does the transition protect the exact difference?
Cause and effect	because, therefore, as a result	Is the cause supported by the text?
Significance	this matters because, together, these details show	Can the meaning be traced to both details?

A single passage cannot complete a paired-passage answer. Naming a detail is not the same as explaining why it matters.

How I Say the Standard!

5.11(B)(ii), 5.11(B)(iii):

I will organize my response so transitions show how my ideas connect across both passages, and I will finish with a conclusion that completes my thinking.

5.12(B)(i), 5.12(B)(ii), 5.12(B)(iii):

I will use both texts to explain one clear relationship instead of writing two separate summaries.

Check My Writing

- ☐ M
- ☐ y
- ☐
- ☐ t
- ☐ h
- ☐ e
- ☐ s
- ☐ i
- ☐ s
- ☐
- ☐ (

The Five Thinking Levels

Use this progression to name the level of thinking a prompt and a student response require.

Level	Hidden Question	Student Thinking	Focus	
Foundational	○	What happened?	I can locate it.	Accuracy
Emergent	□	What job does this sentence do?	I can label it.	Structure
Visible	▽	What does the evidence prove?	I can explain it.	Reasoning
Independent	△	How do the passages relate?	I can connect them.	Synthesis
Reflective	◇	Why does the relationship matter?	I can finish the thinking.	Significance

Raise the demand by moving from locating to labeling, labeling to explaining, and explaining to connecting and finishing the thinking.

The level I can demonstrate and how

The Five Thinking Levels

Use this progression to name the level of thinking a prompt and a student response require.

Level	Hidden Question	Student Thinking	Focus
-------	-----------------	------------------	-------

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 "A Difficult Compromise" and "A Visit to the Workshop" show that lasting change requires people to review results, recognize what remains unresolved, and continue improving their response.
HOW	Analyze how parts work together or how something happens.	Explain how both passages show that results should be reviewed closely.

When a prompt asks how two texts are similar, differ, or relate, the thesis (central idea) controls the answer. The response must use both passages. A single passage cannot complete a paired-passage answer.

The level I want to strengthen and how



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

Passage 9 reviews representation, government structure, rights, and the consequences of an unjust compromise. Passage 10 shows a team using records and repeated testing to improve electric light. Readers may connect the texts through persistence and results while preserving the unequal human consequences in Passage 9.

Background I Need

Passage 9 traces the Constitutional Convention's representation dispute, the Three-Fifths Compromise, its effects on political power, and the later end of that formula. Passage 10 follows Zaylen through an Edison workshop, where workers test electric-light materials, record results, review failures, and continue toward a safer, longer-lasting light. Both passages show people responding to an incomplete result and continuing work, but the consequences must not be flattened into the same kind of situation.

Words I dotted while reading

A Difficult Compromise

Read both passages at Very High Stamina. One strong answer draws evidence from BOTH. Keep the numbered paragraphs for citing evidence.

My
marks

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

2 The United States was still a young nation after the Revolution. The states were joined under a plan called the Articles of Confederation. That plan gave most power to the states and little power to the national government. Congress could ask states for money, but it could not force them to pay. It also had trouble settling disagreements about trade and other problems.

3 One major disagreement was about representation in Congress. Larger states wanted the number of representatives to be based on population. They believed that states with more people should have more votes. Smaller states feared that this plan would allow the largest states to control Congress. They wanted each state to have the same number of votes, no matter how many people lived there.

4 After much debate, the delegates created a compromise. Congress would have two parts. In the Senate, each state would have two members. In the House of Representatives, the number of members from each state would depend on its population. This arrangement pleased both large and small states in some ways. However, it led to another difficult question: Who would be counted as part of a state's population?

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

6 Slavery existed in several parts of the country, but it had become especially important to the economy of the South. Many Southern landowners operated farms and plantations. Enslaved men, women, and children were forced to grow tobacco, rice, indigo, and other crops. Their labor made money for slaveholders, yet enslaved people received no pay and had no control over their own lives.

A phrase I want to remember

My Words: One new word I learned today: _____

A Difficult Compromise (continued 1)

Read both passages at Very High Stamina. One strong answer draws evidence from BOTH. Keep the numbered paragraphs for citing evidence.

1 Enslaved families could be separated when a person was sold. They could not choose where to live, where to work, or whether their children would remain with them. Laws treated them as property instead of as citizens. They were denied the rights that white Americans claimed were important when the nation declared its independence from Britain.

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

3 Southern delegates answered that enslaved people were part of their communities and should be included in population totals. They warned that they might refuse to support the new Constitution if their states lost too much power. Some delegates feared that without an agreement, the convention would fail and the states would remain divided under the weak Articles of Confederation.

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

5 The rule was a mathematical formula used for representation and certain taxes. It did not mean that a person could truly be divided into parts. For every five enslaved people living in a state, three were added to the population total used to decide representation. If a state had 5,000 enslaved people, 3,000 would be included in the count.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

A Difficult Compromise (continued 2)

Read both passages at Very High Stamina. One strong answer draws evidence from BOTH. Keep the numbered paragraphs for citing evidence.

- 1 The formula affected the number of seats a state received in the House of Representatives. It also affected the number of votes a state had in the Electoral College, which is used to select the president. Southern states gained more political power than they would have had if enslaved people had not been counted at all.
- 2 However, enslaved people gained no power from the agreement. They could not vote for representatives. They could not run for office or speak in Congress. Their numbers increased the influence of the people who enslaved them, while their own rights continued to be denied. This was one of the most unfair parts of the compromise.
- 3 Some delegates agreed because they wanted the convention to succeed. Others were uncomfortable with the decision but felt there was no easy answer. The compromise helped the group move forward, but it didn't solve the deeper problem.
- 4 That deeper problem was slavery. The new nation had been founded on the idea that people had natural rights, including life and liberty. Yet hundreds of thousands of people remained enslaved. The Constitution created a stronger government, but it did not free them. Instead, the compromise allowed slaveholding states to gain political influence while continuing to deny freedom to enslaved people.
- 5 The agreement also shaped later decisions made by the national government. Because Southern states received additional representatives and electoral votes, leaders who supported slavery held greater power. They could influence laws, presidential elections, and appointments to important government positions. This made it harder for people who opposed slavery to change national policy.
- 6 Even after the meeting ended, people continued to question the decision. Was it fair? Should representation be based on total population, or only on those who had rights? Different groups had different opinions, and those disagreements did not go away.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

A Difficult Compromise (continued 3)

Read both passages at Very High Stamina. One strong answer draws evidence from BOTH. Keep the numbered paragraphs for citing evidence.

My
marks

1 Other people believed the agreement gave too much power to slaveholding states. They pointed out that enslaved people were being counted only when their numbers benefited white leaders. They were not counted as citizens with equal rights. To these critics, the compromise did not simply avoid a disagreement. It supported a system that treated human beings unfairly.

2 As the country expanded westward, the conflict over slavery became more serious. Each time a new territory asked to become a state, leaders argued about whether slavery would be permitted there. The answer could change the balance between free states and slave states in Congress. Both sides feared that the other would gain too much power.

3 The nation became increasingly divided. Abolitionists worked to end slavery and described its cruelty. Enslaved people resisted in many ways. Some escaped through networks that became known as the Underground Railroad. Others protected their families, learned to read in secret, or refused to accept the idea that slavery was just.

4 Slaveholders and their supporters defended the system because it brought them wealth and power. They argued that states should be allowed to make their own decisions about slavery. As the debate grew, political parties changed, friendships broke apart, and violence sometimes occurred. The earlier compromises had not removed the disagreement. They had only postponed it.

5 In 1860 and 1861, several Southern states left the Union after Abraham Lincoln was elected president. The Civil War began soon afterward. The war lasted four years and caused enormous loss of life. During the conflict, President Lincoln issued the Emancipation Proclamation, which declared enslaved people in areas controlled by the Confederacy to be free.

6 After the war, the Thirteenth Amendment ended slavery in the United States. The Fourteenth Amendment later required states to count the whole number of persons when deciding representation. This change ended the three-fifths formula. It also made clear that representation would no longer be based on the earlier compromise.

A phrase I want to remember

My Words: One new word I learned today: _____

A Difficult Compromise (continued 4)

Read both passages at Very High Stamina. One strong answer draws evidence from BOTH. Keep the numbered paragraphs for citing evidence.

- 1 The Three-Fifths Compromise is important because it shows that an agreement can keep a group working together without being fair to everyone affected by it. The delegates solved an immediate political problem, but they left millions of people without freedom or representation. Their decision influenced the government for decades.
- 2 The event also raises questions that citizens can still consider. When leaders compromise, whose interests are protected? Who is asked to give something up? Who is left out of the discussion? A decision may help people reach an agreement, but that does not always make the decision fair.
- 3 Studying the convention does not require readers to accept every choice the delegates made. Instead, it allows them to examine how power, fairness, and human rights can come into conflict. It also shows why citizens should look closely at the effects of laws, not just the reasons leaders give for passing them.
- 4 The Constitution helped create a stronger national government, but the Three-Fifths Compromise remains one of its most troubling agreements. It reminds readers that laws can have effects far beyond the moment in which they are written. It also shows why government decisions should protect the rights and dignity of every person.
- 5 The delegates in Philadelphia were trying to hold the states together, but their solution came at a heavy cost. Enslaved people were used in a political calculation while being denied freedom and a voice. Understanding that contradiction helps explain both the success of the Constitution and the long struggle to make its promises apply to all Americans.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

A Visit to the Workshop

Read both passages at Very High Stamina. One strong answer draws evidence from BOTH. Keep the numbered paragraphs for citing evidence.

My
marks

1 The year was 1880, and the streets of the city were darker than Zaylen expected. She held tightly to her brother's hand as they walked along the uneven sidewalk. A few oil lamps burned near the shops, but large parts of the street remained hidden in shadow.

2 A wagon rolled past them, and its wheels rattled against the stones. The driver held a lantern beside him so he could see the road. People hurried toward their homes before the night became even darker.

3 Zaylen looked ahead and noticed a small building filled with light. Bright windows stood out against the dark sky.

4 "That's where he works," her brother whispered.

5 Zaylen had heard people talk about Thomas Edison before. Some called him an inventor. Others said he was a man who never stopped asking questions. She had also heard that he often worked late into the night and sometimes forgot to go home.

6 Her brother had visited the workshop several times while delivering supplies. When he offered to take her with him, Zaylen could hardly believe it. She wanted to see the machines, tools, and experiments for herself.

7 "Do you think he will talk to us?" she asked.

8 "He may be too busy," her brother answered. "But you will still get to see what they are working on."

9 As they came closer, Zaylen could hear sounds from inside the building. Metal tapped against wood. Men called to one another from across the room. A machine gave off a low humming sound.

10 Her brother opened the door, and warm air rushed toward them.

11 The room smelled like oil, metal, smoke, and heated wire. It buzzed with activity. Wires stretched across tables, and glass bulbs sat in rows. Tools, notebooks, boxes, and pieces of metal covered nearly every open space.

A phrase I want to remember

My Words: One new word I learned today: _____

A Visit to the Workshop (continued 1)

Read both passages at Very High Stamina. One strong answer draws evidence from BOTH. Keep the numbered paragraphs for citing evidence.

- 1 Some workers carried supplies from one table to another. Others bent over small parts and studied them through round pieces of glass. One man carefully measured a thin strip of material. Another checked the connections between several wires.
- 2 Zaylen remained close to her brother. She was afraid she might bump into something important.
- 3 "Watch your step," he warned. "Nothing stays in one place for very long here."
- 4 In the center of it all stood Thomas Edison. He spoke quickly as he moved from one experiment to another. His hair was slightly messy, and his sleeves were rolled above his wrists. A pencil rested behind one ear.
- 5 Edison stopped beside a table and asked a worker several questions. Then he crossed the room to check a machine. Before the worker could finish writing down his directions, Edison was already moving toward another experiment.
- 6 "He certainly walks quickly," Zaylen said.
- 7 Her brother smiled. "His mind moves even faster."
- 8 Several workers gathered around Edison while he gave instructions. One man wrote notes in a thick book. Another adjusted a machine near the wall. A third worker carefully cleaned a glass bulb.
- 9 No one seemed bothered by the noise or the crowded tables. Everyone was focused on solving the same problem.
- 10 "What are they doing?" Zaylen whispered.
- 11 "They are trying to make electric light last longer," her brother explained. "Other inventors have made electric lights, but many of the lights burn out too quickly. Some are too bright and dangerous. Others cost too much to use in ordinary homes."
- 12 Zaylen looked at the rows of bulbs. "So Edison did not invent the very first electric light?"

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

A Visit to the Workshop (continued 2)

Read both passages at Very High Stamina. One strong answer draws evidence from BOTH. Keep the numbered paragraphs for citing evidence.

My
marks

- 1 "No," her brother said. "But he and his workers are trying to make a better one. They want a light that people can use safely in their homes."
- 2 Zaylen had never thought about an invention being improved over time. She had imagined that an inventor simply had an idea and built it. The workshop showed her something different. Every table held several attempts at the same problem.
- 3 One of the workers picked up a bulb and carried it to Edison. Inside the bulb was a thin wire. Edison leaned closer to study it.
- 4 "What material did you use?" Edison asked.
- 5 The worker answered and pointed to a note in his book.
- 6 "How long did the last one burn?"
- 7 "Only a few minutes," the worker replied.
- 8 Edison thought for a moment. Then he nodded and told the worker to connect the bulb to the wires on the table.
- 9 The room slowly grew quieter. Even workers on the other side of the workshop stopped what they were doing and turned to watch.
- 10 Zaylen held her breath.
- 11 A moment later, the bulb began to glow.
- 12 The room filled with a steady, warm light. Zaylen gasped. It was brighter than any candle she had ever seen. The glow did not flicker when someone walked past it. It did not send smoke into the air. It simply remained bright.
- 13 The light shone across the tools and notebooks on the table. It reflected from the glass bulbs beside it. The workers watched closely, but no one touched it.
- 14 One man checked the time. Another wrote down the result. A third watched the thin wire inside the bulb.
- 15 Zaylen expected Edison to clap or cheer. Instead, he asked more questions.

A phrase I want to remember

My Words: One new word I learned today: _____

A Visit to the Workshop (continued 3)

Read both passages at Very High Stamina. One strong answer draws evidence from BOTH. Keep the numbered paragraphs for citing evidence.

- 1 "How bright is it compared with the last test?"
- 2 "Brighter," one worker answered.
- 3 "Is the glass becoming too hot?"
- 4 "Not yet."
- 5 "How long has it lasted?"
- 6 The worker checked the clock. "Only two minutes so far."
- 7 Edison nodded. "Then we keep watching."
- 8 The workers returned their attention to the bulb. The light continued to glow.
- 9 After several more minutes, Edison looked around the room and smiled.
- 10 "We're getting closer," he said. "People should have light that is safe and lasts longer."
- 11 Zaylen thought about her home. Her family used oil lamps that flickered and sometimes filled the air with smoke. Her mother had to trim the wicks and add oil each day. The lamps gave off a weak, yellow light.
- 12 On windy nights, air sometimes slipped through the cracks around the windows and caused the flames to move. If someone opened a door too quickly, a lamp might go out.
- 13 Zaylen's mother often warned everyone to be careful around the open flames. A sleeve, curtain, or piece of paper could catch fire if it came too close.
- 14 Once, Zaylen's younger cousin had reached toward a lamp because he wanted to touch the flame. Her mother had pulled him away just in time.
- 15 Zaylen imagined what it would be like to have a steady electric light in her home. Her family could read after dark without leaning close to a smoky lamp. Her mother could sew more easily. Her father could finish his work at the table.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

A Visit to the Workshop (continued 4)

Read both passages at Very High Stamina. One strong answer draws evidence from BOTH. Keep the numbered paragraphs for citing evidence.

My
marks

- 1 No one would need to carry a flame from room to room. No one would need to worry about knocking over a lamp filled with oil.
- 2 "Could these lights really be used in houses?" Zaylen asked.
- 3 "That is the plan," her brother said. "But making the bulb is only part of the problem."
- 4 "What else do they need?"
- 5 "They need a way to send electricity to many homes and businesses. They need wires, machines, and stations that can produce power."
- 6 Zaylen stared at the glowing bulb. The problem suddenly seemed much larger than she had imagined.
- 7 "So they are not only making a lamp," she said.
- 8 Her brother nodded. "They are trying to build an entire system."
- 9 Across the room, a worker carried a box filled with pieces of wire. He placed them on a table beside several dark bulbs.
- 10 Zaylen noticed that some of the bulbs had black marks inside them. Others were cracked or broken. A few looked perfect but did not glow at all.
- 11 Her brother explained that many experiments had failed. Some wires burned too quickly. Others melted. Some materials did not glow brightly enough, while others became too hot.
- 12 One wire lasted only a few seconds before breaking. Another produced a bright flash and then went dark. Each failure led the workers to try something different.
- 13 "Doesn't Edison get tired of failing?" Zaylen asked.
- 14 Before her brother could answer, Edison turned toward them. He had heard her question.
- 15 "Of course I get tired," he said as he approached. "Everyone gets tired when something does not work."

A phrase I want to remember

My Words: One new word I learned today: _____

A Visit to the Workshop (continued 5)

Read both passages at Very High Stamina. One strong answer draws evidence from BOTH. Keep the numbered paragraphs for citing evidence.

- 1 Zaylen felt her face grow warm. She had not expected Edison to hear her.
- 2 "But a failed test can still teach us something," he continued. "It shows us what does not work. That helps us decide what to try next."
- 3 He picked up one of the dark bulbs. A black mark covered part of the glass.
- 4 "This wire burned too quickly," he explained. "That means we need a material that can glow without breaking so soon."
- 5 Edison placed the bulb back on the table and picked up a thick notebook. Each page was filled with numbers, dates, drawings, and short notes.
- 6 "We write everything down," he said. "We record the material we used, how brightly it glowed, and how long it lasted."
- 7 He turned several pages and showed Zaylen a list of earlier tests.
- 8 "Why do you need so many notes?" she asked.
- 9 "Because we may forget small details," Edison answered. "A test that seems unimportant today may help us solve a problem tomorrow. Good ideas are important, but careful records are important too."
- 10 One of the workers called Edison from across the room.
- 11 "The new material is ready!" the worker shouted.
- 12 Edison nodded to Zaylen and quickly returned to work.
- 13 Zaylen watched as the workers prepared another test. One man placed a thin strip of material inside a glass bulb. Another removed much of the air from the bulb with a machine.
- 14 Her brother explained that air inside the bulb could cause the glowing material to burn too quickly. By removing most of the air, the workers hoped the material would last longer.
- 15 A worker sealed the glass carefully. Then he carried the finished bulb to another table.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

A Visit to the Workshop (continued 6)

Read both passages at Very High Stamina. One strong answer draws evidence from BOTH. Keep the numbered paragraphs for citing evidence.

- 1 The workers connected it to several wires.
- 2 At first, nothing happened.
- 3 One man checked the connections. Another studied the machine that provided electricity. Edison asked them to test each wire.
- 4 After a few moments, the bulb gave off a faint glow.
- 5 "It is not very bright," a worker said.
- 6 "Write down the result," Edison replied. "Then increase the power a little."
- 7 The light became brighter, but the thin material inside the bulb began to shake.
- 8 Suddenly, there was a sharp pop.
- 9 The bulb cracked, and the light disappeared.
- 10 Zaylen jumped backward.
- 11 One worker sighed, but no one shouted or became angry. They carefully turned off the power. Then they studied the broken bulb.
- 12 "What happened?" Edison asked.
- 13 "The material may have been too thin," one worker answered.
- 14 "Or the power may have been too strong," another said.
- 15 Edison listened to both ideas. Then he told them to check their notes and prepare another test.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

A Visit to the Workshop (continued 7)

Read both passages at Very High Stamina. One strong answer draws evidence from BOTH. Keep the numbered paragraphs for citing evidence.

My
marks

- 1 The broken glass was cleaned away. A fresh bulb was brought to the table. Within minutes, the workers had begun again.
- 2 Zaylen was surprised. If she had worked that long on something and watched it break, she might have wanted to stop.
- 3 "They don't even take a break," she said.
- 4 "They have been working on this problem for months," her brother replied. "Some nights they work until morning."
- 5 Zaylen looked around the workshop again. She noticed tired faces and stained sleeves. A cold meal sat untouched near one table. Several workers rubbed their eyes, but they continued measuring, writing, and testing.
- 6 For the first time, Zaylen understood that an invention was not created in one lucky moment. It grew from patience, careful work, and many mistakes.
- 7 The bright bulb in front of her had come after many dark ones.
- 8 She also realized that Edison was not working alone. Many people helped prepare materials, build machines, blow glass, test wires, and record results. Each worker had an important job.
- 9 "Do people know about all these workers?" Zaylen asked her brother.
- 10 "Probably not," he answered. "They may remember Edison's name, but an invention this large takes a team."
- 11 Zaylen watched one worker hand a set of notes to another. A third worker brought them a new piece of material to test. They spoke quietly and compared their ideas.
- 12 The workshop was not only a place where objects were built. It was a place where people shared questions and learned from one another.
- 13 After a while, the first glowing bulb was still shining.
- 14 The worker beside it checked the clock again.
- 15 "It has lasted longer than the earlier test," he announced.

A phrase I want to remember

My Words: One new word I learned today: _____

A Visit to the Workshop (continued 8)

Read both passages at Very High Stamina. One strong answer draws evidence from BOTH. Keep the numbered paragraphs for citing evidence.

- 1 Several workers smiled. Edison walked over and studied the bulb.
- 2 "Do not stop watching it," he said. "We need to know exactly how long it lasts."
- 3 The worker nodded and returned to his seat.
- 4 Zaylen's brother touched her shoulder. "We should leave soon. It is getting late."
- 5 Zaylen did not want to go. She wanted to see how long the bulb would continue to glow. She wanted to know which material would finally work best.
- 6 Before leaving, she took one last look around the room.
- 7 Edison was bending over another table and studying a new wire. One worker checked a clock while another added notes to a book. A man near the wall adjusted a machine. Another carried a box of empty bulbs into the room.
- 8 Every tool, broken bulb, and written result was part of the search for a better light.
- 9 As Zaylen and her brother stepped outside, the cold night air touched her face. The streets were still dim. A few lamps burned near the shops, but most windows were dark.
- 10 Behind them, the workshop glowed brightly.
- 11 They began walking home. Their footsteps tapped against the sidewalk, and their shadows moved beside them.
- 12 Zaylen glanced back at the building, where the lights continued to shine late into the night.
- 13 "Do you think every house will have electric lights someday?" she asked.
- 14 Her brother looked toward the dark homes lining the street.
- 15 "I think that is what Edison hopes," he said. "It may take time. Wires will have to be placed throughout the city. Power stations will have to be built. People may be unsure about using something new."

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

A Visit to the Workshop (continued 9)

Read both passages at Very High Stamina. One strong answer draws evidence from BOTH. Keep the numbered paragraphs for citing evidence.

- 1 "Would they be afraid of electricity?"
- 2 "Some might be," he answered. "People often worry about inventions they do not understand."
- 3 Zaylen thought about the glowing bulb. She had been unsure when she first entered the workshop, but now she could imagine how electric light might change daily life.
- 4 Stores could remain open after sunset. Doctors could treat patients in brighter rooms. Students could study without smoke filling the air. Workers could see their tools more clearly.
- 5 Streets might become safer because people could see where they were walking. Families might gather in bright rooms without worrying about open flames.
- 6 "Someday, people may forget how dark the nights used to be," her brother said.
- 7 Zaylen smiled. The idea no longer seemed impossible. She had seen the light with her own eyes.
- 8 When they reached home, an oil lamp flickered on the table. Zaylen's mother turned up the wick so they could see more clearly.
- 9 The flame moved and released a thin line of smoke.
- 10 "Did you enjoy your visit?" her mother asked.
- 11 Zaylen sat beside the lamp and began telling her family about the crowded tables, the rows of glass bulbs, and the workers who recorded every result.
- 12 She described the bright electric light and how it remained steady without a flame. She told them about the broken bulbs and the tests that had failed.
- 13 Most of all, she explained what Edison had said about learning from every attempt.
- 14 Her father listened carefully.
- 15 "It sounds like difficult work," he said.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

A Visit to the Workshop (continued 10)

Read both passages at Very High Stamina. One strong answer draws evidence from BOTH. Keep the numbered paragraphs for citing evidence.

- 1 "It is," Zaylen answered. "But they keep trying."
- 2 Later that night, Zaylen lay in bed and watched shadows move across the wall. The small lamp in the hallway gave off only enough light to help her family find their rooms.
- 3 She pictured the workshop again. In her mind, she could still see the bulb glowing above the crowded table.
- 4 Miles of wire, powerful machines, and many more experiments would be needed before electric lights became common. There would be problems to solve and people to convince.
- 5 Still, Zaylen believed the dark streets would not remain dark forever.
- 6 Back at the workshop, Edison and his workers continued their experiments. Another bulb glowed, another result was recorded, and another small step was taken toward changing the way people lived.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: A Difficult Compromise

T: 1787, the Constitutional Convention, and later changes after the Civil War. R: Delegates argued, worried, questioned fairness, and continued disagreeing. A: States negotiated representation, created a compromise, and later changed the formula. C: Delegates, enslaved people, representation, rights, and political power. K: The Three-Fifths formula increased political power for slaveholding states while enslaved people gained no political power. S: Philadelphia, the convention, the young nation, and an expanding country.

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	

Students TAP the TRACKS: hunt for the six kinds of evidence, mark each one, and write P9 or P10 beside the detail.

A precise detail from Passage 9 and its color-coded job

Annotate: A Difficult Compromise (continued 1)

T: 1787, the Constitutional Convention, and later changes after the Civil War. R: Delegates argued, worried, questioned fairness, and continued disagreeing. A: States negotiated representation, created a compromise, and later changed the formula. C: Delegates, enslaved people, representation, rights, and political power. K: The Three-Fifths formula increased political power for slaveholding states while enslaved people gained no political power. S: Philadelphia, the convention, the young nation, and an expanding country.

TRACKS mark	Color label	What I found (paragraph number and words)
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C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

? STOP & THINK

What job does this sentence do, and what do the paired details from Passage 9 and Passage 10 prove together?

My thinking

My Prompt Marking Notes

Name the relationship first, then mark the paired evidence and significance.

Shape	Word	Question I ask myself
Circle	Relationship word (bridge word)	Shared pattern or difference?
Box	Evidence detail	Passage 9 or Passage 10?
Triangle	Significance sentence	Why does it matter?

Circle the relationship word in green. Box the evidence in yellow. Triangle the significance in blue.

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

The relationship my marked evidence requires me to explain

STUDENT WORKBOOK



Day 1: Gather + Reveal



15 minutes: Make the whole paper visible

5.12(B)(i), 5.11(B)(ii):

ELPS 1(E)(i) and 2(E)(i): Listen to the entire thought before deciding what it means.

Gather: Name the Task

A paired-passage response uses both texts from start to finish. Today we will make the paper visible. We will use one detail from each passage, connect them, and explain what the pair proves.

A shared pattern, such as people continuing work after an incomplete result

Reveal: The HABIT

Blue introduces the response, yellow points toward evidence, and green states the idea. In the body, yellow gives evidence, red explains, and blue states significance. In the conclusion, R1 restates, R2 refers back, and R3 reflects.

One accurate detail from Passage 9 and one from Passage 10

Model SET

Both passages show people moving forward after an incomplete result. Passage 9 shows delegates reaching a compromise that increased political power while leaving enslaved people without rights, while Passage 10 shows workers using failed tests and careful records to decide what to try next. Together, the details show that a result must be reviewed for both what it changes and what remains unresolved.

The relationship this model names

Embedded Check

Which sentence would be missing if we only listed two details?

- ☐ Idea (green)
- ☐ Evidence (yellow)
- ☐ Explanation (red)
- ☐ Reflection (blue)

The color key and a labeled sentence from the model

STOP & THINK

TRACKS Evidence Highlighting

Students TAP the TRACKS: hunt for the six kinds of evidence, mark each one, and write P9 or P10 beside the detail.

Letter	Category	What to Look For	Highlight Color
T	Time	Age, era, dates, cultural details, or historical details.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes.	Pastel Yellow
C	Character, Concept, Creature	Names of characters, people, or major concepts.	Pastel Yellow
K	Key Knowledge	Important information needed for meaning.	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged through the five senses.	Pastel Green

- T: 1787, the Constitutional Convention (Passage 9); 1880, late night, months of work (Passage 10).
- R: Delegates argued, worried, questioned fairness (Passage 9); Zaylen gasped, workers watched (Passage 10).
- A: States negotiated representation, created a compromise (Passage 9); Workers measured, recorded, tested (Passage 10).
- C: Delegates, enslaved people, representation, rights (Passage 9); Zaylen, Edison, workers, electric light (Passage 10).
- K: The Three-Fifths formula increased political power for slaveholding states (Passage 9); Failed tests showed what did not work (Passage 10).
- S: Philadelphia, the convention (Passage 9); the dark city street, bright workshop (Passage 10).

One TRACKS detail from each passage that I can connect to a relationship

STUDENT WORKBOOK



COLOR CODE RELAY

Day 2: Attempt

✂ Cut out these cards (sheet 1 of 2)

Draw one Passage 9 card and one Passage 10 card. Sort the pair under Shared Pattern or Important Difference, choose a transition, rehearse the complete sentence, write it, and color it by job.

BOTH

HOWEVER

WHILE

UNLIKE

BECAUSE

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

Self-Check (sheet 1 of 2)

Flip each card after you sort it. Confirm both sources are used and the political injustice in Passage 9 is not treated as equal to the technical work in Passage 10.

HOWEVER Signals an important difference between the passages.	BOTH Signals a shared pattern across both passages.
UNLIKE Signals an important difference between the passages.	WHILE Signals an important difference between the passages.
Passage 9: A Difficult Compromise, Reaction.	BECAUSE Signals a cause-and-effect relationship.

STUDENT WORKBOOK



COLOR CODE RELAY

Day 2: Attempt

✂ Cut out these cards (sheet 2 of 2)

Draw one Passage 9 card and one Passage 10 card. Sort the pair under Shared Pattern or Important Difference, choose a transition, rehearse the complete sentence, write it, and color it by job.

It shows us what does not work. That helps us decide what to try next.

Southern states wanted enslaved people counted as part of their population.

A moment later, the bulb began to glow.

Enslaved people gained no power from the agreement.

We write everything down. We record the material we used, how brightly it glowed, and how long it lasted.

Self-Check (sheet 2 of 2)

Flip each card after you sort it. Confirm both sources are used and the political injustice in Passage 9 is not treated as equal to the technical work in Passage 10.

Passage 9: A Difficult Compromise, Action.	Passage 10: A Visit to the Workshop, Reaction.
Passage 9: A Difficult Compromise, Key Knowledge.	Passage 10: A Visit to the Workshop, Action.
	Passage 10: A Visit to the Workshop, Key Knowledge.

STUDENT WORKBOOK



Day 2: Attempt



15 minutes: Build a connected comparison with Color Code Relay

5.11(B)(ii), 5.12(B)(ii):

ELPS 2(E)(i) and 3(G)(ii): Explain orally with increasing specificity and paraphrase content-area text.

Attempt: Color Code Relay

Take one Passage 9 card and one Passage 10 card, choose a bridge word, say the relationship, and write one connected sentence.

- Read the Passage 9 card and the Passage 10 card. Are they accurate?
- Sort Shared Pattern or Important Difference. Can you defend the sort?
- Choose both, however, while, unlike, or because.
- Rehearse the complete sentence, saying both sources.
- Write the sentence and color its job: yellow evidence, red explanation.
- Explain what the pair proves; no side-by-side summary.

My connected comparison sentence, colored by job

STUDENT WORKBOOK



Day 3: Discuss + Use



15 minutes: Discuss the relationship, then assemble a complete response

5.11(B)(ii), 5.12(B)(i), 5.12(B)(iii):

ELPS 1(E)(i) and 4(F)(ix): Restate and write to explain with supporting evidence.

Discuss: Relationship Web

Center: lasting change requires people to review results, recognize what remains unresolved, and continue improving their response. Add one Passage 9 branch, one Passage 10 branch, and a difference branch. Listen for the political and human-rights stakes in Passage 9 and the technical learning process in Passage 10. The response may compare persistence, but it must not equate the consequences.

My Passage 9 branch, Passage 10 branch, and difference branch

Use: Write a Connected Comparison

Write a thesis (central idea) that answers the relationship prompt. Build a SET introduction that names both passages. Add green idea sentences and yellow evidence from both sources, a red explanation of what the pair proves, blue significance, and a three-sentence R1/R2/R3 conclusion.

Possible thesis (central idea): Both passages show that lasting change requires people to review results and continue working, but the consequences of a political compromise must be judged by fairness and rights while a failed workshop test supplies information for the next technical attempt.

My color-coded draft, revised for meaning before I edit conventions

STUDENT WORKBOOK



Day 4: Award + Target



15 minutes: Recognize a structural strength and revise one weak area

5.11(B)(iii), 5.11(C)(i):

ELPS 2(E)(i) and 4(F)(ix): Explain orally and write to justify with supporting evidence.

Award: The Moment You Figured It Out

Your award must name a sentence and its job. You are not praising a color by itself. You are identifying thinking that the color makes visible.

My strongest sentence and why it works

Target: Find the Missing Job

What do I still need to grow? Find the missing color, missing source, unclear transition, unsupported explanation, or unfinished conclusion. Build It: name the job. Fix It: choose the missing color. Say It: rehearse the sentence with both sources. Check It: explain what the pair proves and whether the difference remains visible.

My measurable revision target and my revised paragraph

STUDENT WORKBOOK

Day 5: Explain + Educate



15 minutes: Teach the HABIT and answer the overarching question

5.11(B)(ii), 5.11(B)(iii), 5.12(B)(i):

ELPS 2(E)(i) and 4(F)(ix): Explain orally and write to justify with supporting evidence.

Explain: Turn and Teach

Teach your partner what each color lets a writer see. Then defend one revision with evidence from your own response.

The introduction, body, and conclusion colors I taught

One sentence from my response and its job

Educate and Transfer: Answer the Overarching Question

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

Color coding makes sentence jobs visible. It helps a writer see whether the introduction sets up both passages and a clear thesis (central idea), whether the body balances Passage 9 and Passage 10 evidence with explanation, whether an important difference remains clear, and whether the conclusion uses R1, R2, and R3 without new evidence.

My answer in my own words

Closing thought: you can now see the whole paper

Student Exit Ticket

Use both passages to explain one shared pattern and one important difference.

Item	Task
1	My Passage 9 detail:
2	My Passage 10 detail:
3	The relationship sentence:
4	This difference matters because:
5	One color that helped me revise was:

My exit ticket response

? STOP & THINK

My Module 4 Snapshot: what I know now that I didn't know on Monday



Write More

Plan, Draft, Revise, Edit, and Share



Write a Complete Color-Coded Paired-Passage Response

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

Circle the relationship word in green. Box the evidence in yellow. Triangle the significance in blue.

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

My Plan

- Thesis (central idea): Both passages show ____, but ____.
- Green idea: One relationship is ____.
- Yellow Passage 9 evidence: ____.
- Yellow Passage 10 evidence: ____.
- Red explanation: Together, these details show ____.
- Blue significance: This matters because ____.
- R1, R2, R3: restate, refer to the evidence as a whole, and reflect on the bigger picture.

My relationship (shared pattern or important difference)

Blue introduces, yellow points toward evidence, green states the idea. In the body, yellow gives evidence, red explains, blue states significance.

[illegible]

My Connected Informative Draft



Use SET, name both passages, and state a thesis (central idea). Use accurate, balanced evidence, transitions, explanations, and significance. Use R1, R2, and R3. Add no new evidence.

Draft, page 1

The part that keeps both passages connected

Revise, Edit, and Share

Revise

- ☐ I colored every sentence again.
- ☐ I combined or rearranged ideas for coherence.
- ☐ I added an explanation where the relationship was unclear.
- ☐ I deleted repetition and improved word choice.

Edit

- ☐ I checked compound sentence boundaries.
- ☐ I checked subject-verb agreement, fragments, run-ons, and splices.
- ☐ I checked pronouns and conjunctive adverbs.
- ☐ I checked commas.

The sentence I improved and why it is clearer

Share

Read the response to a partner. The partner identifies the thesis (central idea), evidence from each passage, explanation, significance, and R1/R2/R3 conclusion.

What my partner identified in my response

Final Alignment Check

Turn in a response with every sentence colored and P9 or P10 labeled beside source evidence. Score 4 is secure: accurate, balanced, connected, reflective, and revised. Score 3 is mostly secure, with both sources and a relationship present but one structural gap. Score 2 is developing: both sources may appear, but reasoning or organization is uneven. Score 1 is beginning: one source, a list-like response, or little evidence. Score the thinking target first: source accuracy, balance, relationship, explanation, difference, organization, and revision. A shorter response with accurate paired evidence and visible reasoning is stronger than a longer response that lists details. Evidence: name the source and make the detail exact. Relationship: use both in one sentence. Explanation: what does the pair prove? Difference: what must we protect? Conclusion: R1, R2, R3, no new evidence. Revision: improve meaning before conventions. Minor handwriting or convention errors should not remove relationship points if they do not change the meaning. A response must use both passages; one source cannot do all the work. Color every sentence and label P9 or P10 beside source evidence before you turn in your response.

Part	I can show...	Check
Relationship	Develops a precise similarity and difference.	
Evidence	Pairs accurate, relevant evidence from both passages.	
Explanation	Explains the relationship and why it matters.	
Organization	Connected SET and HABIT structure.	
Revision	Revises meaning first, then edits conventions.	

Low, Medium, and High Samples

Compare how each response names the relationship and uses paired evidence and explanation. A secure response names one accurate detail from each source, connects the details with a real relationship, explains what they prove together, and protects an important difference. A secure response uses accurate, balanced evidence from both passages and finishes with R1, R2, and R3 in the conclusion, with no new evidence added at the end. Notice how the introduction, body, and conclusion each grow more complete from Low to Medium to High.

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

Low

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

Add one accurate detail from each passage and use both in a single sentence with however or while.

Medium

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

Add red explanation and blue significance, then revise the transition so it names the exact difference.

High

Both passages show people continuing to work after an incomplete result. In "A Difficult Compromise," delegates created a formula that increased political power for Southern states while enslaved people remained without freedom or representation. In "A Visit to the Workshop," workers measured, recorded, and revised tests as they worked toward electric light that could be safer and last longer. Together, these details show that results must be reviewed for what they change and what they leave unresolved. The passages differ because the compromise preserved an unjust system, while a failed test gave the workshop team information for another technical attempt. This difference matters because persistence is not automatically beneficial; people must judge the effects of a decision on others.

The response uses both texts accurately, states a relationship, protects a critical difference, explains the pair, and finishes with reflection.

One move from the secure exemplar I will use



Look Back & Look Forward

Reflect on Color Coding and Plan Your Next Move



My Progress Tracker

I can...	Not yet	Growing	Got it
Identify the focus and a shared pattern across both passages.	☐	☐	☐
Use both passages and explain the evidence choice.	☐	☐	☐
Apply the HABIT in a complete response.	☐	☐	☐
Name one strength and one measurable next step.	☐	☐	☐
Teach the module idea and answer the overarching question.	☐	☐	☐

My Color Code Award

One sentence whose color shows a strength, and why

My Next Target

One revision goal, such as adding P10 evidence, explaining the pair, protecting a difference, or finishing R3

Essential Question Answered

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

The answer

Color coding makes sentence jobs visible. It helps a writer see whether the introduction sets up both passages and a clear thesis (central idea), whether the body balances Passage 9 and Passage 10 evidence with explanation, whether an important difference remains clear, and whether the conclusion uses R1, R2, and R3 without new evidence. Because each sentence has a visible job, the writer can revise structure and meaning before editing conventions.

Return to the module question and explain what you know now.

How My Thinking Changed

At first, I thought

Now, I know

Try Another Prompt

Choose one prompt: Explain how information influences the next action in each passage, or Explain how the kinds of consequences differ. Underline the bridge word, name the relationship, and write an aligned thesis (central idea).

My bridge word, relationship, and thesis (central idea)

Connect Across Texts Challenge

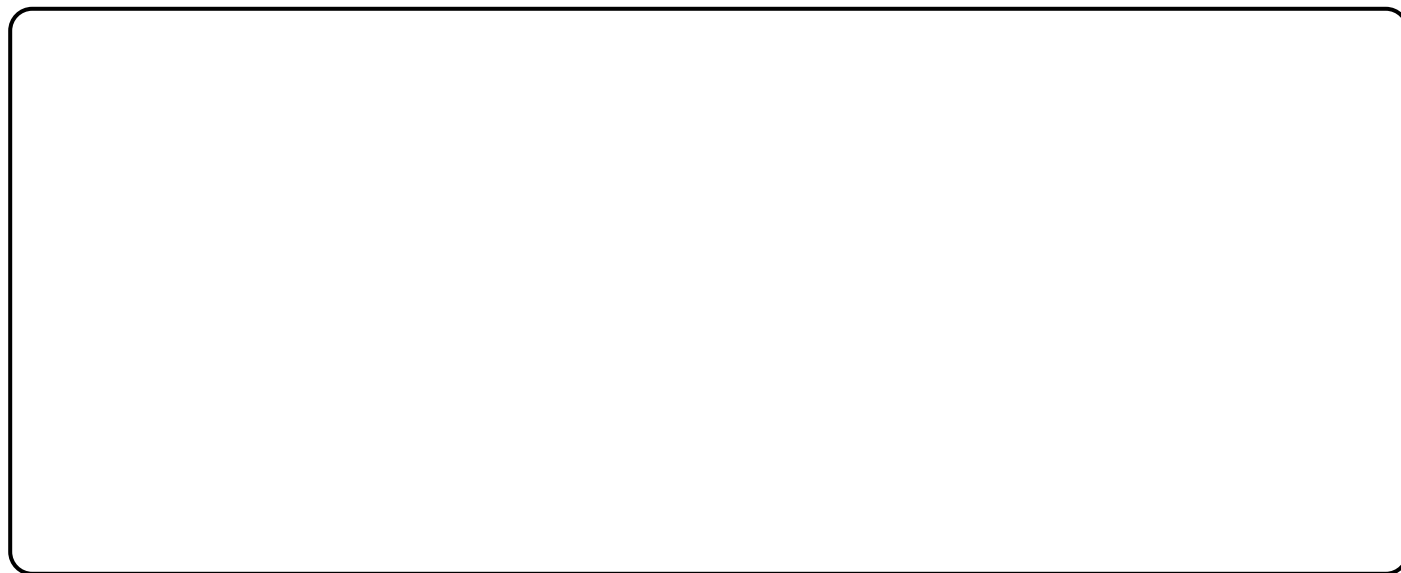
Sentence 1 states a shared pattern. Sentence 2 explains a critical difference. Sentence 3 explains significance. Create a new prompt that requires both passages and a relationship. Write a thesis (central idea) and defend how it answers the relationship prompt.

- Create a new prompt that requires both passages and a relationship.
- Write a thesis (central idea) that answers the relationship prompt.
- Select paired evidence and explain the relationship.
- Protect the difference and explain its significance.
- Defend how the thesis answers the relationship prompt.

My shared pattern, critical difference, and significance sentence

My Color Code Badge

Draw a badge and place a star beside the color that helped you most.



At-Home Connection

End the module with a short family conversation about a comparison and one evidence detail.

Talk, Pair, Explain

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

Ask: Both ____ and ____ show _____. However, _____.

Family member signature: _____

Color the Sentence

Color a sentence by job. Ask which color is missing and revise one sentence.

Ask: Which job is missing, and what revision would make it clearer?

Family member signature: _____

Family Reflection

Finish: This difference matters because _____. Read the complete response aloud.

Ask: Did we keep an important difference clear?

Family member signature: _____

Family Comparison Talk

Choose two familiar books, games, recipes, routines, or events. Name one accurate detail from each, use both, however, while, or unlike, and explain what the details show together.

Notes

My Color Code Progress

Mark whether you can do each step not yet, with help, or independently.

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 4 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 Strongest Color Code Habit

I can color every sentence by job and finish my conclusion with R1, R2, and R3.

A note to my future writer self

My Proud Moment This Week
