

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.



The Writing Academy®, LLC

Grade 3 • Prepare Cluster • Paired Passages

TEKS 3.6(E) • Paired Passages • Week 1 of 36 • Prepare Cluster • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are reading two texts together, the way the STAAR test pairs them. One is a story and one is a poem.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice a real STAAR question about both texts, and we will learn to spot answers that fit only one text.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for the Prepare Cluster Module 1 . a class or student copy of "The Recess Question" and "What Will You Give?" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name two books or shows that teach the same idea.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



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Grade 3 · Prepare Cluster · Paired Passages · Monday

TEKS 3.6(E) · Paired Passages · Week 1 of 36 · Prepare Cluster · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice an idea in one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Before we connect two texts, we find the idea in each one. Watch what Beth does."

▶ Read the line twice. Students circle need someone to play with on the NOTICE row.

ANSWER KEY: Beth helps Lily, who is alone. Idea: helping someone who needs a friend.

CHECK FOR UNDERSTANDING

Ask a student to tell what Beth does in their own words.

COMMON MISCONCEPTION

Students may say the idea is recess. Recess is the topic, not the idea.

POSSIBLE STUDENT QUESTION

Is the idea always said in one sentence? No. Sometimes I put the clues together myself.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing an idea in one text. Keep the demand at this level.

RAISE THE THINKING

Ask how Lily feels when she finally jumps over the rope.

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.



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Grade 3 · Prepare Cluster · Paired Passages · Tuesday

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TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose an idea that is in both texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Hold each choice up to the story, then to the poem. It must fit both."

▶ Students choose privately, then point to one line in each text that proves it.

ANSWER KEY: A. Kind actions can help someone who is left out.

CHECK FOR UNDERSTANDING

Ask a student to name the line from the poem that proves A.

COMMON MISCONCEPTION

Students may pick B because the class talks about recess. Only the story does.

POSSIBLE STUDENT QUESTION

What if a choice fits one text really well? It still has to fit the other text too.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting an idea found in both texts. Keep the demand at this level.

RAISE THE THINKING

Ask a student to say the shared idea in their own words.

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.



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Grade 3 · Prepare Cluster · Paired Passages · Wednesday

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TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a second text shares an idea."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We found the idea in the story. Now prove the poem says it too."

▶ Take two or three answers. Push students to name one line from each text.

ANSWER KEY: Come and sit with me matches Beth inviting Lily to play.

CHECK FOR UNDERSTANDING

Ask a student to match the poem line to an action in the story.

COMMON MISCONCEPTION

Students may only explain the poem. A connection needs both texts.

POSSIBLE STUDENT QUESTION

Do the words have to be the same? No. The idea is the same, even with different words.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two texts share an idea. Keep the demand at this level.

RAISE THE THINKING

Ask which text shows the idea with actions and which shows it with words.

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.



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Grade 3 · Prepare Cluster · Paired Passages · Thursday

TEKS 3.6(E) · Paired Passages · Week 1 of 36 · Prepare Cluster · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a connection between two texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Start with the idea, then say where it shows up in each text."

▶ Students write the connection as a full sentence on the OWN row.

ANSWER KEY: Example: Both texts show that one kind choice can help someone who feels alone.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and prove it with both texts.

COMMON MISCONCEPTION

Students may write a summary of one text. A connection names both.

POSSIBLE STUDENT QUESTION

Can my sentence start with Both? Yes. Both is a strong word for a connection.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a connection independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student when they helped someone the way Beth did.

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.



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Grade 3 · Prepare Cluster · Paired Passages · Friday

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TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a connection and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A trap can sound right because it names something you remember. Check both texts."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: Both texts connect through helping. Playing outside is Shared topic, not shared idea.

CHECK FOR UNDERSTANDING

Ask a student to prove the poem does not talk about recess.

COMMON MISCONCEPTION

Students may accept the trap because the story is full of play. The poem is not.

POSSIBLE STUDENT QUESTION

Is a topic ever enough? No. STAAR asks what both texts show, not just what they mention.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a connection fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to fix the trap so it becomes a true connection.

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.

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TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Idea first, in a full sentence. Then one proof line from each text.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.



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TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.



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TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, worded the way the STAAR test words it."

▶ Read the excerpt and the question aloud.

"Read all four choices. Cross out each trap and say its name before you choose."

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing C because Mrs. Green says it in the story, without checking the poem.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



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TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is D. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



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Grade 3 • Prepare Cluster • Paired Passages

TEKS 3.6(E) • Paired Passages • Week 2 of 36 • Prepare Cluster • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are looking for a similarity between the story and the poem. A similarity is an idea both texts share.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“We will practice a STAAR question about both texts and learn to spot traps that fit only one text.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for the Prepare Cluster Module 2 . a class or student copy of "The Recess Question" and "What Will You Give?" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student what the word similarity means in their own words.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



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Grade 3 · Prepare Cluster · Paired Passages · Monday

TEKS 3.6(E) · Paired Passages · Week 2 of 36 · Prepare Cluster · Module 2 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice an idea in one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A similarity starts with an idea in one text. Let us find it in the story first."

▶ Read the line aloud. Students circle *get to know someone new* on the NOTICE row.

ANSWER KEY: Beth values getting to know someone new. Idea: reaching out to others matters.

CHECK FOR UNDERSTANDING

Ask a student to explain Beth's idea without reading the line word for word.

COMMON MISCONCEPTION

Students may say the idea is about recess being fun. Fun is the topic, not the idea.

POSSIBLE STUDENT QUESTION

Does the idea have to be stated directly? Not always. Sometimes I figure it out from what happens.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing an idea in one text. Keep the demand at this level.

RAISE THE THINKING

Ask what Beth does right after she says this line.

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.



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Grade 3 · Prepare Cluster · Paired Passages · Tuesday

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TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a similarity that is in both texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Check every choice against the story, then against the poem. A similarity must pass both."

▶ Students choose quietly, then share their letter and one proof from each text.

ANSWER KEY: C. Both texts show that small actions can help others.

CHECK FOR UNDERSTANDING

Ask a student to name one small action from each text.

COMMON MISCONCEPTION

Students may pick A because jump rope is vivid. But the poem never mentions jump rope.

POSSIBLE STUDENT QUESTION

What if one text says it with actions and the other with words? That is still a similarity if the idea matches.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a similarity found in both texts. Keep the demand at this level.

RAISE THE THINKING

Ask a student to explain what makes A a trap.

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.



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Grade 3 · Prepare Cluster · Paired Passages · Wednesday

TEKS 3.6(E) · Paired Passages · Week 2 of 36 · Prepare Cluster · Module 2 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a second text shares a similarity."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We found the idea in the story. Now prove the poem has the same idea."

▶ Students write the poem line and one matching detail from the story on the SHOW row.

ANSWER KEY: Help a friend who has a need matches Beth inviting Lily to play.

CHECK FOR UNDERSTANDING

Ask a student which story detail connects to this poem line.

COMMON MISCONCEPTION

Students may describe only the poem. A similarity needs evidence from both texts.

POSSIBLE STUDENT QUESTION

Can the two texts use completely different examples? Yes. The idea is what matters, not the example.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two texts share a similarity. Keep the demand at this level.

RAISE THE THINKING

Ask whether the poem friend and Lily face the same kind of problem.

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.



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Grade 3 · Prepare Cluster · Paired Passages · Thursday

TEKS 3.6(E) · Paired Passages · Week 2 of 36 · Prepare Cluster · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a similarity between two texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Name the idea, then prove it lives in both texts."

▶ Students write one full sentence on the OWN row, naming both texts.

ANSWER KEY: Example: Both texts show that one small, kind act can make someone feel included.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence aloud and point to proof in each text.

COMMON MISCONCEPTION

Students may write about only the story. A similarity sentence must name both texts.

POSSIBLE STUDENT QUESTION

How long should my sentence be? One clear sentence is enough if it names both texts and the idea.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a similarity independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student to share a time a small action helped them feel welcome.

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.



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Grade 3 · Prepare Cluster · Paired Passages · Friday

TEKS 3.6(E) · Paired Passages · Week 2 of 36 · Prepare Cluster · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a similarity and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Even if a detail is interesting and true in one text, it fails if the other text does not have it."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: Both show helping someone new: Beth invites Lily, and the poem says to wave hello to someone new.

CHECK FOR UNDERSTANDING

Ask a student to search the poem for any mention of voting.

COMMON MISCONCEPTION

Students may accept the trap because the voting part is memorable. But memorable does not mean shared.

POSSIBLE STUDENT QUESTION

What if the poem talks about communities too? The poem mentions helping, not voting. Close topic, different idea.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a claimed similarity fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to rewrite the trap so it becomes a true similarity.

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.

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Grade 3 · Prepare Cluster · Paired Passages



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TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Write the similarity first, then copy one proof line from each text.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.



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Grade 3 · Prepare Cluster · Paired Passages

TEKS 3.6(E) · Paired Passages · Week 2 of 36 · Prepare Cluster · Module 2 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.



The Writing Academy®, LLC

Grade 3 · Prepare Cluster · Paired Passages

TEKS 3.6(E) · Paired Passages · Week 2 of 36 · Prepare Cluster · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, worded the way the STAAR test words it."

▶ Read the excerpt and the question aloud.

"Read all four choices. Cross out each trap and say its name before you choose."

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Picking A because the voting scene is memorable, without checking whether the poem mentions voting.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



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Grade 3 · Prepare Cluster · Paired Passages

TEKS 3.6(E) · Paired Passages · Week 2 of 36 · Prepare Cluster · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is B. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



The Writing Academy®, LLC

Grade 3 • Prepare Cluster • Paired Passages

TEKS 3.6(E) • Paired Passages • Week 3 of 36 • Prepare Cluster • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are looking for a difference between a story and a drama. A difference tells how one text is NOT like the other.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“We will practice a STAAR question that asks how two texts are different, and we will learn to spot traps that name a similarity instead.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for the Prepare Cluster Module 3 . a class or student copy of "The Mystery of the Traveling Shell" and "The Lunchroom Discoveries" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student what the word difference means and how it is the opposite of similarity.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



The Writing Academy®, LLC

Grade 3 · Prepare Cluster · Paired Passages · Monday

TEKS 3.6(E) · Paired Passages · Week 3 of 36 · Prepare Cluster · Module 3 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice an important detail in one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Before we compare two texts, we need to understand what each one is about. Watch what Emsy does."

▶ Read the line aloud. Students circle Mystery number one on the NOTICE row.

ANSWER KEY: Emsy asks how a shell traveled so far. She is solving a mystery with clues.

CHECK FOR UNDERSTANDING

Ask a student to say what Emsy is trying to figure out.

COMMON MISCONCEPTION

Students may focus on the notebook instead of the question Emsy writes in it.

POSSIBLE STUDENT QUESTION

Why does Emsy call it a mystery? Because a seashell at an inland site does not make sense without an explanation.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a detail in one text. Keep the demand at this level.

RAISE THE THINKING

Ask what Emsy's first clue is.

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.



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Grade 3 · Prepare Cluster · Paired Passages · Tuesday

TEKS 3.6(E) · Paired Passages · Week 3 of 36 · Prepare Cluster · Module 3 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a real difference between two texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A difference tells how one text is NOT like the other. If both texts do it, that is a similarity, not a difference."

▶ Students choose quietly. Ask one student to explain why B is not a difference.

ANSWER KEY: A. The story solves a mystery, while the drama explains a discovery.

CHECK FOR UNDERSTANDING

Ask a student to tell what each text is mainly about.

COMMON MISCONCEPTION

Students may pick B because both texts do involve learning. But that is a similarity, not a difference.

POSSIBLE STUDENT QUESTION

What makes A a difference? It names something only the story does and something only the drama does.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a difference between two texts. Keep the demand at this level.

RAISE THE THINKING

Ask what kind of text The Lunchroom Discoveries is and how students can tell.

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.



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Grade 3 · Prepare Cluster · Paired Passages · Wednesday

TEKS 3.6(E) · Paired Passages · Week 3 of 36 · Prepare Cluster · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how two texts are different."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We know what the story does. Now show how the drama does something different."

▶ Students write the drama line and explain how it differs from the story on the SHOW row.

ANSWER KEY: The two students realize that a discovery changed science. The story has Emsy solving a mystery alone.

CHECK FOR UNDERSTANDING

Ask a student to name one way the drama's format differs from the story's.

COMMON MISCONCEPTION

Students may describe only the drama without comparing it to the story. A difference needs both sides.

POSSIBLE STUDENT QUESTION

Is format a difference? Yes. A drama uses characters and stage directions; the story uses a narrator and clues.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two texts are different. Keep the demand at this level.

RAISE THE THINKING

Ask whether Emsy talks to anyone during her investigation.

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.



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Grade 3 · Prepare Cluster · Paired Passages · Thursday

TEKS 3.6(E) · Paired Passages · Week 3 of 36 · Prepare Cluster · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a difference between two texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A strong difference sentence names both texts and tells what each one does differently."

▶ Students write a full sentence on the OWN row, naming both texts.

ANSWER KEY: Example: The story uses clues to solve a past mystery, while the drama uses dialogue to explain a science breakthrough.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and point to proof in each text.

COMMON MISCONCEPTION

Students may write about only one text. A difference needs to say what each text does.

POSSIBLE STUDENT QUESTION

Can I say the texts are different genres? Yes, as long as I explain what that difference means.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a difference independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student whether Emsy and Alex are doing the same kind of thinking.

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.



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Grade 3 · Prepare Cluster · Paired Passages · Friday

TEKS 3.6(E) · Paired Passages · Week 3 of 36 · Prepare Cluster · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a difference and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A difference question asks how the texts are NOT alike. If both texts do it, that answer is a similarity trap."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: Emsy solves a mystery; the students learn about Pasteur. Figuring things out is a Similarity, not a difference.

CHECK FOR UNDERSTANDING

Ask a student to explain why a similarity cannot answer a difference question.

COMMON MISCONCEPTION

Students may accept this because figuring things out sounds important. But both texts do it, so it is not a difference.

POSSIBLE STUDENT QUESTION

How do I know it is a similarity? If I can find proof in both texts, it is shared, not different.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a claimed difference is really a similarity. Keep the demand at this level.

RAISE THE THINKING

Ask a student to turn this similarity into a real difference between the two texts.

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.

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Grade 3 · Prepare Cluster · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 3 of 36 · Prepare Cluster · Module 3 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Write the difference first, then copy one proof line from each text.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

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Grade 3 · Prepare Cluster · Paired Passages



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TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.

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Grade 3 · Prepare Cluster · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 3 of 36 · Prepare Cluster · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, worded the way the STAAR test words it."

▶ Read the excerpt and the question aloud.

"Read all four choices. Cross out each trap and say its name before you choose."

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Picking B because both texts involve figuring things out, without noticing that is a similarity, not a difference.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



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Grade 3 · Prepare Cluster · Paired Passages

TEKS 3.6(E) · Paired Passages · Week 3 of 36 · Prepare Cluster · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is D. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



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Grade 3 • Prepare Cluster • Paired Passages

TEKS 3.6(E) • Paired Passages • Week 4 of 36 • Prepare Cluster • Module 4 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we ask which idea is in one text but not the other. That means we have to check both texts carefully.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“We will practice a STAAR question and learn to spot traps that switch which text the idea comes from.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for the Prepare Cluster Module 4 . a class or student copy of "The Mystery of the Traveling Shell" and "The Lunchroom Discoveries" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name something they know about only from one book, not from another.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



The Writing Academy®, LLC

Grade 3 · Prepare Cluster · Paired Passages · Monday

TEKS 3.6(E) · Paired Passages · Week 4 of 36 · Prepare Cluster · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice an idea in one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"When STAAR asks what is in one text but not the other, we start by finding an idea in the first text."

▶ Read the line aloud. Students circle Scarcity on the NOTICE row.

ANSWER KEY: The story explains scarcity and trading. This idea is in the story only.

CHECK FOR UNDERSTANDING

Ask a student to explain what scarcity means in their own words.

COMMON MISCONCEPTION

Students may think scarcity is in both texts because both mention problems. But the drama never uses the word scarcity.

POSSIBLE STUDENT QUESTION

Does scarcity mean people have nothing? No. It means they do not have everything they need in one place.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing an idea that belongs to one text. Keep the demand at this level.

RAISE THE THINKING

Ask how Emsy connects scarcity to the seashell.

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.



The Writing Academy®, LLC

Grade 3 · Prepare Cluster · Paired Passages · Tuesday

TEKS 3.6(E) · Paired Passages · Week 4 of 36 · Prepare Cluster · Module 4 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose an idea found in only one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Each choice sounds true. But only one of them is in the story and NOT in the drama."

▶ Students choose and then check the drama to make sure their answer is not there.

ANSWER KEY: C. People traded goods because of scarcity.

CHECK FOR UNDERSTANDING

Ask a student to prove that the drama never talks about scarcity or trading.

COMMON MISCONCEPTION

Students may pick A because Alex talks about food safety. But that is in the drama, not the story.

POSSIBLE STUDENT QUESTION

What if I am not sure which text has the idea? Go back to both texts and search for the key words.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting an idea found in only one text. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name one idea that IS in the drama but not in the story.

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.



The Writing Academy®, LLC

Grade 3 · Prepare Cluster · Paired Passages · Wednesday

TEKS 3.6(E) · Paired Passages · Week 4 of 36 · Prepare Cluster · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is **SHOW**. I can show that an idea belongs to only one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"To prove an idea is in only one text, I show where it appears **AND** show it is missing from the other."

▶ Students write one line from the story about trade and explain the drama does not mention it.

ANSWER KEY: You trade what you have for something scarce, the story says. The drama discusses Pasteur, not trade.

CHECK FOR UNDERSTANDING

Ask a student to search the drama for any word related to trading.

COMMON MISCONCEPTION

Students may confuse solving problems with trading. Both texts have problem solving, but only the story has trade.

POSSIBLE STUDENT QUESTION

What if the drama mentions exchange? Look for the exact idea, not just similar-sounding words.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about proving an idea belongs to only one text. Keep the demand at this level.

RAISE THE THINKING

Ask whether the drama has any idea that the story does not.

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.



The Writing Academy®, LLC

Grade 3 · Prepare Cluster · Paired Passages · Thursday

TEKS 3.6(E) · Paired Passages · Week 4 of 36 · Prepare Cluster · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write about an idea found in only one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Name the idea, say which text has it, and prove the other text does not."

▶ Students write a full sentence on the OWN row, naming both texts.

ANSWER KEY: Example: The story explains trade along rivers, but the drama is about a science discovery, not trade.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and tell which text is missing the idea.

COMMON MISCONCEPTION

Students may forget to mention the second text. Always say where the idea is NOT found.

POSSIBLE STUDENT QUESTION

Can I pick a small detail instead of a big idea? A big idea is stronger for STAAR, but a clear detail works too.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating an only-one-text idea independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student what the drama IS about, since it is not about trade.

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.



The Writing Academy®, LLC

Grade 3 · Prepare Cluster · Paired Passages · Friday

TEKS 3.6(E) · Paired Passages · Week 4 of 36 · Prepare Cluster · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A texts-switched trap takes an idea from one text and says it belongs to the other."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: Trade is in the story; heating liquids is in the drama. The claim reverses them: Texts switched.

CHECK FOR UNDERSTANDING

Ask a student to name the text that actually talks about germs.

COMMON MISCONCEPTION

Students may accept the trap if they mix up which text said what. Always go back and check.

POSSIBLE STUDENT QUESTION

How do I avoid a texts-switched trap? After I choose, I reread both texts to make sure I matched the right one.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a texts-switched trap is wrong. Keep the demand at this level.

RAISE THE THINKING

Ask a student to fix the statement so it correctly names the right 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.

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Grade 3 · Prepare Cluster · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 4 of 36 · Prepare Cluster · Module 4 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Name the idea, copy the proof line from the story, and explain why the drama does not have it.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.



TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.



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Grade 3 · Prepare Cluster · Paired Passages

TEKS 3.6(E) · Paired Passages · Week 4 of 36 · Prepare Cluster · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Picking B because it sounds like a fact, without checking that it comes from the drama, not the story.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



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Grade 3 · Prepare Cluster · Paired Passages

TEKS 3.6(E) · Paired Passages · Week 4 of 36 · Prepare Cluster · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



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Grade 3 • Cluster 1 • Paired Passages

TEKS 3.6(E) • Paired Passages • Week 5 of 36 • Cluster 1 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we read two articles about people who settled in different places. We will find an idea that both articles develop.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“We will practice a STAAR question and learn to tell the difference between a shared topic and a shared idea.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 1 Module 1 . a class or student copy of "The Pilgrims Chose Plymouth" and "Life Along the Nile River" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name one thing people need when they move to a new place.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



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Grade 3 · Cluster 1 · Paired Passages · Monday

TEKS 3.6(E) · Paired Passages · Week 5 of 36 · Cluster 1 · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice an idea in one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Before we connect two texts, we find the idea in each one. What did the Pilgrims need?"

▶ Read the line aloud. Students circle build homes and ships on the NOTICE row.

ANSWER KEY: The Pilgrims chose Plymouth because it had resources they needed.

CHECK FOR UNDERSTANDING

Ask a student to list three resources the Pilgrims found at Plymouth.

COMMON MISCONCEPTION

Students may say the idea is about trees. Trees are a detail. The idea is about needing resources.

POSSIBLE STUDENT QUESTION

Is a resource the same as a need? A resource is something people use to meet a need, like wood for building.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing an idea in one text. Keep the demand at this level.

RAISE THE THINKING

Ask why the Pilgrims needed to find resources quickly.

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.



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Grade 3 • Cluster 1 • Paired Passages • Tuesday

TEKS 3.6(E) • Paired Passages • Week 5 of 36 • Cluster 1 • Module 1 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose an idea that is in both texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Hold each choice up to the first article, then to the second. It must fit both."

▶ Students choose quietly, then point to one detail in each article that proves it.

ANSWER KEY: B. People settled where natural resources met their needs.

CHECK FOR UNDERSTANDING

Ask a student to name one resource from each article.

COMMON MISCONCEPTION

Students may pick C because ships are mentioned. But only the Pilgrims article talks about crossing the Atlantic.

POSSIBLE STUDENT QUESTION

What if both texts mention water? Water is a topic. The idea is that people chose places with the resources they needed.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting an idea found in both texts. Keep the demand at this level.

RAISE THE THINKING

Ask what resources the Nile provided.

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.



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Grade 3 · Cluster 1 · Paired Passages · Wednesday

TEKS 3.6(E) · Paired Passages · Week 5 of 36 · Cluster 1 · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a second text develops the same idea."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We found the idea in the first article. Now prove the second article develops it too."

▶ Students write the line and one matching detail from the Pilgrims article on the SHOW row.

ANSWER KEY: Farmers planted crops such as wheat and barley using the Nile's soil, just as Pilgrims used Plymouth's forests.

CHECK FOR UNDERSTANDING

Ask a student to tell what the Nile left behind after flooding.

COMMON MISCONCEPTION

Students may only describe the Nile article. A connection needs proof from both texts.

POSSIBLE STUDENT QUESTION

Do the resources have to be the same? No. Different resources can serve the same idea if people relied on them.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two texts develop the same idea. Keep the demand at this level.

RAISE THE THINKING

Ask whether the Pilgrims and the Egyptians faced similar challenges.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 1 · Paired Passages · Thursday

TEKS 3.6(E) · Paired Passages · Week 5 of 36 · Cluster 1 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a connection between two texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Name the idea, then prove it with a detail from each article."

▶ Students write a full sentence on the OWN row, naming both texts.

ANSWER KEY: Example: Both articles show that people settled in places with resources like water, soil, and wood.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and point to proof in each article.

COMMON MISCONCEPTION

Students may name only one article. A shared idea must appear in both.

POSSIBLE STUDENT QUESTION

Can I name specific resources? Yes. Naming resources from each text strengthens your sentence.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a shared idea independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student what might happen if a settlement had no fresh water.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 1 · Paired Passages · Friday

TEKS 3.6(E) · Paired Passages · Week 5 of 36 · Cluster 1 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

🕒 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a connection and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Water is something both texts talk about, but it is a topic, not an idea. The idea is bigger."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: Pilgrims used forests; Egyptians used the Nile. Water is a Shared topic, not shared idea.

CHECK FOR UNDERSTANDING

Ask a student to explain the difference between a topic and an idea.

COMMON MISCONCEPTION

Students may accept water because both texts mention it. But a topic alone does not answer the question.

POSSIBLE STUDENT QUESTION

How is a topic different from an idea? A topic is what both texts mention. An idea is what both texts teach or show.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a shared topic is not a shared idea. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name the shared idea without using the word water.

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.

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Grade 3 · Cluster 1 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 5 of 36 · Cluster 1 · Module 1 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to use the question on your own."

▶ Read the Your Turn task. Students work independently on the tracking sheet.

"Write the shared idea first, then copy one proof line from each article."

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

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Grade 3 · Cluster 1 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 5 of 36 · Cluster 1 · Module 1 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.



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Grade 3 · Cluster 1 · Paired Passages

TEKS 3.6(E) · Paired Passages · Week 5 of 36 · Cluster 1 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Picking A because both texts mention water, without noticing that water is a topic, not an idea.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



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Grade 3 · Cluster 1 · Paired Passages

TEKS 3.6(E) · Paired Passages · Week 5 of 36 · Cluster 1 · Module 1 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is B. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 1 • Paired Passages

TEKS 3.6(E) • Paired Passages • Week 6 of 36 • Cluster 1 • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we compare what people do in two articles. We look at actions, not just topics.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“We will practice a STAAR question about how people are similar and learn to spot traps where a detail sounds right but points to the wrong idea.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 1 Module 2 . a class or student copy of "The Pilgrims Chose Plymouth" and "Life Along the Nile River" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name two groups of people who needed the same thing but found it in different ways.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 1 · Paired Passages · Monday

TEKS 3.6(E) · Paired Passages · Week 6 of 36 · Cluster 1 · Module 2 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice what people do in one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"To compare what people do, we start by finding their actions in one text."

▶ Read the line aloud. Students circle constructing and gathering on the NOTICE row.

ANSWER KEY: The Pilgrims built shelters and collected resources at Plymouth.

CHECK FOR UNDERSTANDING

Ask a student to name why the Pilgrims needed to act quickly.

COMMON MISCONCEPTION

Students may focus on the homes instead of the action of building them.

POSSIBLE STUDENT QUESTION

Why did they gather wood? Winter was coming, and they needed fires for warmth.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing what people do in one text. Keep the demand at this level.

RAISE THE THINKING

Ask what would have happened if Plymouth had no trees.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 1 • Paired Passages • Tuesday

TEKS 3.6(E) • Paired Passages • Week 6 of 36 • Cluster 1 • Module 2 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a similarity between people in two texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Compare what each group did. The similarity is in the reason behind their actions."

▶ Students choose, then name one action from each article that proves the similarity.

ANSWER KEY: A. Both groups used natural resources to meet their needs.

CHECK FOR UNDERSTANDING

Ask a student to name one resource each group used.

COMMON MISCONCEPTION

Students may pick B because the Pilgrims sailed. But only the Pilgrims crossed the ocean.

POSSIBLE STUDENT QUESTION

What if both texts mention boats? The Pilgrims sailed across the ocean. Egyptians used boats on the Nile. But the question asks about meeting needs, not boat types.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a similarity between people in two texts. Keep the demand at this level.

RAISE THE THINKING

Ask how the Egyptians used the Nile differently from how the Pilgrims used the harbor.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 1 • Paired Passages • Wednesday

TEKS 3.6(E) • Paired Passages • Week 6 of 36 • Cluster 1 • Module 2 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is **SHOW**. I can show a similarity between people in two texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We found what the Pilgrims did. Now show how the Egyptians did something similar."

▶ Students write the Nile line and match it to a Pilgrim action on the **SHOW** row.

ANSWER KEY: Most people in ancient Egypt lived close to the Nile for resources, just as Pilgrims settled near the harbor.

CHECK FOR UNDERSTANDING

Ask a student to explain how both groups depended on water.

COMMON MISCONCEPTION

Students may describe only the Nile article. A comparison needs both groups.

POSSIBLE STUDENT QUESTION

Is using water the same as meeting needs? Yes, if the water helped them get food, travel, or build.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how people in two texts are similar. Keep the demand at this level.

RAISE THE THINKING

Ask what the Egyptians carried on their boats.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 1 · Paired Passages · Thursday

TEKS 3.6(E) · Paired Passages · Week 6 of 36 · Cluster 1 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a comparison between people in two texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Name what each group did, then explain the similarity."

▶ Students write one full sentence on the OWN row, naming both texts.

ANSWER KEY: Example: Both articles show people who built their lives around the natural resources near them.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and name the action from each group.

COMMON MISCONCEPTION

Students may write about only one group. A comparison names both.

POSSIBLE STUDENT QUESTION

Do I have to say both groups did the exact same thing? No. Show that their actions served the same purpose.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a comparison independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student what modern people still use from rivers.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 1 · Paired Passages · Friday

TEKS 3.6(E) · Paired Passages · Week 6 of 36 · Cluster 1 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a comparison and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A detail from one text can sound convincing. Always check whether the other text has it too."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: Both texts connect through depending on nature. Trees are Right detail, wrong idea.

CHECK FOR UNDERSTANDING

Ask a student to search the Nile article for any mention of trees.

COMMON MISCONCEPTION

Students may think both groups used wood because both settled near resources. But the Nile article mentions soil and water, not wood.

POSSIBLE STUDENT QUESTION

What if both texts mention land? Land is a topic. I need to check whether both groups used it the same way.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a right detail leads to a wrong idea. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a resource the Egyptians used that the Pilgrims did not.

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.

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Grade 3 · Cluster 1 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 6 of 36 · Cluster 1 · Module 2 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Write the similarity first, then copy one proof line from each article.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

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Grade 3 · Cluster 1 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 6 of 36 · Cluster 1 · Module 2 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.



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Grade 3 · Cluster 1 · Paired Passages

TEKS 3.6(E) · Paired Passages · Week 6 of 36 · Cluster 1 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Picking D because the Pilgrims sailed, without checking whether the Egyptians also crossed the Atlantic.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



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Grade 3 · Cluster 1 · Paired Passages

TEKS 3.6(E) · Paired Passages · Week 6 of 36 · Cluster 1 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is C. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 1 • Paired Passages

TEKS 3.6(E) • Paired Passages • Week 7 of 36 • Cluster 1 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we compare how two articles present their ideas. Both are about people and places, but each one is organized differently.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“We will practice a STAAR question about presentation differences and learn to spot traps that name a similarity instead.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 1 Module 3 . a class or student copy of "The Pilgrims Chose Plymouth" and "Life Along the Nile River" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student what it means for two texts to present ideas differently.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 1 · Paired Passages · Monday

TEKS 3.6(E) · Paired Passages · Week 7 of 36 · Cluster 1 · Module 3 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice how a text presents its ideas."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Before we compare how two texts present ideas, we look at how each one is set up."

▶ Read the line aloud. Students circle Storms caused on the NOTICE row and note this is part of the voyage.

ANSWER KEY: The article tells events in order: the voyage, arrival, winter, and spring.

CHECK FOR UNDERSTANDING

Ask a student to name three events from the article in order.

COMMON MISCONCEPTION

Students may focus on one event instead of noticing the time-order pattern.

POSSIBLE STUDENT QUESTION

What does it mean to present ideas? It means how the author organizes the information for the reader.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing how one text presents its ideas. Keep the demand at this level.

RAISE THE THINKING

Ask what event happens first, second, and third in the Pilgrims article.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 1 • Paired Passages • Tuesday

TEKS 3.6(E) • Paired Passages • Week 7 of 36 • Cluster 1 • Module 3 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a difference in how two texts present ideas."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The question asks how the texts are different, not what they share. A similarity cannot answer it."

▶ Students choose, then explain what makes B a difference, not a similarity.

ANSWER KEY: B. One follows a timeline; the other describes a repeating cycle.

CHECK FOR UNDERSTANDING

Ask a student to describe the structure of each article in one sentence.

COMMON MISCONCEPTION

Students may pick C because both articles do explain how geography helped people. But that is something they share.

POSSIBLE STUDENT QUESTION

What is a repeating cycle? It means the same events happen over and over, like the Nile flooding each year.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a difference in how two texts present ideas. Keep the demand at this level.

RAISE THE THINKING

Ask whether the Pilgrims story could happen again the same way, like the Nile floods do.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 1 · Paired Passages · Wednesday

TEKS 3.6(E) · Paired Passages · Week 7 of 36 · Cluster 1 · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how two texts present ideas differently."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We know the Pilgrims article follows a timeline. Now show how the Nile article is organized differently."

▶ Students write the line and explain how the Nile article's structure differs on the SHOW row.

ANSWER KEY: The yearly flooding followed a pattern in the Nile article. The Pilgrims article follows a single journey.

CHECK FOR UNDERSTANDING

Ask a student to explain what repeats in the Nile article.

COMMON MISCONCEPTION

Students may describe the Nile content without comparing it to the Pilgrims' structure.

POSSIBLE STUDENT QUESTION

Can a text have both a timeline and a cycle? Yes, but these two texts mainly use one or the other.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two texts present ideas differently. Keep the demand at this level.

RAISE THE THINKING

Ask what the Nile farmers did after each flood.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 1 · Paired Passages · Thursday

TEKS 3.6(E) · Paired Passages · Week 7 of 36 · Cluster 1 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write about how two texts present ideas differently."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Name how each article is organized, then explain how that makes them different."

▶ Students write a full sentence on the OWN row, naming both texts.

ANSWER KEY: Example: One article follows a timeline of one journey; the other describes a repeating pattern of floods and farming.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and tell which text uses which structure.

COMMON MISCONCEPTION

Students may describe content instead of organization. Focus on how the text is set up.

POSSIBLE STUDENT QUESTION

Is structure the same as presentation? Yes. How the text is organized is how it presents its ideas.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a presentation difference independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student why an author might choose time order for one topic and a cycle for another.

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



The Writing Academy®, LLC

Grade 3 · Cluster 1 · Paired Passages · Friday

TEKS 3.6(E) · Paired Passages · Week 7 of 36 · Cluster 1 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a difference and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"When a question asks for a difference, a true statement about both texts is still the wrong answer."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: Both show dependence on nature: Pilgrims needed forests and harbors, Egyptians needed the Nile floods.

CHECK FOR UNDERSTANDING

Ask a student to name one resource from each article to prove it is shared.

COMMON MISCONCEPTION

Students may accept this because it is true. But true for both texts means it is a similarity.

POSSIBLE STUDENT QUESTION

Can something true ever be the wrong answer? Yes, if the question asks for a difference and the answer is a similarity.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a similarity cannot answer a difference question. Keep the demand at this level.

RAISE THE THINKING

Ask a student to change this similarity into a real difference in presentation.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 1 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 7 of 36 · Cluster 1 · Module 3 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to use the question on your own."

▶ Read the Your Turn task. Students work independently on the tracking sheet.

"Name the difference in organization, then copy one proof line from each article."

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.



TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 1 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 7 of 36 · Cluster 1 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Picking B because both articles mention geography, without noticing that is a similarity, not a difference.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 1 · Paired Passages

TEKS 3.6(E) · Paired Passages · Week 7 of 36 · Cluster 1 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 1 • Paired Passages

TEKS 3.6(E) • Paired Passages • Week 8 of 36 • Cluster 1 • Module 4 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we look for a message that both articles teach. A message is a lesson the author wants you to learn.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“We will practice a STAAR question and learn to spot traps that sound not in either texts.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Paired Passages slide deck for Cluster 1 Module 4 . a class or student copy of "The Pilgrims Chose Plymouth" and "Life Along the Nile River" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student what the word message means when we talk about a text.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 1 • Paired Passages • Monday

TEKS 3.6(E) • Paired Passages • Week 8 of 36 • Cluster 1 • Module 4 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a message in one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A message is a lesson the author wants you to learn. What does this article teach?"

▶ Read the line aloud. Students circle *depended heavily on natural resources* on the NOTICE row.

ANSWER KEY: People depend on the natural resources around them to survive.

CHECK FOR UNDERSTANDING

Ask a student to list three resources the Pilgrims depended on.

COMMON MISCONCEPTION

Students may say the message is about Plymouth. Plymouth is a detail, not a message.

POSSIBLE STUDENT QUESTION

Is a message the same as the main idea? They are similar. A message is the lesson the text teaches.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a message in one text. Keep the demand at this level.

RAISE THE THINKING

Ask what might happen if Plymouth had no forests or fresh water.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 1 • Paired Passages • Tuesday

TEKS 3.6(E) • Paired Passages • Week 8 of 36 • Cluster 1 • Module 4 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a message found in both texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A message must come from both texts. If it sounds true but neither text teaches it, it is a trap."

▶ Students choose, then name one detail from each article that teaches this message.

ANSWER KEY: A. People adapt to their environment by using available resources.

CHECK FOR UNDERSTANDING

Ask a student to explain how both groups adapted.

COMMON MISCONCEPTION

Students may pick B because recycling sounds good. But neither article discusses recycling.

POSSIBLE STUDENT QUESTION

What if a choice sounds like good advice? It still has to come from both texts to be the right answer.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a message found in both texts. Keep the demand at this level.

RAISE THE THINKING

Ask a student what adapting means in their own words.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 1 • Paired Passages • Wednesday

TEKS 3.6(E) • Paired Passages • Week 8 of 36 • Cluster 1 • Module 4 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a second text teaches the same message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We found the message in the Pilgrims article. Now prove the Nile article teaches it too."

▶ Students write the Nile line and match it to the Pilgrims message on the SHOW row.

ANSWER KEY: Without the Nile River, farming would have been very difficult, just as Pilgrims needed Plymouth's resources.

CHECK FOR UNDERSTANDING

Ask a student to tell what would change if the Nile did not flood.

COMMON MISCONCEPTION

Students may only summarize the Nile article. A connection needs proof from both.

POSSIBLE STUDENT QUESTION

Can the message use different words? Yes. The words can differ as long as the lesson is the same.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two texts teach the same message. Keep the demand at this level.

RAISE THE THINKING

Ask which resource was most important for each group.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 1 · Paired Passages · Thursday

TEKS 3.6(E) · Paired Passages · Week 8 of 36 · Cluster 1 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a message found in both texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Name the message, then point to where each article teaches it."

▶ Students write a full sentence on the OWN row, naming both texts.

ANSWER KEY: Example: Both articles teach that communities grow stronger when people use the resources around them.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and give proof from each article.

COMMON MISCONCEPTION

Students may write a fact from one article instead of a shared message.

POSSIBLE STUDENT QUESTION

How is a message different from a fact? A fact tells something that happened. A message is the lesson it teaches.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a shared message independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student whether people today still depend on natural resources.

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



The Writing Academy®, LLC

Grade 3 · Cluster 1 · Paired Passages · Friday

TEKS 3.6(E) · Paired Passages · Week 8 of 36 · Cluster 1 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a message and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Something can be true in the real world and still be the wrong answer if the texts do not teach it."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: Both texts connect through using resources. Pollution is Not in either text.

CHECK FOR UNDERSTANDING

Ask a student to search both articles for any mention of pollution.

COMMON MISCONCEPTION

Students may accept the trap because pollution is a real problem. But neither text discusses it.

POSSIBLE STUDENT QUESTION

What if it is not in either text? Not in either text is not enough. The answer must come from the texts.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a true-in-life statement is still a trap. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a message that IS in both texts.

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.

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Grade 3 · Cluster 1 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 8 of 36 · Cluster 1 · Module 4 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Write the shared message first, then copy one proof line from each article.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

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Grade 3 · Cluster 1 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 8 of 36 · Cluster 1 · Module 4 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 1 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 8 of 36 · Cluster 1 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, worded the way the STAAR test words it."

▶ Read the excerpt and the question aloud.

"Read all four choices. Cross out each trap and say its name before you choose."

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Picking D because protecting rivers sounds right, without checking whether either article mentions pollution.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 1 · Paired Passages

TEKS 3.6(E) · Paired Passages · Week 8 of 36 · Cluster 1 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is C. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 2 • Paired Passages

TEKS 3.6(E) • Paired Passages • Week 9 of 36 • Cluster 2 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we compare two real people from two articles. We will find how Laura Ingalls Wilder and Carmen Lomas Garza are alike.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“We will practice a STAAR question and learn to spot traps that use a detail from only one text.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 2 Module 1 . a class or student copy of "Laura Ingalls Wilder" and "Carmen Lomas Garza" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name two people they know who are similar in some way.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 2 • Paired Passages • Monday

TEKS 3.6(E) • Paired Passages • Week 9 of 36 • Cluster 2 • Module 1 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice what a person did in one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"To compare two people, we start by understanding what each one did. What was Laura's goal?"

▶ Read the line aloud. Students circle understand what life was like on the NOTICE row.

ANSWER KEY: Laura shared real experiences so people could understand the past.

CHECK FOR UNDERSTANDING

Ask a student to say what Laura wanted readers to learn.

COMMON MISCONCEPTION

Students may say Laura just liked writing. Her goal was deeper: she wanted to preserve history.

POSSIBLE STUDENT QUESTION

Did Laura write fiction or nonfiction? Her stories were based on real experiences, so they taught real history.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing what a person did in one text. Keep the demand at this level.

RAISE THE THINKING

Ask what kind of experiences Laura wrote about.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 2 · Paired Passages · Tuesday

TEKS 3.6(E) · Paired Passages · Week 9 of 36 · Cluster 2 · Module 1 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a similarity between people in two texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Check each choice against both texts. A similarity must be true of both people."

▶ Students choose, then name one detail from each article that proves it.

ANSWER KEY: B. Both shared everyday experiences to help people learn.

CHECK FOR UNDERSTANDING

Ask a student to explain how Laura shared experiences and how Carmen did.

COMMON MISCONCEPTION

Students may pick A because wagons are memorable. But only Laura's article mentions wagons.

POSSIBLE STUDENT QUESTION

What if both people are creative? That is a good similarity if both articles show it.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a similarity between people in two texts. Keep the demand at this level.

RAISE THE THINKING

Ask a student what Carmen used instead of writing to share her experiences.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 2 • Paired Passages • Wednesday

TEKS 3.6(E) • Paired Passages • Week 9 of 36 • Cluster 2 • Module 1 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a person in one text is like a person in another."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We know what Laura did. Now show how Carmen is similar."

▶ Students write the line and match it to Laura's goal on the SHOW row.

ANSWER KEY: Carmen shares culture through art. Laura shares history through stories. Both preserve memories.

CHECK FOR UNDERSTANDING

Ask a student to compare what Laura wrote about to what Carmen painted.

COMMON MISCONCEPTION

Students may only describe Carmen. A comparison needs both people.

POSSIBLE STUDENT QUESTION

Can art and writing share the same goal? Yes. Both Laura and Carmen used their work to teach about everyday life.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two people are similar. Keep the demand at this level.

RAISE THE THINKING

Ask how Carmen's paintings are like Laura's stories.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 2 · Paired Passages · Thursday

TEKS 3.6(E) · Paired Passages · Week 9 of 36 · Cluster 2 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a comparison between two people."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Name what both people did, then explain how it is similar."

▶ Students write one full sentence on the OWN row, naming both texts.

ANSWER KEY: Example: Both used their work to help others understand family life and traditions from the past.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and prove it with both articles.

COMMON MISCONCEPTION

Students may describe only one person. A comparison names both.

POSSIBLE STUDENT QUESTION

Can I say they are both creative? Yes, but explain what they created and why.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a comparison independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student what both Laura and Carmen wanted future generations to know.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 2 · Paired Passages · Friday

TEKS 3.6(E) · Paired Passages · Week 9 of 36 · Cluster 2 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a comparison and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Always check both texts before you accept a similarity. A detail from one text can fool you."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: Both articles connect through sharing experiences. Wisconsin is Only one text.

CHECK FOR UNDERSTANDING

Ask a student to find where Carmen was born in the article.

COMMON MISCONCEPTION

Students may accept this because Wisconsin is a real detail. But it only appears in one article.

POSSIBLE STUDENT QUESTION

What if I mix up the details? Go back to each article and check before choosing.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an only-one-text detail is not a similarity. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name one true similarity they can prove with both articles.

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.

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Grade 3 · Cluster 2 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 9 of 36 · Cluster 2 · Module 1 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Write the similarity first, then copy one proof line from each article.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.



TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.



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Grade 3 · Cluster 2 · Paired Passages

TEKS 3.6(E) · Paired Passages · Week 9 of 36 · Cluster 2 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, worded the way the STAAR test words it."

▶ Read the excerpt and the question aloud.

"Read all four choices. Cross out each trap and say its name before you choose."

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Picking B because painting sounds creative, without checking that Laura also painted.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.**
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.



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Grade 3 · Cluster 2 · Paired Passages

TEKS 3.6(E) · Paired Passages · Week 9 of 36 · Cluster 2 · Module 1 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is D. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



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Grade 3 • Cluster 2 • Paired Passages

TEKS 3.6(E) • Paired Passages • Week 10 of 36 • Cluster 2 • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we ask what causes both people to take action. We look at their motivation, not just what they did.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the *What does this mean to me* box in your own warm voice.

“We will practice a STAAR question about shared causes and learn to spot traps that name something not in either text.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 2 Module 2 . a class or student copy of "Laura Ingalls Wilder" and "Carmen Lomas Garza" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student what the word motivation means.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 2 · Paired Passages · Monday

TEKS 3.6(E) · Paired Passages · Week 10 of 36 · Cluster 2 · Module 2 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice what causes a person to act."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"What causes someone to act is their motivation. What pushed Laura to write?"

▶ Read the line aloud. Students circle everyday life could tell an important story on the NOTICE row.

ANSWER KEY: Laura was motivated by the belief that ordinary experiences are worth sharing.

CHECK FOR UNDERSTANDING

Ask a student to say why Laura thought everyday life mattered.

COMMON MISCONCEPTION

Students may say Laura wrote because she was a good writer. The text says she wrote because she believed everyday life told stories.

POSSIBLE STUDENT QUESTION

What is a motivation? It is the reason a person does something. It answers the question why.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing what causes a person to act. Keep the demand at this level.

RAISE THE THINKING

Ask what kinds of everyday moments Laura wrote about.

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.



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Grade 3 • Cluster 2 • Paired Passages • Tuesday

TEKS 3.6(E) • Paired Passages • Week 10 of 36 • Cluster 2 • Module 2 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose what causes people in both texts to act."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The cause has to be in both texts. If neither text says it, the choice is a trap."

▶ Students choose, then point to a line in each article that shows the motivation.

ANSWER KEY: A. Both wanted to preserve meaningful experiences for others.

CHECK FOR UNDERSTANDING

Ask a student to explain what each person wanted to preserve.

COMMON MISCONCEPTION

Students may pick C because famous people are well known. But neither article says fame was their goal.

POSSIBLE STUDENT QUESTION

What if the texts do not say exactly why? Look for clues. What they did and how they felt reveals why.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a cause found in both texts. Keep the demand at this level.

RAISE THE THINKING

Ask what word in the Carmen article is similar to motivation.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 2 · Paired Passages · Wednesday

TEKS 3.6(E) · Paired Passages · Week 10 of 36 · Cluster 2 · Module 2 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a second text shares the same cause."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We found what motivated Laura. Now prove Carmen had a similar motivation."

▶ Students write the line and match it to Laura's motivation on the SHOW row.

ANSWER KEY: Even as she learned new techniques, Carmen remained focused on traditions. Laura focused on frontier life. Both preserved memories.

CHECK FOR UNDERSTANDING

Ask a student to compare what Carmen was focused on to what Laura cared about.

COMMON MISCONCEPTION

Students may describe only what Carmen did. Show how her motivation matches Laura's.

POSSIBLE STUDENT QUESTION

Do they have to use the same words? No. The motivation can be worded differently as long as the idea matches.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two people share the same cause for action. Keep the demand at this level.

RAISE THE THINKING

Ask what experiences Carmen wanted people to remember.

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.



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Grade 3 · Cluster 2 · Paired Passages · Thursday

TEKS 3.6(E) · Paired Passages · Week 10 of 36 · Cluster 2 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write about a shared cause for action."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Name the cause, then show how it drove each person."

▶ Students write one full sentence on the OWN row, naming both texts.

ANSWER KEY: Example: Both were motivated by the desire to preserve real-life memories for future readers and viewers.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and prove the cause exists in both texts.

COMMON MISCONCEPTION

Students may describe what each person created instead of why they created it.

POSSIBLE STUDENT QUESTION

Is a cause the same as a reason? Yes. Both words mean what pushed someone to act.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a shared cause independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student what they would want to preserve about their own life.

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



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Grade 3 · Cluster 2 · Paired Passages · Friday

TEKS 3.6(E) · Paired Passages · Week 10 of 36 · Cluster 2 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a shared cause and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A cause has to come from the text. If neither text mentions it, it is not the right answer."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: Both connect through preserving memories. Awards are Not in either text.

CHECK FOR UNDERSTANDING

Ask a student to search both articles for any mention of awards or prizes.

COMMON MISCONCEPTION

Students may accept the trap because artists and writers sometimes win awards. But the texts never say that.

POSSIBLE STUDENT QUESTION

What if it seems obvious? Even obvious ideas must be in the texts. STAAR tests what the texts say.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a cause not in the texts is a trap. Keep the demand at this level.

RAISE THE THINKING

Ask a student what the texts DO say motivated each person.

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.

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Grade 3 · Cluster 2 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 10 of 36 · Cluster 2 · Module 2 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Write the cause first, then copy one proof line from each article.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.



TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.



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Grade 3 · Cluster 2 · Paired Passages

TEKS 3.6(E) · Paired Passages · Week 10 of 36 · Cluster 2 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Picking B because artists sometimes sell work, without checking whether either article mentions money.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



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Grade 3 · Cluster 2 · Paired Passages

TEKS 3.6(E) · Paired Passages · Week 10 of 36 · Cluster 2 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 2 • Paired Passages

TEKS 3.6(E) • Paired Passages • Week 11 of 36 • Cluster 2 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we find details that appear in only one article. We compare Laura Ingalls Wilder and Carmen Lomas Garza.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“We will practice a STAAR question and learn to spot traps that switch which text a detail belongs to.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 2 Module 3 . a class or student copy of "Laura Ingalls Wilder" and "Carmen Lomas Garza" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student what it means for a detail to be in only one text.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 2 · Paired Passages · Monday

TEKS 3.6(E) · Paired Passages · Week 11 of 36 · Cluster 2 · Module 3 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a detail in one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"First we find a detail in one text. Then we check whether the other text has it or not."

▶ Read the line aloud. Students circle English and Spanish on the NOTICE row.

ANSWER KEY: Carmen wrote in two languages. This detail is only in her article.

CHECK FOR UNDERSTANDING

Ask a student to explain why Carmen wrote in two languages.

COMMON MISCONCEPTION

Students may assume Laura also wrote in two languages because both are authors. But Laura's article never says that.

POSSIBLE STUDENT QUESTION

How do I know a detail is in only one text? Search the other text for it. If it is not there, the detail is unique.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a detail in one text. Keep the demand at this level.

RAISE THE THINKING

Ask why writing in two languages might help more readers.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 2 · Paired Passages · Tuesday

TEKS 3.6(E) · Paired Passages · Week 11 of 36 · Cluster 2 · Module 3 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a detail found in only one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Each choice is a real detail, but only one belongs to the Carmen article. Check both texts."

▶ Students choose, then search the Laura article to make sure their answer is not there.

ANSWER KEY: C. Her artwork uses bright colors and clear details to tell stories.

CHECK FOR UNDERSTANDING

Ask a student to prove that A and B are in the Laura article, not the Carmen article.

COMMON MISCONCEPTION

Students may pick A because Carmen also had childhood experiences. But moving is Laura's detail.

POSSIBLE STUDENT QUESTION

What if I am not sure? Go back to each article and search for the exact words.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a detail found in only one text. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name one detail from Laura's article that Carmen's does not have.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 2 • Paired Passages • Wednesday

TEKS 3.6(E) • Paired Passages • Week 11 of 36 • Cluster 2 • Module 3 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is **SHOW**. I can show that a detail belongs to only one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"To prove a detail is in only one text, show where it appears and show it is missing from the other."

▶ Students write the Carmen line and explain why Laura's article does not have it on the **SHOW** row.

ANSWER KEY: Bright colors describes Carmen's art. Laura's article is about writing, not painting.

CHECK FOR UNDERSTANDING

Ask a student to search Laura's article for any mention of colors or painting.

COMMON MISCONCEPTION

Students may say both texts are about storytelling. That is true, but the question asks about a specific detail.

POSSIBLE STUDENT QUESTION

What if Laura described colorful scenes? The question is about whether the article mentions bright colors as a technique. Laura's does not.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about proving a detail belongs to only one text. Keep the demand at this level.

RAISE THE THINKING

Ask how Carmen's use of bright colors helps viewers understand her paintings.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 2 · Paired Passages · Thursday

TEKS 3.6(E) · Paired Passages · Week 11 of 36 · Cluster 2 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write about a detail found in only one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Name the detail, say which article has it, and prove the other does not."

▶ Students write a full sentence on the OWN row, naming both texts.

ANSWER KEY: Example: Carmen painted holiday traditions. Laura wrote about frontier chores. Painting traditions is only in Carmen's article.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and search both articles for proof.

COMMON MISCONCEPTION

Students may forget to prove the detail is missing from the other article.

POSSIBLE STUDENT QUESTION

Can I use a small detail? Yes, as long as it is clearly in one article and not the other.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating an only-one-text detail independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student what detail in Laura's article does not appear in Carmen's.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 2 · Paired Passages · Friday

TEKS 3.6(E) · Paired Passages · Week 11 of 36 · Cluster 2 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A texts-switched trap takes a detail from one article and says it belongs to the other."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: Both connect through preserving memories. Wagons are only Laura's: Texts switched.

CHECK FOR UNDERSTANDING

Ask a student to find where the Laura article mentions wagons.

COMMON MISCONCEPTION

Students may accept this because traveling sounds like it could apply to either person. Always check.

POSSIBLE STUDENT QUESTION

How do I catch a texts-switched trap? Search both articles before I accept any detail.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a texts-switched detail is wrong. Keep the demand at this level.

RAISE THE THINKING

Ask a student how Carmen traveled or grew up, based on her article.

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.



TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to use the question on your own."

▶ Read the Your Turn task. Students work independently on the tracking sheet.

"Name the detail, copy the line from Carmen's article, and explain why Laura's does not have it."

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 2 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 11 of 36 · Cluster 2 · Module 3 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.



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Grade 3 · Cluster 2 · Paired Passages

TEKS 3.6(E) · Paired Passages · Week 11 of 36 · Cluster 2 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, worded the way the STAAR test words it."

▶ Read the excerpt and the question aloud.

"Read all four choices. Cross out each trap and say its name before you choose."

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Picking A because moving sounds like it could apply to Carmen, without checking that it is Laura's detail.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



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Grade 3 · Cluster 2 · Paired Passages

TEKS 3.6(E) · Paired Passages · Week 11 of 36 · Cluster 2 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is C. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 2 • Paired Passages

TEKS 3.6(E) • Paired Passages • Week 12 of 36 • Cluster 2 • Module 4 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we look for a conclusion that both articles support. A conclusion is a big idea the texts give evidence for.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“We will practice a STAAR question and learn to spot traps that go too far by adding ideas the texts do not say.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 2 Module 4 . a class or student copy of "Laura Ingalls Wilder" and "Carmen Lomas Garza" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student what the word conclusion means.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 2 · Paired Passages · Monday

TEKS 3.6(E) · Paired Passages · Week 12 of 36 · Cluster 2 · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice evidence that supports a conclusion."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A conclusion is a big idea the text gives evidence for. What does this line help prove?"

▶ Read the line aloud. Students circle *storytelling can keep history alive* on the NOTICE row.

ANSWER KEY: Laura's storytelling preserves history. This supports a conclusion about sharing experiences.

CHECK FOR UNDERSTANDING

Ask a student to explain how a story can keep history alive.

COMMON MISCONCEPTION

Students may think the conclusion is about books being popular. The line is about preserving history, not popularity.

POSSIBLE STUDENT QUESTION

What makes a conclusion different from a detail? A detail is one fact. A conclusion is the bigger idea the facts support.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing evidence for a conclusion. Keep the demand at this level.

RAISE THE THINKING

Ask what would be lost if Laura had not written her stories.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 2 · Paired Passages · Tuesday

TEKS 3.6(E) · Paired Passages · Week 12 of 36 · Cluster 2 · Module 4 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a conclusion both texts support."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A conclusion must be supported by evidence in both texts. If it adds ideas the texts do not say, it goes too far."

▶ Students choose, then name one detail from each article that supports the conclusion.

ANSWER KEY: A. Sharing personal experiences helps preserve history for others.

CHECK FOR UNDERSTANDING

Ask a student to explain what evidence from each article supports A.

COMMON MISCONCEPTION

Students may pick B because both people are creative. But neither text says everyone should do this professionally.

POSSIBLE STUDENT QUESTION

What does goes too far mean? It means the conclusion adds an idea the texts do not actually say.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a conclusion both texts support. Keep the demand at this level.

RAISE THE THINKING

Ask why B goes beyond what the articles actually say.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 2 • Paired Passages • Wednesday

TEKS 3.6(E) • Paired Passages • Week 12 of 36 • Cluster 2 • Module 4 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a second text supports the same conclusion."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We found evidence in Laura's article. Now prove the Carmen article also supports the conclusion."

▶ Students write the line and explain how it connects to the conclusion on the SHOW row.

ANSWER KEY: History can also be found in family traditions and everyday experiences, Carmen's article says. Laura's article says stories keep history alive.

CHECK FOR UNDERSTANDING

Ask a student to match the Carmen line to Laura's goal.

COMMON MISCONCEPTION

Students may only describe Carmen's article. Show how it connects to the conclusion.

POSSIBLE STUDENT QUESTION

Do the articles have to say the same thing? No. Both give evidence for the same big idea, even with different details.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two texts support the same conclusion. Keep the demand at this level.

RAISE THE THINKING

Ask what kind of history Carmen's paintings preserve.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 2 · Paired Passages · Thursday

TEKS 3.6(E) · Paired Passages · Week 12 of 36 · Cluster 2 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a conclusion both texts support."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Name the conclusion, then point to evidence in each article."

▶ Students write a full sentence on the OWN row, naming both texts.

ANSWER KEY: Example: Both articles support the idea that ordinary moments can teach people about history and culture.

CHECK FOR UNDERSTANDING

Ask a student to read their conclusion and give evidence from each article.

COMMON MISCONCEPTION

Students may write a summary of one article instead of a conclusion both support.

POSSIBLE STUDENT QUESTION

How is a conclusion different from a similarity? A conclusion is what the evidence proves. A similarity is what both texts share.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a supported conclusion independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student how their own family preserves history.

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



The Writing Academy®, LLC

Grade 3 · Cluster 2 · Paired Passages · Friday

TEKS 3.6(E) · Paired Passages · Week 12 of 36 · Cluster 2 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a conclusion and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A conclusion that sounds true but adds extra claims the texts do not make goes too far."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: Laura recorded frontier life; Carmen painted family traditions. Both turned everyday moments into lasting work.

CHECK FOR UNDERSTANDING

Ask a student to find the word must in either article.

COMMON MISCONCEPTION

Students may accept the trap because the articles are about an artist and a writer. But must is too strong.

POSSIBLE STUDENT QUESTION

What word makes it go too far? The word must. The articles do not say everyone has to do this.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a conclusion goes too far. Keep the demand at this level.

RAISE THE THINKING

Ask a student to fix the conclusion so it fits what the articles actually say.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 2 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 12 of 36 · Cluster 2 · Module 4 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to use the question on your own."

▶ Read the Your Turn task. Students work independently on the tracking sheet.

"Write the conclusion first, then copy one evidence line from each article."

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 2 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 12 of 36 · Cluster 2 · Module 4 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 2 · Paired Passages

TEKS 3.6(E) · Paired Passages · Week 12 of 36 · Cluster 2 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Picking A because school sounds important, without checking that neither article says children must study art.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



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Grade 3 · Cluster 2 · Paired Passages

TEKS 3.6(E) · Paired Passages · Week 12 of 36 · Cluster 2 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is B. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 3 • Paired Passages

TEKS 3.6(E) • Paired Passages • Week 13 of 36 • Cluster 3 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we connect a poem and an article. Even though they are different kinds of texts, they can develop the same idea.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“We will practice a STAAR question and learn to tell the difference between a shared topic and a shared idea.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 3 Module 1 . a class or student copy of "Why We Need Laws" and "The Founding Fathers" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student why a community might need fair rules.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 3 · Paired Passages · Monday

TEKS 3.6(E) · Paired Passages · Week 13 of 36 · Cluster 3 · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice an idea in one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Before we connect two texts, we find the idea in each one. What does the poem teach?"

▶ Read the lines aloud. Students circle fair rules that everyone would obey on the NOTICE row.

ANSWER KEY: People need fair rules so that disagreements do not grow out of control.

CHECK FOR UNDERSTANDING

Ask a student to say why the people in the poem needed rules.

COMMON MISCONCEPTION

Students may say the idea is about arguing. Arguing is the problem. The idea is about creating fair rules.

POSSIBLE STUDENT QUESTION

Can a poem teach an idea? Yes. Poems can teach ideas just like articles do.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing an idea in one text. Keep the demand at this level.

RAISE THE THINKING

Ask what happened before the people wrote rules.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 3 · Paired Passages · Tuesday

TEKS 3.6(E) · Paired Passages · Week 13 of 36 · Cluster 3 · Module 1 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose an idea found in both a poem and an article."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The idea must come from both texts. A topic both texts mention is not the same as a shared idea."

▶ Students choose, then name one line from each text that shows the idea.

ANSWER KEY: C. Both texts show that fair rules help communities.

CHECK FOR UNDERSTANDING

Ask a student to explain how both texts teach that fair rules help.

COMMON MISCONCEPTION

Students may pick A because the article mentions the Revolution. But the poem never discusses the Revolution.

POSSIBLE STUDENT QUESTION

Why is the Revolution a topic and not an idea? Because the question asks what both texts teach, and only the article covers the Revolution.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting an idea found in both texts. Keep the demand at this level.

RAISE THE THINKING

Ask what would happen if there were no fair rules.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 3 • Paired Passages • Wednesday

TEKS 3.6(E) • Paired Passages • Week 13 of 36 • Cluster 3 • Module 1 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how two different texts develop the same idea."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We found the idea in the poem. Now prove the article develops it too."

▶ Students write the article line and match it to the poem's idea on the SHOW row.

ANSWER KEY: Many colonists felt the British government was unfair, the article says. The poem says fair rules help everyone.

CHECK FOR UNDERSTANDING

Ask a student to compare what the poem's people wanted to what the colonists wanted.

COMMON MISCONCEPTION

Students may only describe the article. A connection needs both texts.

POSSIBLE STUDENT QUESTION

Can rules and laws mean the same thing? Yes. Both words describe guidelines that help communities function.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two different texts develop the same idea. Keep the demand at this level.

RAISE THE THINKING

Ask how the Founding Fathers tried to solve the problem of unfair laws.

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.



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Grade 3 · Cluster 3 · Paired Passages · Thursday

TEKS 3.6(E) · Paired Passages · Week 13 of 36 · Cluster 3 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write about an idea both texts develop."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Name the idea, then point to where each text develops it."

▶ Students write a full sentence on the OWN row, naming both texts.

ANSWER KEY: Example: Both texts show that people come together to create fair rules for their communities.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and point to proof in each text.

COMMON MISCONCEPTION

Students may name only one text. A shared idea must appear in both.

POSSIBLE STUDENT QUESTION

Does the idea have to use the same words? No. The poem says fair rules and the article says fair laws. Same idea, different words.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a shared idea independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a fair rule they follow at school.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 3 · Paired Passages · Friday

TEKS 3.6(E) · Paired Passages · Week 13 of 36 · Cluster 3 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a shared idea and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A topic is a subject both texts mention. An idea is what both texts teach. They are not the same."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: The poem has fair rules; the article has the Constitution. Writing rules is a Shared topic, not shared idea.

CHECK FOR UNDERSTANDING

Ask a student to explain the difference between a topic and an idea using this week's example.

COMMON MISCONCEPTION

Students may accept the trap because both texts mention rules. But the topic of rules is not the same as the idea that fair rules protect communities.

POSSIBLE STUDENT QUESTION

How do I tell a topic from an idea? A topic is the subject. An idea is the lesson or message the text teaches.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a shared topic is not a shared idea. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name the shared idea in their own words.

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.

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Grade 3 · Cluster 3 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 13 of 36 · Cluster 3 · Module 1 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to use the question on your own."

▶ Read the Your Turn task. Students work independently on the tracking sheet.

"Write the shared idea first, then copy one proof line from each text."

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

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Grade 3 · Cluster 3 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 13 of 36 · Cluster 3 · Module 1 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.



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Grade 3 · Cluster 3 · Paired Passages

TEKS 3.6(E) · Paired Passages · Week 13 of 36 · Cluster 3 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Picking B because laws and books sound related, without checking that neither text says laws belong in books.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



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Grade 3 · Cluster 3 · Paired Passages

TEKS 3.6(E) · Paired Passages · Week 13 of 36 · Cluster 3 · Module 1 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is D. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 3 • Paired Passages

TEKS 3.6(E) • Paired Passages • Week 14 of 36 • Cluster 3 • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we match a poem line to an article sentence that expresses a similar idea. Both texts are about rules and fairness.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the *What does this mean to me* box in your own warm voice.

“We will practice a STAAR question and learn to spot traps where a detail sounds right but points to the wrong idea.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 3 Module 2 . a class or student copy of “Why We Need Laws” and “The Founding Fathers” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student what it means for two lines to express a similar idea.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 3 • Paired Passages • Monday

TEKS 3.6(E) • Paired Passages • Week 14 of 36 • Cluster 3 • Module 2 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice an idea in a poem."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"To match a line from one text to another, we first understand the idea in the first line."

▶ Read the lines aloud. Students circle settle what was fair and rights on the NOTICE row.

ANSWER KEY: Fair rules give everyone rights and help settle disagreements.

CHECK FOR UNDERSTANDING

Ask a student to say what the rules did for the neighbors.

COMMON MISCONCEPTION

Students may focus on the word neighbors instead of the idea about fairness and rights.

POSSIBLE STUDENT QUESTION

What does settle what was fair mean? It means the rules helped people agree on what was right.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing an idea in a poem line. Keep the demand at this level.

RAISE THE THINKING

Ask what might happen if people had no way to settle disagreements.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 3 • Paired Passages • Tuesday

TEKS 3.6(E) • Paired Passages • Week 14 of 36 • Cluster 3 • Module 2 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can match a line to a similar idea in another text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The right match has the same idea, not just a related detail. Check the idea behind each choice."

▶ Students choose, then explain how the article line matches the poem's idea about fairness.

ANSWER KEY: B. The article says the Founders wanted fair laws to protect freedoms.

CHECK FOR UNDERSTANDING

Ask a student to compare the poem's idea about rights to the article's idea about freedoms.

COMMON MISCONCEPTION

Students may pick A because control sounds related to rules. But control is about the problem, not the solution.

POSSIBLE STUDENT QUESTION

How do I match ideas? Look for the same lesson or message, even when the words are different.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a line that matches an idea from another text. Keep the demand at this level.

RAISE THE THINKING

Ask how fair rules and protect the freedoms express a similar 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.



The Writing Academy®, LLC

Grade 3 • Cluster 3 • Paired Passages • Wednesday

TEKS 3.6(E) • Paired Passages • Week 14 of 36 • Cluster 3 • Module 2 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how two lines express the same idea."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We matched the lines. Now explain why they express the same idea."

▶ Students write both lines and explain the connection on the SHOW row.

ANSWER KEY: It also helped divide power among different parts of the government, matching the poem's idea that fair rules spread rights.

CHECK FOR UNDERSTANDING

Ask a student to tell the shared idea without looking at either text.

COMMON MISCONCEPTION

Students may describe only one text. A match needs both lines and the idea they share.

POSSIBLE STUDENT QUESTION

Can different words mean the same idea? Yes. Rights and freedoms point to the same idea.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two lines express the same idea. Keep the demand at this level.

RAISE THE THINKING

Ask whether fair and protect mean similar things in these texts.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 3 · Paired Passages · Thursday

TEKS 3.6(E) · Paired Passages · Week 14 of 36 · Cluster 3 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write about how two lines express a similar idea."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Name the poem line, the article sentence, and the idea they share."

▶ Students write a full sentence on the OWN row, naming both texts.

ANSWER KEY: Example: Both lines show that fair rules help people live together peacefully.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and point to both lines.

COMMON MISCONCEPTION

Students may summarize one text instead of matching two specific lines.

POSSIBLE STUDENT QUESTION

Do I need to quote both lines? Naming or describing both lines is enough if the idea is clear.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a match independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student to find another pair of lines that express a similar idea.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 3 · Paired Passages · Friday

TEKS 3.6(E) · Paired Passages · Week 14 of 36 · Cluster 3 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a match and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A line can be true and still not match the idea. Check whether the ideas are the same."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: Both connect through protecting rights. Voice in decisions is Right detail, wrong idea.

CHECK FOR UNDERSTANDING

Ask a student to explain the difference between participation and fairness.

COMMON MISCONCEPTION

Students may accept the match because voice and rules sound related. But the ideas are different.

POSSIBLE STUDENT QUESTION

What if both ideas are important? Both can be important, but the question asks which line matches a specific idea.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a right detail points to the wrong idea. Keep the demand at this level.

RAISE THE THINKING

Ask a student to find the article sentence that truly matches the poem's idea about rights.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 3 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 14 of 36 · Cluster 3 · Module 2 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Write both lines and the idea they share.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

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Grade 3 · Cluster 3 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 14 of 36 · Cluster 3 · Module 2 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.

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Grade 3 · Cluster 3 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 14 of 36 · Cluster 3 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, worded the way the STAAR test words it."

▶ Read the excerpt and the question aloud.

"Read all four choices. Cross out each trap and say its name before you choose."

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Picking B because having a voice sounds like rights, without checking whether the idea matches the poem's message about creating fair rules.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.

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.

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.

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.



TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 3 • Paired Passages

TEKS 3.6(E) • Paired Passages • Week 15 of 36 • Cluster 3 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we compare why each text was written. Two texts about the same topic can have different purposes.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“We will practice a STAAR question about purpose and learn to spot traps that name a similarity instead of a difference.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 3 Module 3 . a class or student copy of "Why We Need Laws" and "The Founding Fathers" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student what the word purpose means when we talk about writing.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 3 · Paired Passages · Monday

TEKS 3.6(E) · Paired Passages · Week 15 of 36 · Cluster 3 · Module 3 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice the purpose of one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Purpose means why the author wrote the text. What does the poet want readers to learn?"

▶ Read the line aloud. Students circle fairness and tumble down on the NOTICE row.

ANSWER KEY: The poem's purpose is to teach why communities need fair rules.

CHECK FOR UNDERSTANDING

Ask a student to explain what the poet wants readers to understand.

COMMON MISCONCEPTION

Students may say the purpose is to rhyme. Rhyming is the format, not the purpose.

POSSIBLE STUDENT QUESTION

What is the difference between topic and purpose? A topic is what the text is about. A purpose is why the author wrote it.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the purpose of one text. Keep the demand at this level.

RAISE THE THINKING

Ask what the poem says happened before people made rules.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 3 • Paired Passages • Tuesday

TEKS 3.6(E) • Paired Passages • Week 15 of 36 • Cluster 3 • Module 3 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a difference in purpose between two texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A difference in purpose means one text was written for a different reason than the other."

▶ Students choose, then explain what makes A a difference and B a similarity.

ANSWER KEY: A. The poem teaches why rules matter; the article tells history.

CHECK FOR UNDERSTANDING

Ask a student to name the purpose of each text in their own words.

COMMON MISCONCEPTION

Students may pick B because both texts mention rules. But that is something they share, not a difference in purpose.

POSSIBLE STUDENT QUESTION

Can both texts be about rules and still have different purposes? Yes. One teaches a lesson; the other tells history.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a difference in purpose. Keep the demand at this level.

RAISE THE THINKING

Ask whether the article was written mainly to teach a lesson or to explain historical events.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 3 • Paired Passages • Wednesday

TEKS 3.6(E) • Paired Passages • Week 15 of 36 • Cluster 3 • Module 3 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is **SHOW**. I can show how two texts have different purposes."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We know the poem teaches a lesson. Show that the article has a different purpose."

▶ Students write the article line and explain how its purpose differs from the poem on the **SHOW** row.

ANSWER KEY: Many of the nation's leaders gathered to write the Constitution, the article says. The poem teaches why rules matter.

CHECK FOR UNDERSTANDING

Ask a student to say what the article teaches that the poem does not.

COMMON MISCONCEPTION

Students may say both are about rules. That is true, but the question asks about purpose, not topic.

POSSIBLE STUDENT QUESTION

Can two texts with the same topic have different purposes? Yes. One can teach a lesson and the other can tell a story.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two texts have different purposes. Keep the demand at this level.

RAISE THE THINKING

Ask whether the poem describes specific historical events.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 3 · Paired Passages · Thursday

TEKS 3.6(E) · Paired Passages · Week 15 of 36 · Cluster 3 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write about different purposes in two texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Name each text's purpose, then explain how they differ."

▶ Students write a full sentence on the OWN row, naming both texts.

ANSWER KEY: Example: The poem's purpose is to teach why rules matter. The article's purpose is to explain American history.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and explain each text's purpose.

COMMON MISCONCEPTION

Students may describe what each text says instead of why it was written.

POSSIBLE STUDENT QUESTION

How do I find the purpose? Ask: What does the author want me to learn or understand from this text?

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a purpose difference independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student whether a poem can teach history and whether an article can teach a lesson.

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



The Writing Academy®, LLC

Grade 3 · Cluster 3 · Paired Passages · Friday

TEKS 3.6(E) · Paired Passages · Week 15 of 36 · Cluster 3 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a purpose difference and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Even when two texts share content, they can still have different purposes. A similarity does not answer a difference question."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: Both show rules made for fairness: the poem's fair rules everyone would obey and the article's shared power to protect fairness.

CHECK FOR UNDERSTANDING

Ask a student to explain the difference between shared content and different purposes.

COMMON MISCONCEPTION

Students may accept the trap because fairness appears in both texts. But the question is about purpose, not content.

POSSIBLE STUDENT QUESTION

Can shared content mean different purposes? Yes. Two texts can talk about the same thing for different reasons.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a content similarity does not answer a purpose difference question. Keep the demand at this level.

RAISE THE THINKING

Ask a student to explain each text's purpose without using the word fairness.

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.

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Grade 3 · Cluster 3 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 15 of 36 · Cluster 3 · Module 3 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to use the question on your own."

▶ Read the Your Turn task. Students work independently on the tracking sheet.

"Name each text's purpose, then copy one proof line from each."

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

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Grade 3 · Cluster 3 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 15 of 36 · Cluster 3 · Module 3 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.

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Grade 3 · Cluster 3 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 15 of 36 · Cluster 3 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, worded the way the STAAR test words it."

▶ Read the excerpt and the question aloud.

"Read all four choices. Cross out each trap and say its name before you choose."

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Picking C because both texts mention laws, without noticing that is a similarity, not a difference in purpose.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 3 · Paired Passages

TEKS 3.6(E) · Paired Passages · Week 15 of 36 · Cluster 3 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is B. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 3 • Paired Passages

TEKS 3.6(E) • Paired Passages • Week 16 of 36 • Cluster 3 • Module 4 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we use longer versions of the poem and article to find an idea developed in both texts.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“We will practice a STAAR question and learn to spot traps that sound not in either texts.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 3 Module 4 . a class or student copy of "Why We Need Laws" and "The Founding Fathers" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student what it means for a text to develop an idea.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 3 • Paired Passages • Monday

TEKS 3.6(E) • Paired Passages • Week 16 of 36 • Cluster 3 • Module 4 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice an idea in one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Before we connect two texts, we find the idea in each one. What does the poem say about fair rules?"

▶ Read the line aloud. Students circle fair rules applied to me and you on the NOTICE row.

ANSWER KEY: Fair rules apply to everyone. The poem develops the idea that equal rules help communities.

CHECK FOR UNDERSTANDING

Ask a student to explain why rules should apply to everyone.

COMMON MISCONCEPTION

Students may focus on the rhyme instead of the idea behind it.

POSSIBLE STUDENT QUESTION

What does applied to me and you mean? It means the rules are the same for every person.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing an idea in one text. Keep the demand at this level.

RAISE THE THINKING

Ask what might happen if rules only applied to some people.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 3 · Paired Passages · Tuesday

TEKS 3.6(E) · Paired Passages · Week 16 of 36 · Cluster 3 · Module 4 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose an idea developed in both texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The idea has to come from both texts. If it sounds true but neither text says it, it is a trap."

▶ Students choose, then name one detail from each text that develops the idea.

ANSWER KEY: C. Fair rules help protect people and communities.

CHECK FOR UNDERSTANDING

Ask a student to explain how the poem and article both develop this idea.

COMMON MISCONCEPTION

Students may pick B because recycling sounds positive. But neither text mentions recycling.

POSSIBLE STUDENT QUESTION

What if an idea sounds true? It still has to be in both texts. Not in either text is not enough.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting an idea developed in both texts. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name one way the poem shows fair rules helping people.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 3 • Paired Passages • Wednesday

TEKS 3.6(E) • Paired Passages • Week 16 of 36 • Cluster 3 • Module 4 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a second text develops the same idea."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We found the idea in the poem. Now prove the article develops it too."

▶ Students write the article line and explain how it matches the poem's idea on the SHOW row.

ANSWER KEY: The authors believed governments should protect these rights, the article says. The poem says fair rules help communities.

CHECK FOR UNDERSTANDING

Ask a student to compare what the poem says about rules to what the article says about rights.

COMMON MISCONCEPTION

Students may only describe the article. A connection needs proof from both texts.

POSSIBLE STUDENT QUESTION

Are rights and rules the same thing? Not exactly. Rules create rights. Both texts show rules protecting people.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two texts develop the same idea. Keep the demand at this level.

RAISE THE THINKING

Ask how the Constitution tried to protect people's rights.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 3 · Paired Passages · Thursday

TEKS 3.6(E) · Paired Passages · Week 16 of 36 · Cluster 3 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write an idea developed in both texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Name the idea, then point to evidence in each text."

▶ Students write a full sentence on the OWN row, naming both texts.

ANSWER KEY: Example: Both texts develop the idea that communities need fair rules to protect everyone equally.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and prove it with both texts.

COMMON MISCONCEPTION

Students may name only one text. A shared idea must come from both.

POSSIBLE STUDENT QUESTION

Can an idea be worded differently in each text? Yes. The idea is the same even when the words are different.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a shared idea independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student why the Founding Fathers believed rules should be fair for everyone.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 3 · Paired Passages · Friday

TEKS 3.6(E) · Paired Passages · Week 16 of 36 · Cluster 3 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a shared idea and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Even if something is true in real life, it is the wrong answer if the texts do not develop that idea."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: Both connect through fair rules protecting people. Voting in every election is Not in either text.

CHECK FOR UNDERSTANDING

Ask a student to search the poem for any mention of voting.

COMMON MISCONCEPTION

Students may accept the trap because voting sounds like a good idea. But the texts do not teach this.

POSSIBLE STUDENT QUESTION

What if the article mentions elections? Mentioning elections is not the same as teaching people to vote in every one.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a true-in-life statement is not supported by the texts. Keep the demand at this level.

RAISE THE THINKING

Ask a student what idea both texts DO develop together.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 3 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 16 of 36 · Cluster 3 · Module 4 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Write the shared idea first, then copy one proof line from each text.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 3 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 16 of 36 · Cluster 3 · Module 4 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.



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Grade 3 · Cluster 3 · Paired Passages

TEKS 3.6(E) · Paired Passages · Week 16 of 36 · Cluster 3 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Picking A because the Constitution sounds important, without checking that neither text says to memorize it.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



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Grade 3 · Cluster 3 · Paired Passages

TEKS 3.6(E) · Paired Passages · Week 16 of 36 · Cluster 3 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is D. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 4 • Paired Passages

TEKS 3.6(E) • Paired Passages • Week 17 of 36 • Cluster 4 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we compare experiences in an article and a drama. Both texts are about scientific discoveries that helped people.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“We will practice a STAAR question about similar experiences and learn to spot traps that are in only one text.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 4 Module 1 . a class or student copy of "Benjamin Franklin and Electricity" and "The Lunchroom Discoveries" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name two discoveries they have learned about.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 4 · Paired Passages · Monday

TEKS 3.6(E) · Paired Passages · Week 17 of 36 · Cluster 4 · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice an experience in one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"To compare experiences, we start by understanding what each person went through."

▶ Read the line aloud. Students circle studied electricity and wondered on the NOTICE row.

ANSWER KEY: Franklin's experience was studying a problem and looking for a solution.

CHECK FOR UNDERSTANDING

Ask a student to explain what problem Franklin wanted to solve.

COMMON MISCONCEPTION

Students may focus on lightning instead of the experience of studying and solving a problem.

POSSIBLE STUDENT QUESTION

What is an experience? It is something a person goes through, like studying a problem or making a discovery.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing an experience in one text. Keep the demand at this level.

RAISE THE THINKING

Ask what Franklin did before he invented the lightning rod.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 4 · Paired Passages · Tuesday

TEKS 3.6(E) · Paired Passages · Week 17 of 36 · Cluster 4 · Module 1 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a similar experience between two texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"An experience must be in both texts. If it is in only one, it is a trap."

▶ Students choose, then name the experience from each text.

ANSWER KEY: A. Both texts describe people learning how a discovery solved a problem.

CHECK FOR UNDERSTANDING

Ask a student to name the discovery in each text.

COMMON MISCONCEPTION

Students may pick B because Franklin experimented with lightning. But the drama never mentions kites.

POSSIBLE STUDENT QUESTION

What if one text uses different words? That is fine. Compare the experience, not the exact words.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a similar experience between two texts. Keep the demand at this level.

RAISE THE THINKING

Ask what problem each discovery solved.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 4 · Paired Passages · Wednesday

TEKS 3.6(E) · Paired Passages · Week 17 of 36 · Cluster 4 · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is **SHOW**. I can show how two texts share a similar experience."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We found the experience in the article. Now prove the drama has a similar one."

▶ Students write the drama line and match it to the article's experience on the **SHOW** row.

ANSWER KEY: The two students realize that a scientific breakthrough still helps people today. Franklin's article shows the same idea.

CHECK FOR UNDERSTANDING

Ask a student to compare what the students in the drama learned to what Franklin discovered.

COMMON MISCONCEPTION

Students may only describe the drama. A comparison needs both texts.

POSSIBLE STUDENT QUESTION

Do the discoveries have to be the same? No. The experience of learning about a problem-solving discovery is similar.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two texts share a similar experience. Keep the demand at this level.

RAISE THE THINKING

Ask whether Franklin and Pasteur faced the same kind of problem.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 4 · Paired Passages · Thursday

TEKS 3.6(E) · Paired Passages · Week 17 of 36 · Cluster 4 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a comparison of experiences."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Name the experience in each text, then explain how they are similar."

▶ Students write one full sentence on the OWN row, naming both texts.

ANSWER KEY: Example: Both texts show that scientific discoveries can solve real problems and protect people.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and point to proof in each text.

COMMON MISCONCEPTION

Students may describe only one text. A comparison names both.

POSSIBLE STUDENT QUESTION

Can I compare feelings too? Yes. If both texts show people feeling curious or amazed, that counts.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a comparison of experiences independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student how they would feel if they discovered something that helped many people.

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



The Writing Academy®, LLC

Grade 3 · Cluster 4 · Paired Passages · Friday

TEKS 3.6(E) · Paired Passages · Week 17 of 36 · Cluster 4 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a comparison and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Even a true detail from one text is the wrong answer if the other text does not share it."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: Both connect through discoveries solving problems. The lightning rod is Only one text.

CHECK FOR UNDERSTANDING

Ask a student to search the drama for any mention of a metal rod.

COMMON MISCONCEPTION

Students may accept the trap because the lightning rod is memorable. But the drama never mentions it.

POSSIBLE STUDENT QUESTION

What if both texts are about science? Being about science is a topic. The question asks about specific experiences.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an only-one-text detail is not a shared experience. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name the experience that IS similar between the two texts.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 4 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 17 of 36 · Cluster 4 · Module 1 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Write the similar experience first, then copy one proof line from each text.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.



TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 4 · Paired Passages

TEKS 3.6(E) · Paired Passages · Week 17 of 36 · Cluster 4 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Picking B because the drama is set in a cafeteria, without checking whether the article also describes a cafeteria.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



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Grade 3 · Cluster 4 · Paired Passages

TEKS 3.6(E) · Paired Passages · Week 17 of 36 · Cluster 4 · Module 1 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 4 • Paired Passages

TEKS 3.6(E) • Paired Passages • Week 18 of 36 • Cluster 4 • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we compare how two texts approach their topics differently. One takes a broad view and the other takes a close view.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“We will practice a STAAR question about differences and learn to spot traps that name a similarity instead.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 4 Module 2 . a class or student copy of "Benjamin Franklin and Electricity" and "The Lunchroom Discoveries" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student what it means to take a broad view of a topic versus a close view.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 4 · Paired Passages · Monday

TEKS 3.6(E) · Paired Passages · Week 18 of 36 · Cluster 4 · Module 2 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice how a text presents its topic."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Some texts take a broad view, covering many details over time. Others zoom in on one moment."

▶ Read the line aloud. Students circle studying electricity and conducting experiments on the NOTICE row.

ANSWER KEY: The article takes a broad view of Franklin's research and inventions across his life.

CHECK FOR UNDERSTANDING

Ask a student to name three topics the article covers about Franklin.

COMMON MISCONCEPTION

Students may focus on one detail instead of noticing the broad pattern of the article.

POSSIBLE STUDENT QUESTION

What is a broad view? It covers a lot of information over a long time period.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing how a text presents its topic. Keep the demand at this level.

RAISE THE THINKING

Ask how many years of Franklin's life the article describes.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 4 • Paired Passages • Tuesday

TEKS 3.6(E) • Paired Passages • Week 18 of 36 • Cluster 4 • Module 2 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a difference between two texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A difference tells how the texts are NOT alike. If both texts do it, that is a similarity."

▶ Students choose, then explain what makes C a difference and A a similarity.

ANSWER KEY: C. The article covers a broad topic; the drama shows one close moment.

CHECK FOR UNDERSTANDING

Ask a student to describe the scope of each text.

COMMON MISCONCEPTION

Students may pick A because both texts are about science. But that is something they share.

POSSIBLE STUDENT QUESTION

What is a close view? It focuses on one specific moment, like one conversation in the drama.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a difference between two texts. Keep the demand at this level.

RAISE THE THINKING

Ask how much time passes in the drama compared to the article.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 4 • Paired Passages • Wednesday

TEKS 3.6(E) • Paired Passages • Week 18 of 36 • Cluster 4 • Module 2 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how two texts have different views."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We know the article takes a broad view. Show how the drama takes a closer view."

▶ Students write the drama line and explain how the drama's view is close on the SHOW row.

ANSWER KEY: The students leave the cafeteria with a better understanding in the drama. The article covers a life of discoveries.

CHECK FOR UNDERSTANDING

Ask a student to tell how long the drama's scene lasts.

COMMON MISCONCEPTION

Students may describe only the drama without comparing it to the article.

POSSIBLE STUDENT QUESTION

Can a close view still teach something big? Yes. One conversation can teach about a big discovery.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two texts take different views. Keep the demand at this level.

RAISE THE THINKING

Ask whether the drama or the article gives more background about the discoveries.

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.



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Grade 3 · Cluster 4 · Paired Passages · Thursday

TEKS 3.6(E) · Paired Passages · Week 18 of 36 · Cluster 4 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write about different views in two texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Name how each text approaches the topic, then explain the difference."

▶ Students write a full sentence on the OWN row, naming both texts.

ANSWER KEY: Example: The article covers many years; the drama covers one lunch period.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and explain the broad vs. close difference.

COMMON MISCONCEPTION

Students may describe content instead of view. Focus on how each text approaches the topic.

POSSIBLE STUDENT QUESTION

Is view the same as perspective? View here means how much the text covers. Broad = wide; close = narrow.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a view difference independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student which view they prefer for learning and why.

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 | I can prove that a similarity does not answer a question about differences.



The Writing Academy®, LLC

Grade 3 · Cluster 4 · Paired Passages · Friday

TEKS 3.6(E) · Paired Passages · Week 18 of 36 · Cluster 4 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a difference and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"When a question asks for a difference, a shared trait is the wrong answer, even if it is true."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: The article explains Franklin's invention process; the drama shows students seeing Pasteur's discovery in their lunch. Different viewpoints on science.

CHECK FOR UNDERSTANDING

Ask a student to explain why a similarity cannot answer a difference question.

COMMON MISCONCEPTION

Students may accept this because it is true of both texts. But true for both means it is a similarity.

POSSIBLE STUDENT QUESTION

Can something be true and still be the wrong answer? Yes, if the question asks for a difference.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a similarity is not a difference. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name one thing that IS different between the texts.

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.

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Grade 3 · Cluster 4 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 18 of 36 · Cluster 4 · Module 2 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Write the difference first, then copy one proof line from each text.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.



TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.



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Grade 3 · Cluster 4 · Paired Passages

TEKS 3.6(E) · Paired Passages · Week 18 of 36 · Cluster 4 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, worded the way the STAAR test words it."

▶ Read the excerpt and the question aloud.

"Read all four choices. Cross out each trap and say its name before you choose."

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Picking A because both texts mention discoveries, without noticing that is a similarity, not a difference.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



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Grade 3 · Cluster 4 · Paired Passages

TEKS 3.6(E) · Paired Passages · Week 18 of 36 · Cluster 4 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is B. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 4 • Paired Passages

TEKS 3.6(E) • Paired Passages • Week 19 of 36 • Cluster 4 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we find a message both authors share. An article about Franklin and a drama about Pasteur can teach the same lesson.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the *What does this mean to me* box in your own warm voice.

“We will practice a STAAR question about shared messages and learn to spot traps that go too far by adding ideas the texts do not say.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 4 Module 3 . a class or student copy of “Benjamin Franklin and Electricity” and “The Lunchroom Discoveries” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student what a message is when we talk about two texts.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 4 · Paired Passages · Monday

TEKS 3.6(E) · Paired Passages · Week 19 of 36 · Cluster 4 · Module 3 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a message in one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A message is a lesson the author wants the reader to learn. What does this line teach?"

▶ Read the line aloud. Students circle studying the problem for himself on the NOTICE row.

ANSWER KEY: Franklin studied problems instead of accepting what others believed. Message: curiosity leads to discovery.

CHECK FOR UNDERSTANDING

Ask a student to explain why Franklin chose to study the problem himself.

COMMON MISCONCEPTION

Students may think the message is about being stubborn. It is about being curious and doing research.

POSSIBLE STUDENT QUESTION

Is a message always stated directly? No. Sometimes the message is shown through what people do.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a message in one text. Keep the demand at this level.

RAISE THE THINKING

Ask what might have happened if Franklin had accepted what others believed.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 4 • Paired Passages • Tuesday

TEKS 3.6(E) • Paired Passages • Week 19 of 36 • Cluster 4 • Module 3 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a message both authors share."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A shared message must come from both texts. If it adds ideas the texts do not say, it goes too far."

▶ Students choose, then name one detail from each text that supports the message.

ANSWER KEY: B. Scientific discoveries can solve problems and help people.

CHECK FOR UNDERSTANDING

Ask a student to name the discovery in each text and the problem it solved.

COMMON MISCONCEPTION

Students may pick A because it sounds encouraging. But neither text says everyone must become a scientist.

POSSIBLE STUDENT QUESTION

What does goes too far mean? It means the answer adds an idea the texts do not actually teach.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a message both authors share. Keep the demand at this level.

RAISE THE THINKING

Ask how each discovery in the texts helped people.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 4 · Paired Passages · Wednesday

TEKS 3.6(E) · Paired Passages · Week 19 of 36 · Cluster 4 · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can find which sentence in a text supports a shared message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Look for the sentence that proves the drama teaches the same message as the article."

▶ Students find the sentence in the drama and write it on the **SHOW** row, then explain why it supports the message.

ANSWER KEY: The sentence about a discovery improving lives supports the message that discoveries help people.

CHECK FOR UNDERSTANDING

Ask a student to compare what the drama says about discoveries to what the article says.

COMMON MISCONCEPTION

Students may only describe the drama. A shared message needs proof from both texts.

POSSIBLE STUDENT QUESTION

Do both texts have to use the same words? No. The message is the same even with different words.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two texts share the same message. Keep the demand at this level.

RAISE THE THINKING

Ask whether Pasteur and Franklin faced the same kind of challenge.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 4 · Paired Passages · Thursday

TEKS 3.6(E) · Paired Passages · Week 19 of 36 · Cluster 4 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a message both authors share."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Name the message, then point to evidence in each text."

▶ Students write a full sentence on the OWN row, naming both texts.

ANSWER KEY: Example: Both texts teach that curious people can make discoveries that help communities for many years.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and prove it with both texts.

COMMON MISCONCEPTION

Students may name only one text. A shared message must come from both.

POSSIBLE STUDENT QUESTION

Can the message be one sentence? Yes. A clear message sentence names the lesson both texts teach.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a shared message independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a discovery that still helps people today.

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 | I can explain the connection between two texts and spot a conclusion that goes too far.



The Writing Academy®, LLC

Grade 3 · Cluster 4 · Paired Passages · Friday

TEKS 3.6(E) · Paired Passages · Week 19 of 36 · Cluster 4 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain how two texts are connected."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Think about what connects these two texts. What lesson do they both teach?"

▶ Students write how the texts connect and explain the goes too far trap on the DEFEND row.

ANSWER KEY: Both texts connect through the idea that discoveries help people. Goes too far claims add ideas the texts do not support.

CHECK FOR UNDERSTANDING

Ask a student to find the word all in either text.

COMMON MISCONCEPTION

Students may accept the trap because Franklin worked alone on experiments. But the drama shows students learning together.

POSSIBLE STUDENT QUESTION

What word makes it go too far? The word all. The texts tell about two people, not all discoveries.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a conclusion goes too far. Keep the demand at this level.

RAISE THE THINKING

Ask a student to rewrite the trap so it fits what the texts actually say.

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.

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Grade 3 · Cluster 4 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 19 of 36 · Cluster 4 · Module 3 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Write the shared message first, then copy one proof line from each text.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.



TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.



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Grade 3 · Cluster 4 · Paired Passages

TEKS 3.6(E) · Paired Passages · Week 19 of 36 · Cluster 4 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Picking B because children are in the drama, without noticing that only children goes far beyond what the texts say.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



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Grade 3 · Cluster 4 · Paired Passages

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TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is C. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



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Grade 3 • Cluster 4 • Paired Passages

TEKS 3.6(E) • Paired Passages • Week 20 of 36 • Cluster 4 • Module 4 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are reading two texts together. One is an article about Benjamin Franklin and one is a drama about students discussing discoveries.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the *What does this mean to me* box in your own warm voice.

“Each day we will practice finding details that appear in one text but not the other, and we will learn to spot traps that switch which text a detail comes from.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 4 Module 4 . a class or student copy of “Benjamin Franklin and Electricity” and “The Lunchroom Discoveries” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name something they know about Benjamin Franklin.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 4 • Paired Passages • Monday

TEKS 3.6(E) • Paired Passages • Week 20 of 36 • Cluster 4 • Module 4 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a detail in one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Before we compare two texts, we need to find important details in each one. Watch for what Franklin created."

▶ Read the line twice. Students circle lightning rod on the NOTICE row.

ANSWER KEY: Franklin invented the lightning rod. This detail is in the article only.

CHECK FOR UNDERSTANDING

Ask a student to explain what a lightning rod does in their own words.

COMMON MISCONCEPTION

Students may say both texts talk about inventions. The drama does not mention the lightning rod.

POSSIBLE STUDENT QUESTION

Can a detail be in both texts? Yes, but this question asks for one that is in only one text.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a detail in one text. Keep the demand at this level.

RAISE THE THINKING

Ask what problem the lightning rod solved for communities.

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.



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Grade 3 • Cluster 4 • Paired Passages • Tuesday

TEKS 3.6(E) • Paired Passages • Week 20 of 36 • Cluster 4 • Module 4 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a detail found in only one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Hold each choice up to both texts. If the detail is in both, it cannot be the answer."

▶ Students choose privately, then check the drama to confirm their choice is not there.

ANSWER KEY: C. Franklin used a kite to study electricity in a storm.

CHECK FOR UNDERSTANDING

Ask a student to search the drama for any mention of a lightning rod.

COMMON MISCONCEPTION

Students may pick A because it sounds scientific. The drama is the one that discusses germs.

POSSIBLE STUDENT QUESTION

What if both texts mention science? That is a shared topic. The question asks for a specific detail in only one.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting information found in only one text. Keep the demand at this level.

RAISE THE THINKING

Ask why the drama never mentions lightning or the lightning rod.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 4 • Paired Passages • Wednesday

TEKS 3.6(E) • Paired Passages • Week 20 of 36 • Cluster 4 • Module 4 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is **SHOW**. I can find which sentence in a text supports unique information."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Look for a sentence in the drama that tells something the article does not."

▶ Students find the sentence and write it on the **SHOW** row, then explain why it is not in the article.

ANSWER KEY: Pasteur's heating process sentence supports information only in the drama.

CHECK FOR UNDERSTANDING

Ask a student to search the article for the word Pasteur.

COMMON MISCONCEPTION

Students may say both texts talk about helping people. That is a shared idea, not a specific detail.

POSSIBLE STUDENT QUESTION

Does the article ever mention milk? No. That detail belongs only to the drama.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining a detail found in only one text. Keep the demand at this level.

RAISE THE THINKING

Ask how Pasteur's discovery still helps people who drink milk today.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 4 · Paired Passages · Thursday

TEKS 3.6(E) · Paired Passages · Week 20 of 36 · Cluster 4 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write about a detail found in only one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Start with the detail, then name which text it comes from and prove the other text does not have it."

▶ Students write the comparison as a full sentence on the OWN row.

ANSWER KEY: Example: The article describes the kite experiment, but the drama does not mention it.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and prove the detail is missing from the other text.

COMMON MISCONCEPTION

Students may write about both texts instead of one. This question asks for what is in one but not the other.

POSSIBLE STUDENT QUESTION

Can I write about the drama instead of the article? Yes. Pick a detail from either text that the other does not include.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a detail unique to one text. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name something both texts do share.

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 | I can explain the connection between two texts and spot when details are switched.



The Writing Academy®, LLC

Grade 3 · Cluster 4 · Paired Passages · Friday

TEKS 3.6(E) · Paired Passages · Week 20 of 36 · Cluster 4 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain how two texts connect and where their information differs."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Think about what each text covers. Which details belong to which text?"

▶ Students write how the texts connect and explain the texts switched trap on the DEFEND row.

ANSWER KEY: Both texts connect through discoveries, but each covers a different one. Lightning rods belong to the article only.

CHECK FOR UNDERSTANDING

Ask a student to name the text that actually discusses lightning rods.

COMMON MISCONCEPTION

Students may accept the trap because lightning rods are real. The detail is real, but it is in the wrong text.

POSSIBLE STUDENT QUESTION

Why do traps switch the texts? Because a detail can sound correct if you forget which text it came from.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a switched-text trap fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to fix the trap so it names the correct text.

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.

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Grade 3 · Cluster 4 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 20 of 36 · Cluster 4 · Module 4 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to use the question on your own."

▶ Read the Your Turn task. Students work independently on the tracking sheet.

"Pick one detail, name the text it comes from, and prove the other text does not include it."

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.



TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.



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Grade 3 · Cluster 4 · Paired Passages

TEKS 3.6(E) · Paired Passages · Week 20 of 36 · Cluster 4 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because germs sound scientific, without checking that the article about Franklin never discusses germs.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 4 · Paired Passages

TEKS 3.6(E) · Paired Passages · Week 20 of 36 · Cluster 4 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 5 • Paired Passages

TEKS 3.6(E) • Paired Passages • Week 21 of 36 • Cluster 5 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are reading two articles together. One is about Henry Ford and the other is about Sam Walton.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will compare how both people solved problems and learn to spot traps that use a real detail but attach the wrong idea.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 5 Module 1 . a class or student copy of "Henry Ford: Visionary of Travel" and "Sam Walton: Visionary of Retail" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name something they know about how people solve problems.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 5 • Paired Passages • Monday

TEKS 3.6(E) • Paired Passages • Week 21 of 36 • Cluster 5 • Module 1 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice how one person tried to solve a problem."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Before we compare two problem solvers, we find the problem each one noticed. Watch what Ford wanted to change."

▶ Read the line twice. Students circle available for everyday families on the NOTICE row.

ANSWER KEY: Ford wanted cars to be affordable for regular families, not just wealthy people.

CHECK FOR UNDERSTANDING

Ask a student to explain why most families could not buy a car before Ford.

COMMON MISCONCEPTION

Students may say Ford invented cars. He did not invent cars; he made them affordable.

POSSIBLE STUDENT QUESTION

Did Ford think of the idea all at once? No. He studied machines for many years before starting his company.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing how one person solved a problem. Keep the demand at this level.

RAISE THE THINKING

Ask what life was like for families who traveled by horse and wagon.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 5 • Paired Passages • Tuesday

TEKS 3.6(E) • Paired Passages • Week 21 of 36 • Cluster 5 • Module 1 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a similarity between two problem solvers."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Hold each choice up to both articles. The right answer must be true of Ford and Walton."

▶ Students choose privately, then point to one line in each article that proves it.

ANSWER KEY: B. Both men worked to make something more affordable for families.

CHECK FOR UNDERSTANDING

Ask a student to name what Ford made affordable and what Walton made affordable.

COMMON MISCONCEPTION

Students may pick A because Ford built machines. Walton did not invent machines; he opened stores.

POSSIBLE STUDENT QUESTION

What if a choice is true for only one person? Then it is not a similarity. It is a trap.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a similarity between two problem solvers. Keep the demand at this level.

RAISE THE THINKING

Ask how making something cheaper helped everyday families.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 5 · Paired Passages · Wednesday

TEKS 3.6(E) · Paired Passages · Week 21 of 36 · Cluster 5 · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can find which sentence supports a similarity between texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Look for the sentence that proves Walton solved problems the same way Ford did."

▶ Students find the sentence and write it on the SHOW row, then explain how it matches Ford's approach.

ANSWER KEY: Walton lowered prices for families, just as Ford lowered car prices. The sentence proves a similar approach.

CHECK FOR UNDERSTANDING

Ask a student to match Walton's line to something Ford did.

COMMON MISCONCEPTION

Students may only explain Walton. A comparison needs both texts.

POSSIBLE STUDENT QUESTION

Do the two men have to do the exact same thing? No. They solved different problems in a similar way.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two texts share a similar approach. Keep the demand at this level.

RAISE THE THINKING

Ask which article mentions the assembly line and what it helped Ford do.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 5 · Paired Passages · Thursday

TEKS 3.6(E) · Paired Passages · Week 21 of 36 · Cluster 5 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a comparison between two problem solvers."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Start with what is alike, then name both people and what each one did."

▶ Students write the comparison as a full sentence on the OWN row.

ANSWER KEY: Example: Both Ford and Walton made something more affordable for everyday families.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and prove it with a line from each article.

COMMON MISCONCEPTION

Students may write about only one person. A comparison must include both.

POSSIBLE STUDENT QUESTION

Can I start with Both? Yes. Both is a strong word for comparing two people.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a comparison independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name one difference between what Ford did and what Walton did.

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 | I can explain a connection and spot when a right detail is attached to the wrong idea.



The Writing Academy®, LLC

Grade 3 · Cluster 5 · Paired Passages · Friday

TEKS 3.6(E) · Paired Passages · Week 21 of 36 · Cluster 5 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain how two problem-solving approaches are connected."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Think about what connects the way Ford and Walton each solved their problem."

▶ Students write the connection and explain the right detail, wrong idea trap on the DEFEND row.

ANSWER KEY: Both connect through lowering prices to help families. Right detail, wrong idea: Ford had factories, but Walton ran stores.

CHECK FOR UNDERSTANDING

Ask a student to prove that Walton did not build cars.

COMMON MISCONCEPTION

Students may accept the trap because factories are mentioned in Ford's article. Walton's article never mentions factories.

POSSIBLE STUDENT QUESTION

Is a detail always wrong if it is only in one text? For a comparison question, yes. It must be true of both.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a right-detail-wrong-idea trap fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to rewrite the trap so it becomes a true comparison.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 5 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 21 of 36 · Cluster 5 · Module 1 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to use the question on your own."

▶ Read the Your Turn task. Students work independently on the tracking sheet.

"Name the similarity first, then copy one line from each article that proves it."

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

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Grade 3 · Cluster 5 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 21 of 36 · Cluster 5 · Module 1 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 5 · Paired Passages

TEKS 3.6(E) · Paired Passages · Week 21 of 36 · Cluster 5 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, worded the way the STAAR test words it."

▶ Read the excerpt and the question aloud.

"Read all four choices. Cross out each trap and say its name before you choose."

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing D because Walton opened stores, without checking that Ford did not open stores.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 5 · Paired Passages

TEKS 3.6(E) · Paired Passages · Week 21 of 36 · Cluster 5 · Module 1 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is C. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 5 • Paired Passages

TEKS 3.6(E) • Paired Passages • Week 22 of 36 • Cluster 5 • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are reading two articles together about Henry Ford and Sam Walton.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will look for differences between the two people and learn to spot traps that give a similarity when the question asks for a difference.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 5 Module 2 . a class or student copy of "Henry Ford: Visionary of Travel" and "Sam Walton: Visionary of Retail" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name one way two classmates are different from each other.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 5 • Paired Passages • Monday

TEKS 3.6(E) • Paired Passages • Week 22 of 36 • Cluster 5 • Module 2 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice what makes one person different from another."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Before we find a difference, we need to know what each person focused on. Watch what Ford cared about."

▶ Read the line twice. Students circle engines and tools on the NOTICE row.

ANSWER KEY: Ford focused on engines and machines, which is different from Walton's focus on stores.

CHECK FOR UNDERSTANDING

Ask a student to name one thing Ford built or worked with.

COMMON MISCONCEPTION

Students may say both men worked hard. That is a similarity, not a difference.

POSSIBLE STUDENT QUESTION

Is working hard a difference? No. Both men worked hard. A difference is something true of one but not the other.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing what makes one subject different. Keep the demand at this level.

RAISE THE THINKING

Ask what kind of business Ford started.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 5 · Paired Passages · Tuesday

TEKS 3.6(E) · Paired Passages · Week 22 of 36 · Cluster 5 · Module 2 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a difference between two people."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A difference question asks what is NOT the same. If a choice says something true of both, it is a trap."

▶ Students choose privately, then check both articles to confirm the choice names a difference.

ANSWER KEY: C. Ford changed transportation while Walton changed shopping.

CHECK FOR UNDERSTANDING

Ask a student to name what Ford changed and what Walton changed.

COMMON MISCONCEPTION

Students may pick A because it sounds correct. Both men did want to help families, but that is a similarity.

POSSIBLE STUDENT QUESTION

What if something is true of both people? Then it is a similarity, not a difference.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a difference between two subjects. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name one more difference between Ford and Walton.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 5 • Paired Passages • Wednesday

TEKS 3.6(E) • Paired Passages • Week 22 of 36 • Cluster 5 • Module 2 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is **SHOW**. I can find which sentence supports a difference between two texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Look for the sentence that proves Walton's focus was different from Ford's."

▶ Students find the sentence and write it on the **SHOW** row, then explain how it shows a difference from Ford.

ANSWER KEY: Walton focused on store prices. Ford focused on car production. The sentence shows different industries.

CHECK FOR UNDERSTANDING

Ask a student to name the industry each person changed.

COMMON MISCONCEPTION

Students may explain only what Walton did. A comparison needs both texts.

POSSIBLE STUDENT QUESTION

Can I talk about both people? Yes. A good comparison names what each person did differently.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining a difference between two texts with evidence. Keep the demand at this level.

RAISE THE THINKING

Ask whether Ford ever opened a store like Walmart.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 5 · Paired Passages · Thursday

TEKS 3.6(E) · Paired Passages · Week 22 of 36 · Cluster 5 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a difference between two people described in two texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Start with what makes them different, then name both people."

▶ Students write the difference as a full sentence on the OWN row.

ANSWER KEY: Example: Ford changed how products were built; Walton changed how products were sold.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and prove each part is true.

COMMON MISCONCEPTION

Students may write a similarity by accident. Remind them the question asks what is different.

POSSIBLE STUDENT QUESTION

Can I write about what they did NOT do? Yes. That can help show a difference.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a difference independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name something Ford and Walton did have in common.

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 | I can explain a connection and spot when a similarity does not answer a difference question.



The Writing Academy®, LLC

Grade 3 · Cluster 5 · Paired Passages · Friday

TEKS 3.6(E) · Paired Passages · Week 22 of 36 · Cluster 5 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain the connection between a question about differences and both texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The question asks for a difference. A shared trait does not answer it."

▶ Students write the connection and explain the similarity trap on the DEFEND row.

ANSWER KEY: Both connect through helping families, but they did it differently. Similarity, not a difference: helping families is shared.

CHECK FOR UNDERSTANDING

Ask a student to change the similarity into a real difference.

COMMON MISCONCEPTION

Students may accept the trap because it is true. It is true, but it does not answer the question.

POSSIBLE STUDENT QUESTION

Is a true statement always the right answer? No. It has to answer the question being asked.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a similarity trap fails on a difference question. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name one way Ford's help was different from Walton's help.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 5 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 22 of 36 · Cluster 5 · Module 2 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Name the difference first, then copy one line from each article that proves it.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.



TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 5 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 22 of 36 · Cluster 5 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because both men are described as dreamers, without noticing the articles do not say both dreamed about science.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



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Grade 3 · Cluster 5 · Paired Passages

TEKS 3.6(E) · Paired Passages · Week 22 of 36 · Cluster 5 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is B. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 5 • Paired Passages

TEKS 3.6(E) • Paired Passages • Week 23 of 36 • Cluster 5 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are reading two articles about Henry Ford and Sam Walton again, this time looking for a big conclusion both texts support.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice finding conclusions and learn to spot traps that sound true but are not actually in the texts.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 5 Module 3 . a class or student copy of "Henry Ford: Visionary of Travel" and "Sam Walton: Visionary of Retail" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student what the word conclusion means.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 5 • Paired Passages • Monday

TEKS 3.6(E) • Paired Passages • Week 23 of 36 • Cluster 5 • Module 3 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice evidence of lasting change in one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A conclusion needs evidence from both texts. First, let us find evidence of lasting change in Ford's article."

▶ Read the line twice. Students circle transform transportation on the NOTICE row.

ANSWER KEY: Ford's ideas transformed how people traveled. That change lasted.

CHECK FOR UNDERSTANDING

Ask a student to name one way Ford's ideas still affect people today.

COMMON MISCONCEPTION

Students may say the conclusion is about cars. Cars are a topic, not a conclusion about lasting change.

POSSIBLE STUDENT QUESTION

What is a conclusion? A big idea that the evidence supports. It goes beyond one detail.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing evidence of lasting change in one text. Keep the demand at this level.

RAISE THE THINKING

Ask whether people still use assembly lines today.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 5 • Paired Passages • Tuesday

TEKS 3.6(E) • Paired Passages • Week 23 of 36 • Cluster 5 • Module 3 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a conclusion supported by both texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A conclusion must have evidence in both articles. If you cannot find proof in both, it is a trap."

▶ Students choose privately, then point to one line in each article that supports the conclusion.

ANSWER KEY: B. One person's ideas can create change that lasts for many years.

CHECK FOR UNDERSTANDING

Ask a student to name evidence from Walton's article that supports the conclusion.

COMMON MISCONCEPTION

Students may pick C because Walton grew up during hard times. The article does not say everyone who grows up poor becomes successful.

POSSIBLE STUDENT QUESTION

Does a conclusion have to use the exact words from the text? No. It is a big idea the evidence supports.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a conclusion supported by both texts. Keep the demand at this level.

RAISE THE THINKING

Ask how Ford's and Walton's changes are still visible in communities today.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 5 · Paired Passages · Wednesday

TEKS 3.6(E) · Paired Passages · Week 23 of 36 · Cluster 5 · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can find which sentence supports a shared conclusion."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Look for the sentence that proves Walton's ideas created lasting change."

▶ Students find the sentence and write it on the SHOW row, then connect it to Ford's lasting impact.

ANSWER KEY: Walton's millions of customers proves lasting change, like Ford's assembly line did.

CHECK FOR UNDERSTANDING

Ask a student to explain how Walton's changes are still visible today.

COMMON MISCONCEPTION

Students may only explain Walton. A conclusion needs evidence from both texts.

POSSIBLE STUDENT QUESTION

Do the changes have to be the same kind? No. Ford changed travel and Walton changed shopping, but both created lasting change.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two texts support the same conclusion. Keep the demand at this level.

RAISE THE THINKING

Ask whether a third grader could create lasting change someday.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 5 · Paired Passages · Thursday

TEKS 3.6(E) · Paired Passages · Week 23 of 36 · Cluster 5 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a conclusion supported by both texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Start with the big idea, then name both people and what each one changed."

▶ Students write the conclusion as a full sentence on the OWN row.

ANSWER KEY: Example: Both articles show that determination and new ideas can create change that lasts for generations.

CHECK FOR UNDERSTANDING

Ask a student to read their conclusion and point to evidence from each article.

COMMON MISCONCEPTION

Students may write a summary of one article instead of a conclusion that covers both.

POSSIBLE STUDENT QUESTION

Is a conclusion the same as a summary? No. A summary tells what happened. A conclusion is a big idea the evidence supports.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a conclusion independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name one more conclusion both articles support.

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 | I can explain a connection and spot when a conclusion is not supported by either text.



The Writing Academy®, LLC

Grade 3 · Cluster 5 · Paired Passages · Friday

TEKS 3.6(E) · Paired Passages · Week 23 of 36 · Cluster 5 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain how conclusions in two texts are connected."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A supported conclusion must come from what both texts actually say."

▶ Students write the connection and explain the not in either text trap on the DEFEND row.

ANSWER KEY: Both connect through lasting change from one person's ideas. Not in either text: neither claims all inventions help.

CHECK FOR UNDERSTANDING

Ask a student to find the word all in either article.

COMMON MISCONCEPTION

Students may accept the trap because it sounds reasonable. Being true in real life does not mean the texts say it.

POSSIBLE STUDENT QUESTION

Can something be true but still be a trap? Yes. If the texts do not support it, it is not the right answer.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an unsupported conclusion fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to change the trap into a conclusion both texts actually support.

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.



TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“State the conclusion first, then copy one line from each article as evidence.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

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Grade 3 · Cluster 5 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 23 of 36 · Cluster 5 · Module 3 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.

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Grade 3 · Cluster 5 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 23 of 36 · Cluster 5 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because both men are famous, without noticing the articles never say all business owners become famous.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is C. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 5 • Paired Passages

TEKS 3.6(E) • Paired Passages • Week 24 of 36 • Cluster 5 • Module 4 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are reading two articles about Henry Ford and Sam Walton, focusing on how their changes affected real people.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will look for ways both texts show how change makes a difference and learn to spot traps that name a topic instead of an idea.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 5 Module 4 . a class or student copy of "Henry Ford: Visionary of Travel" and "Sam Walton: Visionary of Retail" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name one change that has affected their school or neighborhood.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 5 · Paired Passages · Monday

TEKS 3.6(E) · Paired Passages · Week 24 of 36 · Cluster 5 · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice how change affected people in one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Before we compare how both texts show change, let us see how Ford's work affected real families."

▶ Read the line twice. Students circle travel for vacations, visit relatives on the NOTICE row.

ANSWER KEY: Ford's cars helped families travel, visit relatives, and explore new places.

CHECK FOR UNDERSTANDING

Ask a student to describe what travel was like before Ford's cars.

COMMON MISCONCEPTION

Students may say both texts are about change. That is the topic. We need the specific effect on people.

POSSIBLE STUDENT QUESTION

Does change always help people? The texts show positive effects, but change can also bring challenges.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing how change affected people in one text. Keep the demand at this level.

RAISE THE THINKING

Ask what life would be like if families still had to travel by horse and wagon.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 5 • Paired Passages • Tuesday

TEKS 3.6(E) • Paired Passages • Week 24 of 36 • Cluster 5 • Module 4 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is **CHOOSE**. I can choose an idea about change supported by both texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Test each choice against both articles. Does it name how change affected people, not just a topic?"

▶ Students choose privately, then point to one line in each article that proves it.

ANSWER KEY: A. Both show that new ideas made daily life easier for many families.

CHECK FOR UNDERSTANDING

Ask a student to name one way daily life got easier in each article.

COMMON MISCONCEPTION

Students may pick B because Ford built machines. Walton did not invent machines; he opened stores.

POSSIBLE STUDENT QUESTION

What if a choice is true for only one text? Then it does not show how both texts prove the idea.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting an idea about change in both texts. Keep the demand at this level.

RAISE THE THINKING

Ask what specific daily activities changed because of Ford and Walton.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 5 • Paired Passages • Wednesday

TEKS 3.6(E) • Paired Passages • Week 24 of 36 • Cluster 5 • Module 4 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can find which sentence supports the idea that change affected people."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Look for the sentence that proves Walton's changes affected everyday families."

▶ Students find the sentence and write it on the SHOW row, then connect it to how Ford's changes affected families.

ANSWER KEY: People traveling far to shop supports that change affected families, like Ford's affordable cars did.

CHECK FOR UNDERSTANDING

Ask a student to explain how Walton's stores changed life in small towns.

COMMON MISCONCEPTION

Students may only explain Walton. Connecting both texts is what makes the answer strong.

POSSIBLE STUDENT QUESTION

Did Ford and Walton change the same thing? No. Ford changed travel and Walton changed shopping, but both affected daily life.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two texts show change affecting people. Keep the demand at this level.

RAISE THE THINKING

Ask whether communities changed because of Ford's cars or Walton's stores.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 5 · Paired Passages · Thursday

TEKS 3.6(E) · Paired Passages · Week 24 of 36 · Cluster 5 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write about how change affects people using evidence from both texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Start with the idea about change, then name both people and how each one affected families."

▶ Students write the idea as a full sentence on the OWN row.

ANSWER KEY: Example: Both articles show that one person's new idea can make daily life better for many families.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and name evidence from each article.

COMMON MISCONCEPTION

Students may write about only one person. The question asks about both texts.

POSSIBLE STUDENT QUESTION

Can I use the word both? Yes. It helps connect the two texts.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating an idea about change independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name one change that affected their own family.

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 | I can explain a connection and spot when a topic is named instead of an idea.



The Writing Academy®, LLC

Grade 3 · Cluster 5 · Paired Passages · Friday

TEKS 3.6(E) · Paired Passages · Week 24 of 36 · Cluster 5 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain how an idea about change connects two texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A topic is what both texts mention. An idea is what both texts show or prove."

▶ Students write the connection and explain the shared topic trap on the DEFEND row.

ANSWER KEY: Both connect through change affecting families. Shared topic: business is the topic, not the idea.

CHECK FOR UNDERSTANDING

Ask a student to turn the topic into an idea about change.

COMMON MISCONCEPTION

Students may accept the trap because it is true. Both men did start businesses, but that does not answer how change affected people.

POSSIBLE STUDENT QUESTION

Is a topic always wrong? A topic by itself does not answer the question. You need the idea behind it.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a topic trap fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to explain the difference between a topic and an idea.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 5 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 24 of 36 · Cluster 5 · Module 4 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“State the idea about change first, then copy one proof line from each article.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

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Grade 3 · Cluster 5 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 24 of 36 · Cluster 5 · Module 4 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.

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Grade 3 · Cluster 5 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 24 of 36 · Cluster 5 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing C because both men lowered prices, without noticing the texts do not say all businesses that lower prices succeed.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 6 • Paired Passages

TEKS 3.6(E) • Paired Passages • Week 25 of 36 • Cluster 6 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are reading two texts together. One is about a student named Amina in a classroom and one is about a volunteer named Elena at a dog shelter.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will look for the same effect in both texts and learn to spot traps that name something from only one text.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 6 Module 1 . a class or student copy of "Crash" and "The Good Citizen" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to describe a time someone took responsibility for a mistake.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 6 • Paired Passages • Monday

TEKS 3.6(E) • Paired Passages • Week 25 of 36 • Cluster 6 • Module 1 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice an effect in one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Before we compare two texts, we find the effect in each one. Watch what happens because Amina is honest."

▶ Read the line twice. Students circle honesty helped make things right on the NOTICE row.

ANSWER KEY: Amina's honesty helped the situation get better.

CHECK FOR UNDERSTANDING

Ask a student to tell what happened right after Amina admitted her mistake.

COMMON MISCONCEPTION

Students may say the effect is that the jar broke. Breaking the jar is the event, not the effect of honesty.

POSSIBLE STUDENT QUESTION

What is the difference between an event and an effect? An event is what happened. An effect is what happened because of it.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing an effect in one text. Keep the demand at this level.

RAISE THE THINKING

Ask how the class might have reacted if Amina had stayed silent.

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.



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Grade 3 • Cluster 6 • Paired Passages • Tuesday

TEKS 3.6(E) • Paired Passages • Week 25 of 36 • Cluster 6 • Module 1 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose an effect that is in both texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Hold each choice up to both texts. An effect must be the result of actions in both."

▶ Students choose privately, then point to one line in each text that proves it.

ANSWER KEY: B. Taking responsibility helped fix a problem and earned trust.

CHECK FOR UNDERSTANDING

Ask a student to name how each character fixed a problem by being responsible.

COMMON MISCONCEPTION

Students may pick A because the broken jar is memorable. It only happens in Crash.

POSSIBLE STUDENT QUESTION

What if an effect sounds important but only happens in one text? Then it is a trap.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting an effect found in both texts. Keep the demand at this level.

RAISE THE THINKING

Ask a student how Elena showed responsibility in The Good Citizen.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 6 · Paired Passages · Wednesday

TEKS 3.6(E) · Paired Passages · Week 25 of 36 · Cluster 6 · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is **SHOW**. I can find which sentence supports the same effect in a second text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Look for the sentence that proves responsibility led to fixing a problem in this text too."

▶ Students find the sentence and write it on the **SHOW** row, then connect it to **Crash**.

ANSWER KEY: Elena's responsibility fixed the problem, just like Amina's honesty fixed hers.

CHECK FOR UNDERSTANDING

Ask a student to name one line from *The Good Citizen* that shows responsibility fixing a problem.

COMMON MISCONCEPTION

Students may only explain Elena's story. A comparison needs both texts.

POSSIBLE STUDENT QUESTION

Do the characters make the same mistake? No. Amina broke a jar and Elena forgot to feed Rusty. But the effect of taking responsibility is the same.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two texts show the same effect. Keep the demand at this level.

RAISE THE THINKING

Ask which character had to go back somewhere to fix their mistake.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 6 · Paired Passages · Thursday

TEKS 3.6(E) · Paired Passages · Week 25 of 36 · Cluster 6 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write about an effect found in both texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Start with the effect, then name both characters and what each one did."

▶ Students write the effect as a full sentence on the OWN row.

ANSWER KEY: Example: Both Amina and Elena felt proud after taking responsibility for their mistakes.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and point to evidence from each text.

COMMON MISCONCEPTION

Students may write about only one character. The question asks for an effect in both texts.

POSSIBLE STUDENT QUESTION

Can I talk about feelings? Yes. Feeling proud is part of the effect of being honest.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating an effect found in both texts independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student to describe how each character felt before and after taking responsibility.

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 | I can explain a connection and spot when a detail comes from only one text.



The Writing Academy®, LLC

Grade 3 · Cluster 6 · Paired Passages · Friday

TEKS 3.6(E) · Paired Passages · Week 25 of 36 · Cluster 6 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain how cause-and-effect patterns connect two texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Both texts show what happens when someone takes responsibility. Check which details belong to which text."

▶ Students write the connection and explain the only one text trap on the DEFEND row.

ANSWER KEY: Both connect through responsibility leading to positive outcomes. Only one text: the dog is only in The Good Citizen.

CHECK FOR UNDERSTANDING

Ask a student to search Crash for any mention of a dog or shelter.

COMMON MISCONCEPTION

Students may accept the trap because it is a real effect. It is real, but only in one text.

POSSIBLE STUDENT QUESTION

What if something really happens in a text? It can still be a trap if the question asks about both texts.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a single-text effect fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name the effect that appears in both texts, not just one.

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.

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Grade 3 · Cluster 6 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 25 of 36 · Cluster 6 · Module 1 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to use the question on your own."

▶ Read the Your Turn task. Students work independently on the tracking sheet.

"Name the effect first, then copy one line from each text that proves it."

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

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Grade 3 · Cluster 6 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 25 of 36 · Cluster 6 · Module 1 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 6 · Paired Passages

TEKS 3.6(E) · Paired Passages · Week 25 of 36 · Cluster 6 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because the cleanup in Crash is memorable, without noticing The Good Citizen does not have broken glass.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.

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.



TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is D. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 6 • Paired Passages

TEKS 3.6(E) • Paired Passages • Week 26 of 36 • Cluster 6 • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are reading **Crash and The Good Citizen together, looking at how each text presents its ideas about responsibility.**”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will find differences in how the two texts teach their lessons and learn to spot traps that name a similarity when the question asks for a difference.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 6 Module 2 . a class or student copy of "Crash" and "The Good Citizen" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name two different ways someone can show responsibility.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 6 · Paired Passages · Monday

TEKS 3.6(E) · Paired Passages · Week 26 of 36 · Cluster 6 · Module 2 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice how one text presents its ideas."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Before we compare, let us see how Crash presents its lesson about responsibility."

▶ Read the line twice. Students circle thought about what to do on the NOTICE row.

ANSWER KEY: Crash presents honesty through Amina's inner struggle about whether to tell the truth.

CHECK FOR UNDERSTANDING

Ask a student to describe what Amina was deciding.

COMMON MISCONCEPTION

Students may say both texts are about responsibility. That is what they share, not how they differ.

POSSIBLE STUDENT QUESTION

What does it mean to present ideas? It means the way the author builds and teaches the lesson.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing how one text presents its ideas. Keep the demand at this level.

RAISE THE THINKING

Ask whether Crash shows the lesson through a teacher's words, a character's thoughts, or both.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 6 • Paired Passages • Tuesday

TEKS 3.6(E) • Paired Passages • Week 26 of 36 • Cluster 6 • Module 2 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a difference in how two texts present ideas."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A difference question asks what is NOT the same. If a choice says something both texts do, it is a trap."

▶ Students choose privately, then check both texts to confirm the choice names a difference.

ANSWER KEY: C. Crash shows admitting a mistake, while The Good Citizen shows returning to fix one.

CHECK FOR UNDERSTANDING

Ask a student to explain what Amina admitted and what Elena went back to do.

COMMON MISCONCEPTION

Students may pick A because both characters do feel guilty. That is true but it is a similarity, not a difference.

POSSIBLE STUDENT QUESTION

What if both choices are true? Pick the one that answers the question. A difference question needs a difference.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a difference in how ideas are presented. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name the setting of each text.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 6 • Paired Passages • Wednesday

TEKS 3.6(E) • Paired Passages • Week 26 of 36 • Cluster 6 • Module 2 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is **SHOW**. I can find which sentence supports a difference in presentation."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Look for the sentence that proves **The Good Citizen** presents responsibility differently from **Crash**."

▶ Students find the sentence and write it on the **SHOW** row, then explain how the approach differs from **Crash**.

ANSWER KEY: Elena acts over time; Amina speaks up immediately. The sentence supports different presentations.

CHECK FOR UNDERSTANDING

Ask a student to compare the time and place of each character's responsible action.

COMMON MISCONCEPTION

Students may say both texts teach responsibility. That is true, but the question asks how the presentation differs.

POSSIBLE STUDENT QUESTION

Can two texts teach the same lesson in different ways? Yes. That is exactly what this question is about.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two texts present ideas differently. Keep the demand at this level.

RAISE THE THINKING

Ask which text has more characters involved in the resolution.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 6 · Paired Passages · Thursday

TEKS 3.6(E) · Paired Passages · Week 26 of 36 · Cluster 6 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write about how two texts present ideas differently."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Start with how one text presents the lesson, then contrast it with the other."

▶ Students write the difference as a full sentence on the OWN row.

ANSWER KEY: Example: Crash shows responsibility as speaking up. The Good Citizen shows it as going back.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and prove the difference with one line from each text.

COMMON MISCONCEPTION

Students may accidentally write a similarity. Remind them the question asks for a difference.

POSSIBLE STUDENT QUESTION

Can I say one text is better? The question asks how they differ, not which is better.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a presentation difference independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student which text they think teaches responsibility more effectively and why.

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 | I can explain a connection and spot when a similarity does not answer a difference question.



The Writing Academy®, LLC

Grade 3 · Cluster 6 · Paired Passages · Friday

TEKS 3.6(E) · Paired Passages · Week 26 of 36 · Cluster 6 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain how two texts connect through a shared lesson but differ in presentation."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The question asks how the presentations differ. A shared feeling does not answer that."

▶ Students write the connection and explain the similarity trap on the DEFEND row.

ANSWER KEY: Both connect through responsibility but present it differently. Similarity, not a difference: worry is shared.

CHECK FOR UNDERSTANDING

Ask a student to change the similarity into a real difference.

COMMON MISCONCEPTION

Students may accept the trap because it is true. Similarities can be true but still not answer the question.

POSSIBLE STUDENT QUESTION

Is a similarity always a trap? Only when the question asks for a difference.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a similarity trap fails on a difference question. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name one more way the two texts present their ideas differently.

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.

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Grade 3 · Cluster 6 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 26 of 36 · Cluster 6 · Module 2 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to use the question on your own."

▶ Read the Your Turn task. Students work independently on the tracking sheet.

"Name the presentation difference, then copy one line from each text that proves it."

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

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Grade 3 · Cluster 6 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 26 of 36 · Cluster 6 · Module 2 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.

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Grade 3 · Cluster 6 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 26 of 36 · Cluster 6 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, worded the way the STAAR test words it."

▶ Read the excerpt and the question aloud.

"Read all four choices. Cross out each trap and say its name before you choose."

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because both texts involve helping, without noticing the question asks how the texts are different.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



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Grade 3 · Cluster 6 · Paired Passages

TEKS 3.6(E) · Paired Passages · Week 26 of 36 · Cluster 6 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is C. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 6 • Paired Passages

TEKS 3.6(E) • Paired Passages • Week 27 of 36 • Cluster 6 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are reading Crash and The Good Citizen together, looking for an idea both texts develop.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice proving the idea with evidence from both texts and learn to spot traps that sound true but are not in the texts.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 6 Module 3 . a class or student copy of "Crash" and "The Good Citizen" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student what it means to take responsibility for a mistake.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 6 • Paired Passages • Monday

TEKS 3.6(E) • Paired Passages • Week 27 of 36 • Cluster 6 • Module 3 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice an idea developed in one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Before we connect two texts, we find the idea in each one. Watch what Amina's honesty does."

▶ Read the line twice. Students circle honesty helped make things right on the NOTICE row.

ANSWER KEY: The idea is that honesty about mistakes helps fix problems.

CHECK FOR UNDERSTANDING

Ask a student to tell what happened after Amina admitted her mistake.

COMMON MISCONCEPTION

Students may say the idea is about plants. Plants are the topic of the project, not the idea.

POSSIBLE STUDENT QUESTION

Is the idea always stated directly? Not always. Sometimes I figure out the idea from what happens in the story.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing an idea developed in one text. Keep the demand at this level.

RAISE THE THINKING

Ask what might have happened if Amina had stayed silent.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 6 • Paired Passages • Tuesday

TEKS 3.6(E) • Paired Passages • Week 27 of 36 • Cluster 6 • Module 3 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose an idea developed in both texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Hold each choice up to both texts. The idea must be developed with evidence in each one."

▶ Students choose privately, then point to one line in each text that proves it.

ANSWER KEY: B. Being responsible and honest helps people fix mistakes and earn trust.

CHECK FOR UNDERSTANDING

Ask a student to name evidence from The Good Citizen that supports this idea.

COMMON MISCONCEPTION

Students may pick A because adults help in both texts. The texts show children taking responsibility, not adults fixing things.

POSSIBLE STUDENT QUESTION

What if a choice sounds true but is not in the texts? It is a trap called Not in either text.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting an idea developed in both texts. Keep the demand at this level.

RAISE THE THINKING

Ask how both characters learned from their mistakes.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 6 • Paired Passages • Wednesday

TEKS 3.6(E) • Paired Passages • Week 27 of 36 • Cluster 6 • Module 3 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can find which sentence supports a shared idea across texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Look for the sentence that proves The Good Citizen develops the same idea about responsibility as Crash."

▶ Students find the sentence and write it on the SHOW row, then connect it to Crash's idea.

ANSWER KEY: Elena learning responsibility is not about being perfect supports the same idea Amina learned about honesty.

CHECK FOR UNDERSTANDING

Ask a student to match Elena's lesson to Amina's lesson.

COMMON MISCONCEPTION

Students may only explain The Good Citizen. Connecting both texts makes the answer stronger.

POSSIBLE STUDENT QUESTION

Do the characters have to say the same words? No. They can show the same idea through different actions.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two texts develop the same idea. Keep the demand at this level.

RAISE THE THINKING

Ask which character had to travel somewhere to fix their mistake.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 6 · Paired Passages · Thursday

TEKS 3.6(E) · Paired Passages · Week 27 of 36 · Cluster 6 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a connection between two texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Start with the idea, then say where it shows up in each text."

▶ Students write the connection as a full sentence on the OWN row.

ANSWER KEY: Example: Both texts develop the idea that honesty and responsibility help people fix their mistakes.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and prove it with both texts.

COMMON MISCONCEPTION

Students may write a summary of one text. A connection names both.

POSSIBLE STUDENT QUESTION

Can my sentence start with Both? Yes. Both is a strong word for connecting two texts.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a connection independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a time they fixed a mistake by being honest.

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 | I can explain a connection and spot when an idea sounds not in either text but sounds familiar.



The Writing Academy®, LLC

Grade 3 · Cluster 6 · Paired Passages · Friday

TEKS 3.6(E) · Paired Passages · Week 27 of 36 · Cluster 6 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain how ideas about responsibility connect across two texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Both texts teach about responsibility. Check whether the trap is actually in the texts."

▶ Students write the connection and explain the not in either text trap on the DEFEND row.

ANSWER KEY: Both connect through admitting mistakes and fixing problems. Not in either text: no parent punishes anyone.

CHECK FOR UNDERSTANDING

Ask a student to describe how the adults in both texts responded to the mistakes.

COMMON MISCONCEPTION

Students may think punishment is what should happen. The texts show understanding, not punishment.

POSSIBLE STUDENT QUESTION

Can an answer be not in either text but wrong on the test? Yes. STAAR asks what the texts say, not what is true in general.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a true-in-life trap fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student how the adults in both texts helped the characters learn.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 6 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 27 of 36 · Cluster 6 · Module 3 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Idea first, in a full sentence. Then one proof line from each text.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 6 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 27 of 36 · Cluster 6 · Module 3 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 6 · Paired Passages

TEKS 3.6(E) · Paired Passages · Week 27 of 36 · Cluster 6 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing C because Elena volunteers, without checking that Crash does not mention volunteering.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



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Grade 3 · Cluster 6 · Paired Passages

TEKS 3.6(E) · Paired Passages · Week 27 of 36 · Cluster 6 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is D. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 6 • Paired Passages

TEKS 3.6(E) • Paired Passages • Week 28 of 36 • Cluster 6 • Module 4 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are reading **Crash and The Good Citizen together**, looking at what both texts suggest about how people work together in a community.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will connect the texts to community life and learn to spot traps that stretch an idea too far beyond what the texts say.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 6 Module 4 . a class or student copy of "Crash" and "The Good Citizen" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student what it means to be a good citizen in their community.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 6 • Paired Passages • Monday

TEKS 3.6(E) • Paired Passages • Week 28 of 36 • Cluster 6 • Module 4 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice how a text connects to community life."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Before we connect two texts to society, we find what each one says about working together."

▶ Read the line twice. Students circle trust one another on the NOTICE row.

ANSWER KEY: Honesty builds trust, and trust helps people work together in a community.

CHECK FOR UNDERSTANDING

Ask a student to explain why trust matters in a classroom community.

COMMON MISCONCEPTION

Students may say the text is about a broken jar. The jar is the event, but the lesson is about community trust.

POSSIBLE STUDENT QUESTION

How does a classroom connect to a community? A classroom is a small community where people depend on each other.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing how a text connects to community life. Keep the demand at this level.

RAISE THE THINKING

Ask what would happen in a community where nobody was honest.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 6 · Paired Passages · Tuesday

TEKS 3.6(E) · Paired Passages · Week 28 of 36 · Cluster 6 · Module 4 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose an idea about community supported by both texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Test each choice against both texts. Does it match what the texts actually say about community?"

▶ Students choose privately, then point to one line in each text that proves it.

ANSWER KEY: C. Communities grow stronger when people are honest and responsible.

CHECK FOR UNDERSTANDING

Ask a student to name how Amina showed honesty and how Elena showed responsibility.

COMMON MISCONCEPTION

Students may pick A because it sounds nice. Neither text says communities work best when nobody makes mistakes. Both show people making mistakes.

POSSIBLE STUDENT QUESTION

What does goes too far mean? It means the idea stretches beyond what the texts say.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a community idea from both texts. Keep the demand at this level.

RAISE THE THINKING

Ask how the classroom and the shelter are both small communities.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 6 • Paired Passages • Wednesday

TEKS 3.6(E) • Paired Passages • Week 28 of 36 • Cluster 6 • Module 4 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can find which sentence supports an idea about community."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Look for the sentence that proves The Good Citizen connects responsibility to community."

▶ Students find the sentence and write it on the SHOW row, then connect it to the classroom community in Crash.

ANSWER KEY: The community program sentence supports that responsibility helps communities, like honesty helped the classroom.

CHECK FOR UNDERSTANDING

Ask a student to explain how Elena's volunteering helps the community.

COMMON MISCONCEPTION

Students may only explain the shelter. A connection needs both texts.

POSSIBLE STUDENT QUESTION

Is volunteering part of community life? Yes. Helping others is one way people support their community.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two texts connect to the same community idea. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name other ways children can help their community.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 6 · Paired Passages · Thursday

TEKS 3.6(E) · Paired Passages · Week 28 of 36 · Cluster 6 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write about what both texts suggest about community."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Start with the community idea, then connect it to both texts."

▶ Students write the connection as a full sentence on the OWN row.

ANSWER KEY: Example: Both texts show that being honest and responsible makes communities work better.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and name evidence from each text.

COMMON MISCONCEPTION

Students may write about only one text. The question asks what both texts suggest.

POSSIBLE STUDENT QUESTION

Can I talk about my own community? The Own step focuses on the texts, but you can think about your community too.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a community connection independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name one way their school is like a community.

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 | I can explain a connection and spot when a conclusion goes too far.



The Writing Academy®, LLC

Grade 3 · Cluster 6 · Paired Passages · Friday

TEKS 3.6(E) · Paired Passages · Week 28 of 36 · Cluster 6 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain how responsibility and community connect across two texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Both texts connect responsibility to community life. Check whether the trap pushes beyond what the texts say."

▶ Students write the connection and explain the goes too far trap on the DEFEND row.

ANSWER KEY: Both connect through responsibility helping communities. Goes too far: neither text says perfection is required.

CHECK FOR UNDERSTANDING

Ask a student to find a line that proves mistakes are expected, not prevented.

COMMON MISCONCEPTION

Students may think the trap is about honesty. The problem is the word perfect, which is not in either text.

POSSIBLE STUDENT QUESTION

Does goes too far mean the answer is completely wrong? It means the answer stretches beyond what the texts support.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a goes-too-far trap fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to rewrite the trap so it matches what the texts actually say.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 6 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 28 of 36 · Cluster 6 · Module 4 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Name the community idea first, then copy one line from each text that proves it.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 6 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 28 of 36 · Cluster 6 · Module 4 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 6 · Paired Passages

TEKS 3.6(E) · Paired Passages · Week 28 of 36 · Cluster 6 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing D because working together sounds positive, without noticing the texts never say problems are always solved quickly.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is B. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 7 • Paired Passages

TEKS 3.6(E) • Paired Passages • Week 29 of 36 • Cluster 7 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are reading two poems together: A Dream Can Grow and What Will You Give?”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will look for a message shared by both poems and learn to spot traps that name a topic instead of the message.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 7 Module 1 . a class or student copy of "A Dream Can Grow" and "What Will You Give?" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student what the word message means when we talk about a poem.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 7 • Paired Passages • Monday

TEKS 3.6(E) • Paired Passages • Week 29 of 36 • Cluster 7 • Module 1 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a message in one poem."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Before we connect two poems, we find the message in each one. Watch what this poem says about sharing."

▶ Read the line twice. Students circle sharing kindness on the NOTICE row.

ANSWER KEY: The poem says we can help a dream grow by sharing kindness.

CHECK FOR UNDERSTANDING

Ask a student to explain what grows when people share kindness.

COMMON MISCONCEPTION

Students may say the message is about dreams. Dreams are the topic, not the message about sharing.

POSSIBLE STUDENT QUESTION

Is the topic the same as the message? No. The topic is what the poem talks about. The message is what it teaches.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a message in one poem. Keep the demand at this level.

RAISE THE THINKING

Ask how a dream can grow from friend to friend.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 7 · Paired Passages · Tuesday

TEKS 3.6(E) · Paired Passages · Week 29 of 36 · Cluster 7 · Module 1 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a message found in both poems."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Hold each choice up to both poems. The message must be in each one."

▶ Students choose privately, then point to one line in each poem that proves it.

ANSWER KEY: A. Small acts of kindness and sharing can help others.

CHECK FOR UNDERSTANDING

Ask a student to name a line from each poem that supports this message.

COMMON MISCONCEPTION

Students may pick B because A Dream Can Grow mentions dreams. The poem does not say anything about sleeping.

POSSIBLE STUDENT QUESTION

What if a choice is silly? It can still be a trap if a student picks it too quickly.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a message found in both poems. Keep the demand at this level.

RAISE THE THINKING

Ask a student to say the shared message in their own words.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 7 · Paired Passages · Wednesday

TEKS 3.6(E) · Paired Passages · Week 29 of 36 · Cluster 7 · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can find which sentence in a poem supports a shared message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Look for the sentence that proves What Will You Give? shares the same message as A Dream Can Grow."

▶ Students find the sentence and write it on the SHOW row, then connect it to the first poem's message.

ANSWER KEY: The helping heart sentence supports the message that small acts of kindness matter.

CHECK FOR UNDERSTANDING

Ask a student to match a line from What Will You Give? to the sharing message.

COMMON MISCONCEPTION

Students may only explain one poem. A connection needs both.

POSSIBLE STUDENT QUESTION

Do the poems use the same words? No. They use different images but share the same message.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two poems share a message. Keep the demand at this level.

RAISE THE THINKING

Ask which poem uses hands and feet as symbols for helping.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 7 · Paired Passages · Thursday

TEKS 3.6(E) · Paired Passages · Week 29 of 36 · Cluster 7 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a connection between two poems."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Start with the message, then say where it shows up in each poem."

▶ Students write the connection as a full sentence on the OWN row.

ANSWER KEY: Example: Both poems show that sharing kindness with others, even in small ways, can help good things grow.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and prove it with both poems.

COMMON MISCONCEPTION

Students may write about only one poem. A connection names both.

POSSIBLE STUDENT QUESTION

Can my message be different from my classmate's? Yes. Poems can have more than one message.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a connection independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name one small act of kindness they could do today.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 7 · Paired Passages · Friday

TEKS 3.6(E) · Paired Passages · Week 29 of 36 · Cluster 7 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain how messages in two poems are connected."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Both poems share a message. Naming a topic they mention is not the same as naming the message."

▶ Students write the connection and explain the shared topic trap on the DEFEND row.

ANSWER KEY: Both connect through the message that kindness and hope matter. Shared topic: hands and feet are details, not the message.

CHECK FOR UNDERSTANDING

Ask a student to explain what the hands and feet represent in the second poem.

COMMON MISCONCEPTION

Students may accept the trap because hands and feet appear in the poem. But the message is about helping, not body parts.

POSSIBLE STUDENT QUESTION

Is a detail ever the message? A detail can be part of the evidence, but the message is the big idea.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a topic trap fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to turn the topic trap into a real message.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 7 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 29 of 36 · Cluster 7 · Module 1 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Message first, in a full sentence. Then one proof line from each poem.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

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Grade 3 · Cluster 7 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 29 of 36 · Cluster 7 · Module 1 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.



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Grade 3 · Cluster 7 · Paired Passages

TEKS 3.6(E) · Paired Passages · Week 29 of 36 · Cluster 7 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, worded the way the STAAR test words it."

▶ Read the excerpt and the question aloud.

"Read all four choices. Cross out each trap and say its name before you choose."

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing D because one poem mentions a voice, without reading that the poem says you do not need to speak loudly.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



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TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 7 • Paired Passages

TEKS 3.6(E) • Paired Passages • Week 30 of 36 • Cluster 7 • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are reading two poems together again: A Dream Can Grow and What Will You Give?”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will look at how details in both poems build one big idea and learn to spot traps that use a real detail but connect it to the wrong idea.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 7 Module 2 . a class or student copy of "A Dream Can Grow" and "What Will You Give?" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name one detail from a poem they remember and what idea it helped build.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 7 · Paired Passages · Monday

TEKS 3.6(E) · Paired Passages · Week 30 of 36 · Cluster 7 · Module 2 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

🕒 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a detail that builds an idea in one poem."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Before we connect two poems, let us see how details build an idea. Watch what happens between Mama and the child."

▶ Read the line twice. Students circle *held my hand* and *hopeful words* on the NOTICE row.

ANSWER KEY: Mama sharing the moment with her child shows hope passing between generations.

CHECK FOR UNDERSTANDING

Ask a student to describe the scene the speaker is remembering.

COMMON MISCONCEPTION

Students may say the detail is about a crowd. The crowd is the setting, not the idea being built.

POSSIBLE STUDENT QUESTION

What does it mean to build an idea? Details work together to show a bigger message, piece by piece.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a detail that builds an idea in one poem. Keep the demand at this level.

RAISE THE THINKING

Ask who spoke the hopeful words the speaker heard.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 7 • Paired Passages • Tuesday

TEKS 3.6(E) • Paired Passages • Week 30 of 36 • Cluster 7 • Module 2 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose how details in both poems build the same idea."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Look at the details in both poems. What bigger idea do they support together?"

▶ Students choose privately, then point to one detail in each poem that proves it.

ANSWER KEY: B. Both use family memories to show hope and service passing to children.

CHECK FOR UNDERSTANDING

Ask a student to name the family member in each poem.

COMMON MISCONCEPTION

Students may pick A because it sounds specific. Neither poem mentions animals.

POSSIBLE STUDENT QUESTION

Who is the family member in each poem? Mama in A Dream Can Grow and Grandpa in What Will You Give?

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting how details in both poems build one idea. Keep the demand at this level.

RAISE THE THINKING

Ask what Grandpa told the speaker about service.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 7 • Paired Passages • Wednesday

TEKS 3.6(E) • Paired Passages • Week 30 of 36 • Cluster 7 • Module 2 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can find which detail in a poem supports a shared idea."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Look for the detail that proves What Will You Give? also shows family members passing hope and service."

▶ Students find the detail and write it on the SHOW row, then connect it to Mama's role in *A Dream Can Grow*.

ANSWER KEY: Grandpa passing the service message supports the same idea as Mama passing the dream of hope.

CHECK FOR UNDERSTANDING

Ask a student to explain what Grandpa teaches about service.

COMMON MISCONCEPTION

Students may only explain one poem. Both poems must be part of the answer.

POSSIBLE STUDENT QUESTION

Do the details have to match exactly? No. Different details can build the same idea.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how details in two poems build the same idea. Keep the demand at this level.

RAISE THE THINKING

Ask which poem mentions a president and what the president's message was about.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 7 · Paired Passages · Thursday

TEKS 3.6(E) · Paired Passages · Week 30 of 36 · Cluster 7 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write about how details in two poems build the same idea."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Start with the idea, then describe one detail from each poem that supports it."

▶ Students write the idea as a full sentence on the OWN row.

ANSWER KEY: Example: Both poems show that older family members pass hope and service to children through shared experiences.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and name the detail from each poem.

COMMON MISCONCEPTION

Students may describe the details without naming the idea. The question asks for the idea the details build.

POSSIBLE STUDENT QUESTION

What if I see a different idea? Poems can have more than one idea. Pick one that both poems support.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating the shared idea independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student how someone in their family has passed a hope or lesson to them.

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 | I can explain a connection and spot when a real detail is attached to the wrong idea.



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Grade 3 · Cluster 7 · Paired Passages · Friday

TEKS 3.6(E) · Paired Passages · Week 30 of 36 · Cluster 7 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain how family details in two poems connect to a shared idea."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Both poems use family details. Check whether the trap attaches the right meaning to a detail."

▶ Students write the connection and explain the right detail, wrong idea trap on the DEFEND row.

ANSWER KEY: Both connect through family passing hope. Right detail, wrong idea: sunshine is about a memory, not warm weather.

CHECK FOR UNDERSTANDING

Ask a student to explain what the sunshine detail actually represents in the poem.

COMMON MISCONCEPTION

Students may accept the trap because sunshine is in the poem. The detail is real, but the idea is wrong.

POSSIBLE STUDENT QUESTION

How do I know if the idea is wrong? Ask what the detail shows in the poem, not what it means in real life.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a right-detail-wrong-idea trap fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name another detail in A Dream Can Grow that is about hope, not weather.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 7 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 30 of 36 · Cluster 7 · Module 2 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Name the idea first, then copy one detail from each poem that builds it.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

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Grade 3 · Cluster 7 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 30 of 36 · Cluster 7 · Module 2 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.

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Grade 3 · Cluster 7 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 30 of 36 · Cluster 7 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, worded the way the STAAR test words it."

▶ Read the excerpt and the question aloud.

"Read all four choices. Cross out each trap and say its name before you choose."

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing C because the poem mentions summer, without reading that the summer detail is about a speech, not a vacation.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 7 · Paired Passages

TEKS 3.6(E) · Paired Passages · Week 30 of 36 · Cluster 7 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is D. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 7 • Paired Passages

TEKS 3.6(E) • Paired Passages • Week 31 of 36 • Cluster 7 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are reading A Dream Can Grow and What Will You Give? together, comparing the view each poem expresses.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will look for differences in how the two poems see hope and helping and learn to spot traps that name a similarity when the question asks for a difference.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 7 Module 3 . a class or student copy of "A Dream Can Grow" and "What Will You Give?" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student what the word view means when comparing two poems.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 7 • Paired Passages • Monday

TEKS 3.6(E) • Paired Passages • Week 31 of 36 • Cluster 7 • Module 3 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice the view expressed in one poem."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Before we find a difference, we need to see what each poem focuses on. Watch what this poem says about dreams."

▶ Read the line twice. Students circle finds the roads we choose on the NOTICE row.

ANSWER KEY: The poem says a dream travels through people. Its view emphasizes spreading hope.

CHECK FOR UNDERSTANDING

Ask a student to describe how a dream moves in this poem.

COMMON MISCONCEPTION

Students may say both poems are about hope. That is true but does not name a difference.

POSSIBLE STUDENT QUESTION

What is a view? A view is the way a poem looks at a topic. Two poems can share a topic but see it differently.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the view in one poem. Keep the demand at this level.

RAISE THE THINKING

Ask what it means for a dream to have neither feet nor shoes.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 7 · Paired Passages · Tuesday

TEKS 3.6(E) · Paired Passages · Week 31 of 36 · Cluster 7 · Module 3 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a difference between two poems' views."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A difference question needs something that is NOT the same. If a choice says they are alike, it is a trap."

▶ Students choose privately, then check both poems to confirm the choice names a difference.

ANSWER KEY: A. One poem focuses on spreading hope; the other on doing service.

CHECK FOR UNDERSTANDING

Ask a student to name one practical action from What Will You Give?

COMMON MISCONCEPTION

Students may pick C because both poems do ask people to help. But the question asks how they differ.

POSSIBLE STUDENT QUESTION

Can two poems about the same topic have different views? Yes. One can focus on ideas and the other on actions.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a difference between two poems' views. Keep the demand at this level.

RAISE THE THINKING

Ask which poem lists specific things hands can do.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 7 · Paired Passages · Wednesday

TEKS 3.6(E) · Paired Passages · Week 31 of 36 · Cluster 7 · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

🕒 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can find which line supports a difference between two poems."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Look for the line that proves What Will You Give? takes a different approach from A Dream Can Grow."

▶ Students find the line and write it on the *SHOW* row, then explain how it differs from the first poem.

ANSWER KEY: Practical actions like picking litter support a different view from A Dream Can Grow's focus on spreading hope.

CHECK FOR UNDERSTANDING

Ask a student to compare the kinds of images each poem uses.

COMMON MISCONCEPTION

Students may say both poems are about helping. That is a similarity, not a difference.

POSSIBLE STUDENT QUESTION

Can helping be viewed differently? Yes. One poem sees helping as passing hope; the other sees it as taking action.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two poems express different views. Keep the demand at this level.

RAISE THE THINKING

Ask which poem mentions welcoming someone new and what that shows about its view.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 7 · Paired Passages · Thursday

TEKS 3.6(E) · Paired Passages · Week 31 of 36 · Cluster 7 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write about a difference between two poems' views."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Start with one poem's view, then contrast it with the other."

▶ Students write the difference as a full sentence on the OWN row.

ANSWER KEY: Example: One poem focuses on the journey of a dream; the other focuses on hands-on service.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and name one line from each poem that proves it.

COMMON MISCONCEPTION

Students may accidentally write a similarity. Remind them the question asks for a difference.

POSSIBLE STUDENT QUESTION

Is one view better than the other? No. Both views are valuable. The question asks how they differ.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a view difference independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student which poem's view is closer to how they think about helping.

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 | I can explain a connection and spot when a similarity does not answer a difference question.



The Writing Academy®, LLC

Grade 3 · Cluster 7 · Paired Passages · Friday

TEKS 3.6(E) · Paired Passages · Week 31 of 36 · Cluster 7 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain how two poems connect through a shared topic but differ in their views."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The question asks how the views differ. A shared goal does not answer that."

▶ Students write the connection and explain the similarity trap on the DEFEND row.

ANSWER KEY: Both connect through making a difference but differ in how. Similarity, not a difference; encouraging change is shared.

CHECK FOR UNDERSTANDING

Ask a student to change the similarity into a real difference between the views.

COMMON MISCONCEPTION

Students may accept the trap because it is true. True statements can still be traps if they do not answer the question.

POSSIBLE STUDENT QUESTION

Is a similarity always wrong? Only when the question asks for a difference.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a similarity trap fails on a difference question. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name one more way the two poems' views differ.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 7 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 31 of 36 · Cluster 7 · Module 3 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to use the question on your own."

▶ Read the Your Turn task. Students work independently on the tracking sheet.

"Name the difference first, then copy one line from each poem that shows it."

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.



TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.

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Grade 3 · Cluster 7 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 31 of 36 · Cluster 7 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, worded the way the STAAR test words it."

▶ Read the excerpt and the question aloud.

"Read all four choices. Cross out each trap and say its name before you choose."

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing D because both poems talk about children helping, without noticing the question asks how their views are different.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



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Grade 3 · Cluster 7 · Paired Passages

TEKS 3.6(E) · Paired Passages · Week 31 of 36 · Cluster 7 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is C. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 7 • Paired Passages

TEKS 3.6(E) • Paired Passages • Week 32 of 36 • Cluster 7 • Module 4 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are reading A Dream Can Grow and What Will You Give? together, connecting their ideas to our own lives.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will find ideas in both poems that could help us make choices, and we will learn to spot traps that sound like good advice but are not in the poems.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 7 Module 4 . a class or student copy of "A Dream Can Grow" and "What Will You Give?" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name a choice they made recently that helped someone else.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 7 · Paired Passages · Monday

TEKS 3.6(E) · Paired Passages · Week 32 of 36 · Cluster 7 · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice an idea I could connect to my own life."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Before we connect poems to our lives, we need to find an idea that could help someone make a choice."

▶ Read the line twice. Students circle future and someday on the NOTICE row.

ANSWER KEY: The poem says our choices now shape the future. This can help when facing decisions.

CHECK FOR UNDERSTANDING

Ask a student to describe a choice they made that felt like it mattered for the future.

COMMON MISCONCEPTION

Students may say the idea is about growing up. Growing up is a topic, not the idea about choices shaping the future.

POSSIBLE STUDENT QUESTION

How can a poem help me make a choice? A poem can show me an idea that changes how I think about my options.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing an idea that connects to life. Keep the demand at this level.

RAISE THE THINKING

Ask how the speaker's view of the future changed in the poem.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 7 • Paired Passages • Tuesday

TEKS 3.6(E) • Paired Passages • Week 32 of 36 • Cluster 7 • Module 4 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose an idea from both poems that could help a reader."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Test each choice against both poems. The idea must come from the poems, not just from real life."

▶ Students choose privately, then point to one line in each poem that proves it.

ANSWER KEY: B. Even small choices to help others can carry hope forward.

CHECK FOR UNDERSTANDING

Ask a student to name one small choice from What Will You Give? that carries hope forward.

COMMON MISCONCEPTION

Students may pick A because it sounds like advice adults give. Neither poem says children must wait until they finish school.

POSSIBLE STUDENT QUESTION

What if a choice sounds wise but is not in the poems? It is a trap. The answer must come from the texts.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting an idea from both poems that helps a reader. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a small choice they could make today to carry hope forward.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 7 · Paired Passages · Wednesday

TEKS 3.6(E) · Paired Passages · Week 32 of 36 · Cluster 7 · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is **SHOW**. I can find which sentence supports an idea connecting to my own life."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Look for the sentence that proves small choices can carry hope forward."

▶ Students find the sentence and write it on the **SHOW** row, then connect it to *A Dream Can Grow*.

ANSWER KEY: "What will you give? the question said" asks readers to consider small helpful actions, matching the first poem.

CHECK FOR UNDERSTANDING

Ask a student to name one small action the speaker of *What Will You Give?* considers.

COMMON MISCONCEPTION

Students may only explain one poem. A connection needs evidence from both.

POSSIBLE STUDENT QUESTION

Does the second poem use the word *dream*? No. But it supports the same idea through service and giving.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two poems support the same idea. Keep the demand at this level.

RAISE THE THINKING

Ask which poem asks the reader a direct question.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 7 · Paired Passages · Thursday

TEKS 3.6(E) · Paired Passages · Week 32 of 36 · Cluster 7 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can connect an idea from both poems to my own life."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Start with the idea from both poems, then connect it to a real choice you could face."

▶ Students write the connection as a full sentence on the OWN row.

ANSWER KEY: Example: If I face a choice to help someone, both poems remind me that small kindness carries hope.

CHECK FOR UNDERSTANDING

Ask a student to read their connection and name which poem inspired it most.

COMMON MISCONCEPTION

Students may write only about their life without connecting to the poems. The answer needs both.

POSSIBLE STUDENT QUESTION

Can I talk about my own experience? Yes, but connect it to an idea the poems actually share.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about connecting poems to personal experience independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student to describe a time a small act of kindness made a big difference for them.

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 | I can explain a connection and spot when an idea sounds not in either text but is not in the texts.



The Writing Academy®, LLC

Grade 3 · Cluster 7 · Paired Passages · Friday

TEKS 3.6(E) · Paired Passages · Week 32 of 36 · Cluster 7 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain how an idea in two poems connects to real life."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Both poems suggest small choices matter. Check whether the trap is actually stated in the poems."

▶ Students write the connection and explain the not in either text trap on the DEFEND row.

ANSWER KEY: Both connect through small choices mattering. Not in either text: neither poem says children must listen to grandparents.

CHECK FOR UNDERSTANDING

Ask a student to name which poem mentions a grandparent and which mentions Mama.

COMMON MISCONCEPTION

Students may accept the trap because listening to grandparents is good advice. Good advice is still a trap if the poems do not say it.

POSSIBLE STUDENT QUESTION

Can advice be a trap? Yes. Even good advice is wrong if the poems do not support it.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a true-in-life trap fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name the family member in each poem.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 7 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 32 of 36 · Cluster 7 · Module 4 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Idea first, then one proof line from each poem. You can add how it connects to your life.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 7 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 32 of 36 · Cluster 7 · Module 4 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 7 · Paired Passages

TEKS 3.6(E) · Paired Passages · Week 32 of 36 · Cluster 7 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because waiting to be asked sounds polite, without noticing neither poem says to wait.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is B. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 8 • Paired Passages

TEKS 3.6(E) • Paired Passages • Week 33 of 36 • Cluster 8 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are reading two articles about communities and geography together.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will synthesize ideas from both articles and learn to spot traps that name a topic instead of the idea.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 8 Module 1 . a class or student copy of "A Place to Grow: How Geography Helps Build a Community" and "What Helps a Community Grow?" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student what the word geography means.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 8 · Paired Passages · Monday

TEKS 3.6(E) · Paired Passages · Week 33 of 36 · Cluster 8 · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice an idea developed in one article."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Before we synthesize two articles, we find the idea in each one. Watch what this article says about place and people."

▶ Read the line twice. Students circle where and how they live on the NOTICE row.

ANSWER KEY: Geography affects how people meet their needs and build communities.

CHECK FOR UNDERSTANDING

Ask a student to give one example of how geography affects a community.

COMMON MISCONCEPTION

Students may say the article is about rivers. Rivers are a topic detail, not the main idea about geography and communities.

POSSIBLE STUDENT QUESTION

What does synthesize mean? It means combining ideas from both texts to understand a bigger picture.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing an idea developed in one article. Keep the demand at this level.

RAISE THE THINKING

Ask why ancient Egyptians settled near the Nile River.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 8 · Paired Passages · Tuesday

TEKS 3.6(E) · Paired Passages · Week 33 of 36 · Cluster 8 · Module 1 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose an idea developed in both articles."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Hold each choice up to both articles. The idea must be developed in each one."

▶ Students choose privately, then point to one line in each article that proves it.

ANSWER KEY: C. Geography shapes communities by providing resources and challenges.

CHECK FOR UNDERSTANDING

Ask a student to name one resource and one challenge mentioned in each article.

COMMON MISCONCEPTION

Students may pick A because rivers are discussed. Neither article says rivers are dangerous and should be avoided.

POSSIBLE STUDENT QUESTION

What if a choice mentions something from one article? It must be in both to be the answer.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting an idea developed in both articles. Keep the demand at this level.

RAISE THE THINKING

Ask how the two articles explain geography differently.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 8 · Paired Passages · Wednesday

TEKS 3.6(E) · Paired Passages · Week 33 of 36 · Cluster 8 · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can find which sentence supports a shared idea across articles."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Look for the sentence that proves What Helps a Community Grow? develops the same idea as A Place to Grow."

▶ Students find the sentence and write it on the SHOW row, then connect it to A Place to Grow.

ANSWER KEY: Location helping but needing people supports the idea that geography shapes communities.

CHECK FOR UNDERSTANDING

Ask a student to explain why a good location alone does not make a community.

COMMON MISCONCEPTION

Students may only explain the second article. A synthesis needs both.

POSSIBLE STUDENT QUESTION

Are the two articles the same? They share an idea but include different details and examples.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two articles develop the same idea. Keep the demand at this level.

RAISE THE THINKING

Ask what happens when a community does not have a resource it needs.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 8 · Paired Passages · Thursday

TEKS 3.6(E) · Paired Passages · Week 33 of 36 · Cluster 8 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a synthesis of an idea from two articles."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Start with the idea, then name both articles and how each one develops it."

▶ Students write the synthesis as a full sentence on the OWN row.

ANSWER KEY: Example: Both articles show that where people live shapes how they build communities.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and point to evidence from each article.

COMMON MISCONCEPTION

Students may write about geography as a topic without naming the idea. Name the idea, not just the topic.

POSSIBLE STUDENT QUESTION

Is my synthesis the same as a summary? No. A synthesis combines the shared idea from both texts.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a synthesis independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student how their own community was shaped by geography.

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 | I can explain a connection and spot when a shared topic is named instead of a shared idea.



The Writing Academy®, LLC

Grade 3 · Cluster 8 · Paired Passages · Friday

TEKS 3.6(E) · Paired Passages · Week 33 of 36 · Cluster 8 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain how ideas about geography connect across two articles."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Both articles discuss geography and communities. Naming a topic is not the same as naming the idea."

▶ Students write the connection and explain the shared topic, not shared idea trap on the DEFEND row.

ANSWER KEY: Both connect through geography shaping communities. Shared topic, not shared idea: rivers and farming are topics, not the idea.

CHECK FOR UNDERSTANDING

Ask a student to turn the topic into the idea both articles actually develop.

COMMON MISCONCEPTION

Students may accept the trap because rivers and farming are in both articles. Topics can be shared without naming the idea.

POSSIBLE STUDENT QUESTION

Is a topic ever the right answer? Not when the question asks for an idea. Topics and ideas are different.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a topic trap fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name one topic and one idea from the articles.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 8 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 33 of 36 · Cluster 8 · Module 1 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to use the question on your own."

▶ Read the Your Turn task. Students work independently on the tracking sheet.

"Idea first, then one proof line from each article."

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 8 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 33 of 36 · Cluster 8 · Module 1 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 8 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 33 of 36 · Cluster 8 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because both articles mention rivers, without noticing neither says all communities must be near rivers.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.

B **All communities must be built near rivers to survive.**

Stretched or Unsupported: Goes too far. Both articles discuss rivers, but neither says all communities must be near rivers.

C **Farming is the only way for a community to get food.**

Stretched or Unsupported: Not in either text. Both mention farming, but neither says it is the only way to get food.

D **Communities do not change over time.**

Reversed Meaning: Opposite of the text. Both articles show how communities change and adapt.



TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 8 • Paired Passages

TEKS 3.6(E) • Paired Passages • Week 34 of 36 • Cluster 8 • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are reading two articles together about how people strengthen communities.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will compare how the two articles focus differently on the same topic and learn to spot traps that name a similarity when the question asks for a difference.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 8 Module 2 . a class or student copy of "People Make the Difference: How Ideas and Actions Change Communities" and "Small Choices, Strong Communities" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student what the word focus means when comparing two articles.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 8 • Paired Passages • Monday

TEKS 3.6(E) • Paired Passages • Week 34 of 36 • Cluster 8 • Module 2 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice what an article focuses on."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Before we find a difference, we need to see what each article emphasizes."

▶ Read the line twice. Students circle strengthened communities in many different ways on the NOTICE row.

ANSWER KEY: The article focuses on many different ways people have strengthened communities through history.

CHECK FOR UNDERSTANDING

Ask a student to name two people discussed in the article.

COMMON MISCONCEPTION

Students may say both articles are about communities. That is the shared topic, not the different focus.

POSSIBLE STUDENT QUESTION

What is a focus? A focus is the specific part of a topic that the article emphasizes most.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the focus of one article. Keep the demand at this level.

RAISE THE THINKING

Ask what kinds of people the article describes as making a difference.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 8 · Paired Passages · Tuesday

TEKS 3.6(E) · Paired Passages · Week 34 of 36 · Cluster 8 · Module 2 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a difference in focus between two articles."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A difference question asks what is NOT the same. If a choice says they are alike, it is a trap."

▶ Students choose privately, then check both articles to confirm the choice names a difference.

ANSWER KEY: A. One gives detailed history; the other focuses on steps anyone can take.

CHECK FOR UNDERSTANDING

Ask a student to describe how Small Choices focuses differently from People Make the Difference.

COMMON MISCONCEPTION

Students may pick B because both articles mention history. The question asks how their focuses differ.

POSSIBLE STUDENT QUESTION

Can two articles share a topic but have different focuses? Yes. That is what this question is about.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a difference in focus. Keep the demand at this level.

RAISE THE THINKING

Ask which article includes the four steps of change.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 8 · Paired Passages · Wednesday

TEKS 3.6(E) · Paired Passages · Week 34 of 36 · Cluster 8 · Module 2 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can find which sentence supports a difference in focus between texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Look for the sentence that proves Small Choices has a different focus from People Make the Difference."

▶ Students find the sentence and write it on the SHOW row, then explain how the focus differs.

ANSWER KEY: "Every community has problems to solve" introduces Small Choices' focus on everyday actions, differing from the other article's focus on specific leaders.

CHECK FOR UNDERSTANDING

Ask a student to name who Small Choices says can make a difference.

COMMON MISCONCEPTION

Students may only explain one article. A comparison needs both.

POSSIBLE STUDENT QUESTION

Does Small Choices have examples too? Yes, but it also emphasizes everyday actions anyone can take.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two articles focus differently. Keep the demand at this level.

RAISE THE THINKING

Ask what the four steps are: Notice, Question, Act, Impact.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 8 · Paired Passages · Thursday

TEKS 3.6(E) · Paired Passages · Week 34 of 36 · Cluster 8 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write about how two articles focus differently."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Start with one article's focus, then contrast it with the other."

▶ Students write the difference as a full sentence on the OWN row.

ANSWER KEY: Example: One focuses on famous examples from history; the other on everyday choices.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and name evidence from each article.

COMMON MISCONCEPTION

Students may accidentally write a similarity. Remind them the question asks how the focuses differ.

POSSIBLE STUDENT QUESTION

Can both articles be about communities and still differ? Yes. They share a topic but emphasize different parts.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a focus difference independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student which article they think is more useful for their own community and why.

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 | I can explain a connection and spot when a similarity does not answer a difference question.



The Writing Academy®, LLC

Grade 3 · Cluster 8 · Paired Passages · Friday

TEKS 3.6(E) · Paired Passages · Week 34 of 36 · Cluster 8 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain how two articles connect through a shared topic but differ in focus."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The question asks how the focuses differ. A shared detail does not answer that."

▶ Students write the connection and explain the similarity trap on the DEFEND row.

ANSWER KEY: Both connect through improving communities but differ in focus. Similarity, not a difference; mentioning the same people is shared.

CHECK FOR UNDERSTANDING

Ask a student to describe how each article uses Franklin's story differently.

COMMON MISCONCEPTION

Students may accept the trap because it is true. True similarities are still traps on a difference question.

POSSIBLE STUDENT QUESTION

Can two articles mention the same person but focus differently? Yes. One may tell the full story; the other may mention it briefly.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a similarity trap fails on a focus question. Keep the demand at this level.

RAISE THE THINKING

Ask a student how Franklin's story is told differently in each article.

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.

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Grade 3 · Cluster 8 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 34 of 36 · Cluster 8 · Module 2 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Name the difference in focus, then copy one line from each article that proves it.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.



TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ *Reveal the answer slide one row at a time.*

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.

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Grade 3 · Cluster 8 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 34 of 36 · Cluster 8 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because both articles mention the same people, without noticing the question asks how the focuses differ.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is C. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 8 • Paired Passages

TEKS 3.6(E) • Paired Passages • Week 35 of 36 • Cluster 8 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are reading *Small Choices, Strong Communities* and *The Good Citizen* together.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“Each day we will find the strongest conclusion both texts support and learn to spot traps that stretch an idea beyond what the texts say.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Paired Passages slide deck for Cluster 8 Module 3 . a class or student copy of “*Small Choices, Strong Communities*” and “*The Good Citizen*” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student what the word conclusion means.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



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Grade 3 • Cluster 8 • Paired Passages • Monday

TEKS 3.6(E) • Paired Passages • Week 35 of 36 • Cluster 8 • Module 3 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice evidence that supports a conclusion."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Before we draw a conclusion from both texts, we find evidence in each one."

▶ Read the line twice. Students circle do not have to become famous on the NOTICE row.

ANSWER KEY: The article says ordinary people can make a difference through small choices.

CHECK FOR UNDERSTANDING

Ask a student to name one small action mentioned in the article.

COMMON MISCONCEPTION

Students may say the conclusion is about being famous. The point is that you do not need fame to help.

POSSIBLE STUDENT QUESTION

What makes a conclusion strong? A strong conclusion is supported by evidence from both texts.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing evidence for a conclusion. Keep the demand at this level.

RAISE THE THINKING

Ask what kinds of small actions the article says can help a community.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 8 • Paired Passages • Tuesday

TEKS 3.6(E) • Paired Passages • Week 35 of 36 • Cluster 8 • Module 3 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the conclusion best supported by both texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Test each conclusion against both texts. The strongest one has evidence in each."

▶ Students choose privately, then point to one line in each text that proves it.

ANSWER KEY: B. Individual choices to be responsible can strengthen a community.

CHECK FOR UNDERSTANDING

Ask a student to name how Elena's choices helped strengthen the shelter community.

COMMON MISCONCEPTION

Students may pick A because it sounds like good advice. Neither text says people should never make mistakes. Both show mistakes being fixed.

POSSIBLE STUDENT QUESTION

What does goes too far mean? It means the conclusion says more than the texts actually support.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the best-supported conclusion. Keep the demand at this level.

RAISE THE THINKING

Ask how the shelter is a community.

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.



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Grade 3 • Cluster 8 • Paired Passages • Wednesday

TEKS 3.6(E) • Paired Passages • Week 35 of 36 • Cluster 8 • Module 3 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can find which sentence supports a shared conclusion."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Look for the sentence that proves The Good Citizen supports the conclusion about individual choices."

▶ Students find the sentence and write it on the SHOW row, then connect it to Small Choices.

ANSWER KEY: Elena's choice to return supports the conclusion that individual choices strengthen communities.

CHECK FOR UNDERSTANDING

Ask a student to explain how Elena's choice helped the community.

COMMON MISCONCEPTION

Students may only explain Elena's story. A conclusion needs evidence from both texts.

POSSIBLE STUDENT QUESTION

Does Elena think about community? Yes. She learns that being responsible matters when others depend on you.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two texts support the same conclusion. Keep the demand at this level.

RAISE THE THINKING

Ask what might have happened if Elena had not gone back to the shelter.

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.



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Grade 3 · Cluster 8 · Paired Passages · Thursday

TEKS 3.6(E) · Paired Passages · Week 35 of 36 · Cluster 8 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a conclusion supported by both texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Start with the conclusion, then name evidence from each text."

▶ Students write the conclusion as a full sentence on the OWN row.

ANSWER KEY: Example: Both texts show that responsible choices by individuals can improve a community.

CHECK FOR UNDERSTANDING

Ask a student to read their conclusion and point to evidence from each text.

COMMON MISCONCEPTION

Students may write about only one text. A conclusion needs support from both.

POSSIBLE STUDENT QUESTION

Is a conclusion different from a summary? Yes. A summary tells what happened. A conclusion is a big idea the evidence supports.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a conclusion independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a community they belong to and one choice that could strengthen it.

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 | I can explain a connection and spot when a conclusion goes too far.



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Grade 3 · Cluster 8 · Paired Passages · Friday

TEKS 3.6(E) · Paired Passages · Week 35 of 36 · Cluster 8 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain how a conclusion connects two texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Both texts support the same conclusion. Check whether the trap pushes beyond what the texts say."

▶ Students write the connection and explain the goes too far trap on the DEFEND row.

ANSWER KEY: Both connect through individual choices helping communities. Goes too far: neither says one choice solves every problem.

CHECK FOR UNDERSTANDING

Ask a student to find the word that makes the trap go too far.

COMMON MISCONCEPTION

Students may accept the trap because small choices are important. They are, but the texts do not say one choice fixes everything.

POSSIBLE STUDENT QUESTION

How do I spot a goes too far trap? Look for extreme words like every, always, never, or only.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a goes-too-far conclusion fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to fix the trap so it matches what the texts actually say.

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.

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Grade 3 · Cluster 8 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 35 of 36 · Cluster 8 · Module 3 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“State the conclusion first, then copy one line from each text as evidence.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

The Writing Academy®, LLC

Grade 3 · Cluster 8 · Paired Passages



TEKS 3.6(E) · Paired Passages · Week 35 of 36 · Cluster 8 · Module 3 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.



The Writing Academy®, LLC

Grade 3 · Cluster 8 · Paired Passages

TEKS 3.6(E) · Paired Passages · Week 35 of 36 · Cluster 8 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing C because volunteering appears in The Good Citizen, without noticing neither text says it is required for all students.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is D. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



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Grade 3 • Cluster 8 • Paired Passages

TEKS 3.6(E) • Paired Passages • Week 36 of 36 • Cluster 8 • Module 4 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This is our capstone week. We are reading an article and a poem together to practice everything we have learned about connecting two texts.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the *What does this mean to me* box in your own warm voice.

“Each day we will connect, compare, and defend ideas across both texts and learn to spot traps from details that belong to only one text.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 8 Module 4 . a class or student copy of "People Make the Difference: How Ideas and Actions Change Communities" and "A Dream Can Grow" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain what it means to connect two texts.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 8 • Paired Passages • Monday

TEKS 3.6(E) • Paired Passages • Week 36 of 36 • Cluster 8 • Module 4 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice an idea in one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This is our capstone week. We will connect an article and a poem to show a shared idea."

▶ Read the line twice. Students circle travel from one person to another on the NOTICE row.

ANSWER KEY: The article says ideas can travel from one person to another and create change.

CHECK FOR UNDERSTANDING

Ask a student to give an example from the article of an idea that traveled.

COMMON MISCONCEPTION

Students may say the article is about famous people. Famous people are a topic, not the idea about spreading.

POSSIBLE STUDENT QUESTION

What does it mean for an idea to travel? It means one person shares it and another person acts on it.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing an idea in one text. Keep the demand at this level.

RAISE THE THINKING

Ask how a speech can change the way someone acts.

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.



The Writing Academy®, LLC

Grade 3 • Cluster 8 • Paired Passages • Tuesday

TEKS 3.6(E) • Paired Passages • Week 36 of 36 • Cluster 8 • Module 4 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose an idea found in both texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Hold each choice up to both texts. The idea must appear in the article and the poem."

▶ Students choose privately, then point to one line in each text that proves it.

ANSWER KEY: C. One person's ideas can travel to others and inspire change.

CHECK FOR UNDERSTANDING

Ask a student how the poem shows ideas traveling.

COMMON MISCONCEPTION

Students may pick B because geography is in the article. The poem does not discuss geography.

POSSIBLE STUDENT QUESTION

Can an article and a poem share the same idea? Yes. They use different forms but can teach the same thing.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting an idea found in both texts. Keep the demand at this level.

RAISE THE THINKING

Ask whose speech the poem's speaker remembers hearing.

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.



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Grade 3 • Cluster 8 • Paired Passages • Wednesday

TEKS 3.6(E) • Paired Passages • Week 36 of 36 • Cluster 8 • Module 4 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can find which sentence in a poem supports a shared idea."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Look for the sentence that proves the poem shares the same idea as the article about ideas spreading."

▶ Students find the sentence and write it on the SHOW row, then connect it to the article.

ANSWER KEY: The dream reaching people supports the same idea as the article's description of ideas traveling.

CHECK FOR UNDERSTANDING

Ask a student how the poem describes a dream traveling without feet or hands.

COMMON MISCONCEPTION

Students may only explain the poem. A connection needs both texts.

POSSIBLE STUDENT QUESTION

Does the poem mention the same people as the article? Not all of them, but it shares the same idea about spreading hope.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how a poem shares an idea with an article. Keep the demand at this level.

RAISE THE THINKING

Ask which text uses figurative language to describe ideas spreading.

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.



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Grade 3 · Cluster 8 · Paired Passages · Thursday

TEKS 3.6(E) · Paired Passages · Week 36 of 36 · Cluster 8 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a connection between two texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Start with the shared idea, then name evidence from each text. Add a personal connection if you can."

▶ Students write the connection as a full sentence on the OWN row.

ANSWER KEY: Example: Both texts show that ideas and hope can spread from one person to many and inspire change.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and prove it with both texts.

COMMON MISCONCEPTION

Students may write about only one text. A connection must include both.

POSSIBLE STUDENT QUESTION

Can I add a personal connection? Yes. Connecting to your own life makes the idea stronger.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a connection independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a time someone's words inspired them to do something kind.

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 | I can explain a connection and spot when a detail comes from only one text.



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Grade 3 · Cluster 8 · Paired Passages · Friday

TEKS 3.6(E) · Paired Passages · Week 36 of 36 · Cluster 8 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain how ideas about spreading hope connect across two texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Both texts show hope spreading. Check whether the trap names details from these texts or from a different one."

▶ Students write the connection and explain the only one text trap on the DEFEND row.

ANSWER KEY: Both connect through ideas and hope spreading. Only one text: geography is in the article alone, not the poem.

CHECK FOR UNDERSTANDING

Ask a student to name the two texts we are reading this week.

COMMON MISCONCEPTION

Students may confuse details from previous weeks with this week's texts. Always check which two texts the question names.

POSSIBLE STUDENT QUESTION

Can a trap use a detail from a different week's text? Yes. Always check which texts the question is about.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a single-text trap fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a detail that is actually in both of this week's texts.

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.



TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Idea first, then one proof line from each text. Finish with a personal connection.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.



TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.



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Grade 3 · Cluster 8 · Paired Passages

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TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, worded the way the STAAR test words it."

▶ Read the excerpt and the question aloud.

"Read all four choices. Cross out each trap and say its name before you choose."

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because rivers appear in a different article about communities, without noticing these two texts do not discuss rivers.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



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Grade 3 · Cluster 8 · Paired Passages

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TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is B. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.