

PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

Two texts can share the same big idea, even when one is a story and one is a poem.

I check every answer against **BOTH** texts before I choose it.

The test gives me traps that fit only one text or only share a topic, so I prove the idea is in both.

THIS WEEK’S FOCUS

Paired Passages

from “The Recess Question and What Will You Give?”

This week we read **two texts together**: the story **The Recess Question** and the poem **What Will You Give?** A **shared topic** is a subject both texts mention. A **shared idea** is something both texts teach or show. STAAR asks: **What idea is found in both selections?** Traps this week: **Shared topic, not shared idea, Only one text, and Not in either text.**

This deck teaches **connecting two texts the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PAIRED PASSAGES

TODAY'S THINKING JOB

NOTICE

"I can notice an idea in one text."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Notice the idea in the story.

Read the line from **The Recess Question**. Notice what Beth does for Lily. Circle the words that show it.

"I think Lily might need someone to play with,"

I CAN | I can notice what a character does and the idea it shows.



TODAY'S THINKING JOB

CHOOSE

"I can choose an idea that is in both texts."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Choose the idea in both.

STAAR asks: **What idea is found in both** the story and the poem?

"If someone needs a friend today, My feet can help me lead the way."

A Kind actions can help someone who is left out. • **B** Recess should be longer at school. • **C** Hands and feet help us play games.

I CAN | I can choose an idea both texts show and skip ideas from only one text.



TODAY'S THINKING JOB

SHOW

“I can show how a second text shares an idea.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Show the idea in the poem.

Which sentence from **What Will You Give?** best supports the idea that both texts teach about helping others?

“It can say, ‘Come and sit with me,’ Or, ‘I can help. What could it be?’”

I CAN

I can explain how a line in the poem matches an idea in the story.



TODAY'S THINKING JOB

OWN

“I can write a connection between two texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the connection.

Write one sentence that tells an idea found in both texts. Name the story and the poem.

“A helping heart can start to live, When I begin with, ‘What can I give?’”

I CAN

I can write an idea that fits both texts, not just one.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

“I can defend a connection and explain why a trap is wrong.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Defend against the trap.

How are the two texts connected in the way they present the idea of helping others?

“Recess was one of her favorite parts of the school day.”

I CAN

I can prove why a shared topic is not the same as a shared idea.



PAIRED PASSAGES

Connect the texts on your own.

Go back to both texts. Write one idea they share. Copy one line from the story and one line from the poem that prove it.

Go back to both texts.

Write one idea they share in a full sentence.

Copy one line from the story and one line from the poem that prove it.

I CAN | I can connect two texts and prove the connection with a line from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE Beth notices Lily is alone and invites her to play. The idea: you can help someone who needs a friend.

CHOOSE A. Kind actions can help someone who is left out. B is Only one text, from the story. C is Shared topic, not shared idea.

SHOW The speaker invites a worried friend to sit with them. Beth invites Lily to jump rope. Both show kind words help someone feel welcome.

OWN Answers vary. Example: In the story and the poem, one kind choice can help someone who feels alone.

DEFEND Both the story and the poem connect through helping others: Beth helps Lily at recess, and the speaker helps a worried friend. The trap is Shared topic, not shared idea.

YOUR TURN Answers vary. Idea: Kind words can help someone who feels alone. Story: Really, Beth said. Poem: And help a worried friend unwind.



PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

**“Most of all, she was glad she had asked Lily to join them. ... I have a voice that can be kind,
And help a worried friend unwind.”**

What idea is found in both "The Recess Question" and "What Will You Give?"

- A** Children should play outside every day.
- B** Leaders must speak loudly to a crowd.
- C** A longer recess means less time to learn.
- D** Reaching out to someone can make a difference.



PAIRED PASSAGES

The answer is D.

- A Children should play outside every day.**
Topic Trap: Shared topic, not shared idea. Play is a topic in the story, and the poem never says it.
- B Leaders must speak loudly to a crowd.**
Reversed Meaning: Opposite of the text. The poem says I do not need to lead a crowd.
- C A longer recess means less time to learn.**
Another Place: Only one text. Mrs. Green says this in the story. The poem never does.
- D Reaching out to someone can make a difference. Correct.**
Correct. Beth asks Lily to join, and the poem's speaker helps a worried friend.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

A similarity is something both texts show, not just something they both mention.

I hold each answer up to both texts before I call it a similarity.

A trap that fits only one text is not a real similarity.

THIS WEEK’S FOCUS

Paired Passages

from “The Recess Question and What Will You Give?”

This week we look for a **similarity** between the story **The Recess Question** and the poem **What Will You Give?** A similarity is an idea both texts share. STAAR asks: **Which sentence best describes a similarity?** Trap this week: **Only one text.** If the idea is in just one text, it is not a similarity.

This deck teaches **finding what is similar in two texts** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PAIRED PASSAGES

TODAY'S THINKING JOB

NOTICE

"I can notice an idea in one text."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Notice a similarity.

Read the line from **The Recess Question**. What idea does Beth show? Circle the words.

"Sometimes recess gives us time to get to know someone new,"

I CAN | I can notice what a character says and the idea it shows.



TODAY'S THINKING JOB

CHOOSE

“I can choose a similarity that is in both texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Choose the similarity.

STAAR asks: **Which sentence best describes a similarity** between the story and the poem?

“My hands are smaller than his then, But small hands help again and again.”

A Both texts are mostly about the rules of jump rope. • **B** Both texts talk about Athens and ancient Greece. • **C** Both texts show that small actions can help others.

I CAN | I can choose a similarity and explain why a wrong choice fits only one text.



TODAY'S THINKING JOB

SHOW

“I can show how a second text shares a similarity.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Show the similarity in the poem.

Which sentence from **What Will You Give?** best supports the idea that people in a community help each other?

“They help a friend who has a need.”

I CAN

I can explain how a line in the poem matches an idea in the story.



TODAY'S THINKING JOB

OWN

“I can write a similarity between two texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the similarity.

Write one sentence that tells a similarity between the story and the poem. Name both texts.

“No famous speech is needed when Two helping hands can help a friend.”

I CAN | I can write an idea that fits both texts and name each one.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can defend a similarity and explain why a trap is wrong."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Defend against the trap.

How does the poem **What Will You Give?** connect to the story **The Recess Question** in the way it shows helping someone new?

"They wave hello to someone new, Or help a classmate make it through."

I CAN | I can prove that an idea from only one text is not a real similarity.



PAIRED PASSAGES

Find a similarity on your own.

Go back to both texts. Write one similarity between the story and the poem. Copy one line from each text that proves it.

Go back to both texts.

Write one similarity they share in a full sentence.

Copy one line from the story and one line from the poem that prove it.

I CAN | I can find a similarity between two texts and prove it with a line from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE Beth says recess lets you meet someone new.
The idea: spending time with others helps you connect.

CHOOSE C. Both texts show that small actions can help others. A is Goes too far: jump rope is only a small part of the story, and the poem never mentions it. B is Not in either text.

SHOW The poem says hands can help a friend in need.
The story shows Beth helping Lily, who was alone. Both show small actions that help others.

OWN Answers vary. Example: Both The Recess Question and What Will You Give? show that helping someone does not take a grand plan.

DEFEND Both texts show that small kind acts help someone new. In the story, Beth invites Lily, who is new, to jump rope. The poem says small hands wave hello to someone new. A voting answer is Only one text.

YOUR TURN Answers vary. Similarity: Both texts show that reaching out to someone makes a difference. Story: Most of all, she was glad she had asked Lily to join them. Poem: They wave hello to someone new.



PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“Most of all, she was glad she had asked Lily to join them. ... They wave hello to someone new, Or help a classmate make it through.”

Which sentence best describes a similarity between "The Recess Question" and "What Will You Give?"

- A** Both texts explain how communities vote on important questions.
- B** Both texts show that reaching out to others can make a positive difference.
- C** Both texts describe children jumping rope at recess.
- D** Both texts tell about a grandpa who remembers a famous speech.



PAIRED PASSAGES

The answer is B.

- A** Both texts explain how communities vote on important questions.
Another Place: Only one text. Voting happens in the story, but the poem never mentions voting.
- B** Both texts show that reaching out to others can make a positive difference. **Correct.**
Correct. Beth reaches out to Lily, and the poem's speaker helps a friend in need.
- C** Both texts describe children jumping rope at recess.
Another Place: Only one text. Jump rope is in the story. The poem does not describe it.
- D** Both texts tell about a grandpa who remembers a famous speech.
Another Place: Only one text. Only the poem mentions Grandpa and a speech.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

A difference is something that is true about one text but not the other.

I check that my answer names a real contrast, not something the texts share.

A trap can look right if it names something both texts have in common instead of a difference.

THIS WEEK’S FOCUS

Paired Passages

from “The Mystery of the Traveling Shell and The Lunchroom Discoveries”

This week we look for a **difference** between the story **The Mystery of the Traveling Shell** and the drama **The Lunchroom Discoveries**. A difference tells how one text is NOT like the other. STAAR asks: **How is one text different from the other?** Trap this week: **Similarity, not a difference**. If both texts do the same thing, that is not a difference.

This deck teaches **finding what is different between two texts** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice an important detail in one text.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Notice a detail in the story.

Read the line from **The Mystery of the Traveling Shell**. What does Emsy do? Circle the key words.

“Emsy pulled out her notebook. ‘Mystery number one: How did this shell travel so far?’”

I CAN | I can notice what a character does and explain why it matters.



TODAY'S THINKING JOB

CHOOSE

“I can choose a real difference between two texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Choose the difference.

STAAR asks: **How is the story different from the drama?** Choose the answer.

“ALEX: Exactly! Pasteur figured out that heating liquids could kill harmful germs.”

- A** The story solves a mystery, while the drama explains a discovery. • **B** Both texts are about students learning something new. • **C** Both texts describe children eating lunch at school.

I CAN | I can choose a difference and explain why a wrong choice names a similarity instead.



TODAY'S THINKING JOB

SHOW

“I can show how two texts are different.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Show the difference in the drama.

Which detail from **The Lunchroom Discoveries** best supports the idea that the drama explains a discovery?

“The two students realize that a scientific breakthrough from long ago still helps protect people every day.”

I CAN | I can explain a difference by pointing to a detail in each text.



TODAY'S THINKING JOB

OWN

“I can write a difference between two texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the difference.

Write one sentence that tells a difference between the story and the drama. Name both texts.

“The seashell probably reached Poverty Point through long-distance trade.”

I CAN | I can write a difference that names each text and what makes it unique.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can defend a difference and explain why a trap is wrong."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Defend against the trap.

How are the two texts connected in the way they show people learning something new?

"It was a clue from the past and a story waiting to speak."

I CAN | I can prove that a similarity is not the same as a difference.



PAIRED PASSAGES

Find a difference on your own.

Go back to both texts. Write one difference between the story and the drama. Copy one line from each text that shows it.

Go back to both texts.

Write one difference between them in a full sentence.

Copy one line from the story and one line from the drama that show the difference.

I CAN | I can find a difference between two texts and prove it with a line from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE Emsy writes a question in her notebook. She is investigating a mystery about a seashell found far from the ocean.

CHOOSE A. The story solves a mystery, while the drama explains a discovery. B is Similarity, not a difference. C is Only one text.

SHOW The drama is a conversation between two students who talk about a science discovery. The story follows one character who investigates clues at a museum. The drama uses dialogue between characters on stage.

OWN Answers vary. Example: The Mystery of the Traveling Shell follows one girl solving a mystery with evidence, while The Lunchroom Discoveries has two students discussing a scientific fact.

DEFEND The story follows Emsy solving a mystery, and the drama follows students learning about Pasteur. Both show figuring something out. The trap is Similarity, not a difference.

YOUR TURN Answers vary. Difference: The story is set in a museum, while the drama is set in a lunchroom. Story: Emsy knelt beside the display case at the museum. Drama: It is lunchtime in the school cafeteria.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“Emsy pulled out her notebook. ‘Mystery number one: How did this shell travel so far?’ ... ALEX: Exactly! Pasteur figured out that heating liquids could kill harmful germs.”

How is "The Mystery of the Traveling Shell" different from "The Lunchroom Discoveries"?

- A** The story takes place long ago, while the drama takes place in the future.
- B** Both texts describe children solving a puzzle about food safety.
- C** Both texts explain how people trade goods across long distances.
- D** The story follows one character investigating evidence, while the drama shows two students discussing a discovery.

PAIRED PASSAGES

The answer is D.

A

The story takes place long ago, while the drama takes place in the future.

Stretched or Unsupported: Not in either text. Neither text says it happens in the past or future.

B

Both texts describe children solving a puzzle about food safety.

Another Place: Only one text. The food safety puzzle is only in the drama. Emsy's puzzle is about a traveling shell.

C

Both texts explain how people trade goods across long distances.

Another Place: Only one text. Trade is discussed in the story, but the drama is about pasteurization.

D

The story follows one character investigating evidence, while the drama shows two students discussing a discovery. **Correct.**

Correct. Emsy investigates clues at a museum, and Alex and Jordan discuss Pasteur's discovery at lunch.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

Some ideas belong to only one text. I have to check the other text to be sure.

A trap can switch which text an idea comes from.

I read both texts carefully before I say an idea is in only one.

THIS WEEK'S FOCUS

Paired Passages

from “The Mystery of the Traveling Shell and The Lunchroom Discoveries”

This week we ask: **Which idea is found in one text but not the other?** We read the story **The Mystery of the Traveling Shell** and the drama **The Lunchroom Discoveries**. STAAR asks: **Which idea is found in the story but not in the drama?** Trap this week: **Texts switched**. If the idea is really in the OTHER text, the texts have been switched.

This deck teaches **telling apart both texts from only one** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice an idea in one text."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Notice an idea in the story.

Read the line from **The Mystery of the Traveling Shell**. What idea does it show? Circle the key words.

"Scarcity happens when people do not have unlimited amounts of everything they want or need."

I CAN

I can notice what one text explains and check whether the other text says it too.



TODAY'S THINKING JOB

CHOOSE

“I can choose an idea found in only one text.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Choose the idea in only one text.

STAAR asks: **Which idea is found in the story but not in the drama?**

“JORDAN: I never thought about how many things scientists have helped improve.”

A Scientists help keep food safe for people. • **B** Heating liquids can destroy harmful germs. • **C** People traded goods because of scarcity.

I CAN | I can choose an idea from one text and explain why a wrong choice switches the texts.



TODAY'S THINKING JOB

SHOW

“I can show that an idea belongs to only one text.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Show the idea is missing from the drama.

Which sentence from **The Mystery of the Traveling Shell** best supports the idea that trade and scarcity appear in the story but not the drama?

“You trade what you have for something you cannot easily get.”

I CAN | I can prove an idea is in one text by showing it is missing from the other.



TODAY'S THINKING JOB

OWN

“I can write about an idea found in only one text.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the only-one-text idea.

Write one sentence that tells an idea found in the story but not in the drama. Name both texts.

“Emsy imagined wooden boats moving along the water while travelers carried baskets, tools, food, stones, and other valuable materials.”

I CAN

I can write an idea from one text and explain why the other text does not have it.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can defend my answer and explain why a trap is wrong."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Defend against the trap.

How does the story connect to the idea of solving problems through evidence?

"Pasteur figured out that heating liquids could kill harmful germs."

I CAN | I can prove that a texts-switched trap puts the idea in the wrong text.



Find an only-one-text idea on your own.

Go back to both texts. Write one idea found in the story but not in the drama. Copy one line from the story that proves it.

Go back to both texts.

Write one idea found in the story but NOT in the drama.

Copy one line from the story that proves it, and explain why the drama does not have it.

I CAN | I can find an idea in one text and prove the other text does not have it.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The story explains scarcity. People trade because they cannot get everything they need where they live.

CHOOSE C. People traded goods because of scarcity. A is Texts switched, it is in the drama. B is Texts switched, it is in the drama.

SHOW The story says people traded what they had for something they could not easily get. The drama talks about germs and milk, never about trading or scarcity.

OWN Answers vary. Example: The Mystery of the Traveling Shell explains how people traded goods along rivers, but The Lunchroom Discoveries never mentions trade.

DEFEND The story traces ancient trade along rivers, while the drama discusses Pasteur destroying germs. Heating liquids is in the drama, not the story. The trap is Texts switched.

YOUR TURN Answers vary. Idea: The story discusses how rivers helped people travel. Story: People connected with Poverty Point traveled along major waterways. The drama never mentions rivers or travel routes.



PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“Scarcity happens when people do not have unlimited amounts of everything they want or need. ... JORDAN: I never thought about how many things scientists have helped improve.”

Which idea is found in "The Mystery of the Traveling Shell" but not in "The Lunchroom Discoveries"?

- A** People traded goods because resources were scarce.
- B** Heating liquids can kill harmful germs in food.
- C** A single discovery can help millions of people.
- D** Scientists spend years trying to solve problems.



PAIRED PASSAGES

The answer is A.

- A** **People traded goods because resources were scarce. Correct.**
Correct. The story explains scarcity and trade at Poverty Point. The drama never mentions trade.
- B** **Heating liquids can kill harmful germs in food.**
Another Place: Texts switched. This idea is in the drama, where Alex explains Pasteur's discovery.
- C** **A single discovery can help millions of people.**
Another Place: Texts switched. Alex says this in the drama. The story is about trade, not discoveries.
- D** **Scientists spend years trying to solve problems.**
Another Place: Texts switched. Jordan says this in the drama. The story does not discuss scientists.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

Two texts can develop the same idea even when they are about different places and times.

I look past the topic to find the deeper idea both texts build.

A shared topic is not the same as a shared idea.

THIS WEEK’S FOCUS

Paired Passages

from “The Pilgrims Chose Plymouth and Life Along the Nile River”

This week we find an **idea developed in both** the article **The Pilgrims Chose Plymouth** and the article **Life Along the Nile River**. An idea is deeper than a topic. STAAR asks: **What idea is developed in both selections?** Trap this week: **Shared topic, not shared idea**. A topic both texts mention is not the same as an idea both texts teach.

This deck teaches **an idea developed in both texts** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PAIRED PASSAGES

TODAY'S THINKING JOB

NOTICE

"I can notice an idea in one text."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Notice the idea in one article.

Read the line from **The Pilgrims Chose Plymouth**. What idea does it show? Circle the key words.

"Nearby were forests filled with tall trees that could be used to build homes and ships."

I CAN | I can notice what a group of people needed and why their location mattered.



TODAY'S THINKING JOB

CHOOSE

"I can choose an idea that is in both texts."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Choose the idea in both.

STAAR asks: What idea is developed in both selections?

"The river also provided fish to eat and water for drinking and farming."

A Both texts describe life in ancient Egypt. • **B** People settled where natural resources met their needs. • **C** People traveled by ship across the Atlantic Ocean.

I CAN | I can choose an idea both texts develop and skip answers that fit only one.



TODAY'S THINKING JOB

SHOW

“I can show how a second text develops the same idea.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Show the idea in the second article.

Which sentence from **Life Along the Nile River** best supports the idea that people settled where resources met their needs?

“Farmers planted crops such as wheat and barley in the soil left by the floodwaters.”

I CAN | I can explain how a line in one article matches an idea in the other.



TODAY'S THINKING JOB

OWN

“I can write a connection between two texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the shared idea.

Write one sentence that tells an idea developed in both articles. Name both texts.

“Over time, towns and cities grew along the riverbanks, and the Nile became the center of daily life for the people of ancient Egypt.”

I CAN | I can write an idea that fits both texts and not just one.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

“I can defend a connection and explain why a trap is wrong.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Defend against the trap.

How are the two articles connected in the way they develop the idea of using natural resources?

“There was also fresh water and land where crops could be planted.”

I CAN | I can prove why a shared topic is not the same as a shared idea.



PAIRED PASSAGES

Connect the texts on your own.

Go back to both articles. Write one idea they develop. Copy one line from each article that proves it.

Go back to both articles.
Write one idea they both develop in a full sentence.
Copy one line from each article that proves it.

I CAN | I can connect two texts and prove the connection with a line from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The Pilgrims looked for a place with **resources they needed**. Forests, fresh water, and farmland helped them survive.

CHOOSE B. People settled where natural resources met their needs. A is Only one text. C is Only one text.

SHOW Egyptian farmers used the rich soil from the **Nile to grow food**. The Pilgrims used forests and land at Plymouth. Both show people settling where resources met their needs.

OWN Answers vary. Example: Both The Pilgrims Chose Plymouth and Life Along the Nile River show that people chose to live where the land and water gave them what they needed.

DEFEND The Pilgrims article shows settlers using **forests and harbors, and the Nile article shows Egyptians using the river and soil**. Water is a topic both mention, but the trap is Shared topic, not shared idea.

YOUR TURN Answers vary. Idea: People use the land around them to build communities. Pilgrims: They started constructing small homes and gathering wood for fires. Nile: Boats traveled up and down the Nile carrying people and goods.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“Nearby were forests filled with tall trees that could be used to build homes and ships. ... Farmers planted crops such as wheat and barley in the soil left by the floodwaters.”

What idea is developed in both selections?

- A** Water is important for cooking meals.
- B** People settled in places where natural resources helped them survive.
- C** Farming is harder than building homes.
- D** Rivers are dangerous during floods.



PAIRED PASSAGES

The answer is B.

A Water is important for cooking meals.

Topic Trap: Shared topic, not shared idea. Water is a topic, and neither text discusses cooking.

B People settled in places where natural resources helped them survive. Correct.

Correct. The Pilgrims used forests and water at Plymouth, and Egyptians used the Nile's soil and fish.

C Farming is harder than building homes.

Stretched or Unsupported: Not in either text. Neither article compares farming to building.

D Rivers are dangerous during floods.

Stretched or Unsupported: Not in either text. The Nile flooded, but the article says the floods helped farmers.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

People in different texts can do similar things for similar reasons.

I compare actions, not just topics, to find a real similarity.

A detail can sound right but point to the wrong idea.

THIS WEEK’S FOCUS

Paired Passages

from “The Pilgrims Chose Plymouth and Life Along the Nile River”

This week we compare **what people do** in the article **The Pilgrims Chose Plymouth** and the article **Life Along the Nile River**. STAAR asks: **How are the people in both articles similar?** Trap this week: **Right detail, wrong idea.** A detail from the text might be true, but it can point to a different idea than the question asks about.

This deck teaches **comparing what people do in two texts** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PAIRED PASSAGES

TODAY'S THINKING JOB

NOTICE

“I can notice what people do in one text.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Notice what people do.

Read the line from **The Pilgrims Chose Plymouth**. What did the Pilgrims do? Circle the action words.

“Some people chopped wood for fires while others cooked meals or cared for children.”

I CAN | I can notice an action and explain what it tells about the people.



TODAY'S THINKING JOB

CHOOSE

“I can choose a similarity between people in two texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Choose the similarity.

STAAR asks: **How are the people in both articles similar?**

“The Nile provided water for drinking, cooking, and farming.”

- A** Both groups used natural resources to meet their needs. • **B** Both groups traveled by boat across the ocean. • **C** Both groups built the same kinds of homes.

I CAN | I can choose how people are alike and explain why a wrong detail misleads.



TODAY'S THINKING JOB

SHOW

“I can show a similarity between people in two texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Show the similarity in the Nile article.

Which sentence from **Life Along the Nile River** best supports the idea that people in both texts used resources in similar ways?

“Most people in ancient Egypt lived close to the Nile because it provided water, food, and transportation.”

I CAN | I can match an action in one article to a similar action in the other.



TODAY'S THINKING JOB

OWN

“I can write a comparison between people in two texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the comparison.

Write one sentence comparing what the people in both articles did. Name both texts.

“Groups of settlers explored the area looking for fresh water, forests, and safe places for ships to anchor.”

I CAN | I can compare people's actions across two texts in one sentence.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can defend a comparison and explain why a trap is wrong."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Defend against the trap.

How does the Nile article connect to the Pilgrims article in the way it shows people depending on their environment?

"When the floodwaters went back down, they left behind dark, rich soil that was good for growing plants."

I CAN | I can prove that a right detail can point to the wrong idea.



PAIRED PASSAGES

Compare the people on your own.

Go back to both articles. Write one way the people are similar. Copy one line from each article that proves it.

Go back to both articles.
Write one way the people are similar in a full sentence.
Copy one line from each article that proves it.

I CAN | I can compare people in two texts and prove the comparison with a line from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The Pilgrims built homes and gathered wood. They used the resources around them to survive in a new place.

CHOOSE A. Both groups used natural resources to meet their needs. B is Only one text. C is Right detail, wrong idea.

SHOW Egyptians used boats on the Nile to move people and goods. The Pilgrims used the harbor for their ship. Both groups relied on water for transportation and resources.

OWN Answers vary. Example: The Pilgrims and the Egyptians both settled near water and used it to meet their needs for food, shelter, and travel.

DEFEND Both articles connect through people depending on their environment: the Pilgrims article shows settlers using forests, while the Nile article shows Egyptians using the river. The trap is Right detail, wrong idea.

YOUR TURN Answers vary. Similarity: Both groups depended on natural resources to survive. Pilgrims: There was also fresh water and land where crops could be planted. Nile: Farmers planted crops such as wheat and barley in the soil left by the floodwaters.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“Some people chopped wood for fires while others cooked meals or cared for children. ... Farmers planted crops such as wheat and barley in the soil left by the floodwaters.”

How are the people in "The Pilgrims Chose Plymouth" similar to the people in "Life Along the Nile River"?

- A** Both groups practiced the same religion.
- B** Both groups wanted to escape British rule.
- C** Both groups used resources around them to build their lives.
- D** Both groups traveled across the Atlantic Ocean.



PAIRED PASSAGES

The answer is C.

- A Both groups practiced the same religion.**
Stretched or Unsupported: Not in either text. Neither article says what religion the groups followed.
- B Both groups wanted to escape British rule.**
Another Place: Only one text. The Pilgrims article mentions this. The Nile article does not.
- C Both groups used resources around them to build their lives. Correct.**
Correct. The Pilgrims used forests and water. The Egyptians used the Nile's soil and fish.
- D Both groups traveled across the Atlantic Ocean.**
Another Place: Only one text. Only the Pilgrims crossed the Atlantic. Egyptians traveled the Nile.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

Two texts about the same topic can present their ideas in different ways.

I look at how each text is organized or what it focuses on to find a difference.

A similarity is not a difference, even if it sounds important.

THIS WEEK’S FOCUS

Paired Passages

from “The Pilgrims Chose Plymouth and Life Along the Nile River”

This week we compare **how each text presents its ideas** in the article **The Pilgrims Chose Plymouth** and the article **Life Along the Nile River**. STAAR asks: **What is one difference between how the two articles present their ideas?** Trap this week: **Similarity, not a difference.**

This deck teaches **how each text presents a topic** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice how a text presents its ideas."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Notice how the Pilgrims article is organized.

Read the line from **The Pilgrims Chose Plymouth**. How does the article present information? Circle key words.

"Strong winds pushed the Mayflower off course several times."

I CAN | I can describe how one article is organized or what it focuses on.



TODAY'S THINKING JOB

CHOOSE

“I can choose a difference in how two texts present ideas.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Choose the difference in presentation.

STAAR asks: **What is one difference between how the two articles present their ideas?**

“Ancient Egyptians learned when the floods would arrive and planned their farming around the river.”

A Both articles describe how people used resources. • **B** One follows a timeline; the other describes a repeating cycle. • **C** Both articles explain how geography helped people.

I CAN | I can choose a presentation difference and explain why a wrong choice names a similarity.



TODAY'S THINKING JOB

SHOW

“I can show how two texts present ideas differently.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Show the difference in the Nile article.

Which detail from **Life Along the Nile River** best supports the idea that it uses a repeating cycle to present information?

“The yearly flooding followed a pattern.”

I CAN | I can explain a difference in how two texts organize their information.



PAIRED PASSAGES

TODAY'S THINKING JOB

OWN

“I can write about how two texts present ideas differently.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the presentation difference.

Write one sentence about how the two articles present their ideas differently. Name both texts.

“Boats moved up and down the river carrying people and goods.”

I CAN

I can describe how each text organizes information and explain the difference.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can defend a difference and explain why a trap is wrong."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Defend against the trap.

How are the two articles connected in how they describe people depending on their environment?

"The natural environment played an important role in the colony's success."



I can prove that a similarity cannot answer a question about differences.



PAIRED PASSAGES

Compare the presentations on your own.

Go back to both articles. Write one difference in how they present their ideas. Copy one line from each article that shows it.

Go back to both articles.
Write one difference in how they present their ideas.
Copy one line from each article that shows the difference.

I CAN | I can compare how two texts present ideas and prove the difference with a line from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The Pilgrims article tells a story in time order, from the voyage to arriving and settling at Plymouth.

CHOOSE B. One follows a timeline; the other describes a repeating cycle. A is Similarity, not a difference. C is Similarity, not a difference.

SHOW The Nile article describes a repeating yearly cycle of flooding, farming, and harvesting. The Pilgrims article tells a one-time story from departure to settling.

OWN Answers vary. Example: The Pilgrims Chose Plymouth tells a story from start to finish, while Life Along the Nile River describes a cycle that repeated every year.

DEFEND Both texts show people depending on nature. In The Pilgrims Chose Plymouth, settlers needed forests for wood and a harbor for ships. In Life Along the Nile River, farmers needed yearly floods for rich soil. Similarity, not a difference.

YOUR TURN Answers vary. Difference: The Pilgrims article describes a single voyage, while the Nile article describes a yearly cycle. Pilgrims: After many weeks at sea, the travelers finally reached the coast of North America. Nile: Each year, the river would rise and flood nearby land.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“Workers spent long days cutting trees and building shelters. ... The yearly flooding followed a pattern.”

What is one difference between how “The Pilgrims Chose Plymouth” and “Life Along the Nile River” present their ideas?

- A** The Pilgrims article follows a timeline of one journey, while the Nile article describes a yearly cycle.
- B** Both articles describe how geography helped people settle.
- C** Both articles explain what people ate in their communities.
- D** The Nile article uses dialogue, while the Pilgrims article does not.

PAIRED PASSAGES

The answer is A.

- A** **The Pilgrims article follows a timeline of one journey, while the Nile article describes a yearly cycle. Correct.**

Correct. The Pilgrims article tells events in order; the Nile article describes a repeating flood pattern.

- B** **Both articles describe how geography helped people settle.**

Pattern Mix-Up: Similarity, not a difference. Both articles do describe geography, so this is shared.

- C** **Both articles explain what people ate in their communities.**

Pattern Mix-Up: Similarity, not a difference. Both mention food, so this is shared, not different.

- D** **The Nile article uses dialogue, while the Pilgrims article does not.**

Stretched or Unsupported: Not in either text. Neither article uses dialogue.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

A message is a lesson or truth that both texts teach, even with different details.

I look for what both authors want the reader to understand.

A statement that sounds true but is not in the texts is a trap.

THIS WEEK’S FOCUS

Paired Passages

from “**The Pilgrims Chose Plymouth and Life Along the Nile River**”

This week we find a **message found in both** the article **The Pilgrims Chose Plymouth** and the article **Life Along the Nile River**. A message is a lesson both texts teach. STAAR asks: **What message is found in both?** Trap this week: **Not in either text.**

This deck teaches **a message found in both texts** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice a message in one text."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Notice a message in one article.

Read the line from **The Pilgrims Chose Plymouth**. What message does it teach? Circle the key words.

"The settlers depended heavily on natural resources."

I CAN | I can notice what an article teaches the reader.



TODAY'S THINKING JOB

CHOOSE

“I can choose a message found in both texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Choose the message in both.

STAAR asks: **What message** is found in both articles?

“The Nile was very important to ancient Egypt because it provided water in a dry environment.”

A People adapt to their environment by using available resources. • **B** Everyone should recycle to protect the Earth. • **C** Rivers are only used for travel, not for farming.

I CAN | I can choose a shared message and explain why a wrong choice is not in the texts.



TODAY'S THINKING JOB

SHOW

“I can show how a second text teaches the same message.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Show the message in the Nile article.

Which sentence from **Life Along the Nile River** best supports the message that people build their lives around their environment?

“Without the Nile River, farming would have been very difficult in ancient Egypt.”

I CAN | I can explain how a line in one article teaches the same lesson as another.



TODAY'S THINKING JOB

OWN

“I can write a message found in both texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the shared message.

Write one sentence that tells a message found in both articles. Name both texts.

“Farmers planted corn, beans, and squash, and also tried English crops such as wheat and barley.”

I CAN | I can write a shared message and name where it appears in each text.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can defend a message and explain why a trap is wrong."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Defend against the trap.

How are the two articles connected in the message they teach about depending on natural resources?

"The story of the Pilgrims shows how people adapted to a new environment using teamwork, natural resources, and hard work."



I can prove that a statement that sounds true but is not in the texts is a trap.



PAIRED PASSAGES

Find a shared message on your own.

Go back to both articles. Write one message they share. Copy one line from each article that teaches it.

Go back to both articles.
Write one message they share in a full sentence.
Copy one line from each article that teaches it.

I CAN | I can find a message in both texts and prove it with a line from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The article teaches that people depend on the resources in their environment. The Pilgrims needed forests, soil, and water to survive.

CHOOSE A. People adapt to their environment by using available resources. B is Not in either text. C is Not in either text.

SHOW The Nile article shows that Egyptians adapted by using the river for farming, fishing, and transportation. The Pilgrims used forests, soil, and harbors. Both teach: people use the resources around them.

OWN Answers vary. Example: Both The Pilgrims Chose Plymouth and Life Along the Nile River teach that people build their lives around the natural resources in their environment.

DEFEND Both articles connect through people using resources to survive: the Pilgrims article shows forests and harbors, while the Nile article shows the river and soil. Pollution is Not in either text.

YOUR TURN Answers vary. Message: Working together helps communities survive. Pilgrims: Everyone had responsibilities that helped the colony survive. Nile: Farmers and fishermen worked hard throughout the year.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“The settlers depended heavily on natural resources. ... The Nile was very important to ancient Egypt because it provided water in a dry environment.”

What message is found in both "The Pilgrims Chose Plymouth" and "Life Along the Nile River"?

- A** Children should spend more time outdoors.
- B** Farming is easy when the weather is warm.
- C** People build their lives around the resources in their environment.
- D** Everyone should protect rivers from pollution.



PAIRED PASSAGES

The answer is C.

- A Children should spend more time outdoors.**
Stretched or Unsupported: Not in either text. Neither article discusses children spending time outdoors.
- B Farming is easy when the weather is warm.**
Stretched or Unsupported: Not in either text. Both articles describe hard work, not easy farming.
- C People build their lives around the resources in their environment. Correct.**
Correct. Pilgrims used forests and harbors; Egyptians used the Nile for food and travel.
- D Everyone should protect rivers from pollution.**
Stretched or Unsupported: Not in either text. Neither article mentions pollution or protecting rivers.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

People in two texts can be alike even when they live in different times and places.

I compare what people do and why, not just what they look like.

If a detail is in only one text, it cannot be a similarity.

THIS WEEK’S FOCUS

Paired Passages

from “**Laura Ingalls Wilder and Carmen Lomas Garza**”

This week we compare the **main people** in the article **Laura Ingalls Wilder** and the article **Carmen Lomas Garza**. STAAR asks: **How are they alike?** Trap this week: **Only one text**. A detail from only one text is not a similarity.

This deck teaches **comparing people or characters** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TODAY'S THINKING JOB

NOTICE

“I can notice what a person did in one text.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Notice what Laura did.

Read the line from **Laura Ingalls Wilder**. What did Laura do? Circle the key words.

“She wanted people to understand what life was like for families living long ago.”

I CAN | I can notice a person's goal and explain why it matters.



TODAY'S THINKING JOB

CHOOSE

“I can choose a similarity between people in two texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Choose the similarity.

STAAR asks: **How are the main people in both articles alike?**

“In this way, Garza's art works almost like storytelling through pictures.”

- A** Both traveled by wagon across the prairie. • **B** Both shared everyday experiences to help people learn. • **C** Both wrote books in English and Spanish.

I CAN | I can choose how two people are alike and spot a detail from only one text.



TODAY'S THINKING JOB

SHOW

“I can show how a person in one text is like a person in another.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Show the similarity in the Carmen article.

Which sentence from the **Carmen Lomas Garza** article best supports the idea that Carmen and Laura are alike?

“Her books and paintings help people learn about Mexican-American traditions, family life, and community celebrations.”

I CAN | I can explain how a line about one person matches a quality in the other.



TODAY'S THINKING JOB

OWN

“I can write a comparison between two people.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the comparison.

Write one sentence that tells how Laura and Carmen are alike. Name both texts.

“Laura Ingalls Wilder became famous for writing the Little House books.”

I CAN | I can compare two people from different texts in one clear sentence.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can defend a comparison and explain why a trap is wrong."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Defend against the trap.

How are the two people in the articles connected in the way they used their talents?

"Today, Garza's artwork is shown in museums and schools across the United States."

I CAN | I can prove that a detail from only one text is not a similarity.



PAIRED PASSAGES

Compare the people on your own.

Go back to both articles. Write one way Laura and Carmen are alike. Copy one line from each article that proves it.

Go back to both articles.

Write one way Laura and Carmen are alike in a full sentence.

Copy one line from each article that proves it.

I CAN | I can compare two people and prove the comparison with a line from each text.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE Laura wanted to help people understand life on the frontier. She used her writing to share real experiences.

CHOOSE B. Both shared everyday experiences to help people learn. A is Only one text. C is Only one text.

SHOW Carmen's paintings and books help people learn about traditions and family life. Laura's books help people learn about frontier life. Both shared everyday moments so others could understand a way of life.

OWN Answers vary. Example: Both Laura Ingalls Wilder and Carmen Lomas Garza shared everyday moments from their lives so that people could learn about the past.

DEFEND Both articles connect through sharing everyday experiences: the Laura Ingalls Wilder article shows frontier life, and the Carmen Lomas Garza article shows family traditions. Wisconsin is Only one text.

YOUR TURN Answers vary. Similarity: Both Laura and Carmen used their talents to preserve memories. Laura: Her books helped children and adults learn about history through stories. Carmen: Through her paintings and books, she has helped preserve important cultural stories.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“She wanted people to understand what life was like for families living long ago. ... In this way, Garza's art works almost like storytelling through pictures.”

How are the main people in "Laura Ingalls Wilder" and "Carmen Lomas Garza" alike?

- A** Both grew up on the American prairie.
- B** Both painted pictures of holiday celebrations.
- C** Both wrote books in two languages.
- D** Both used their work to share everyday experiences with others.



PAIRED PASSAGES

The answer is D.

A Both grew up on the American prairie.

Another Place: Only one text. Laura grew up on the prairie. Carmen grew up in Kingsville, Texas.

B Both painted pictures of holiday celebrations.

Another Place: Only one text. Carmen painted. Laura wrote stories, not paintings.

C Both wrote books in two languages.

C Another Place: Only one text. Carmen's books are in English and Spanish. Laura's article does not mention two languages.

D Both used their work to share everyday experiences with others. Correct.

Correct. Laura wrote about frontier life, and Carmen painted scenes of family traditions.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

Both Laura and Carmen were motivated by something important to them.

I look for the cause behind each person's actions, not just what they did.

If a cause is not in either text, it is a trap.

THIS WEEK'S FOCUS

Paired Passages

from “**Laura Ingalls Wilder and Carmen Lomas Garza**”

This week we ask **what causes the people in both texts to take action**. We read the article **Laura Ingalls Wilder** and the article **Carmen Lomas Garza**. STAAR asks: **What causes the people in both selections to take action?** Trap this week: **Not in either text.**

This deck teaches **what makes people act in both texts** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice what causes a person to act.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Notice what caused Laura to act.

Read the line from **Laura Ingalls Wilder**. What motivated Laura? Circle the key words.

“Laura believed that everyday life could tell an important story.”

I CAN | I can explain the motivation behind a person's actions.



TODAY'S THINKING JOB

CHOOSE

“I can choose what causes people in both texts to act.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Choose what caused both to act.

STAAR asks: **What causes the people in both selections to take action?**

“Many of those memories later became the inspiration for her artwork.”

- A** Both wanted to preserve meaningful experiences for others. • **B** Both were told by teachers to create their work. • **C** Both wanted to become famous celebrities.

I CAN | I can choose a shared motivation and spot a cause that is not in the texts.



TODAY'S THINKING JOB

SHOW

“I can show how a second text shares the same cause.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Show the cause in the Carmen article.

Which sentence from the **Carmen Lomas Garza** article best supports the idea that personal experiences motivated her work?

“Even as she learned new techniques, she remained focused on showing the experiences and traditions that were important to her family and community.”

I CAN | I can explain how a line about one person shows the same motivation as the other.



TODAY'S THINKING JOB

OWN

“I can write about a shared cause for action.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the shared cause.

Write one sentence about what causes both people to take action. Name both texts.

“The Little House books became popular because they shared details about frontier life.”

I CAN | I can explain what motivated both people and name each text.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

“I can defend a shared cause and explain why a trap is wrong.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Defend against the trap.

How does the Carmen article connect to the Laura article in showing what causes both people to take action?

“Through her paintings and books, she has helped preserve important cultural stories and share them with new generations.”



I can prove that a cause not in either text is a trap.



Find a shared cause on your own.

Go back to both articles. Write what causes both people to take action. Copy one line from each article that shows the motivation.

Go back to both articles.

Write what causes both people to take action in a full sentence.

Copy one line from each article that shows the motivation.

I CAN | I can find a shared cause for action and prove it with a line from each text.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE Laura believed everyday life held important stories. That belief motivated her to write about her experiences on the frontier.

CHOOSE A. Both wanted to preserve meaningful experiences for others. B is Not in either text. C is Not in either text.

SHOW Carmen stayed focused on sharing experiences and traditions. Laura wrote to preserve everyday life. Both were motivated by wanting to keep important memories alive.

OWN Answers vary. Example: Both Laura Ingalls Wilder and Carmen Lomas Garza took action because they wanted to share meaningful everyday experiences with others.

DEFEND Both articles connect through preserving important memories: the Laura article shows writing about frontier life, and the Carmen article shows painting traditions. Winning awards is Not in either text.

YOUR TURN Answers vary. Cause: Both wanted to help people understand and appreciate real life. Laura: Her books helped children and adults learn about history through stories. Carmen: Her artwork helps people understand how families celebrate, work together, and spend time with one another.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“Laura believed that everyday life could tell an important story. ... Many of those memories later became the inspiration for her artwork.”

What causes the people in both selections to take action?

- A** Both are motivated by a desire to share meaningful experiences with others.
- B** Both want to earn money by selling their work.
- C** Both are inspired by visiting foreign countries.
- D** Both are motivated by a teacher who encouraged them.



PAIRED PASSAGES

The answer is A.

A Both are motivated by a desire to share meaningful experiences with others. Correct.
Correct. Laura writes about everyday frontier life, and Carmen paints family traditions.

B Both want to earn money by selling their work.
Stretched or Unsupported: Not in either text. Neither article mentions money or selling as a motivation.

C Both are inspired by visiting foreign countries.
Stretched or Unsupported: Not in either text. Neither article discusses visiting other countries.

D Both are motivated by a teacher who encouraged them.
Stretched or Unsupported: Not in either text. Neither article mentions a teacher encouraging them.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

Some details appear in only one text. I have to check the other text to be sure.

A trap can switch which text a detail belongs to.

I always search both texts before I decide.

THIS WEEK’S FOCUS

Paired Passages

from “**Laura Ingalls Wilder and Carmen Lomas Garza**”

This week we find a **detail in only one text**. We read the article **Laura Ingalls Wilder** and the article **Carmen Lomas Garza**. STAAR asks: **Which detail appears in the Carmen article but not in the Laura article?** Trap this week: **Texts switched**.

This deck teaches **details found in only one text** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice a detail in one text."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Notice a detail in the Carmen article.

Read the line from **Carmen Lomas Garza**. What detail is given? Circle the key words.

"Many of her books are written in both English and Spanish so that more readers can enjoy them."

I CAN | I can notice a detail and check whether the other text has it too.



TODAY'S THINKING JOB

CHOOSE

“I can choose a detail found in only one text.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Choose the detail in only one text.

STAAR asks: Which detail appears in the Carmen article but not in the Laura article?

“Laura and her family helped with many chores around the home.”

A She moved several times during her childhood. • **B** Her family traveled by wagon on the prairie. • **C** Her artwork uses bright colors and clear details to tell stories.

I CAN | I can choose a detail from one text and explain why a wrong choice switches the texts.



TODAY'S THINKING JOB

SHOW

“I can show that a detail belongs to only one text.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Show the detail is missing from the Laura article.

Which detail from the **Carmen Lomas Garza** article best supports the idea that it includes vivid visual descriptions not found in the Laura article?

“Her artwork uses bright colors and clear details to tell stories.”

I CAN | I can prove a detail is in one text by showing it is missing from the other.



TODAY'S THINKING JOB

OWN

“I can write about a detail found in only one text.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the only-one-text detail.

Write one sentence about a detail found in the Carmen article but not in the Laura article. Name both texts.

“By painting these moments, Garza helps preserve traditions that have been passed down from one generation to the next.”

I CAN | I can explain a detail from one text and prove the other text does not have it.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can defend my answer and explain why a trap is wrong."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Defend against the trap.

How does the Laura article connect to the Carmen article even though they contain different details?

"They traveled by wagon and lived in small houses on the prairie."

I CAN | I can prove that switching which text a detail belongs to is a trap.



PAIRED PASSAGES

Find an only-one-text detail on your own.

Go back to both articles. Write one detail found in the Carmen article but not in the Laura article. Copy one line from the Carmen article that proves it.

Go back to both articles.

**Write one detail found in the Carmen article but NOT in the
Laura article.**

**Copy one line from Carmen's article and explain why Laura's
does not have it.**

I CAN | I can find a detail in one text and prove the other text does not have it.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE Carmen's books are written in two languages. This detail is in the Carmen article. I need to check whether the Laura article mentions it.

CHOOSE C. Her artwork uses bright colors and clear details to tell stories. A is Texts switched, Laura's article. B is Texts switched, Laura's article.

SHOW The Carmen article says her artwork uses bright colors and clear details. The Laura article describes writing, not painting with colors. This detail is only in Carmen's article.

OWN Answers vary. Example: The Carmen Lomas Garza article says she painted family traditions like making tamales, but the Laura Ingalls Wilder article never mentions tamales or painting.

DEFEND Both articles connect through preserving memories: the Laura article shows writing about frontier life, while the Carmen article shows painting family traditions. Wagon travel is only in Laura's article. The trap is Texts switched.

YOUR TURN Answers vary. Detail: Carmen grew up in Kingsville, Texas. Carmen: She was born in 1948 in Kingsville, Texas. Laura's article never mentions Kingsville.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“They traveled by wagon and lived in small houses on the prairie. ... Her artwork uses bright colors and clear details to tell stories.”

Which detail appears in "Carmen Lomas Garza" but not in "Laura Ingalls Wilder"?

- A** Her family moved to many different states.
- B** She enjoyed listening to her father play music.
- C** Her paintings show family members making tamales during the holidays.
- D** She became famous for writing the Little House books.



PAIRED PASSAGES

The answer is C.

- A Her family moved to many different states.**
Another Place: Texts switched. Laura's article says the Ingalls family moved to many states.
- B She enjoyed listening to her father play music.**
Another Place: Texts switched. Laura's article mentions her father's fiddle, not Carmen's.
- C Her paintings show family members making tamales during the holidays. Correct.**
Correct. The Carmen article describes painting tamale-making scenes. Laura's article does not.
- D She became famous for writing the Little House books.**
Another Place: Texts switched. The Little House books are in Laura's article, not Carmen's.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

A conclusion is a big idea that both texts give evidence for.

I check that both texts support the conclusion, not just one.

A conclusion that goes too far adds ideas the texts do not say.

THIS WEEK’S FOCUS

Paired Passages

from “Laura Ingalls Wilder and Carmen Lomas Garza”

This week we look for a **conclusion both texts support**. We read the article **Laura Ingalls Wilder** and the article **Carmen Lomas Garza**. STAAR asks: **Both selections support the conclusion that...**

Trap this week: **Goes too far**. A conclusion that adds ideas the texts do not say goes too far.

This deck teaches **a conclusion both texts support** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice evidence that supports a conclusion.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Notice what supports a conclusion.

Read the line from **Laura Ingalls Wilder**. What conclusion does this line support? Circle the key words.

“Through her writing, Laura preserved memories of a time when much of the United States was still developing.”

I CAN | I can explain how a line in one text supports a bigger idea.



TODAY'S THINKING JOB

CHOOSE

“I can choose a conclusion both texts support.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Choose the conclusion.

STAAR asks: **Both selections support the conclusion that...**

“She understood that history is not only found in textbooks or museums.”

A Sharing personal experiences helps preserve history for others. • **B** Everyone should become a professional writer or artist. • **C** History is only found in textbooks and museums.

I CAN | I can choose a supported conclusion and explain why a wrong one goes too far.



TODAY'S THINKING JOB

SHOW

“I can show how a second text supports the same conclusion.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Show the conclusion in the Carmen article.

Which sentence from the **Carmen Lomas Garza** article best supports the conclusion that personal stories help preserve history?

“History can also be found in family traditions, community celebrations, and everyday experiences.”

I CAN | I can explain how a line in one text gives evidence for a shared conclusion.



TODAY'S THINKING JOB

OWN

“I can write a conclusion both texts support.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the conclusion.

Write one sentence that tells a conclusion both articles support. Name both texts.

“Laura learned to adapt to different environments and ways of life.”

I CAN | I can write a conclusion and name evidence from each text.

PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

“I can defend a conclusion and explain why a trap is wrong.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Defend against the trap.

How are the two articles connected in supporting the conclusion that everyday life holds important history?

“Many people believed they could build better lives by moving to new areas.”



I can prove that a conclusion that adds unsupported ideas goes too far.



PAIRED PASSAGES

Find a conclusion on your own.

Go back to both articles. Write one conclusion both support. Copy one line from each article that gives evidence.

Go back to both articles.

Write one conclusion both support in a full sentence.

Copy one line from each article that gives evidence for it.

I CAN | I can find a conclusion both texts support and prove it with a line from each.

Answers, across the five thinking levels.

NOTICE **Laura's books keep history alive through stories.** This supports the conclusion that sharing personal experiences helps preserve the past.

CHOOSE **A.** Sharing personal experiences helps preserve history for others. B is Goes too far. C is the opposite of what the texts say.

SHOW **Carmen's article says history is found in everyday experiences.** Laura's article shows her stories kept frontier history alive. Both support the conclusion that personal experiences preserve history.

OWN **Answers vary.** Example: Both the Laura Ingalls Wilder and Carmen Lomas Garza articles support the conclusion that everyday experiences are worth preserving because they teach others about the past.

DEFEND **Both articles show everyday life holds history.** In Laura Ingalls Wilder, Laura turned frontier trips into books. In Carmen Lomas Garza, Carmen painted families making tamales. Saying everyone must become an artist Goes too far.

YOUR TURN **Answers vary.** Conclusion: Creative work helps people learn about the past. Laura: Her books helped people imagine what it was like to live on the prairie many years ago. Carmen: Through her work, she wanted to share these experiences with others and help people understand their importance.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“Her books continue to inspire readers of all ages. ... Garza helps preserve memories that might otherwise fade over time.”

Both selections support the conclusion that

- A** all children should study art and writing in school.
- B** sharing everyday experiences through creative work helps preserve history.
- C** people who write about their childhood always become famous.
- D** only professional historians can teach people about the past.



PAIRED PASSAGES

The answer is B.

- A** **all children should study art and writing in school.**
Stretched or Unsupported: Goes too far. Neither article says all children should study art and writing.
- B** **sharing everyday experiences through creative work helps preserve history. Correct.**
Correct. Laura's books preserve frontier life, and Carmen's paintings preserve family traditions.
- C** **people who write about their childhood always become famous.**
Stretched or Unsupported: Goes too far. The word always adds an idea the texts do not support.
- D** **only professional historians can teach people about the past.**
Reversed Meaning: Opposite of the text. Both articles show that non-historians can preserve history.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

A poem and an article can develop the same idea in different ways.

I look for the idea behind the words, not just the genre or format.

A shared topic is not the same as a shared idea.

THIS WEEK’S FOCUS

Paired Passages

from “**Why We Need Laws and The Founding Fathers**”

This week we see how two **different kinds of texts** develop the same idea. The poem **Why We Need Laws** and the article **The Founding Fathers** both talk about rules and fairness. STAAR asks: **How does one text develop an idea also found in the other?**
Trap this week: **Shared topic, not shared idea.**

This deck teaches **same idea, different kinds of texts** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice an idea in one text."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Notice the idea in the poem.

Read the line from the poem **Why We Need Laws**. What idea does it develop? Circle the key words.

"So people gathered, searching for a way, To write fair rules that everyone would obey."

I CAN | I can notice what a poem teaches and explain the idea behind it.



TODAY'S THINKING JOB

CHOOSE

"I can choose an idea found in both a poem and an article."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Choose the shared idea.

STAAR asks: How does the article develop an idea also found in the poem?

"They wanted to create laws that were fair and protect the freedoms of the people."

A Both texts are about the American Revolution. • **B** Both texts describe people making loud noises. • **C** Both texts show that fair rules help communities.

I CAN | I can choose a shared idea and explain why a wrong choice names a topic, not an idea.



TODAY'S THINKING JOB

SHOW

“I can show how two different texts develop the same idea.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Show the idea in the article.

Which sentence from **The Founding Fathers** best supports the idea that fair rules protect people, which is also in the poem?

“Many colonists felt the British government was unfair because it made laws and taxes without asking the colonists for their opinions.”

I CAN | I can explain how a line in an article matches an idea in a poem.

TODAY'S THINKING JOB

OWN

“I can write about an idea both texts develop.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the shared idea.

Write one sentence about an idea both texts develop. Name both texts.

“With laws to guide what people say and do, Communities could grow more safe and true.”

I CAN | I can explain a shared idea and name where it appears in each text.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

“I can defend a shared idea and explain why a trap is wrong.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Defend against the trap.

How are the poem and the article connected in the way they develop the idea of fair rules?

“Without clear rules to guide what should be done, Many small problems quickly grew to one.”

I CAN | I can prove that a shared topic is not the same as a shared idea.



Connect the texts on your own.

Go back to both texts. Write one idea they both develop. Copy one line from the poem and one from the article that prove it.

Go back to both texts.

Write one idea they both develop in a full sentence.

Copy one line from the poem and one from the article that prove it.

I CAN | I can connect a poem and an article and prove the connection with a line from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE People came together to create fair rules.

The idea: communities need fair laws so everyone is treated equally.

CHOOSE C. Both texts show that fair rules help communities. A is Topic Trap, shared topic. B is Topic Trap, shared topic.

SHOW The article says the colonists wanted fair laws, just like the poem says people gathered to write fair rules. Both show that fair rules matter to communities.

OWN Answers vary. Example: Both Why We Need Laws and The Founding Fathers show that communities grow stronger when people create fair rules together.

DEFEND The poem shows people writing fair rules, and the article shows the Founders creating the Constitution. Writing rules is a topic both texts share, but the trap is Shared topic, not shared idea.

YOUR TURN Answers vary. Idea: Fair laws protect people. Poem: With laws to guide what people say and do, Communities could grow more safe and true. Article: They wanted to create laws that were fair and protect the freedoms of the people.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“So people gathered, searching for a way, To write fair rules that everyone would obey. ... They wanted to create laws that were fair and protect the freedoms of the people.”

How does "The Founding Fathers" develop an idea that is also found in "Why We Need Laws"?

- A** The poem uses rhyming words to describe seasons.
- B** Both texts teach that laws should be written in books.
- C** The article describes how storms affect communities.
- D** Both texts show that fair rules help protect communities.



PAIRED PASSAGES

The answer is D.

- A The poem uses rhyming words to describe seasons.**
Stretched or Unsupported: Not in either text. The poem does not describe seasons.
- B Both texts teach that laws should be written in books.**
Topic Trap: Shared topic, not shared idea. Neither text says laws should be in books.
- C The article describes how storms affect communities.**
Stretched or Unsupported: Not in either text. The article never discusses storms.
- D Both texts show that fair rules help protect communities. Correct.**
Correct. The poem says fair rules make communities safe, and the article says the Founders wanted fair laws.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

A line in one text can express the same idea as a line in another text.

I match ideas, not just words, when I compare two texts.

A detail that sounds right but points to a different idea is a trap.

THIS WEEK’S FOCUS

Paired Passages

from “Why We Need Laws and The Founding Fathers”

This week we **match a line to a similar idea**. We read the poem **Why We Need Laws** and the article **The Founding Fathers**. STAAR asks: **Which sentence from the article expresses a similar idea to lines from the poem?** Trap this week: **Right detail, wrong idea.**

This deck teaches **matching a line to a similar idea** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice an idea in a poem."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Notice the idea in the poem.

Read the lines from the poem **Why We Need Laws**. What idea do they express? Circle the key words.

"The rules helped neighbors settle what was fair, And gave each person rights that all could share."

I CAN | I can explain what a poem line teaches about fairness.



TODAY'S THINKING JOB

CHOOSE

"I can match a line to a similar idea in another text."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Choose the matching sentence.

STAAR asks: Which sentence from the article expresses a similar idea?

"They wanted to create laws that were fair and protect the freedoms of the people."

- A** The article says the colonies were controlled by Great Britain. • **B** The article says the Founders wanted fair laws to protect freedoms. • **C** The article says the leaders wrote carefully chosen words.

I CAN | I can choose the line that shares the same idea and spot one with the wrong idea.



TODAY'S THINKING JOB

SHOW

“I can show how two lines express the same idea.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Show the match.

Which sentence from **The Founding Fathers** best supports the idea that fair laws protect freedoms, matching the poem?

“It also helped divide power among different parts of the government so that no one person would have too much control.”

I CAN | I can explain how a poem line and an article sentence share the same message.



TODAY'S THINKING JOB

OWN

“I can write about how two lines express a similar idea.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the match.

Write one sentence explaining how a poem line and an article sentence express a similar idea. Name both texts.

“People learned how to work and live as one, And solve their problems before fights had begun.”

I CAN | I can connect a poem line and an article sentence in one clear sentence.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can defend a match and explain why a trap is wrong."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Defend against the trap.

How does the article connect to the poem in expressing the idea that rules bring fairness and shared rights?

"Colonists believed they should have a voice in decisions that affected their daily lives."

I CAN | I can prove that a right detail can point to the wrong idea.



PAIRED PASSAGES

Match lines on your own.

Go back to both texts. Find one line from the poem and one from the article that express a similar idea. Write the idea they share.

Go back to both texts.
Find one line from the poem and one from the article that
express a similar idea.
Write the idea they share.

I CAN | I can match a poem line to an article sentence and explain the shared idea.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The poem says rules helped people settle disagreements fairly and gave everyone shared rights.

CHOOSE B. The article says the Founders wanted fair laws to protect freedoms. A is Right detail, wrong idea. C is Right detail, wrong idea.

SHOW The poem says rules gave everyone rights. The article says the Founders wanted fair laws to protect freedoms. Both express the idea that fair rules protect people's rights.

OWN Answers vary. Example: The poem Why We Need Laws says rules help people live as one, and The Founding Fathers says the Founders wanted laws that protect freedoms, showing that both texts value fair rules.

DEFEND Both texts connect through protecting rights: the poem says rules gave everyone shared rights, and the article says the Founders wanted fair laws. Voice in decisions is about participation, not rights. The trap is Right detail, wrong idea.

YOUR TURN Answers vary. Poem: With laws to guide what people say and do, Communities could grow more safe and true. Article: They wanted to create laws that were fair and protect the freedoms of the people. Idea: Fair laws make communities safer.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“The rules helped neighbors settle what was fair, And gave each person rights that all could share. ... They wanted to create laws that were fair and protect the freedoms of the people.”

Read the lines from "Why We Need Laws". Which sentence from "The Founding Fathers" expresses a similar idea?

- A** They wanted to create laws that were fair and protect the freedoms of the people.
- B** Colonists believed they should have a voice in decisions that affected their daily lives.
- C** These leaders worked together to make important decisions that would shape the future of the country.
- D** Writing the Declaration of Independence was not easy.

PAIRED PASSAGES

The answer is A.

A They wanted to create laws that were fair and protect the freedoms of the people. Correct.

Correct. Fair laws protecting freedoms matches the poem's idea of rules giving rights to share.

B Colonists believed they should have a voice in decisions that affected their daily lives.

B Reversed Meaning: Right detail, wrong idea. Having a voice is about participation, not about creating fair rules that protect rights.

C These leaders worked together to make important decisions that would shape the future of the country.

C Reversed Meaning: Right detail, wrong idea. Working together on decisions is about cooperation, not about fair rules and shared rights.

D Writing the Declaration of Independence was not easy.

D Reversed Meaning: Right detail, wrong idea. The difficulty of writing is about effort, not about fair rules protecting people.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

Two texts about the same topic can have different purposes.

I ask why the author wrote each text, not just what each text says.

A similarity is not a difference, even when it sounds important.

THIS WEEK’S FOCUS

Paired Passages

from “Why We Need Laws and The Founding Fathers”

This week we compare the **purpose** of the poem **Why We Need Laws** and the article **The Founding Fathers**. STAAR asks: **How is the purpose of the poem different from the purpose of the article?**

Trap this week: **Similarity, not a difference.**

This deck teaches **different purposes in two texts** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice the purpose of one text."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Notice the purpose of the poem.

Read the line from the poem **Why We Need Laws**. Why did the poet write this? Circle key words.

"And fairness often seemed to tumble down."

I CAN | I can explain why the poet wrote this poem and what it teaches.



TODAY'S THINKING JOB

CHOOSE

"I can choose a difference in purpose between two texts."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Choose the purpose difference.

STAAR asks: **How is the purpose of the poem different from the purpose of the article?**

"Several important leaders emerged during this time."

- A** The poem teaches why rules matter; the article tells history. • **B** Both texts explain why communities need rules. • **C** Both texts describe the importance of fairness.

I CAN | I can choose a purpose difference and spot a wrong choice that names a similarity.



TODAY'S THINKING JOB

SHOW

"I can show how two texts have different purposes."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Show the different purpose.

Which detail from **The Founding Fathers** best supports the idea that the article has a different purpose than the poem?

"In 1787, many of the nation's leaders gathered to write the Constitution."

I CAN | I can explain why one text was written for a different reason than the other.



TODAY'S THINKING JOB

OWN

“I can write about different purposes in two texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the purpose difference.

Write one sentence about how the purpose of the poem differs from the purpose of the article. Name both texts.

“They hoped people would understand why the colonies believed independence was necessary.”

I CAN | I can explain why each text was written and how their purposes differ.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

“I can defend a purpose difference and explain why a trap is wrong.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Defend against the trap.

How are the two texts connected? Both tell why people made rules. Explain how each one shows it.

“The Founding Fathers believed that sharing power among different branches would help protect freedom and fairness.”



I can prove that a similarity in content does not answer a question about different purposes.



PAIRED PASSAGES

Compare purposes on your own.

Go back to both texts. Write one difference in their purposes. Copy one line from each text that shows a different purpose.

Go back to both texts.

Write one difference in their purposes.

Copy one line from each text that shows a different purpose.

I CAN | I can compare the purposes of two texts and prove the difference with a line from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The poet wrote to teach readers why rules are important. The poem shows what happens when there are no fair rules.

CHOOSE A. The poem teaches why rules matter; the article tells history. B is Similarity, not a difference. C is Similarity, not a difference.

SHOW The article tells the story of how the Founding Fathers created a government. The poem teaches why laws matter in general. The article's purpose is historical; the poem's purpose is instructional.

OWN Answers vary. Example: Why We Need Laws teaches a general lesson about why rules are important, while The Founding Fathers tells the historical story of how American leaders created a government.

DEFEND Both texts show that people made rules to keep things fair. The poem Why We Need Laws says people wrote fair rules that everyone would obey. The article says the Founding Fathers shared power to protect freedom and fairness.

YOUR TURN Answers vary. Difference: The poem explains why any community needs rules. The article explains how American leaders created a real government. Poem: So people gathered, searching for a way, To write fair rules that everyone would obey. Article: The Constitution established three branches of government.



PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“And fairness often seemed to tumble down. ... Several important leaders emerged during this time.”

How is the purpose of "Why We Need Laws" different from the purpose of "The Founding Fathers"?

A Both texts describe the rules of a classroom.

B The poem teaches why rules matter; the article tells how American leaders created a government.

C Both texts explain how laws are written on paper.

D The poem lists laws; the article lists scientists.

PAIRED PASSAGES

The answer is B.

A

Both texts describe the rules of a classroom.

Stretched or Unsupported: Not in either text. Neither text discusses classroom rules.

B

The poem teaches why rules matter; the article tells how American leaders created a government. **Correct.**

Correct. The poem's purpose is instructional. The article's purpose is to tell the history of the Founding Fathers.

C

Both texts explain how laws are written on paper.

Pattern Mix-Up: Similarity, not a difference. Neither text focuses on writing laws on paper.

D

The poem lists laws; the article lists scientists.

Stretched or Unsupported: Not in either text. The poem does not list laws, and the article does not list scientists.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

Longer texts can develop a shared idea with more detail, but the idea is the same.

I look past the extra details to find the idea both texts build.

A statement that sounds true but is not in the texts is a trap.

THIS WEEK’S FOCUS

Paired Passages

from “Why We Need Laws and The Founding Fathers”

This week we find an **idea developed in both** the poem **Why We Need Laws** and the article **The Founding Fathers** using longer versions of each text. STAAR asks: **Which idea is developed in both selections?** Trap this week: **Not in either text.**

This deck teaches **an idea developed in both, harder texts** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice an idea in one text."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Notice an idea in the poem.

Read the lines from the poem **Why We Need Laws**. What idea do they develop? Circle the key words.

"The same fair rules applied to me and you."

I CAN | I can notice how a poem develops a big idea about rules and communities.



TODAY'S THINKING JOB

CHOOSE

"I can choose an idea developed in both texts."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Choose the shared idea.

STAAR asks: Which idea is developed in both selections?

"These leaders worked together to make important decisions that shaped the future of the country."

A Everyone should learn to write poems about laws. • **B** Recycling helps communities stay clean. • **C** Fair rules help protect people and communities.

I CAN | I can choose a shared idea and explain why a wrong choice is not in the texts.



TODAY'S THINKING JOB

SHOW

“I can show how a second text develops the same idea.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Show the idea in the article.

Which sentence from **The Founding Fathers** best supports the idea that governments should protect the rights of citizens?

“The authors believed governments should protect these rights rather than take them away.”

I CAN | I can explain how a line in the article matches an idea developed in the poem.



TODAY'S THINKING JOB

OWN

“I can write an idea developed in both texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the shared idea.

Write one sentence about an idea developed in both texts. Name both texts.

“Some took more food while others had too little, Strong voices won while quiet ones stayed brittle.”

I CAN | I can write a shared idea and name evidence from each text.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

“I can defend a shared idea and explain why a trap is wrong.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Defend against the trap.

How are the poem and the article connected in the way they develop the idea that rules should protect rights?

“Citizens would have opportunities to participate in government through elections.”

I CAN

I can prove that a statement not supported by the texts is a trap.



PAIRED PASSAGES

Find a shared idea on your own.

Go back to both texts. Write one idea they both develop. Copy one line from each text that proves it.

Go back to both texts.
Write one idea they both develop in a full sentence.
Copy one line from each text that proves it.

I CAN | I can find an idea developed in both texts and prove it with a line from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The poem says fair rules should apply to everyone equally. No one should be above the rules.

CHOOSE C. Fair rules help protect people and communities. A is Not in either text. B is Not in either text.

SHOW The article says governments should protect rights. The poem says fair rules help communities. Both develop the idea that fair rules protect people.

OWN Answers vary. Example: Both Why We Need Laws and The Founding Fathers develop the idea that fair rules help protect communities and keep people safe.

DEFEND Both texts connect through fair rules protecting people: the poem says rules protect everyone, and the article says the Founders guarded freedoms. Voting in every election is Not in either text.

YOUR TURN Answers vary. Idea: People need to work together to create fair rules. Poem: So people gathered, searching for a way, To write fair rules that everyone would obey. Article: These leaders spent many hours meeting with others and discussing possible solutions.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“The same fair rules applied to me and you. ... The authors believed governments should protect these rights rather than take them away.”

Which idea is developed in both selections?

- A** All children must memorize the Constitution.
- B** Communities need pets to stay happy.
- C** Trees help clean the air in cities.
- D** Fair rules help protect people and keep communities safe.



PAIRED PASSAGES

The answer is D.

- A All children must memorize the Constitution.**
Stretched or Unsupported: Not in either text. Neither text says children must memorize the Constitution.
- B Communities need pets to stay happy.**
Stretched or Unsupported: Not in either text. Neither text discusses pets.
- C Trees help clean the air in cities.**
Stretched or Unsupported: Not in either text. Neither text discusses trees or air quality.
- D Fair rules help protect people and keep communities safe. Correct.**
Correct. The poem says fair rules help communities grow safe, and the article says governments should protect rights.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

People in two texts can have similar experiences even when their situations are different.

I compare what people go through and how they respond.

If an experience is in only one text, it is not a similarity.

THIS WEEK’S FOCUS

Paired Passages

from “Benjamin Franklin and Electricity and The Lunchroom Discoveries”

This week we compare **experiences** in the article **Benjamin Franklin and Electricity** and the drama **The Lunchroom Discoveries**. STAAR asks: **How are the experiences in both texts similar?** Trap this week: **Only one text.**

This deck teaches **comparing experiences and feelings** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice an experience in one text."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Notice an experience in the article.

Read the line from **Benjamin Franklin and Electricity**. What experience does it describe? Circle key words.

"Franklin studied electricity and wondered if there was a way to guide lightning safely into the ground."

I CAN | I can notice what a person went through and why it mattered.



TODAY'S THINKING JOB

CHOOSE

“I can choose a similar experience between two texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Choose the similar experience.

STAAR asks: **How are the experiences in both texts similar?**

“ALEX: Exactly! Pasteur figured out that heating liquids could kill harmful germs.”

A Both texts describe people learning how a discovery solved a problem. • **B** Both texts describe people flying kites in storms. • **C** Both texts describe people cooking meals at home.

I CAN | I can choose a shared experience and spot a detail from only one text.



TODAY'S THINKING JOB

SHOW

“I can show how two texts share a similar experience.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Show the similar experience in the drama.

Which sentence from **The Lunchroom Discoveries** best supports the idea that both texts describe a similar experience of learning from science?

“The two students realize that a scientific breakthrough from long ago still helps protect people every day.”

I CAN | I can explain how an experience in one text matches an experience in another.



TODAY'S THINKING JOB

OWN

“I can write a comparison of experiences.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the comparison.

Write one sentence comparing the experiences in both texts. Name both texts.

“This invention helped protect homes, barns, and churches from fires caused by lightning.”

I CAN | I can compare experiences across two texts in one clear sentence.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can defend a comparison and explain why a trap is wrong."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Defend against the trap.

How are the article and the drama connected in the way they show people learning from scientific discoveries?

"He invented the lightning rod, a metal rod placed on top of a building that connects to a wire running into the ground."



I can prove that an experience from only one text is not a shared experience.



PAIRED PASSAGES

Compare experiences on your own.

Go back to both texts. Write one way the experiences are similar. Copy one line from each text that proves it.

Go back to both texts.

Write one way the experiences are similar.

Copy one line from each text that proves it.

I CAN | I can compare experiences in two texts and prove the comparison with a line from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE Franklin studied electricity and tried to find a way to protect buildings from lightning. He used curiosity and experiments to solve a problem.

CHOOSE A. Both texts describe people learning how a discovery solved a problem. B is Not in either text. C is Not in either text.

SHOW The drama shows students learning that Pasteur's discovery made milk safer. The article shows Franklin's invention made buildings safer. Both describe learning how a discovery solved a real problem.

OWN Answers vary. Example: Both Benjamin Franklin and Electricity and The Lunchroom Discoveries show people learning how a scientific discovery helped protect others from harm.

DEFEND Both texts connect through discoveries solving problems: the article shows Franklin's rod protecting buildings, and the drama shows Pasteur making milk safe. The lightning rod is Only one text.

YOUR TURN Answers vary. Similarity: Both texts show that curiosity about a problem led to a discovery that still helps people. Article: Franklin believed that learning and experimenting could help improve people's lives. Drama: JORDAN: So the milk we're drinking is safer because of his discovery.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“Franklin studied electricity and wondered if there was a way to guide lightning safely into the ground. ... ALEX: Exactly! Pasteur figured out that heating liquids could kill harmful germs.”

How are the experiences in "Benjamin Franklin and Electricity" and "The Lunchroom Discoveries" similar?

- A** Both texts describe people learning how a discovery helped solve a real problem.
- B** Both texts describe students eating lunch in a cafeteria.
- C** Both texts describe people inventing new machines.
- D** Both texts describe people flying kites during thunderstorms.



PAIRED PASSAGES

The answer is A.

- A Both texts describe people learning how a discovery helped solve a real problem. Correct.**
Correct. The article explains Franklin's invention, and the drama describes learning about Pasteur's discovery.
- B Both texts describe students eating lunch in a cafeteria.**
Another Place: Only one text. The drama is set in a cafeteria. The article is about Franklin's experiments.
- C Both texts describe people inventing new machines.**
Another Place: Only one text. Franklin invented the lightning rod. The drama does not describe inventing.
- D Both texts describe people flying kites during thunderstorms.**
Stretched or Unsupported: Not in either text. Neither text mentions flying kites. Franklin is associated with kites in other stories, but not in this article.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

One text can take a broad view of a topic while another takes a closer look.

I compare how each text approaches the topic, not just what it says.

A similarity is not a difference, even when both approaches are interesting.

THIS WEEK’S FOCUS

Paired Passages

from “Benjamin Franklin and Electricity and The Lunchroom Discoveries”

This week we compare a **broad view** and a **close view** in the article **Benjamin Franklin and Electricity** and the drama **The Lunchroom Discoveries**. STAAR asks: **Which statement describes a difference between the two texts?**
Trap this week: **Similarity, not a difference.**

This deck teaches a **broad view** and a **close view** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice how a text presents its topic.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Notice the view in the article.

Read the line from **Benjamin Franklin and Electricity**. How does the article present its information? Circle key words.

“He spent time studying electricity and conducting experiments.”

I CAN | I can describe whether a text takes a broad or close view of a topic.



TODAY'S THINKING JOB

CHOOSE

"I can choose a difference between two texts."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Choose the difference.

STAAR asks: Which statement describes a difference between the two texts?

"JORDAN: I'm glad we learned about him. His work still helps people today."

A Both texts discuss how science helps people. • **B** Both texts mention discoveries that solved problems. • **C** The article covers a broad topic; the drama shows one close moment.

I CAN | I can choose a real difference and explain why a wrong choice names a similarity.



TODAY'S THINKING JOB

SHOW

“I can show how two texts have different views.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Show the close view in the drama.

Which detail from **The Lunchroom Discoveries** best supports the idea that the drama takes a close, personal view of science?

“NARRATOR: The students leave the cafeteria with a better understanding of how scientific discoveries can improve people's lives.”

I CAN | I can explain how one text takes a broad view and another takes a close view.





TODAY'S THINKING JOB

OWN

“I can write about different views in two texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the difference.

Write one sentence about how the two texts take different views. Name both texts.

“Communities that used lightning rods were less likely to lose buildings during storms.”

I CAN

I can explain how one text is broad and the other is close in one sentence.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can defend a difference and explain why a trap is wrong."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Defend against the trap.

How does the drama connect to the article in showing that science improves daily life?

"Franklin believed that learning and experimenting could help improve people's lives."



I can prove that a similarity does not answer a question about differences.



PAIRED PASSAGES

Compare the views on your own.

Go back to both texts. Write one difference in how they present their topics. Copy one line from each text that shows it.

Go back to both texts.

**Write one difference in how they present their topics.
Copy one line from each text that shows the difference.**

I CAN | I can compare the views of two texts and prove the difference with a line from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The article gives a broad overview of Franklin's life and inventions. It covers his research, his lightning rod, and how his work helped many communities over time.

CHOOSE C. The article covers a broad topic; the drama shows one close moment. A is Similarity, not a difference. B is Similarity, not a difference.

SHOW The drama zooms into one lunchtime conversation between two students. The article covers Franklin's whole career. The drama's close view shows one moment; the article's broad view spans many years.

OWN Answers vary. Example: Benjamin Franklin and Electricity takes a broad view of Franklin's career, while The Lunchroom Discoveries takes a close view of one conversation about Pasteur.

DEFEND Both show science helping people, but differently. The article explains Franklin's lightning rod protecting buildings. The drama shows students seeing Pasteur's discovery in their milk. Similarity, not a difference in viewpoint.

YOUR TURN Answers vary. Difference: The article describes Franklin's research over many years, while the drama captures one short conversation. Article: Throughout his life, he created many inventions and ideas that helped communities. Drama: NARRATOR: It is lunchtime in the school cafeteria.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“He spent time studying electricity and conducting experiments. ... JORDAN: I’m glad we learned about him. His work still helps people today.”

Which statement describes a difference between **“Benjamin Franklin and Electricity”** and **“The Lunchroom Discoveries”**?

- A** Both texts discuss inventions that changed the world.
- B** The article covers Franklin's career broadly; the drama shows one close conversation.
- C** Both texts explain how people learn from the past.
- D** Both texts describe experiments with electricity.



PAIRED PASSAGES

The answer is B.

A Both texts discuss inventions that changed the world.

Pattern Mix-Up: Similarity, not a difference. Both texts discuss discoveries, so this is shared.

B The article covers Franklin's career broadly; the drama shows one close conversation. Correct.

Correct. The article spans Franklin's life; the drama is one lunchtime conversation about Pasteur.

C Both texts explain how people learn from the past.

Pattern Mix-Up: Similarity, not a difference. Both texts do show learning from the past.

D Both texts describe experiments with electricity.

Another Place: Only one text. Only the article discusses electricity experiments.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

A message is a lesson or truth both texts teach the reader.

I look for what both authors want me to understand, not just what they describe.

A conclusion that adds ideas the texts do not support goes too far.

THIS WEEK’S FOCUS

Paired Passages

from “**Benjamin Franklin and Electricity and The Lunchroom Discoveries**”

This week we find a **message both authors share** in the article **Benjamin Franklin and Electricity** and the drama **The Lunchroom Discoveries**. STAAR asks: **What message do both authors share?** Trap this week: **Goes too far.**

This deck teaches **a message both authors share** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice a message in one text."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Notice a message in the article.

Read the line from **Benjamin Franklin and Electricity**. What message does it teach? Circle the key words.

"Instead of accepting what others believed, he began studying the problem for himself."

I CAN

I can notice what a text teaches the reader about solving problems.



TODAY'S THINKING JOB

CHOOSE

“I can choose a message both authors share.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Choose the shared message.

STAAR asks: What message do both authors share?

“ALEX: And every discovery has the chance to help people.”

A Everyone must become a scientist to be successful. • **B** Scientific discoveries can solve problems and help people. • **C** People should never trust discoveries from the past.

I CAN | I can choose a shared message and explain why a wrong choice goes too far.



TODAY'S THINKING JOB

SHOW

“I can find which sentence in a text supports a shared message.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Find where the drama supports the message.

Which sentence from **The Lunchroom Discoveries** best supports the idea that discoveries help people?

“The students leave the cafeteria thinking about how a discovery made long ago continues to improve lives today.”

I CAN | I can point to a sentence in one text that supports the same message as another.



TODAY'S THINKING JOB

OWN

“I can write a message both authors share.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the shared message.

Write one sentence about a message both authors share. Name both texts.

“His curiosity helped him become one of the most well-known inventors in American history.”

I CAN | I can write a shared message and name evidence from each text.

PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can explain how two texts are connected."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Explain how the texts connect.

How are the two texts connected in the message they share about discoveries?

"Scientists continue asking questions and looking for answers."



I can explain the connection between two texts and spot a conclusion that goes too far.



PAIRED PASSAGES

Find a shared message on your own.

Go back to both texts. Write one message both authors share. Copy one line from each text that supports it.

Go back to both texts.

Write one message both authors share in a full sentence.

Copy one line from each text that supports it.

I CAN | I can find a message both authors share and prove it with a line from each text.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE Franklin did not just accept what people believed. He studied the problem himself. The message: curiosity and study can lead to discoveries that help people.

CHOOSE B. Scientific discoveries can solve problems and help people. A is Goes too far. C is Opposite of the text.

SHOW The students leave the cafeteria thinking about how a discovery made long ago continues to improve lives today. This supports the shared message that scientific discoveries solve problems and keep helping people.

OWN Answers vary. Example: Both Benjamin Franklin and Electricity and The Lunchroom Discoveries teach that scientific discoveries can solve real problems and continue helping people long after they are made.

DEFEND Both texts show discoveries helping people. In Benjamin Franklin and Electricity, the rod guided lightning into the ground. In The Lunchroom Discoveries, Pasteur made milk safe. Saying one person made all discoveries goes too far.

YOUR TURN Answers vary. Message: Curiosity about problems can lead to discoveries that help many people. Article: Franklin believed that learning and experimenting could help improve people's lives. Drama: ALEX: And every discovery has the chance to help people.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

**“Instead of accepting what others believed, he began studying the problem for himself. ...
ALEX: And every discovery has the chance to help people.”**

What message do both authors share?

- A** People should avoid using electricity.
- B** Only children can make important discoveries.
- C** Scientific discoveries can solve problems and improve people's lives.
- D** All scientists must work in cafeterias.



PAIRED PASSAGES

The answer is C.

- A** **People should avoid using electricity.**
Reversed Meaning: Opposite of the text. The article shows electricity can be managed safely, not avoided.
- B** **Only children can make important discoveries.**
Stretched or Unsupported: Goes too far. Neither text says only children can make discoveries.
- C** **Scientific discoveries can solve problems and improve people's lives. Correct.**
Correct. Franklin's lightning rod solved a fire problem, and Pasteur's discovery made milk safe.
- D** **All scientists must work in cafeterias.**
Stretched or Unsupported: Not in either text. Neither text says where scientists must work.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

Two texts can cover the same topic but include different information.

I look for details that appear in one text and check whether the other text includes them too.

STAAR traps can switch which text a detail comes from, so I read both texts carefully.

THIS WEEK’S FOCUS

Paired Passages

from “Benjamin Franklin and Electricity and The Lunchroom Discoveries”

This week we read **two texts together**: the article **Benjamin Franklin and Electricity** and the drama **The Lunchroom Discoveries**. Both texts discuss scientific discoveries, but each one includes different details. STAAR asks: **What information is included in one selection but not in the other?** Traps this week: **Texts switched, Shared topic, not shared idea, and Only one text.**

This deck teaches **finding information in one text but not the other** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice a detail in one text."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Notice a detail in the article.

Read the line from **Benjamin Franklin and Electricity**. Notice what Franklin invented. Circle the words that name it.

"After studying the issue, Franklin invented the lightning rod."

I CAN | I can notice a specific detail and name which text it comes from.



TODAY'S THINKING JOB

CHOOSE

“I can choose a detail found in only one text.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Choose what is in one text only.

STAAR asks: **What information is included in the article but not in the drama?**

“One discovery ended up helping millions of people.”

A Pasteur figured out how to kill germs in liquids. • **B** Students discussed discoveries during lunchtime. • **C** Franklin used a kite to study electricity in a storm.

I CAN | I can choose a detail from one text and prove the other text does not include it.



TODAY'S THINKING JOB

SHOW

"I can find which sentence in a text supports unique information."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Find where the drama adds new information.

Which sentence from **The Lunchroom Discoveries** best supports the idea that this text adds information not found in the article?

"Pasteur figured out that heating liquids could kill harmful germs."

I CAN | I can point to a sentence that supports information found only in one text.

PAIRED PASSAGES

TODAY'S THINKING JOB

OWN

“I can write about a detail found in only one text.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the comparison.

Write one sentence that names a detail found in one text but not the other. Tell which text it comes from.

“Franklin believed that learning and experimenting could help improve people's lives.”

I CAN

I can write a detail from one text and explain why the other text does not include it.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

“I can explain how two texts connect and where their information differs.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Explain how the texts connect and differ.

How does the information in **Benjamin Franklin and Electricity** connect to information in **The Lunchroom Discoveries**, and how are they different?

“The two students realize that a scientific breakthrough from long ago still helps protect people every day.”



I can explain the connection between two texts and spot when details are switched.



PAIRED PASSAGES

Compare the texts on your own.

Go back to both texts. Write one detail that is in one text but not the other. Name the text it comes from and prove the other text does not include it.

Go back to both texts.

Write one detail found in only one text.

Name which text it comes from and prove the other text does not include it.

I CAN | I can find a detail in one text and prove it is not in the other.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE Franklin invented the lightning rod to protect buildings from lightning. This detail is in the article but not in the drama.

CHOOSE C. Franklin used a kite to study electricity in a storm. A is Texts switched. B is Only one text.

SHOW Pasteur figured out that heating liquids could kill harmful germs. This sentence supports a detail only in the drama. The article about Franklin never mentions Pasteur or germs.

OWN Answers vary. Example: The article explains how Franklin used a kite to study electricity, but the drama never mentions kites or lightning.

DEFEND Both texts connect through discoveries but each covers a different one. The article covers Franklin. The drama covers Pasteur. Saying the drama explains lightning rods switches the texts.

YOUR TURN Answers vary. Example: The article explains that metal can conduct electricity, but the drama never discusses how electricity moves through metal.



PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“Franklin invented the lightning rod. A lightning rod is a metal rod placed on top of a building. ... One discovery ended up helping millions of people.”

What information is included in "Benjamin Franklin and Electricity" but not in "The Lunchroom Discoveries"?

- A** A metal rod placed on a building could guide lightning safely to the ground.
- B** Scientists discovered that germs in food could make people sick.
- C** Students talked about how discoveries from the past still help people.
- D** A teacher explained that curious people ask questions and search for answers.



PAIRED PASSAGES

The answer is A.

A **A metal rod placed on a building could guide lightning safely to the ground. Correct.**
Correct. The article describes the lightning rod. The drama never mentions lightning rods or how they work.

B **Scientists discovered that germs in food could make people sick.**
Another Place: Texts switched. The drama discusses germs and Pasteur, not the article about Franklin.

C **Students talked about how discoveries from the past still help people.**
Another Place: Only one text. This happens in the drama, not in the article.

D **A teacher explained that curious people ask questions and search for answers.**
Another Place: Only one text. Mr. Reyes says this in the drama, not in the article.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

Two texts can show people solving different problems in similar ways.

I compare the steps each person took and look for what is alike.

A trap can use a real detail but attach the wrong idea to it, so I check what the detail actually shows.

THIS WEEK'S FOCUS

Paired Passages

from “Henry Ford: Visionary of Travel and Sam Walton: Visionary of Retail”

This week we read **two articles together: Henry Ford: Visionary of Travel and Sam Walton: Visionary of Retail**. Both articles describe people who noticed a problem and worked hard to fix it. STAAR asks: **How are the ways people solve problems in these selections alike?** Traps this week: **Right detail, wrong idea, Only one text, and Shared topic, not shared idea.**

This deck teaches **comparing how two people solved problems** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice how one person tried to solve a problem."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Notice how Ford solved a problem.

Read the line from **Henry Ford: Visionary of Travel**. Notice the problem Ford wanted to solve. Circle the words that show it.

"Henry Ford believed that cars should be available for everyday families."

I CAN | I can notice the problem and what the person did about it.



TODAY'S THINKING JOB

CHOOSE

“I can choose a similarity between two problem solvers.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Choose how both solved problems.

STAAR asks: **How are the ways Ford and Walton solved problems alike?**

“Sam began to wonder if there was a better way.”

- A** Both men invented new machines to help communities. • **B** Both men worked to make something more affordable for families. • **C** Both men studied science to understand electricity.

I CAN | I can choose an idea that truly matches both texts and skip traps that fit only one.



TODAY'S THINKING JOB

SHOW

“I can find which sentence supports a similarity between texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Find where Walton's article supports the similarity.

Which sentence from **Sam Walton: Visionary of Retail** best supports the idea that Walton solved problems the same way Ford did?

“His plan was simple but bold: sell many different products at lower prices so that everyday families could afford them.”

I CAN | I can point to a sentence in one article that supports the same approach described in another.



TODAY'S THINKING JOB

OWN

“I can write a comparison between two problem solvers.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the comparison.

Write one sentence that tells how Ford and Walton solved problems in a similar way. Name both people.

“Many families who had never owned a car before were finally able to buy one.”

I CAN | I can write a similarity that fits both texts, not just one.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

“I can explain how two problem-solving approaches are connected.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Explain how the approaches connect.

How are the problem-solving approaches in both articles connected?

“Customers liked finding many items in one place at prices they could afford.”



I can explain a connection and spot when a right detail is attached to the wrong idea.



Compare the texts on your own.

Go back to both articles. Write one way Ford and Walton solved problems in a similar way. Copy one line from each article that proves it.

Go back to both articles.

Write one way Ford and Walton solved problems similarly.

Copy one line from each article that proves it.

I CAN | I can compare two problem solvers and prove the comparison with a line from each text.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE Ford saw that cars were too expensive for most families. He wanted to make them affordable so everyday people could own one.

CHOOSE B. Both men worked to make something more affordable for families. A is Right detail, wrong idea. C is Not in either text.

SHOW His plan was simple but bold: sell many different products at lower prices so that everyday families could afford them. This supports the same approach Ford used: lowering prices to help families.

OWN Answers vary. Example: Both Ford and Walton noticed that everyday families could not afford something important and worked to make it cheaper.

DEFEND Both articles connect through lowering prices. Henry Ford made cars affordable for families. Sam Walton made store prices lower for shoppers. Saying both built cars uses a right detail, wrong idea.

YOUR TURN Answers vary. Example: Both men worked hard and kept improving. Ford: He worked with others to design and build automobiles. Walton: Sam worked long hours, visited other stores to learn new ideas, and constantly looked for ways to improve.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“Henry Ford believed that cars should be available for everyday families. ... His plan was simple but bold: sell many different products at lower prices so that everyday families could afford them.”

How are the ways people solve problems in "Henry Ford: Visionary of Travel" and "Sam Walton: Visionary of Retail" alike?

- A** Both people studied electricity to understand storms.
- B** Both people gave away products for free to help families.
- C** Both people worked to make something more affordable for everyday families.
- D** Both people opened stores in every state across the country.



PAIRED PASSAGES

The answer is C.

A

Both people studied electricity to understand storms.

Stretched or Unsupported: Not in either text. Neither article says Ford or Walton studied electricity or storms.

B

Both people gave away products for free to help families.

Stretched or Unsupported: Goes too far. Both lowered prices, but neither gave products away for free.

C

Both people worked to make something more affordable for everyday families. Correct.

Correct. Ford made cars affordable and Walton made products affordable through lower prices.

D

Both people opened stores in every state across the country.

Stretched or Unsupported: Goes too far. Walton opened stores, but neither article says stores opened in every state.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

Two texts about different people can share a topic but show real differences.

I look for what is true about one person but not the other.

STAAR traps can offer a similarity when the question asks for a difference.

THIS WEEK'S FOCUS

Paired Passages

from “Henry Ford: Visionary of Travel and Sam Walton: Visionary of Retail”

This week we read **two articles together: Henry Ford: Visionary of Travel and Sam Walton: Visionary of Retail**. Both articles describe people who changed daily life, but each person did it differently. STAAR asks: **What is one difference between the people described in these selections?** Traps this week: **Similarity, not a difference, Only one text, and Not in either text.**

This deck teaches **finding a real difference between two subjects** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice what makes one person different from another.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Notice what Ford focused on.

Read the line from **Henry Ford: Visionary of Travel**. Notice what Ford changed. Circle the words that show it.

“He was especially interested in engines and tools.”

I CAN

I can notice what one person focused on and begin to see how it differs from the other.



TODAY'S THINKING JOB

CHOOSE

“I can choose a difference between two people.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Choose the real difference.

STAAR asks: What is one difference between Ford and Walton?

“Sam Walton grew up during a difficult time in American history.”

A Both men wanted to help everyday families. • **B** Both men started successful businesses. • **C** Ford changed transportation while Walton changed shopping.

I CAN | I can choose a real difference and skip choices that name a similarity instead.



TODAY'S THINKING JOB

SHOW

“I can find which sentence supports a difference between two texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Find where the article supports the difference.

Which sentence from **Sam Walton: Visionary of Retail** best supports the idea that Walton's focus was different from Ford's?

“He noticed something that bothered him.”

I CAN | I can point to a sentence that supports a real difference from another article.



TODAY'S THINKING JOB

OWN

“I can write a difference between two people described in two texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the difference.

Write one sentence that tells a difference between Ford and Walton. Name both people.

“Henry Ford also introduced a new way of building cars called the moving assembly line.”

I CAN | I can write a difference that is true of one person but not the other.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can explain the connection between a question about differences and both texts."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Explain how differences connect to both articles.

How does the question about differences connect to what both articles describe?

"Customers liked finding many items in one place at prices they could afford."



I can explain a connection and spot when a similarity does not answer a difference question.



PAIRED PASSAGES

Compare the texts on your own.

Go back to both articles. Write one difference between Ford and Walton. Copy one line from each article that proves it.

Go back to both articles.
Write one difference between Ford and Walton.
Copy one line from each article that proves it.

I CAN | I can find a difference between two people and prove it with a line from each text.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE Ford was interested in engines and machines. He worked on transportation. Walton worked on stores and shopping.

CHOOSE C. Ford changed transportation while Walton changed shopping. A is Similarity, not a difference. B is Similarity, not a difference.

SHOW He noticed something that bothered him. Walton noticed that stores charged high prices, so he focused on retail. Ford focused on making cars affordable. This sentence supports their different focuses.

OWN Answers vary. Example: Ford used an assembly line to build cars faster, while Walton focused on opening stores with lower prices.

DEFEND Both articles connect through helping families but differ in how. Henry Ford changed travel. Sam Walton changed shopping. Saying both helped families names a similarity, not a difference.

YOUR TURN Answers vary. Example: Ford grew up on a farm interested in machines, while Walton grew up during the Great Depression worried about money. Ford: He was born in 1863 on a farm in Michigan. Walton: He was born in 1918, and as a child he watched his family work hard during the Great Depression.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“He was especially interested in engines and tools. ... Many stores charged high prices, which meant families with limited money often struggled to buy the things they needed.”

What is one difference between the people described in "Henry Ford: Visionary of Travel" and "Sam Walton: Visionary of Retail"?

- A** Ford and Walton both grew up dreaming about science.
- B** Ford improved how products were manufactured while Walton improved how products were sold.
- C** Ford and Walton both started their businesses in Arkansas.
- D** Ford and Walton both worked as mechanics before starting businesses.

PAIRED PASSAGES

The answer is B.

A Ford and Walton both grew up dreaming about science.

Stretched or Unsupported: Not in either text. Neither article says both men dreamed about science.

B

Ford improved how products were manufactured while Walton improved how products were sold. Correct.

Correct. Ford introduced the assembly line for manufacturing cars. Walton created stores that sold products at lower prices.

C

Ford and Walton both started their businesses in Arkansas.

Another Place: Only one text. Walton started in Arkansas, but Ford started in Michigan.

D

Ford and Walton both worked as mechanics before starting businesses.

Another Place: Only one text. Ford worked as a mechanic, but Walton worked at a retail store.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

A conclusion is a big idea that the evidence in both texts supports.

I check whether both texts give evidence for the conclusion, not just one.

STAAR traps can offer a conclusion that sounds true but is not supported by either text.

THIS WEEK’S FOCUS

Paired Passages

from “Henry Ford: Visionary of Travel and Sam Walton: Visionary of Retail”

This week we read **two articles together: Henry Ford: Visionary of Travel and Sam Walton: Visionary of Retail**. Both articles show how one person's ideas created lasting change. STAAR asks: **Which conclusion is supported by both selections?** Traps this week: **Not in either text, Only one text, and Shared topic, not shared idea.**

This deck teaches **a conclusion both texts support** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PAIRED PASSAGES

TODAY'S THINKING JOB

NOTICE

“I can notice evidence of lasting change in one text.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Notice the lasting change in Ford's article.

Read the line from **Henry Ford: Visionary of Travel**. Notice how Ford's work created lasting change. Circle the key words.

“His curiosity about machines, his determination to solve problems, and his willingness to try new ideas helped transform transportation.”

I CAN | I can notice how one person's work created change that lasted a long time.



TODAY'S THINKING JOB

CHOOSE

“I can choose a conclusion supported by both texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Choose the conclusion both support.

STAAR asks: Which conclusion is supported by both selections?

“Sam Walton's determination to help customers left a lasting mark on communities across the country.”

A Inventions are more important than businesses. • **B** One person's ideas can create change that lasts for many years. • **C** People who grew up poor always become successful.

I CAN | I can choose a conclusion that has evidence in both texts and skip unsupported ones.



TODAY'S THINKING JOB

SHOW

“I can find which sentence supports a shared conclusion.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Find where Walton's article supports the conclusion.

Which sentence from **Sam Walton: Visionary of Retail** best supports the conclusion that one person's ideas can create lasting change?

“Millions of customers visited its stores each year.”

I CAN | I can point to a sentence that supports a conclusion both articles share.



PAIRED PASSAGES

TODAY'S THINKING JOB

OWN

“I can write a conclusion supported by both texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the conclusion.

Write one sentence that states a conclusion both articles support. Name both people.

“Today, Henry Ford is remembered as an engineer and businessman who helped make automobiles available to everyday families.”

I CAN | I can write a conclusion and prove it with evidence from both articles.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can explain how conclusions in two texts are connected."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Explain how the conclusions connect.

How are the conclusions in both articles connected to what the texts actually say?

"The story of Henry Ford shows how one person's ideas can have a lasting impact."



I can explain a connection and spot when a conclusion is not supported by either text.



PAIRED PASSAGES

Draw a conclusion from both texts.

Go back to both articles. Write one conclusion both texts support. Copy one line from each article that provides evidence.

Go back to both articles.
Write one conclusion both texts support.
Copy one line from each article as evidence.

I CAN | I can draw a conclusion from two texts and support it with evidence from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE Ford's ideas transformed transportation. His curiosity and determination led to changes that lasted far beyond his lifetime.

CHOOSE B. One person's ideas can create change that lasts for many years. A is Not in either text. C is Not in either text.

SHOW Millions of customers visited its stores each year. This supports the conclusion that Walton's ideas created lasting change, just like Ford's assembly line changed manufacturing forever.

OWN Answers vary. Example: Both Ford and Walton show that one person who works hard to solve a problem can change how millions of people live.

DEFEND Both articles connect through the conclusion that one person's ideas can create lasting change. Henry Ford changed manufacturing and Sam Walton changed shopping. Saying all inventions help communities is not in either text.

YOUR TURN Answers vary. Conclusion: Hard work and creativity can help someone solve a problem that affects many people. Ford: His willingness to try new ideas helped transform transportation. Walton: His hard work, creativity, and willingness to try new ideas helped build one of the most successful businesses in American history.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“His curiosity about machines, his determination to solve problems, and his willingness to try new ideas helped transform transportation. ... Sam Walton's determination to help customers left a lasting mark on communities across the country.”

Which conclusion is supported by both selections?

A People who start businesses always become famous.

B Communities do not change unless the government helps them.

C One person's determination and ideas can lead to changes that affect many people for a long time.

D Manufacturing is more important than retail for building strong communities.

PAIRED PASSAGES

The answer is C.

People who start businesses always become famous.

- A** Stretched or Unsupported: Goes too far. The articles describe two people who became well known, but neither says all business owners become famous.

Communities do not change unless the government helps them.

- B** Stretched or Unsupported: Not in either text. Neither article says communities need the government to change.

One person's determination and ideas can lead to changes that affect many people for a long time. Correct.

- C** Correct. Ford transformed transportation and Walton changed shopping. Both created lasting change through determination.

Manufacturing is more important than retail for building strong communities.

- D** Stretched or Unsupported: Not in either text. Neither article compares manufacturing and retail to say one is more important.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

Two texts can show the same big idea about change, even when the changes are different.

I look for how each person's work affected the people around them.

A trap can name a topic both texts share without naming the idea about change.

THIS WEEK'S FOCUS

Paired Passages

from “Henry Ford: Visionary of Travel and Sam Walton: Visionary of Retail”

This week we read **two articles together: Henry Ford: Visionary of Travel and Sam Walton: Visionary of Retail**. Both articles show how one person's ideas changed the way people lived. STAAR asks: **How do both selections show that change affects people?** Traps this week: **Shared topic, not shared idea, Only one text, and Goes too far.**

This deck teaches **how change affects people in both texts** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PAIRED PASSAGES

TODAY'S THINKING JOB

NOTICE

“I can notice how change affected people in one text.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Notice how change affected people in Ford's article.

Read the line from **Henry Ford: Visionary of Travel**. Notice how Ford's changes affected people. Circle the key words.

“Families could travel for vacations, visit relatives more often, and explore new places.”

I CAN

I can notice specific ways that one person's work changed daily life for families.



PAIRED PASSAGES

TODAY'S THINKING JOB

CHOOSE

“I can choose an idea about change supported by both texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Choose how both show change.

STAAR asks: **How do both selections show that change affects people?**

“Families in these towns welcomed the new stores.”

- A** Both show that new ideas made daily life easier for many families. • **B** Both show that scientists invented machines to help communities. • **C** Both show that change only helped wealthy people.

I CAN | I can choose an idea about how change affects people and skip topic-level traps.



TODAY'S THINKING JOB

SHOW

“I can find which sentence supports the idea that change affected people.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Find where Walton's article supports the idea.

Which sentence from **Sam Walton: Visionary of Retail** best supports the idea that change affected everyday people?

“Some people previously had to travel long distances to shop for basic items.”

I CAN | I can point to a sentence that supports the same idea about change affecting people.

TODAY'S THINKING JOB

OWN

"I can write about how change affects people using evidence from both texts."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Own the idea about change.

Write one sentence that tells how both articles show change affecting people. Name both people.

"His work helped make automobiles available to millions of people and influenced the way products are manufactured."

I CAN | I can write an idea that fits both texts, not just one.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can explain how an idea about change connects two texts."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Explain how the idea connects both articles.

How does the idea of change affecting people connect both articles?

"Communities expanded as transportation became easier."



I can explain a connection and spot when a topic is named instead of an idea.



PAIRED PASSAGES

Connect the texts on your own.

Go back to both articles. Write one idea about how change affects people that both texts support. Copy one line from each article.

Go back to both articles.
Write one idea about how change affects people.
Copy one line from each article that proves it.

I CAN | I can explain how both texts show that change affects people and prove it with a line from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE Ford's affordable cars let families travel more freely. People could visit relatives and explore places they could not reach before.

CHOOSE A. Both show that new ideas made daily life easier for many families. B is Only one text because only Ford invented machines. C is Opposite of the text because both texts show change helped ordinary families, not just wealthy people.

SHOW Some people previously had to travel long distances to shop for basic items. This supports the idea that Walton's changes affected everyday people by bringing stores closer to them.

OWN Answers vary. Example: Both Ford and Walton created changes that made everyday life easier for families who could not afford something before.

DEFEND Both articles connect through change affecting families. Henry Ford made travel affordable. Sam Walton made shopping easier. Saying both started businesses names a shared topic, not shared idea.

YOUR TURN Answers vary. Idea: Change can give families new opportunities. Ford: Families could travel for vacations, visit relatives more often, and explore new places. Walton: Families in these towns welcomed the new stores.



PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“Families could travel for vacations, visit relatives more often, and explore new places. ... Families in these towns welcomed the new stores.”

How do both selections show that change affects people?

- A** Both show that one person's ideas can create new opportunities that make daily life easier for families.
- B** Both show that people prefer traveling by car over walking.
- C** Both show that businesses always succeed when they lower prices.
- D** Both show that communities do not need roads or stores to grow.

PAIRED PASSAGES

The answer is A.

A

Both show that one person's ideas can create new opportunities that make daily life easier for families. Correct.

Correct. Ford's cars gave families travel opportunities. Walton's stores gave families shopping opportunities. Both improved daily life.

B

Both show that people prefer traveling by car over walking.

Another Place: Only one text. Ford's article discusses cars. Walton's article is about stores, not travel.

C

Both show that businesses always succeed when they lower prices.

Stretched or Unsupported: Goes too far. The texts show two businesses that succeeded, but neither says businesses always succeed.

D

Both show that communities do not need roads or stores to grow.

Reversed Meaning: Opposite of the text. Both articles show that roads and stores helped communities grow.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

Two texts can describe different situations but show the same effect.

I look for what happened as a result of each character's actions and compare.

A trap can name an effect from only one text, so I check both.

THIS WEEK'S FOCUS

Paired Passages

from “Crash and The Good Citizen”

This week we read **two texts together**: the article **Crash** and the article **The Good Citizen**. Both texts show what happens when someone takes responsibility. STAAR asks: **What effect is described in both selections?** Traps this week: **Only one text, Shared topic, not shared idea, and Not in either text.**

This deck teaches **an effect found in both texts** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice an effect in one text."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Notice an effect in the first text.

Read the line from **Crash**. Notice what happened because Amina told the truth. Circle the key words.

"She had made a mistake, but her honesty helped make things right."

I CAN | I can notice what happened as a result of a character's choice.



TODAY'S THINKING JOB

CHOOSE

“I can choose an effect that is in both texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Choose the effect in both.

STAAR asks: **What effect is described in both selections?**

“Being a good citizen meant doing your job carefully, especially when others depended on you.”

A A glass jar broke and spilled soil on the floor. • **B** Taking responsibility helped fix a problem and earned trust. • **C** A dog was left hungry at the shelter all day.

I CAN | I can choose an effect both texts show and skip effects from only one text.



TODAY'S THINKING JOB

SHOW

“I can find which sentence supports the same effect in a second text.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Find where the second text supports the effect.

Which sentence from **The Good Citizen** best supports the idea that taking responsibility leads to fixing a problem?

“Rusty was counting on her, and next time, she would not forget.”

I CAN | I can point to a sentence that supports the same cause-and-effect pattern across texts.



TODAY'S THINKING JOB

OWN

“I can write about an effect found in both texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the connection.

Write one sentence that names an effect described in both texts. Name both characters.

“Diego and Mei helped pick up the papers while Jamal brought a broom.”

I CAN | I can write an effect that fits both texts, not just one.

PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can explain how cause-and-effect patterns connect two texts."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Explain how the patterns connect.

How are the cause-and-effect patterns in both texts connected?

"Later, Mrs. Ramirez said to the class, 'Being a good citizen means telling the truth, even when it feels hard.'"



I can explain a connection and spot when a detail comes from only one text.



PAIRED PASSAGES

Connect the texts on your own.

Go back to both texts. Write one effect described in both. Copy one line from each text that proves it.

Go back to both texts.
Write one effect described in both.
Copy one line from each text that proves it.

I CAN | I can find an effect in both texts and prove it with a line from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE Amina told the truth about breaking the jar. The effect: her honesty helped make things right. The class cleaned up together.

CHOOSE B. Taking responsibility helped fix a problem and earned trust. A is Only one text, from Crash. C is Only one text, from The Good Citizen.

SHOW Rusty was counting on her, and next time, she would not forget. This supports the idea that Elena took responsibility, which fixed the problem, just as Amina's honesty fixed the situation in Crash.

OWN Answers vary. Example: In both texts, taking responsibility after a mistake helped the character fix the problem and feel proud.

DEFEND Both articles connect through responsibility leading to good outcomes. In Crash, Amina told the truth about what happened. In The Good Citizen, Elena went back to feed Rusty. A hungry dog appears only in The Good Citizen, not both.

YOUR TURN Answers vary. Effect: Being honest helped fix the problem. Crash: She had made a mistake, but her honesty helped make things right. Good Citizen: Rusty was counting on her, and next time, she would not forget.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“She had made a mistake, but her honesty helped make things right. ... Being a good citizen meant doing your job carefully, especially when others depended on you.”

What effect is described in both selections?

- A** A teacher praised a student for drawing a poster about plants.
- B** A class cleaned up broken glass after an accident in the room.
- C** A community program gave awards to the best volunteers.
- D** Taking responsibility for a mistake helped make things better.



PAIRED PASSAGES

The answer is D.

A teacher praised a student for drawing a poster about plants.

- A** Stretched or Unsupported: Not in either text. Neither text mentions a teacher praising a student for drawing a poster.

A class cleaned up broken glass after an accident in the room.

- B** Another Place: Only one text. Broken glass is in Crash. The Good Citizen does not have broken glass.

A community program gave awards to the best volunteers.

- C** Stretched or Unsupported: Not in either text. Neither text mentions awards for volunteers.

D Taking responsibility for a mistake helped make things better. Correct.

- D** Correct. Amina's honesty helped in Crash, and Elena's return to the shelter helped in The Good Citizen.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

Two texts can share a message but present it in different ways.

I compare how each text builds its ideas, not just what the ideas are.

A trap can name something both texts share when the question asks for a difference.

THIS WEEK'S FOCUS

Paired Passages

from “Crash and The Good Citizen”

This week we read **two texts together**: the article **Crash** and the article **The Good Citizen**. Both texts teach about responsibility, but each one presents its ideas differently. STAAR asks: **How is the way "Crash" presents its ideas different from the way "The Good Citizen" does?** Traps this week: **Similarity, not a difference, Only one text, and Not in either text.**

This deck teaches **how two texts present ideas differently** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice how one text presents its ideas.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Notice how Crash presents its ideas.

Read the line from **Crash**. Notice how the text presents the idea of honesty. Circle the key words.

“Amina lowered her eyes and thought about what to do.”

I CAN | I can notice specific ways a text teaches a lesson about responsibility.



PAIRED PASSAGES

TODAY'S THINKING JOB

CHOOSE

“I can choose a difference in how two texts present ideas.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Choose the difference in presentation.

STAAR asks: How is the way "Crash" presents its ideas different from "The Good Citizen"?

“Elena enjoyed every part of her work.”

A Both texts show characters who feel guilty after a mistake. • **B** Both texts use a classroom setting to teach about honesty. • **C** Crash shows admitting a mistake; The Good Citizen shows fixing one.

I CAN | I can choose a real difference in presentation and skip choices that name a similarity.



TODAY'S THINKING JOB

SHOW

“I can find which sentence supports a difference in presentation.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Find where the text supports the difference.

Which sentence from **The Good Citizen** best supports the idea that this text presents responsibility differently from **Crash**?

“Elena quickly grabbed the food container, filled his bowl, and set it down in front of him.”

I CAN | I can point to a sentence that supports how one text presents ideas differently from another.

TODAY'S THINKING JOB

OWN

“I can write about how two texts present ideas differently.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the difference.

Write one sentence explaining how Crash and The Good Citizen present their ideas about responsibility differently.

“Sometimes doing the right thing is not easy.”

I CAN | I can write a difference in presentation, not just a shared topic.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can explain how two texts connect through a shared lesson but differ in presentation."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Explain how the presentations connect and differ.

How does the way each text presents its lesson about responsibility connect to the question about differences?

"She also remembered reading a story about a character who admitted a mistake and worked to fix it."



I can explain a connection and spot when a similarity does not answer a difference question.



PAIRED PASSAGES

Compare the texts on your own.

Go back to both texts. Write one way Crash and The Good Citizen present their ideas about responsibility differently. Copy one line from each text.

Go back to both texts.
Write one way the texts present their ideas differently.
Copy one line from each text that proves it.

I CAN | I can explain how two texts present ideas differently and prove it with a line from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE Crash shows Amina thinking about whether to tell the truth. The text presents honesty through a classroom accident and the character's inner thoughts.

CHOOSE C. Crash shows admitting a mistake, while The Good Citizen shows returning to fix one. A is Similarity, not a difference. B is Only one text.

SHOW Elena quickly grabbed the food container, filled his bowl, and set it down in front of him. This supports the idea that Elena shows responsibility through action over time, while Amina shows it by speaking up in the moment.

OWN Answers vary. Example: Crash presents responsibility through telling the truth in front of classmates, while The Good Citizen presents it through going back alone to fix a forgotten task.

DEFEND Both connect through responsibility but present it differently. Crash shows speaking up. The Good Citizen shows going back. Both feeling worried names a similarity, not a difference.

YOUR TURN Answers vary. Difference: Crash uses a teacher's lesson to the whole class, while The Good Citizen uses a private moment with the shelter manager. Crash: Being a good citizen means telling the truth, even when it feels hard. Good Citizen: Everyone makes mistakes. What matters is taking responsibility and fixing them.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“Amina lowered her eyes and thought about what to do. ... Elena quickly grabbed the food container, filled his bowl, and set it down in front of him.”

How is the way "Crash" presents its ideas different from the way "The Good Citizen" does?

- A** Crash uses a school setting while The Good Citizen uses only a home setting.
- B** Both texts present responsibility through group activities with classmates.
- C** Crash shows admitting a mistake right away; The Good Citizen shows going back to fix something forgotten.
- D** Both texts teach the same lesson using the same kind of characters.

PAIRED PASSAGES

The answer is C.

A **Crash uses a school setting while The Good Citizen uses only a home setting.**
Reversed Meaning: Opposite of the text. The Good Citizen is set at a shelter and a park, not at home.

B **Both texts present responsibility through group activities with classmates.**
Another Place: Only one text. Classmates help together only in Crash; Elena works at the shelter on her own.

C **Crash shows admitting a mistake right away; The Good Citizen shows going back to fix something forgotten. Correct.**
Correct. Amina speaks up in the moment. Elena goes back later to fix what she forgot.

D **Both texts teach the same lesson using the same kind of characters.**
Pattern Mix-Up: Similarity, not a difference. Even if both teach responsibility, the question asks how they differ.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

Two texts can develop the same idea through different stories.

I prove the idea is in both texts by finding evidence in each one.

A trap can sound true in real life but not actually be in the texts.

THIS WEEK’S FOCUS

Paired Passages

from “Crash and The Good Citizen”

This week we read **two texts together**: the article **Crash** and the article **The Good Citizen**. Both texts develop the idea that responsibility and honesty help solve problems. STAAR asks: **Which idea is developed in both selections?** Traps this week: **Not in either text**, **Only one text**, and **Shared topic, not shared idea**.

This deck teaches **an idea developed in both texts** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PAIRED PASSAGES

TODAY'S THINKING JOB

NOTICE

“I can notice an idea developed in one text.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Notice the idea in the first text.

Read the line from **Crash**. Notice the idea about honesty and responsibility. Circle the key words.

“She had made a mistake, but her honesty helped make things right.”

I CAN | I can notice how a text develops an idea through a character's actions.



TODAY'S THINKING JOB

CHOOSE

“I can choose an idea developed in both texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Choose the idea in both.

STAAR asks: Which idea is developed in both selections?

“The next Saturday, Elena arrived at the shelter with a checklist.”

A Adults should always fix children's problems for them. • **B** Being responsible and honest helps people fix mistakes and earn trust. • **C** Children learn best from reading books at school.

I CAN | I can choose an idea both texts support and skip ones that sound true but are not in the texts.



TODAY'S THINKING JOB

SHOW

“I can find which sentence supports a shared idea across texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Find where the second text supports the idea.

Which sentence from **The Good Citizen** best supports the idea that both texts develop the same idea about responsibility?

“She realized that responsibility was not about being perfect.”

I CAN | I can point to a sentence that supports the same idea developed in another text.





TODAY'S THINKING JOB

OWN

“I can write a connection between two texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the connection.

Write one sentence that names an idea developed in both texts. Name both characters.

“Amina helped gather the spilled soil.”

I CAN | I can write an idea that fits both texts, not just one.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

“I can explain how ideas about responsibility connect across two texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Explain how the responsibility ideas connect.

How are the ideas about responsibility in both texts connected?

“But another part of her knew that staying silent would not be honest.”



I can explain a connection and spot when an idea sounds not in either text but sounds familiar.



PAIRED PASSAGES

Connect the texts on your own.

Go back to both texts. Write one idea they both develop. Copy one line from each text that proves it.

Go back to both texts.
Write one idea both texts develop.
Copy one line from each text that proves it.

I CAN | I can connect two texts and prove the connection with a line from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE Amina told the truth about breaking the jar. Her honesty helped solve the problem. The idea: being honest about mistakes helps make things right.

CHOOSE B. Being responsible and honest helps people fix mistakes and earn trust. A is Not in either text. C is Not in either text.

SHOW She realized that responsibility was not about being perfect. This supports the idea developed in both texts: being responsible and honest helps people fix mistakes. Crash shows Amina learning the same lesson.

OWN Answers vary. Example: Both Amina and Elena show that taking responsibility for a mistake helps solve the problem and builds trust.

DEFEND Both articles connect through admitting mistakes and taking responsibility. In Crash, Amina told the truth about what happened. In The Good Citizen, Elena returned to the shelter. Saying parents should punish children is not in either text.

YOUR TURN Answers vary. Idea: Being honest helps people trust each other. Crash: She had made a mistake, but her honesty helped make things right. Good Citizen: She realized that responsibility was not about being perfect.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“She had made a mistake, but her honesty helped make things right. ... She realized that responsibility was not about being perfect.”

Which idea is developed in both selections?

- A** Children should avoid taking risks so they do not make mistakes.
- B** Teachers are more helpful than parents when children have problems.
- C** Volunteering is the most important thing a child can do.
- D** Admitting mistakes and taking responsibility helps people fix problems and learn.



PAIRED PASSAGES

The answer is D.

Children should avoid taking risks so they do not make mistakes.

- A** Reversed Meaning: Opposite of the text. Both texts show that mistakes happen and can be fixed, not that they should be avoided.

Teachers are more helpful than parents when children have problems.

- B** Stretched or Unsupported: Not in either text. Neither text compares teachers and parents.

Volunteering is the most important thing a child can do.

- C** Another Place: Only one text. Volunteering appears in The Good Citizen but not in Crash.

Admitting mistakes and taking responsibility helps people fix problems and learn. Correct.

- D** Correct. Amina admitted her mistake and the class fixed the problem. Elena returned to the shelter and corrected hers.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

Two texts can suggest the same idea about how people live and work together.

I connect both texts to community life by finding what they teach about being a good neighbor or citizen.

A trap can stretch the idea too far, saying something the texts never actually say.

THIS WEEK’S FOCUS

Paired Passages

from “Crash and The Good Citizen”

This week we read **two texts together**: the article **Crash** and the article **The Good Citizen**. Both texts suggest ideas about how people help their community. STAAR asks: **What do both selections suggest about how people live and work together in a community?** Traps this week: **Goes too far**, **Only one text**, and **Shared topic**, not shared idea.

This deck teaches **connecting both texts to how people live together** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PAIRED PASSAGES

TODAY'S THINKING JOB

NOTICE

"I can notice how a text connects to community life."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Notice how the first text connects to community.

Read the line from **Crash**. Notice what it suggests about how people work together. Circle the key words.

"Honesty helps people trust one another."

I CAN | I can notice what a text suggests about how people work together.



TODAY'S THINKING JOB

CHOOSE

"I can choose an idea about community supported by both texts."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Choose what both suggest about community.

STAAR asks: **What do both selections suggest about how people live and work together?**

"She also learned that responsibility does not mean never making mistakes."

A Communities work best when nobody ever makes mistakes. • **B** Animals are the most important part of any community. • **C** Communities grow stronger when people are honest and responsible.

I CAN | I can choose what both texts suggest about community and skip ideas that go too far.



TODAY'S THINKING JOB

SHOW

“I can find which sentence supports an idea about community.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Find where the text supports the community idea.

Which sentence from **The Good Citizen** best supports the idea that both texts suggest responsibility strengthens a community?

“The shelter was part of a community program that taught students about responsibility and good citizenship.”

I CAN | I can point to a sentence that supports the same community idea found in another text.

TODAY'S THINKING JOB

OWN

"I can write about what both texts suggest about community."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Own the community connection.

Write one sentence about what both texts suggest about how people work together. Connect it to community life.

"Her grandmother smiled and said, 'People trust those who are honest. Trust is hard to earn but easy to lose.'"

I CAN | I can write a community idea that fits both texts, not just one.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can explain how responsibility and community connect across two texts."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Explain how responsibility connects to community.

How does the idea of responsibility connect to community in both texts?

"She explained that mistakes are a normal part of life."



I can explain a connection and spot when a conclusion goes too far.



PAIRED PASSAGES

Connect both texts to your community.

Go back to both texts. Write what they suggest about how people live and work together. Copy one line from each text.

Go back to both texts.
Write what they suggest about community.
Copy one line from each text that proves it.

I CAN | I can connect two texts to community life and prove the connection with a line from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE **Mrs.** Ramirez says honesty helps people trust one another. In a community, trust is important because people depend on each other.

CHOOSE **C.** Communities grow stronger when people are honest and responsible. A is Goes too far. B is Only one text.

SHOW **The shelter was part of a community program that taught students about responsibility and good citizenship.** This supports the idea that responsibility helps communities, just as Crash shows honesty helping a classroom community.

OWN **Answers vary.** Example: Both texts suggest that honest, responsible people help their communities become stronger and safer.

DEFEND **Both articles connect through responsibility helping communities.** In Crash, the classroom learned from Amina's honesty. In The Good Citizen, the shelter taught Elena about citizenship. Saying communities need perfection goes too far.

YOUR TURN **Answers vary.** Idea: Communities work better when people are honest and take care of their responsibilities. Crash: Honesty helps people trust one another. Good Citizen: Good citizens are responsible.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“Honesty helps people trust one another. Responsibility helps solve problems. Teamwork helps communities grow stronger. ... Responsibility means admitting mistakes, correcting them, and learning from them.”

What do both selections suggest about how people live and work together in a community?

- A** People in a community should never depend on children for help.
- B** Communities are stronger when people take responsibility and are honest with each other.
- C** Only adults can make important decisions about how a community should work.
- D** Communities always solve their problems quickly when people work together.



PAIRED PASSAGES

The answer is B.

People in a community should never depend on children for help.

- A** Reversed Meaning: Opposite of the text. Both texts show children helping their communities through honesty and responsibility.

Communities are stronger when people take responsibility and are honest with each other. Correct.

- B** Correct. Amina's honesty helped her classroom. Elena's responsibility helped the shelter. Both show these traits strengthening community.

Only adults can make important decisions about how a community should work.

- C** Stretched or Unsupported: Goes too far. Both texts show children making important choices, not just adults.

Communities always solve their problems quickly when people work together.

- D** Stretched or Unsupported: Goes too far. The texts show problems being solved, but neither says problems are always solved quickly.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

Two poems can share a message, even when they use different images and words.

I check every answer against **BOTH** poems before I choose it.

A trap can name a topic both poems mention without naming the message they share.

THIS WEEK’S FOCUS

Paired Passages

from “A Dream Can Grow and What Will You Give?”

This week we read **two poems together: A Dream Can Grow and What Will You Give?** Both poems use images of sharing and helping. STAAR asks: **What message is found in both poems?** Traps this week: **Shared topic, not shared idea, Only one text, and Not in either text.**

This deck teaches **a shared message in two poems** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PAIRED PASSAGES

TODAY'S THINKING JOB

NOTICE

"I can notice a message in one poem."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Notice the message in the first poem.

Read the line from **A Dream Can Grow**. Notice what the poem says about sharing. Circle the key words.

"Together we can help it grow, By sharing kindness as we go."

I CAN | I can notice what a poem teaches about helping and sharing.



TODAY'S THINKING JOB

CHOOSE

"I can choose a message found in both poems."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Choose the message in both.

STAAR asks: What message is found in both poems?

"They may be small, but they can do A thoughtful thing for me and you."

A Small acts of kindness and sharing can help others. • **B** Dreams only come true for people who sleep well. • **C** Feet are more useful than hands for helping people.

I CAN | I can choose a message both poems share and skip ideas from only one poem.



TODAY'S THINKING JOB

SHOW

"I can find which sentence in a poem supports a shared message."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Find where the second poem supports the message.

Which sentence from **What Will You Give?** best supports the message that small acts of kindness matter?

"A helping heart can start to live, When I begin with, 'What can I give?'"

I CAN | I can point to a sentence that supports the same message found in another poem.



PAIRED PASSAGES

TODAY'S THINKING JOB

OWN

“I can write a connection between two poems.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the connection.

Write one sentence that tells a message found in both poems. Name both poems.

“One voice may start with words to show, But many hearts can help it grow.”

I CAN | I can write a message that fits both poems, not just one.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can explain how messages in two poems are connected."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Explain how the messages connect.

How are the messages in both poems connected?

"A dream can grow from friend to friend, Its hopeful journey does not end."

I CAN

I can explain a connection and spot when a topic is named instead of a message.



PAIRED PASSAGES

Connect the poems on your own.

Go back to both poems. Write one message they share. Copy one line from each poem that proves it.

Go back to both poems.
Write one message they share in a full sentence.
Copy one line from each poem that proves it.

I CAN | I can connect two poems and prove the connection with a line from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The poem says dreams grow when people share kindness. The message: sharing kindness with others helps good things grow.

CHOOSE A. Small acts of kindness and sharing can help others. B is Not in either text. C is Not in either text.

SHOW A helping heart can start to live, When I begin with, What can I give? This supports the message that small acts of kindness matter, matching A Dream Can Grow's message about sharing kindness.

OWN Answers vary. Example: Both poems say that even small acts of kindness and sharing can help others and make the world better.

DEFEND Both connect through kindness and hope. A Dream Can Grow says a dream travels. What Will You Give? says helping starts with giving. Saying both mention hands names a shared topic, not shared idea.

YOUR TURN Answers vary. Message: Helping others with kindness makes good things grow. Dream: Together we can help it grow, By sharing kindness as we go. Give: They may be small, but they can do A thoughtful thing for me and you.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“Together we can help it grow, By sharing kindness as we go. ... A helping heart can start to live, When I begin with, ‘What can I give?’”

What message is found in both "A Dream Can Grow" and "What Will You Give?"

- A** Even small acts of kindness and sharing can help others and make a difference.
- B** Children should wait until they are older before helping their community.
- C** Dreams are only for people who have a lot of money.
- D** The best way to help someone is to speak loudly so everyone can hear.



PAIRED PASSAGES

The answer is A.

Even small acts of kindness and sharing can help others and make a difference. Correct.

- A** Correct. A Dream Can Grow says sharing kindness helps a dream grow. What Will You Give? says small hands can do thoughtful things.

Children should wait until they are older before helping their community.

- B** Reversed Meaning: Opposite of the text. Both poems say children can help right now, not that they should wait.

Dreams are only for people who have a lot of money.

- C** Stretched or Unsupported: Not in either text. Neither poem mentions money or wealth.

The best way to help someone is to speak loudly so everyone can hear.

- D** Reversed Meaning: Opposite of the text. What Will You Give? says you do not need to lead a crowd or speak through microphones.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

Two poems can use different details and images to build the same idea.

I look at what the details show, not just what they describe.

A trap can name a real detail but connect it to the wrong idea.

THIS WEEK'S FOCUS

Paired Passages

from “A Dream Can Grow and What Will You Give?”

This week we read **two poems together: A Dream Can Grow and What Will You Give?** Both poems use different details to express the idea that hope and service pass from one generation to the next. STAAR asks: **How do details in both poems help express a similar idea?** Traps this week: **Right detail, wrong idea, Only one text, and Shared topic, not shared idea.**

This deck teaches **how details in two poems build one idea** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice a detail that builds an idea in one poem.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Notice a detail that builds the idea.

Read the line from **A Dream Can Grow**. Notice how the detail builds the idea of passing hope forward. Circle the key words.

“She held my hand among the crowd, While hopeful words were spoken loud.”

I CAN

I can notice how a specific image or detail supports a bigger idea.



TODAY'S THINKING JOB

CHOOSE

“I can choose how details in both poems build the same idea.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Choose how details build the idea.

STAAR asks: How do details in both poems help express a similar idea?

“He heard a president explain That service could become our aim.”

A Both poems describe animals that help children learn. • **B** Both use family memories to show hope and service passing to children. • **C** Both poems describe children who travel to another country.

I CAN | I can choose the idea the details support and skip details attached to the wrong idea.



TODAY'S THINKING JOB

SHOW

"I can find which detail in a poem supports a shared idea."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Find where a detail supports the shared idea.

Which detail from **What Will You Give?** best supports the idea that family members pass hope and service to children?

"Grandpa says our country's more Than flags that wave or buildings soar."

I CAN | I can point to a detail that supports the same idea expressed in another poem.



TODAY'S THINKING JOB

OWN

“I can write about how details in two poems build the same idea.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the connection.

Write one sentence about the idea that details in both poems help express. Name both poems.

“I carry it into school each day, In how I work and how I play.”

I CAN | I can write the shared idea and connect it to details from both poems.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can explain how family details in two poems connect to a shared idea."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Explain how the family details connect.

How are the details about family in both poems connected to the idea of passing hope?

"A dream grows stronger when we share, Through thoughtful words and acts of care."



I can explain a connection and spot when a real detail is attached to the wrong idea.



PAIRED PASSAGES

Connect the poems on your own.

Go back to both poems. Write the idea that details in both poems help express. Copy one detail from each poem that builds it.

Go back to both poems.
Write the idea that details in both help express.
Copy one detail from each poem that builds it.

I CAN | I can connect two poems by explaining the idea their details build together.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE Mama holds the speaker's hand while they listen to a speech. This detail shows hope passing from one person to another through shared experience.

CHOOSE B. Both use family memories to show hope and service passing to children. A is Not in either text. C is Not in either text.

SHOW Grandpa says our country's more Than flags that wave or buildings soar. This detail supports the idea that Grandpa passes a message of service to the child, just as Mama passes a dream of hope in A Dream Can Grow.

OWN Answers vary. Example: Both poems use details about family members sharing memories to show that hope and service pass from one generation to the next.

DEFEND Both poems connect through passing hope to children. A Dream Can Grow shares Mama's dream. What Will You Give lists helpful actions. Saying sunshine means warm weather uses a right detail, wrong idea.

YOUR TURN Answers vary. Idea: Hope and service pass from older people to children. Dream: She held my hand among the crowd, While hopeful words were spoken loud. Give: Grandpa remembers winter air, And thousands gathered everywhere.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

"She held my hand among the crowd, While hopeful words were spoken loud. ... Grandpa remembers winter air, And thousands gathered everywhere."

How do details in "A Dream Can Grow" and "What Will You Give?" help express a similar idea?

- A** Both use details about food and cooking to show how families celebrate.
- B** Both use details about animals to teach children about kindness.
- C** Both use details about summer vacations to explain why children play outside.
- D** Both use memories shared by family members to show how hope and service pass to the next generation.

PAIRED PASSAGES

The answer is D.

A

Both use details about food and cooking to show how families celebrate.

Stretched or Unsupported: Not in either text. Neither poem mentions food or cooking.

B

Both use details about animals to teach children about kindness.

Stretched or Unsupported: Not in either text. Neither poem mentions animals.

C

Both use details about summer vacations to explain why children play outside.

Reversed Meaning: Right detail, wrong idea. A Dream Can Grow mentions summer, but it describes a speech, not a vacation.

D

Both use memories shared by family members to show how hope and service pass to the next generation. Correct.

Correct. Mama shares a dream at a summer speech. Grandpa shares a memory of a president calling for service.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

Two poems can share a topic but express different views about it.

I look for what each poem emphasizes and compare.

A trap can name something both poems share when the question asks for a difference.

THIS WEEK’S FOCUS

Paired Passages

from “A Dream Can Grow and What Will You Give?”

This week we read **two poems together: A Dream Can Grow and What Will You Give?** Both poems talk about hope and helping, but each one emphasizes something different. STAAR asks: **How is the view in one poem different from the view in the other?** Traps this week: **Similarity, not a difference, Only one text, and Not in either text.**

This deck teaches **a difference between two poets' views** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice the view expressed in one poem."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Notice the view in the first poem.

Read the line from **A Dream Can Grow**. Notice what the poem emphasizes. Circle the key words.

"A dream has neither feet nor shoes, Yet somehow finds the roads we choose."

I CAN

I can notice what a poem emphasizes and how that view might differ from another poem.



TODAY'S THINKING JOB

CHOOSE

"I can choose a difference between two poems' views."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Choose the difference in views.

STAAR asks: How is the view in "A Dream Can Grow" different from the view in "What Will You Give?"

"Do something good. Give what you can."

A One poem focuses on spreading hope; the other on doing service. • **B** Both poems say children are too young to help. • **C** Both poems focus on the same actions people should take.

I CAN | I can choose a real difference and skip choices that name a similarity.



TODAY'S THINKING JOB

SHOW

"I can find which line supports a difference between two poems."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Find where the poem supports the different view.

Which line from **What Will You Give?** best supports the idea that this poem's view is different from **A Dream Can Grow?**

"They could pick litter from the ground, Or welcome someone new in town."

I CAN | I can point to a line that supports how one poem's view differs from another.



TODAY'S THINKING JOB

OWN

“I can write about a difference between two poems' views.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the difference.

Write one sentence explaining how *A Dream Can Grow* and *What Will You Give?* express different views.

“Carry it kindly, carry it far, Carry it brightly like a star.”

I CAN | I can write a difference in views, not just a shared topic.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can explain how two poems connect through a shared topic but differ in their views."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Explain how the views connect and differ.

How are the two poems' views connected even though they differ?

"So speak with hope and walk with care, And help the dream keep traveling there."



I can explain a connection and spot when a similarity does not answer a difference question.



Compare the poems on your own.

Go back to both poems. Write one way their views are different. Copy one line from each poem that proves it.

Go back to both poems.
Write one way their views are different.
Copy one line from each poem that proves it.

I CAN | I can find a difference between two poems' views and prove it with a line from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE **A Dream Can Grow** emphasizes that a dream travels and grows on its own through people's choices and courage. The view: ideas and hope spread by themselves when people carry them.

CHOOSE **A.** One poem focuses on spreading hope; the other on doing service. B is Not in either text. C is Similarity, not a difference.

SHOW **They could pick litter from the ground, Or welcome someone new in town.** This line supports the idea that What Will You Give? focuses on practical actions, while A Dream Can Grow focuses on hope spreading through hearts.

OWN **Answers vary.** Example: A Dream Can Grow sees helping as carrying hope from person to person, while What Will You Give? sees helping as doing specific things for your community.

DEFEND **Both poems connect through making a difference but differ in how.** A Dream Can Grow focuses on hope spreading. What Will You Give focuses on everyday actions. Saying both encourage change is a similarity, not a difference.

YOUR TURN **Answers vary.** Difference: A Dream Can Grow focuses on hope traveling through hearts, while What Will You Give? focuses on hands doing real work. Dream: A dream has neither hands nor face, Yet reaches people place to place. Give: They could pick litter from the ground, Or welcome someone new in town.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

"A dream has neither feet nor shoes, Yet somehow finds the roads we choose. ... Do something good. Give what you can. Reach out your heart. Extend your hand."

How is the view in "A Dream Can Grow" different from the view in "What Will You Give?"?

- A** A Dream Can Grow is about nature, while What Will You Give? is about school.
- B** Both poems say that only famous people can make a difference.
- C** One poem focuses on hope spreading through hearts; the other focuses on taking helpful actions.
- D** Both poems describe the same activities that children should do.

PAIRED PASSAGES

The answer is C.

A

A Dream Can Grow is about nature, while What Will You Give? is about school.

Stretched or Unsupported: Not in either text. Neither poem is mainly about nature or school.

B

Both poems say that only famous people can make a difference.

Reversed Meaning: Opposite of the text. Both poems say ordinary people can help, not just famous ones.

C

One poem focuses on hope spreading through hearts; the other focuses on taking helpful actions. Correct.

Correct. A Dream Can Grow describes a dream traveling. What Will You Give? lists real actions like picking up litter.

D

Both poems describe the same activities that children should do.

Pattern Mix-Up: Similarity, not a difference. The question asks how the views differ, not how they are alike.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

Two poems can share an idea that connects to my own experiences.

I first find the idea in both poems, then think about how it connects to my life.

A trap can sound true in everyday life but not actually be in the poems.

THIS WEEK’S FOCUS

Paired Passages

from “A Dream Can Grow and What Will You Give?”

This week we read **two poems together: A Dream Can Grow and What Will You Give?** Both poems share ideas about carrying hope forward and choosing to help. STAAR asks: **Which idea from both selections could help a reader facing a similar choice?** Traps this week: **Not in either text, Only one text, and Not in either text.**

This deck teaches **connecting both poems to your own life** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice an idea I could connect to my own life."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Notice an idea you can connect to life.

Read the line from **A Dream Can Grow**. Notice an idea that could help you make a choice. Circle the key words.

"The future once had seemed to me A place that someday I would see."

I CAN | I can notice an idea in a poem that could help someone facing a choice.



TODAY'S THINKING JOB

CHOOSE

“I can choose an idea from both poems that could help a reader.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Choose the idea that helps a reader.

STAAR asks: Which idea from both poems could help a reader facing a similar choice?

“Grandpa helped me understand A country isn't only land.”

A Children cannot make a difference until they finish school. • **B** Even small choices to help others can carry hope forward. • **C** Only adults can decide what is best for a community.

I CAN

I can choose an idea both poems support and skip ones that sound true but are not in the poems.



TODAY'S THINKING JOB

SHOW

“I can find which sentence supports an idea connecting to my own life.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Find where the poem supports the idea.

Which sentence from **What Will You Give?** best supports the idea that small choices can carry hope forward?

“What will you give? the question said.”

I CAN | I can point to a sentence that supports the same idea a reader could use in life.



TODAY'S THINKING JOB

OWN

“I can connect an idea from both poems to my own life.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the connection to your life.

Write one sentence about how the idea from both poems connects to a choice you could face. Name both poems.

“One thoughtful word, one caring deed, Can sometimes be a tiny seed.”

I CAN | I can write about how an idea from both poems could help me make a choice.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can explain how an idea in two poems connects to real life."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Explain how the idea connects to life.

How does the idea of small choices connect both poems to a reader's own life?

"I hear the crowd grow calm once more, I see the water near the shore."



I can explain a connection and spot when an idea sounds not in either text but is not in the texts.



PAIRED PASSAGES

Connect the poems to your own life.

Go back to both poems. Write one idea they share that could help a reader facing a choice. Copy one line from each poem that proves it.

Go back to both poems.
Write one idea that could help a reader facing a choice.
Copy one line from each poem that proves it.

I CAN | I can connect two poems to personal experience and prove the idea with a line from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The speaker used to think the future was far away. But now the speaker knows that choices today shape the future. This idea could help someone deciding whether to act now or wait.

CHOOSE B. Even small choices to help others can carry hope forward. A is Opposite of the text because both poems show children helping now. C is Not in either text.

SHOW The poem asks "What will you give? the question said," listing small helpful actions. This supports the idea that small choices carry hope forward, matching A Dream Can Grow.

OWN Answers vary. Example: Both poems show that even small acts of kindness matter, which could help me choose to help a new student at school.

DEFEND Both poems connect through small choices mattering. In A Dream Can Grow, choices carry the dream forward. In What Will You Give, the speaker lists actions anyone can do. Saying children must listen to grandparents is not in either text.

YOUR TURN Answers vary. Idea: Small choices to help others carry hope forward. Dream: One thoughtful word, one caring deed, Can sometimes be a tiny seed. Give: Grandpa helped me understand A country isn't only land.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“The future once had seemed to me A place that someday I would see. But now I knew each choice we make Can help decide the path we take. ... What will you give? the question said. It seemed to circle in my head.”

Which idea from both selections could help a reader facing a similar choice?

- A** People should only help others if they are asked first.
- B** Small choices to be kind and helpful can carry hope forward and make a difference.
- C** Poems are the best way to learn about history.
- D** Children should not try to help because they are too young.



PAIRED PASSAGES

The answer is B.

People should only help others if they are asked first.

- A** Reversed Meaning: Opposite of the text. Both poems encourage helping without waiting. Neither says to help only when asked.

Small choices to be kind and helpful can carry hope forward and make a difference. Correct.

- B** Correct. A Dream Can Grow says choices shape the future. What Will You Give? asks readers to consider what they can give.

Poems are the best way to learn about history.

- C** Stretched or Unsupported: Not in either text. Neither poem says poems are the best way to learn.

Children should not try to help because they are too young.

- D** Reversed Meaning: Opposite of the text. Both poems say children can help right now through small actions.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

Two articles on the same topic can develop the same idea in different ways.

I synthesize by finding the idea in both and combining the evidence.

A trap can name a topic both articles mention without naming the idea they develop.

THIS WEEK’S FOCUS

Paired Passages

from “A Place to Grow: How Geography Helps Build a Community and What Helps a Community Grow?”

This week we read **two articles together: A Place to Grow: How Geography Helps Build a Community and What Helps a Community Grow?** Both articles explain how geography and people work together to build communities. STAAR asks: **What idea is developed in both selections?** Traps this week: **Shared topic, not shared idea, Only one text, and Not in either text.**

This deck teaches **synthesizing an idea from two articles** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PAIRED PASSAGES

TODAY'S THINKING JOB

NOTICE

“I can notice an idea developed in one article.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Notice the idea in the first article.

Read the line from **A Place to Grow**. Notice the idea about how communities develop. Circle the key words.

“The answers have been different in different places, but one idea appears again and again: where people live affects how they live.”

I CAN | I can notice what an article teaches about how geography shapes communities.



TODAY'S THINKING JOB

CHOOSE

“I can choose an idea developed in both articles.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Choose the idea in both.

STAAR asks: **What idea is developed in both selections?**

“Where people live affects how they meet their needs.”

A Rivers are dangerous and should be avoided by communities. • **B** Ancient Egypt was the most important civilization in history. • **C** Geography shapes communities by providing resources and challenges.

I CAN | I can choose an idea both articles develop and skip topic traps.



TODAY'S THINKING JOB

SHOW

“I can find which sentence supports a shared idea across articles.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Find where the article supports the idea.

Which sentence from **What Helps a Community Grow?** best supports the idea that geography shapes how communities develop?

“A good location is helpful, but people make communities work.”

I CAN | I can point to a sentence that supports the same idea developed in another article.



PAIRED PASSAGES

TODAY'S THINKING JOB

OWN

“I can write a synthesis of an idea from two articles.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the synthesis.

Write one sentence that names an idea developed in both articles. Name both articles.

“People developed tools, shelters, farming methods, roads, boats, and other solutions because geography required them to solve problems.”

I CAN | I can write an idea that fits both articles, not just one.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

“I can explain how ideas about geography connect across two articles.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Explain how the ideas connect.

How are the ideas about geography and communities connected across both articles?

“Every community begins in a place.”



I can explain a connection and spot when a shared topic is named instead of a shared idea.



PAIRED PASSAGES

Synthesize the articles on your own.

Go back to both articles. Write one idea they both develop. Copy one line from each article that proves it.

Go back to both articles.
Write one idea they both develop.
Copy one line from each article that proves it.

I CAN | I can synthesize two articles and prove the shared idea with a line from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The article says **geography affects how people live**. Where a community is located shapes what resources are available and how people meet their needs.

CHOOSE C. Geography shapes communities by providing resources and challenges. A is Not in either text. B is Not in either text.

SHOW The article says **a good location helps, but people make communities work**. This supports the idea that geography shapes communities by providing resources and challenges, matching A Place to Grow's focus on geography.

OWN **Answers vary.** Example: Both articles develop the idea that geography gives communities resources and challenges, and people decide how to use them to build and grow.

DEFEND **Both articles connect through geography shaping communities.** A Place to Grow shows resources that help people settle. What Helps a Community Grow shows people using those resources. Both mention farming is shared topic, not shared idea.

YOUR TURN **Answers vary.** Idea: Geography creates both opportunities and challenges for communities. Place to Grow: Where people live affects how they live. What Helps: A good location is helpful, but people make communities work.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“one idea appears again and again: where people live affects how they live. ... A good location is helpful, but people make communities work.”

What idea is developed in both selections?

- A** Geography provides resources and challenges that shape how communities grow, but people must decide how to use them.
- B** All communities must be built near rivers to survive.
- C** Farming is the only way for a community to get food.
- D** Communities do not change over time.

PAIRED PASSAGES

The answer is A.

A **Geography provides resources and challenges that shape how communities grow, but people must decide how to use them. Correct.**

Correct. A Place to Grow says geography creates opportunities and challenges. What Helps a Community Grow? says people make communities work.

All communities must be built near rivers to survive.

B Stretched or Unsupported: Goes too far. Both articles discuss rivers, but neither says all communities must be near rivers.

Farming is the only way for a community to get food.

C Stretched or Unsupported: Not in either text. Both mention farming, but neither says it is the only way to get food.

Communities do not change over time.

D Reversed Meaning: Opposite of the text. Both articles show how communities change and adapt.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

Two articles about the same topic can emphasize different parts of it.

I compare what each article focuses on and describe the difference.

A trap can name something both articles share when the question asks for a difference.

THIS WEEK’S FOCUS

Paired Passages

from “People Make the Difference: How Ideas and Actions Change Communities and Small Choices, Strong Communities”

This week we read **two articles together: People Make the Difference and Small Choices, Strong Communities**. Both discuss how people strengthen communities, but each article focuses on different parts of the topic. STAAR asks: **How is the focus of one selection different from the other?** Traps this week: **Similarity, not a difference, Only one text, and Not in either text.**

This deck teaches **how two articles focus differently on the same topic** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PAIRED PASSAGES

TODAY'S THINKING JOB

NOTICE

"I can notice what an article focuses on."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Notice the focus of the first article.

Read the line from **People Make the Difference**. Notice what the article focuses on. Circle the key words.

"Throughout history, people have strengthened communities in many different ways."

I CAN | I can notice the main emphasis of an article about communities.



PAIRED PASSAGES

TODAY'S THINKING JOB

CHOOSE

"I can choose a difference in focus between two articles."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Choose the difference in focus.

STAAR asks: **How is the focus of "People Make the Difference" different from "Small Choices, Strong Communities"?**

"Each action begins with a choice."

- A** One gives detailed histories; the other shows steps anyone can take. • **B** Both articles focus on the same historical events. • **C** Both articles focus only on inventors and scientists.

I CAN | I can choose a real difference in focus and skip choices that name a similarity.



TODAY'S THINKING JOB

SHOW

“I can find which sentence supports a difference in focus between texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Find where the article supports the different focus.

Which sentence from **Small Choices, Strong Communities** best supports the idea that its focus is different from **People Make the Difference**?

“Every community has problems to solve.”

I CAN

I can point to a sentence that supports how one article's focus differs from another.



TODAY'S THINKING JOB

OWN

“I can write about how two articles focus differently.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the difference in focus.

Write one sentence explaining how the two articles focus differently on the same topic.

“Their work was different, but many of their stories followed a similar pattern.”

I CAN | I can write a difference in focus, not just a shared topic.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

“I can explain how two articles connect through a shared topic but differ in focus.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Explain how the articles connect and differ.

How are the two articles connected even though they focus on different things?

“But those things alone do not make a community strong.”



I can explain a connection and spot when a similarity does not answer a difference question.



PAIRED PASSAGES

Compare the articles on your own.

Go back to both articles. Write one way their focuses differ. Copy one line from each article that proves it.

Go back to both articles.
Write one way their focuses differ.
Copy one line from each article that proves it.

I CAN | I can find a difference in focus and prove it with a line from each article.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE **People Make the Difference** focuses on how different people throughout history used ideas and actions to change communities. It covers many examples in depth.

CHOOSE **A.** One gives detailed history; the other focuses on steps anyone can take. B is Similarity, not a difference. C is Not in either text.

SHOW The article states "Every community has problems to solve," then shows how small everyday actions address those problems, which differs from how **People Make the Difference** focuses on big ideas from specific leaders.

OWN **Answers vary.** Example: **People Make the Difference** focuses on detailed stories of historical figures, while **Small Choices** focuses on simple steps that any person can take to strengthen a community.

DEFEND **Both articles differ in focus.** **People Make the Difference** highlights big ideas from leaders. **Small Choices, Strong Communities** highlights everyday actions. Both improving communities is a similarity, not a difference.

YOUR TURN **Answers vary.** Difference: **People Make the Difference** tells detailed histories of how people changed communities. **Small Choices** focuses on simple steps for anyone. **PMD:** Throughout history, people have strengthened communities in many different ways. **SC:** Each action begins with a choice.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“Throughout history, people have strengthened communities in many different ways. ... Each action begins with a choice.”

How is the focus of “People Make the Difference: How Ideas and Actions Change Communities” different from “Small Choices, Strong Communities”?

- A** Both articles focus only on how geography affects communities.
- B** Both articles focus on the same three people from history.
- C** One gives detailed histories of people who changed communities; the other shows steps anyone can follow.
- D** Both articles say that only scientists can improve a community.

PAIRED PASSAGES

The answer is C.

A

Both articles focus only on how geography affects communities.

Stretched or Unsupported: Not in either text. Neither article focuses only on geography.

B

Both articles focus on the same three people from history.

Pattern Mix-Up: Similarity, not a difference. The question asks how the focuses differ, not what they share.

C

One gives detailed histories of people who changed communities; the other shows steps anyone can follow. Correct.

Correct. People Make the Difference gives long historical examples. Small Choices emphasizes simple everyday actions.

D

Both articles say that only scientists can improve a community.

Reversed Meaning: Opposite of the text. Both articles say many types of people can help, not only scientists.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

A conclusion must be supported by evidence in both texts.

I choose the conclusion that has the strongest evidence, not the one that sounds biggest.

A trap can stretch an idea beyond what the texts actually say.

THIS WEEK’S FOCUS

Paired Passages

from “**Small Choices, Strong Communities and The Good Citizen**”

This week we read **two texts together**: the article **Small Choices, Strong Communities** and the article **The Good Citizen**. Both texts show that individual choices can strengthen a community. STAAR asks: **Which conclusion is best supported by both selections?** Traps this week: **Goes too far, Only one text, and Shared topic, not shared idea.**

This deck teaches **the strongest conclusion from both texts** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PAIRED PASSAGES

TODAY'S THINKING JOB

NOTICE

“I can notice evidence that supports a conclusion.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Notice evidence for a conclusion.

Read the line from **Small Choices, Strong Communities**. Notice what it suggests about small actions. Circle the key words.

“People do not have to become famous to make a difference.”

I CAN

I can notice what a text shows about how individual choices help communities.



PAIRED PASSAGES

TODAY'S THINKING JOB

CHOOSE

“I can choose the conclusion best supported by both texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Choose the best conclusion.

STAAR asks: **Which conclusion is best supported by both selections?**

“Elena rode her bike to the small dog shelter at the edge of town.”

- A** Children should never make mistakes when helping others. • **B** Individual choices to be responsible can strengthen a community. • **C** Only teachers and adults can improve a community.

I CAN

I can choose a conclusion that has evidence in both texts and skip ones that go too far.



TODAY'S THINKING JOB

SHOW

“I can find which sentence supports a shared conclusion.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Find where the text supports the conclusion.

Which sentence from **The Good Citizen** best supports the conclusion that individual choices strengthen a community?

“Rusty was counting on her, and next time, she would not forget.”

I CAN | I can point to a sentence that supports a conclusion developed in another text.

TODAY'S THINKING JOB

OWN

“I can write a conclusion supported by both texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the conclusion.

Write one sentence stating a conclusion both texts support. Name both texts.

“Strong communities need inventors, scientists, artists, leaders, volunteers, neighbors, and children who are willing to help.”

I CAN | I can write a conclusion and prove it with evidence from both texts.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can explain how a conclusion connects two texts."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Explain how the conclusion connects both texts.

How does the conclusion about individual choices connect both texts?

"She knew Rusty depended on her."



I can explain a connection and spot when a conclusion goes too far.



PAIRED PASSAGES

Draw a conclusion from both texts.

Go back to both texts. Write one conclusion both support. Copy one line from each text that provides evidence.

Go back to both texts.
Write one conclusion both texts support.
Copy one line from each text as evidence.

I CAN | I can draw a conclusion from two texts and support it with evidence from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The article says people do not need to be famous to help. Small actions like volunteering or welcoming someone new can strengthen a community.

CHOOSE B. Individual choices to be responsible can strengthen a community. A is Goes too far. C is Not in either text.

SHOW Rusty was counting on her, and next time, she would not forget. Elena's individual choice to return and feed Rusty supported the shelter community. Small Choices says individual actions make communities stronger.

OWN Answers vary. Example: Both texts support the conclusion that individual choices to help and take responsibility make communities stronger.

DEFEND Both articles connect through individual choices helping communities. Small Choices, Strong Communities says every action matters. The Good Citizen shows Elena fixing her mistake. One choice solving everything goes too far.

YOUR TURN Answers vary. Conclusion: Responsible choices by individuals help communities. SC: People do not have to become famous to make a difference. GC: Rusty was counting on her, and next time, she would not forget.



PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“People do not have to become famous to make a difference. ... Rusty was counting on her, and next time, she would not forget.”

Which conclusion is best supported by both selections?

- A** Communities can only grow when the government creates new programs.
- B** Animals are the most important members of any community.
- C** Volunteering is required for all students in every school.
- D** Individual choices to be responsible and help others can make a community stronger.



PAIRED PASSAGES

The answer is D.

Communities can only grow when the government creates new programs.

- A** Stretched or Unsupported: Goes too far. Neither text says communities can only grow through government programs.

Animals are the most important members of any community.

- B** Another Place: Only one text. Animals appear in The Good Citizen but not in Small Choices.

Volunteering is required for all students in every school.

- C** Stretched or Unsupported: Goes too far. The Good Citizen shows volunteering, but neither text says it is required for all students.

Individual choices to be responsible and help others can make a community stronger. Correct.

- D** Correct. Small Choices says anyone can make a difference. The Good Citizen shows Elena strengthening the shelter through responsibility.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

An article and a poem can develop the same idea using very different approaches.

I connect the two texts by finding evidence for a shared idea in each one.

A trap can use a detail from only one text, so I check both before choosing.

THIS WEEK’S FOCUS

Paired Passages

from “People Make the Difference: How Ideas and Actions Change Communities and A Dream Can Grow”

This week we read **two texts together**: the article **People Make the Difference** and the poem **A Dream Can Grow**. Both texts show that ideas and actions from one person can spread and help others. STAAR asks: **Which idea is found in both selections, and which evidence from each text proves it?** Traps this week: **Only one text, Shared topic, not shared idea, and Goes too far.**

This deck teaches **capstone: connect, compare, and defend across texts** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PAIRED PASSAGES

TODAY'S THINKING JOB

NOTICE

“I can notice an idea in one text.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Notice the idea in the article.

Read the line from **People Make the Difference**. Notice the idea about how one person's words or actions spread. Circle the key words.

“Ideas can travel from one person to another.”

I CAN | I can notice how a text shows that ideas and actions spread to help others.



TODAY'S THINKING JOB

CHOOSE

“I can choose an idea found in both texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Choose the idea in both texts.

STAAR asks: Which idea is found in both the article and the poem?

“It carried hope from row to row, Like water helping gardens grow.”

- A** Animals need volunteers to help them find homes. • **B** Geography affects the way people build communities. • **C** One person's ideas can travel to others and inspire change.

I CAN | I can choose an idea both texts develop and skip ideas from only one text.



TODAY'S THINKING JOB

SHOW

“I can find which sentence in a poem supports a shared idea.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Find where the poem supports the idea.

Which sentence from **A Dream Can Grow** best supports the idea that one person's ideas can spread and inspire change?

“A dream has neither hands nor face, Yet reaches people place to place.”

I CAN | I can point to a sentence that supports the same idea developed in an article.



TODAY'S THINKING JOB

OWN

“I can write a connection between two texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the connection.

Write one sentence that tells an idea found in both the article and the poem. Connect it to your own life if you can.

“A student decides to treat someone differently.”

I CAN

I can write an idea that fits both texts and connect it to my experience.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can explain how ideas about spreading hope connect across two texts."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Explain how the ideas about hope connect.

How are the ideas about spreading hope connected across both texts?

"So speak with hope and walk with care, And help the dream keep traveling there."



I can explain a connection and spot when a detail comes from only one text.



Connect the texts on your own.

Go back to both texts. Write one idea they share. Copy one line from the article and one line from the poem that prove it. Then write how this idea connects to your own life.

Go back to both texts.
Write one idea they share.
Copy one line from each text that proves it.
Add how this idea connects to your own life.

I CAN | I can connect an article and a poem, prove the connection, and relate it to my own life.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The article says ideas travel from person to person. One leader's words can reach a listener, who tells a child, who acts differently. Ideas spread.

CHOOSE C. One person's ideas can travel to others and inspire change. A is Not in either text because neither text discusses animals needing homes. B is Only one text because geography is in the article but not in the poem.

SHOW The poem says a dream reaches people place to place. The article says ideas travel from person to person. Both show that one person's ideas can spread to others and inspire positive change.

OWN Answers vary. Example: Both texts show that one person's hopeful ideas can travel to others and inspire them to act, just like a teacher's words can inspire a student to help someone.

DEFEND Both connect through hope spreading. The article says ideas travel from person to person. The poem says a dream reaches people place to place. Geography is only one text, not the shared idea.

YOUR TURN Answers vary. Idea: One person's ideas can inspire many others. Article: Ideas can travel from one person to another. Poem: A dream has neither hands nor face, Yet reaches people place to place. Personal: My teacher shared a story that made me want to help a new student.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“Ideas can travel from one person to another. ... A dream has neither hands nor face, Yet reaches people place to place.”

Which idea is found in both "People Make the Difference: How Ideas and Actions Change Communities" and "A Dream Can Grow"?

- A** Communities only succeed when they are near a river.
- B** One person's ideas and hope can spread to others and inspire positive change.
- C** Children should wait until they are adults before trying to help.
- D** Scientists are the only people who can improve a community.



PAIRED PASSAGES

The answer is B.

Communities only succeed when they are near a river.

- A** Stretched or Unsupported: Not in either text. Neither this article nor this poem discusses rivers or says communities need rivers to succeed.

One person's ideas and hope can spread to others and inspire positive change. Correct.

- B** Correct. The article says ideas travel from person to person. The poem says a dream reaches people place to place.

Children should wait until they are adults before trying to help.

- C** Reversed Meaning: Opposite of the text. Both texts suggest that anyone, including children, can carry hope and make a difference now.

Scientists are the only people who can improve a community.

- D** Stretched or Unsupported: Goes too far. The article mentions scientists alongside many other types of people. The poem never mentions scientists.

