

Paired Passages Tracking Sheet

Week 1 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • PREPARE CLUSTER • MODULE 1 • TEKS 3.6(E) • PAIRED PASSAGES

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

Name: _____

Date: _____



NOTICE

Monday

Notice the idea in the story.

What does Beth do for Lily? Copy the words that show it.



CHOOSE

Tuesday

Choose the idea in both.

What idea is found in both the story and the poem? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

Show the idea in the poem.

How does the poem show the same idea as the story? Copy one line from the poem.



OWN

Thursday

Own the connection.

Write one sentence that tells an idea found in both texts.



DEFEND

Friday

Defend against the trap.

Both texts are about playing outside. Why is this a trap? Name the trap.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 1 of 36

Show what you know and hunt for paired passages.

GRADE 3 • PREPARE CLUSTER • MODULE 1 • TEKS 3.6(E) • PAIRED PASSAGES
from “The Recess Question and What Will You Give?”

Your turn.

Write one idea both texts share. Copy one line from the story and one line from the poem.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more line from each text that shows kindness. Name a trap someone might choose.

LINE FROM THE STORY	LINE FROM THE POEM	THE IDEA THEY SHARE

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can find an idea in one text.			
I can choose an idea found in both texts.			
I can prove a connection with a line from each text.			
I can name a Shared topic, not shared idea trap.			

Paired Passages Tracking Sheet

Week 2 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • PREPARE CLUSTER • MODULE 2 • TEKS 3.6(E) • PAIRED PASSAGES from “The Recess Question and What Will You Give?”

Name: _____

Date: _____



NOTICE

Monday

Notice a similarity.

What idea does Beth show in the line? Circle the key words.



CHOOSE

Tuesday

Choose the similarity.

Which sentence describes a similarity? Write the letter and why one wrong choice is a trap.



SHOW

Wednesday

Show the similarity in the poem.

How does the poem show the same idea as the story? Copy one line from the poem.



OWN

Thursday

Own the similarity.

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



DEFEND

Friday

Defend against the trap.

How does the poem connect to the story in the way it shows helping someone new? Use one detail from each text.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 2 of 36

Show what you know and hunt for paired passages.

GRADE 3 • PREPARE CLUSTER • MODULE 2 • TEKS 3.6(E) • PAIRED PASSAGES
from “The Recess Question and What Will You Give?”

Your turn.

Write one similarity. Copy one line from the story and one line from the poem.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more line from each text that shows helping others. Name a trap someone might choose.

LINE FROM THE STORY	LINE FROM THE POEM	THE SIMILARITY THEY SHARE

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can find an idea in one text.			
I can choose a similarity found in both texts.			
I can prove a similarity with a line from each text.			
I can name an Only one text trap.			

Paired Passages Tracking Sheet

Week 3 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • PREPARE CLUSTER • MODULE 3 • TEKS 3.6(E) • PAIRED PASSAGES from “The Mystery of the Traveling Shell and The Lunchroom Discoveries”

Name: _____

Date: _____



NOTICE

Monday

Notice a detail in the story.

What does Emsy do with her notebook? Circle the key words.



CHOOSE

Tuesday

Choose the difference.

How is the story different from the drama? Write the letter and why one wrong choice is a trap.



SHOW

Wednesday

Show the difference in the drama.

How is the drama different from the story? Copy one line from the drama.



OWN

Thursday

Own the difference.

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



DEFEND

Friday

Defend against the trap.

Both texts include a person who figures something out. Why is this a trap? Name the trap.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 3 of 36

Show what you know and hunt for paired passages.

GRADE 3 • PREPARE CLUSTER • MODULE 3 • TEKS 3.6(E) • PAIRED PASSAGES from “The Mystery of the Traveling Shell and The Lunchroom Discoveries”

Your turn.

Write one difference. Copy one line from the story and one line from the drama.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more detail that is in only one text. Name a trap someone might choose.

DETAIL FROM THE STORY	DETAIL FROM THE DRAMA	HOW THEY DIFFER

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice a detail in one text.			
I can choose a difference between two texts.			
I can prove a difference with a line from each text.			
I can name a Similarity, not a difference trap.			

Paired Passages Tracking Sheet

Week 4 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • PREPARE CLUSTER • MODULE 4 • TEKS 3.6(E) • PAIRED PASSAGES from “The Mystery of the Traveling Shell and The Lunchroom Discoveries”

Name: _____

Date: _____



NOTICE

Monday

Notice an idea in the story.

What idea does the story explain? Circle the key words.



CHOOSE

Tuesday

Choose the idea in only one text.

Which idea is in the story but not the drama? Write the letter and name the trap for one wrong choice.



SHOW

Wednesday

Show the idea is missing from the drama.

Prove scarcity and trade are in the story but not the drama.



OWN

Thursday

Own the only-one-text idea.

Write one sentence about an idea found in the story but not the drama.



DEFEND

Friday

Defend against the trap.

The story explains that heating liquids kills germs. Why is this a trap? Name the trap.

Show What You Know

Circle your answer. Explain your answer on the back.

A **B** **C** **D**

Paired Passages Tracking Sheet (Back)

Week 4 of 36

Show what you know and hunt for paired passages.

GRADE 3 • PREPARE CLUSTER • MODULE 4 • TEKS 3.6(E) • PAIRED PASSAGES

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

Your turn.

Write one idea from the story that the drama does not have. Copy one line from the story.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one idea from the drama that the story does not have. Write the line.

IDEA FROM THE STORY ONLY	IDEA FROM THE DRAMA ONLY	HOW I CHECKED

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can find an idea in one text.			
I can check whether the other text has that idea.			
I can prove an idea is in only one text.			
I can name a Texts switched trap.			

Paired Passages Tracking Sheet

Week 5 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 1 • MODULE 1 • TEKS 3.6(E) • PAIRED PASSAGES from “The Pilgrims Chose Plymouth and Life Along the Nile River”

Name: _____

Date: _____



NOTICE

Monday

Notice the idea in one article.

What resources did the Pilgrims find at Plymouth? Circle the key words.



CHOOSE

Tuesday

Choose the idea in both.

What idea is developed in both articles? Write the letter and name the trap for one wrong choice.



SHOW

Wednesday

Show the idea in the second article.

How does the Nile article develop the same idea? Copy one line from it.



OWN

Thursday

Own the shared idea.

Write one sentence that tells an idea found in both articles.



DEFEND

Friday

Defend against the trap.

Both texts are about water. Why is this a trap? Name the trap.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 5 of 36

Show what you know and hunt for paired passages.

GRADE 3 • CLUSTER 1 • MODULE 1 • TEKS 3.6(E) • PAIRED PASSAGES
from “The Pilgrims Chose Plymouth and Life Along the Nile River”

Your turn.

Write one shared idea. Copy one line from each article.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more resource from each article. Explain how both support the shared idea.

RESOURCE FROM PILGRIMS	RESOURCE FROM NILE	THE IDEA THEY SHARE

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can find an idea in one text.			
I can choose an idea developed in both texts.			
I can prove a connection with a line from each text.			
I can name a Shared topic, not shared idea trap.			

Paired Passages Tracking Sheet

Week 6 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 1 • MODULE 2 • TEKS 3.6(E) • PAIRED PASSAGES from “The Pilgrims Chose Plymouth and Life Along the Nile River”

Name: _____

Date: _____



NOTICE

Monday

Notice what people do.

What did the Pilgrims do at Plymouth? Circle the action words.



CHOOSE

Tuesday

Choose the similarity.

How are the people similar? Write the letter and name the trap for one wrong choice.



SHOW

Wednesday

Show the similarity in the Nile article.

How are the Egyptians similar to the Pilgrims? Copy one line from the Nile article.



OWN

Thursday

Own the comparison.

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



DEFEND

Friday

Defend against the trap.

The Pilgrims built homes near trees, so both groups used trees. Why is this a trap? Name the trap.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 6 of 36

Show what you know and hunt for paired passages.

GRADE 3 • CLUSTER 1 • MODULE 2 • TEKS 3.6(E) • PAIRED PASSAGES
from “The Pilgrims Chose Plymouth and Life Along the Nile River”

Your turn.

Write one similarity between the people. Copy one line from each article.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one action from each group that shows they depended on nature. Name a trap someone might choose.

ACTION FROM PILGRIMS	ACTION FROM NILE	WHY THEY ARE SIMILAR

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice what people do in one text.			
I can choose a similarity between people in two texts.			
I can prove a comparison with a line from each text.			
I can name a Right detail, wrong idea trap.			

Paired Passages Tracking Sheet

Week 7 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 1 • MODULE 3 • TEKS 3.6(E) • PAIRED PASSAGES from “The Pilgrims Chose Plymouth and Life Along the Nile River”

Name: _____

Date: _____



NOTICE

Monday

Notice how the Pilgrims article is organized.

How does the Pilgrims article present its information? Circle key words.



CHOOSE

Tuesday

Choose the difference in presentation.

What is one difference in how the two articles present ideas? Write the letter and name one trap.



SHOW

Wednesday

Show the difference in the Nile article.

How does the Nile article present ideas differently? Copy one line from it.



OWN

Thursday

Own the presentation difference.

Write one sentence about how the two articles present ideas differently.



DEFEND

Friday

Defend against the trap.

How are the two articles connected in how they describe people depending on their environment? Give one detail from each text.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 7 of 36

Show what you know and hunt for paired passages.

GRADE 3 • CLUSTER 1 • MODULE 3 • TEKS 3.6(E) • PAIRED PASSAGES from “The Pilgrims Chose Plymouth and Life Along the Nile River”

Your turn.

Write one presentation difference. Copy one line from each article.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more example of how each article is organized. Explain the difference.

HOW THE PILGRIMS ARTICLE IS
ORGANIZED

HOW THE NILE ARTICLE IS ORGANIZED

THE DIFFERENCE

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice how a text presents ideas.			
I can choose a difference in presentation.			
I can prove the difference with a line from each text.			
I can name a Similarity, not a difference trap.			

Paired Passages Tracking Sheet

Week 8 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 1 • MODULE 4 • TEKS 3.6(E) • PAIRED PASSAGES from “The Pilgrims Chose Plymouth and Life Along the Nile River”

Name: _____

Date: _____



NOTICE

Monday

Notice a message in one article.

What message does the Pilgrims article teach? Circle the key words.



CHOOSE

Tuesday

Choose the message in both.

What message is found in both articles? Write the letter and name one trap.



SHOW

Wednesday

Show the message in the Nile article.

How does the Nile article teach the same message? Copy one line from it.



OWN

Thursday

Own the shared message.

Write one sentence about a message found in both articles.



DEFEND

Friday

Defend against the trap.

Both texts teach that pollution hurts the environment. Why is this a trap? Name the trap.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 8 of 36

Show what you know and hunt for paired passages.

GRADE 3 • CLUSTER 1 • MODULE 4 • TEKS 3.6(E) • PAIRED PASSAGES
from “The Pilgrims Chose Plymouth and Life Along the Nile River”

Your turn.

Write one shared message. Copy one line from each article.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more line from each article that teaches the shared message.

LINE FROM PILGRIMS	LINE FROM NILE	THE MESSAGE THEY SHARE

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice a message in one text.			
I can choose a message found in both texts.			
I can prove a message with a line from each text.			
I can name a Not in either text trap.			

Paired Passages Tracking Sheet

Week 9 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 2 • MODULE 1 • TEKS 3.6(E) • PAIRED PASSAGES from “Laura Ingalls Wilder and Carmen Lomas Garza”

Name: _____

Date: _____



NOTICE

Monday

Notice what Laura did.

What did Laura do? Circle the key words.



CHOOSE

Tuesday

Choose the similarity.

How are Laura and Carmen alike? Write the letter and name one trap.



SHOW

Wednesday

Show the similarity in the Carmen article.

How is Carmen like Laura? Copy one line from the Carmen article.



OWN

Thursday

Own the comparison.

Write one sentence about how Laura and Carmen are alike.



DEFEND

Friday

Defend against the trap.

Both Laura and Carmen grew up in Wisconsin. Why is this a trap? Name the trap.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 9 of 36

Show what you know and hunt for paired passages.

GRADE 3 • CLUSTER 2 • MODULE 1 • TEKS 3.6(E) • PAIRED PASSAGES
from “Laura Ingalls Wilder and Carmen Lomas Garza”

Your turn.

Write one similarity. Copy one line from each article.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more way Laura and Carmen are alike. Copy one proof from each text.

DETAIL ABOUT LAURA	DETAIL ABOUT CARMEN	HOW THEY ARE ALIKE

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice what a person did in one text.			
I can choose a similarity between two people.			
I can prove a similarity with a line from each text.			
I can name an Only one text trap.			

Paired Passages Tracking Sheet

Week 10 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 2 • MODULE 2 • TEKS 3.6(E) • PAIRED PASSAGES

from “Laura Ingalls Wilder and Carmen Lomas Garza”

Name: _____

Date: _____



NOTICE

Monday

Notice what caused Laura to act.

What motivated Laura to write? Circle the key words.



CHOOSE

Tuesday

Choose what caused both to act.

What causes both people to act? Write the letter and name one trap.



SHOW

Wednesday

Show the cause in the Carmen article.

How does the Carmen article show the same motivation? Copy one line.



OWN

Thursday

Own the shared cause.

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



DEFEND

Friday

Defend against the trap.

Both people were motivated by winning awards. Why is this a trap? Name the trap.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 10 of 36

Show what you know and hunt for paired passages.

GRADE 3 • CLUSTER 2 • MODULE 2 • TEKS 3.6(E) • PAIRED PASSAGES
from “Laura Ingalls Wilder and Carmen Lomas Garza”

Your turn.

Write the shared cause. Copy one line from each article.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more clue in each article about what motivated each person.

LAURA’S MOTIVATION	CARMEN’S MOTIVATION	WHAT THEY SHARE

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice what causes a person to act.			
I can choose a cause found in both texts.			
I can prove a shared cause with a line from each text.			
I can name a Not in either text trap.			

Paired Passages Tracking Sheet

Week 11 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 2 • MODULE 3 • TEKS 3.6(E) • PAIRED PASSAGES from “Laura Ingalls Wilder and Carmen Lomas Garza”

Name: _____

Date: _____



NOTICE

Monday

Notice a detail in the Carmen article.

What detail is in the Carmen article? Circle the key words.



CHOOSE

Tuesday

Choose the detail in only one text.

Which detail is in Carmen's article but not Laura's? Write the letter and name one trap.



SHOW

Wednesday

Show the detail is missing from the Laura article.

Prove that bright colors is in Carmen's article but not Laura's.



OWN

Thursday

Own the only-one-text detail.

Write one sentence about a detail in Carmen's article but not Laura's.



DEFEND

Friday

Defend against the trap.

Carmen's article says she traveled by wagon. Why is this a trap? Name the trap.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 11 of 36

Show what you know and hunt for paired passages.

GRADE 3 • CLUSTER 2 • MODULE 3 • TEKS 3.6(E) • PAIRED PASSAGES
from “Laura Ingalls Wilder and Carmen Lomas Garza”

Your turn.

Write one detail from Carmen's article that Laura's does not have. Copy the line.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one detail from Laura's article that Carmen's does not have. Write the line.

DETAIL ONLY IN CARMEN	DETAIL ONLY IN LAURA	HOW I CHECKED

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can find a detail in one text.			
I can check whether the other text has it.			
I can prove a detail is in only one text.			
I can name a Texts switched trap.			

Paired Passages Tracking Sheet

Week 12 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 2 • MODULE 4 • TEKS 3.6(E) • PAIRED PASSAGES from “Laura Ingalls Wilder and Carmen Lomas Garza”

Name: _____

Date: _____



NOTICE

Monday

Notice what supports a conclusion.

What conclusion does the line from Laura's article support? Circle key words.



CHOOSE

Tuesday

Choose the conclusion.

What conclusion do both articles support? Write the letter and name one trap.



SHOW

Wednesday

Show the conclusion in the Carmen article.

How does the Carmen article support the same conclusion? Copy one line.



OWN

Thursday

Own the conclusion.

Write one sentence about a conclusion both articles support.



DEFEND

Friday

Defend against the trap.

How are the two articles connected in showing that everyday life holds important history? Give one detail from each text.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 12 of 36

Show what you know and hunt for paired passages.

GRADE 3 • CLUSTER 2 • MODULE 4 • TEKS 3.6(E) • PAIRED PASSAGES from “Laura Ingalls Wilder and Carmen Lomas Garza”

Your turn.

Write one conclusion both support. Copy one line from each article.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more line from each article that supports the conclusion.

EVIDENCE FROM LAURA	EVIDENCE FROM CARMEN	THE CONCLUSION THEY SUPPORT

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice evidence for a conclusion.			
I can choose a conclusion both texts support.			
I can prove a conclusion with a line from each text.			
I can name a Goes too far trap.			

Paired Passages Tracking Sheet

Week 13 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 3 • MODULE 1 • TEKS 3.6(E) • PAIRED PASSAGES from “Why We Need Laws and The Founding Fathers”

Name: _____

Date: _____



NOTICE

Monday

Notice the idea in the poem.

What idea does the poem develop? Circle the key words.



CHOOSE

Tuesday

Choose the shared idea.

How does the article develop an idea from the poem? Write the letter and name one trap.



SHOW

Wednesday

Show the idea in the article.

How does the article develop the same idea? Copy one line from it.



OWN

Thursday

Own the shared idea.

Write one sentence about an idea both texts develop.



DEFEND

Friday

Defend against the trap.

Both texts are about writing rules. Why is this a trap? Name the trap.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 13 of 36

Show what you know and hunt for paired passages.

GRADE 3 • CLUSTER 3 • MODULE 1 • TEKS 3.6(E) • PAIRED PASSAGES
from “Why We Need Laws and The Founding Fathers”

Your turn.

Write one shared idea. Copy one line from the poem and one from the article.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more line from each text that develops the shared idea.

LINE FROM THE POEM	LINE FROM THE ARTICLE	THE IDEA THEY SHARE

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice an idea in one text.			
I can choose an idea found in both texts.			
I can prove a connection with a line from each text.			
I can name a Shared topic, not shared idea trap.			

Paired Passages Tracking Sheet

Week 14 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 3 • MODULE 2 • TEKS 3.6(E) • PAIRED PASSAGES from “Why We Need Laws and The Founding Fathers”

Name: _____

Date: _____



NOTICE

Monday

Notice the idea in the poem.

What idea do the poem lines express? Circle the key words.



CHOOSE

Tuesday

Choose the matching sentence.

Which article sentence expresses a similar idea? Write the letter and name one trap.



SHOW

Wednesday

Show the match.

How do the two lines express the same idea? Explain the connection.



OWN

Thursday

Own the match.

Write one sentence about how a poem line and an article sentence share an idea.



DEFEND

Friday

Defend against the trap.

A student matched voice in decisions to the poem's fair rules. Why is this a trap?

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 14 of 36

Show what you know and hunt for paired passages.

GRADE 3 • CLUSTER 3 • MODULE 2 • TEKS 3.6(E) • PAIRED PASSAGES from “Why We Need Laws and The Founding Fathers”

Your turn.

Find one poem line and one article sentence that share an idea. Write the idea.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find another pair of lines that express a similar idea between the poem and the article.

LINE FROM THE POEM	SENTENCE FROM THE ARTICLE	THE IDEA THEY SHARE

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice an idea in a poem line.			
I can match a line to a similar idea in another text.			
I can explain how two lines share an idea.			
I can name a Right detail, wrong idea trap.			

Paired Passages Tracking Sheet

Week 15 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 3 • MODULE 3 • TEKS 3.6(E) • PAIRED PASSAGES from “Why We Need Laws and The Founding Fathers”

Name: _____

Date: _____



NOTICE

Monday

Notice the purpose of the poem.

What is the purpose of the poem? Circle the key words.



CHOOSE

Tuesday

Choose the purpose difference.

How is the poem's purpose different from the article's? Write the letter and name one trap.



SHOW

Wednesday

Show the different purpose.

How is the article's purpose different? Copy one line from it.



OWN

Thursday

Own the purpose difference.

Write one sentence about how the purposes of the poem and article differ.



DEFEND

Friday

Defend against the trap.

How are the two texts connected? Tell how each one shows why people made rules.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 15 of 36

Show what you know and hunt for paired passages.

GRADE 3 • CLUSTER 3 • MODULE 3 • TEKS 3.6(E) • PAIRED PASSAGES from “Why We Need Laws and The Founding Fathers”

Your turn.

Write one purpose difference. Copy one line from each text.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more line from each text that shows its specific purpose.

PURPOSE OF THE POEM	PURPOSE OF THE ARTICLE	HOW THEY DIFFER

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice the purpose of one text.			
I can choose a purpose difference.			
I can prove a purpose difference with a line from each text.			
I can name a Similarity, not a difference trap.			

Paired Passages Tracking Sheet

Week 16 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 3 • MODULE 4 • TEKS 3.6(E) • PAIRED PASSAGES from “Why We Need Laws and The Founding Fathers”

Name: _____

Date: _____



NOTICE

Monday

Notice an idea in the poem.

What idea do the poem lines develop? Circle the key words.



CHOOSE

Tuesday

Choose the shared idea.

Which idea is developed in both texts? Write the letter and name one trap.



SHOW

Wednesday

Show the idea in the article.

How does the article develop the same idea? Copy one line from it.



OWN

Thursday

Own the shared idea.

Write one sentence about an idea developed in both texts.



DEFEND

Friday

Defend against the trap.

Both texts teach that people should vote in every election. Why is this a trap? Name the trap.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 16 of 36

Show what you know and hunt for paired passages.

GRADE 3 • CLUSTER 3 • MODULE 4 • TEKS 3.6(E) • PAIRED PASSAGES from “Why We Need Laws and The Founding Fathers”

Your turn.

Write one shared idea. Copy one line from the poem and one from the article.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more line from each text that develops the shared idea.

LINE FROM THE POEM	LINE FROM THE ARTICLE	THE IDEA THEY DEVELOP

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice an idea in one text.			
I can choose an idea developed in both texts.			
I can prove a shared idea with a line from each text.			
I can name a Not in either text trap.			

Paired Passages Tracking Sheet

Week 17 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 4 • MODULE 1 • TEKS 3.6(E) • PAIRED PASSAGES from “Benjamin Franklin and Electricity and The Lunchroom Discoveries”

Name: _____

Date: _____



NOTICE

Monday

Notice an experience in the article.

What experience does the article describe? Circle the key words.



CHOOSE

Tuesday

Choose the similar experience.

How are the experiences similar? Write the letter and name one trap.



SHOW

Wednesday

Show the similar experience in the drama.

How does the drama show a similar experience? Copy one line from it.



OWN

Thursday

Own the comparison.

Write one sentence comparing the experiences in both texts.



DEFEND

Friday

Defend against the trap.

Both texts describe someone inventing a metal rod. Why is this a trap? Name the trap.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 17 of 36

Show what you know and hunt for paired passages.

GRADE 3 • CLUSTER 4 • MODULE 1 • TEKS 3.6(E) • PAIRED PASSAGES from “Benjamin Franklin and Electricity and The Lunchroom Discoveries”

Your turn.

Write one similarity in experiences. Copy one line from each text.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more detail from each text that shows a similar experience.

EXPERIENCE FROM THE ARTICLE	EXPERIENCE FROM THE DRAMA	HOW THEY ARE SIMILAR

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice an experience in one text.			
I can choose a similar experience between two texts.			
I can prove a similarity with a line from each text.			
I can name an Only one text trap.			

Paired Passages Tracking Sheet

Week 18 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 4 • MODULE 2 • TEKS 3.6(E) • PAIRED PASSAGES from “Benjamin Franklin and Electricity and The Lunchroom Discoveries”

Name: _____

Date: _____



NOTICE

Monday

Notice the view in the article.

How does the article present its topic? Circle key words.



CHOOSE

Tuesday

Choose the difference.

Which statement describes a difference? Write the letter and name one trap.



SHOW

Wednesday

Show the close view in the drama.

How is the drama's view different? Copy one line from it.



OWN

Thursday

Own the difference.

Write one sentence about how the two texts take different views.



DEFEND

Friday

Defend against the trap.

How does the drama connect to the article in showing science from a different viewpoint? Give one detail from each text.

Show What You Know

Circle your answer. Explain your answer on the back.

A **B** **C** **D**

Paired Passages Tracking Sheet (Back)

Week 18 of 36

Show what you know and hunt for paired passages.

GRADE 3 • CLUSTER 4 • MODULE 2 • TEKS 3.6(E) • PAIRED PASSAGES from “Benjamin Franklin and Electricity and The Lunchroom Discoveries”

Your turn.

Write one view difference. Copy one line from each text.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one detail that shows the article's broad view and one that shows the drama's close view.

BROAD VIEW (ARTICLE)	CLOSE VIEW (DRAMA)	HOW THEY DIFFER

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice how a text presents its topic.			
I can choose a difference between two texts.			
I can prove a difference with a line from each text.			
I can name a Similarity, not a difference trap.			

Paired Passages Tracking Sheet

Week 19 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 4 • MODULE 3 • TEKS 3.6(E) • PAIRED PASSAGES from “Benjamin Franklin and Electricity and The Lunchroom Discoveries”

Name: _____

Date: _____



NOTICE

Monday

Notice a message in the article.

What message does the article teach? Circle the key words.



CHOOSE

Tuesday

Choose the shared message.

What message do both authors share? Write the letter and name one trap.



SHOW

Wednesday

Find where the drama supports the message.

Which sentence from the drama best supports the idea that discoveries help people?



OWN

Thursday

Own the shared message.

Write one sentence about a message both authors share.



DEFEND

Friday

Explain how the texts connect.

How are the two texts connected in the message they share? Why does goes too far not fit?

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 19 of 36

Show what you know and hunt for paired passages.

GRADE 3 • CLUSTER 4 • MODULE 3 • TEKS 3.6(E) • PAIRED PASSAGES from “Benjamin Franklin and Electricity and The Lunchroom Discoveries”

Your turn.

Write one shared message. Copy one line from each text.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more line from each text that teaches the shared message.

LINE FROM THE ARTICLE	LINE FROM THE DRAMA	THE MESSAGE THEY SHARE

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice a message in one text.			
I can choose a message both authors share.			
I can prove a shared message with a line from each text.			
I can name a Goes too far trap.			

Paired Passages Tracking Sheet

Week 20 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 4 • MODULE 4 • TEKS 3.6(E) • PAIRED PASSAGES from “Benjamin Franklin and Electricity and The Lunchroom Discoveries”

Name: _____

Date: _____



NOTICE

Monday

Notice a detail in the article.

What did Franklin invent? Copy the words from the article that name it.



CHOOSE

Tuesday

Choose what is in one text only.

What information is in the article but not in the drama? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

Find where the drama adds new information.

Which sentence from the drama best supports unique information not in the article?



OWN

Thursday

Own the comparison.

Write one sentence naming a detail found in only one text.



DEFEND

Friday

Explain how the texts connect and differ.

How do the two texts connect, and how does their information differ?

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 20 of 36

Show what you know and hunt for paired passages.

GRADE 3 • CLUSTER 4 • MODULE 4 • TEKS 3.6(E) • PAIRED PASSAGES from “Benjamin Franklin and Electricity and The Lunchroom Discoveries”

Your turn.

Write one detail that is in one text but not the other. Name the text and prove the other does not include it.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more detail unique to each text. Name a trap someone might choose.

DETAIL FROM THE ARTICLE	DETAIL FROM THE DRAMA	WHICH TEXT IS IT IN?

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can find a detail in one text.			
I can tell which text a detail comes from.			
I can prove a detail is missing from the other text.			
I can name a Texts switched trap.			

Paired Passages Tracking Sheet

Week 21 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 5 • MODULE 1 • TEKS 3.6(E) • PAIRED PASSAGES from “Henry Ford: Visionary of Travel and Sam Walton: Visionary of Retail”

Name: _____

Date: _____



NOTICE

Monday

Notice how Ford solved a problem.

What problem did Ford want to solve? Copy the words from the article that show it.



CHOOSE

Tuesday

Choose how both solved problems.

How are the ways Ford and Walton solved problems alike? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

Find where Walton's article supports the similarity.

Which sentence from Walton's article best supports the idea that he solved problems like Ford?



OWN

Thursday

Own the comparison.

Write one sentence telling how Ford and Walton solved problems in a similar way.



DEFEND

Friday

Explain how the approaches connect.

How are the problem-solving approaches in both articles connected?

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 21 of 36

Show what you know and hunt for paired passages.

GRADE 3 • CLUSTER 5 • MODULE 1 • TEKS 3.6(E) • PAIRED PASSAGES from “Henry Ford: Visionary of Travel and Sam Walton: Visionary of Retail”

Your turn.

Write one similarity between how Ford and Walton solved problems. Copy one line from each article.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more line from each article that shows hard work or determination. Name a trap someone might choose.

LINE FROM FORD'S ARTICLE	LINE FROM WALTON'S ARTICLE	THE SIMILARITY THEY SHOW

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can find how one person solved a problem.			
I can choose a similarity between two problem solvers.			
I can prove a comparison with lines from both texts.			
I can name a Right detail, wrong idea trap.			

Paired Passages Tracking Sheet

Week 22 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 5 • MODULE 2 • TEKS 3.6(E) • PAIRED PASSAGES from “Henry Ford: Visionary of Travel and Sam Walton: Visionary of Retail”

Name: _____

Date: _____



NOTICE

Monday

Notice what Ford focused on.

What was Ford interested in? Copy the words that show it.



CHOOSE

Tuesday

Choose the real difference.

What is one difference between Ford and Walton? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

Find where the article supports the difference.

Which sentence from Walton's article best supports the idea that his focus was different from Ford's?



OWN

Thursday

Own the difference.

Write one sentence that tells a difference between Ford and Walton.



DEFEND

Friday

Explain how differences connect to both articles.

How does the question about differences connect to what both articles describe?

Show What You Know

Circle your answer. Explain your answer on the back.

☐ A ☐ B ☐ C ☐ D

Paired Passages Tracking Sheet (Back)

Week 22 of 36

Show what you know and hunt for paired passages.

GRADE 3 • CLUSTER 5 • MODULE 2 • TEKS 3.6(E) • PAIRED PASSAGES
from “Henry Ford: Visionary of Travel and Sam Walton: Visionary of Retail”

Your turn.

Write one difference between Ford and Walton. Copy one line from each article that proves it.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more way Ford and Walton are different. Name a trap someone might choose.

DETAIL ABOUT FORD	DETAIL ABOUT WALTON	THE DIFFERENCE IT SHOWS

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice what makes one person different.			
I can choose a real difference and skip similarities.			
I can prove a difference with lines from both texts.			
I can name a Similarity, not a difference trap.			

Paired Passages Tracking Sheet

Week 23 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 5 • MODULE 3 • TEKS 3.6(E) • PAIRED PASSAGES from “Henry Ford: Visionary of Travel and Sam Walton: Visionary of Retail”

Name: _____

Date: _____



NOTICE

Monday

Notice the lasting change in Ford's article.

How did Ford's work create lasting change? Copy the key words from the article.



CHOOSE

Tuesday

Choose the conclusion both support.

Which conclusion is supported by both articles? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

Find where Walton's article supports the conclusion.

Which sentence from Walton's article best supports the conclusion about lasting change?



OWN

Thursday

Own the conclusion.

Write one sentence stating a conclusion both articles support.



DEFEND

Friday

Explain how the conclusions connect.

How are the conclusions in both articles connected to what the texts actually say?

Show What You Know

Circle your answer. Explain your answer on the back.

☐ A ☐ B ☐ C ☐ D

Paired Passages Tracking Sheet (Back)

Week 23 of 36

Show what you know and hunt for paired passages.

GRADE 3 • CLUSTER 5 • MODULE 3 • TEKS 3.6(E) • PAIRED PASSAGES from “Henry Ford: Visionary of Travel and Sam Walton: Visionary of Retail”

Your turn.

Write one conclusion both texts support. Copy one line from each article as evidence.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more conclusion both articles support. Name a trap someone might choose.

EVIDENCE FROM FORD'S ARTICLE	EVIDENCE FROM WALTON'S ARTICLE	THE CONCLUSION THEY SUPPORT

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can find evidence of lasting change in one text.			
I can choose a conclusion supported by both texts.			
I can prove a conclusion with evidence from each article.			
I can name a Not in either text trap.			

Paired Passages Tracking Sheet

Week 24 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 5 • MODULE 4 • TEKS 3.6(E) • PAIRED PASSAGES from “Henry Ford: Visionary of Travel and Sam Walton: Visionary of Retail”

Name: _____

Date: _____



NOTICE

Monday

Notice how change affected people in Ford's article.

How did Ford's changes affect families? Copy the words that show it.



CHOOSE

Tuesday

Choose how both show change.

How do both texts show change affects people? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

Find where Walton's article supports the idea.

Which sentence from Walton's article best supports the idea that change affected everyday people?



OWN

Thursday

Own the idea about change.

Write one sentence about how both articles show change affecting people.



DEFEND

Friday

Explain how the idea connects both articles.

How does the idea of change affecting people connect both articles?

Show What You Know

Circle your answer. Explain your answer on the back.

☐ A ☐ B ☐ C ☐ D

Paired Passages Tracking Sheet (Back)

Week 24 of 36

Show what you know and hunt for paired passages.

GRADE 3 • CLUSTER 5 • MODULE 4 • TEKS 3.6(E) • PAIRED PASSAGES from “Henry Ford: Visionary of Travel and Sam Walton: Visionary of Retail”

Your turn.

Write one idea about how change affects people. Copy one line from each article.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more way change affected people in each article. Name a trap someone might choose.

HOW CHANGE AFFECTED PEOPLE (FORD)	HOW CHANGE AFFECTED PEOPLE (WALTON)	THE SHARED IDEA ABOUT CHANGE

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice how change affected people in one text.			
I can choose an idea about change supported by both texts.			
I can prove the idea with lines from both articles.			
I can name a Shared topic, not shared idea trap.			

Paired Passages Tracking Sheet

Week 25 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 6 • MODULE 1 • TEKS 3.6(E) • PAIRED PASSAGES from “Crash and The Good Citizen”

Name: _____

Date: _____



NOTICE

Monday

Notice an effect in the first text.

What happened because Amina told the truth? Copy the key words.



CHOOSE

Tuesday

Choose the effect in both.

What effect is in both texts? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

Find where the second text supports the effect.

Which sentence from The Good Citizen best supports the idea that responsibility fixes a problem?



OWN

Thursday

Own the connection.

Write one sentence that names an effect found in both texts.



DEFEND

Friday

Explain how the patterns connect.

How are the cause-and-effect patterns in both texts connected?

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 25 of 36

Show what you know and hunt for paired passages.

GRADE 3 • CLUSTER 6 • MODULE 1 • TEKS 3.6(E) • PAIRED PASSAGES from “Crash and The Good Citizen”

Your turn.

Write one effect both texts describe. Copy one line from each text.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more effect of responsibility in each text. Name a trap someone might choose.

EFFECT IN CRASH	EFFECT IN THE GOOD CITIZEN	THE SHARED EFFECT

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice an effect in one text.			
I can choose an effect found in both texts.			
I can prove the effect with lines from both texts.			
I can name an Only one text trap.			

Paired Passages Tracking Sheet

Week 26 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 6 • MODULE 2 • TEKS 3.6(E) • PAIRED PASSAGES from “Crash and The Good Citizen”

Name: _____

Date: _____



NOTICE

Monday

Notice how Crash presents its ideas.

How does Crash present the idea of honesty? Copy one line that shows it.



CHOOSE

Tuesday

Choose the difference in presentation.

How do the texts present ideas differently? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

Find where the text supports the difference.

Which sentence from The Good Citizen best supports the idea that it presents responsibility differently?



OWN

Thursday

Own the difference.

Write one sentence explaining how the texts present responsibility differently.



DEFEND

Friday

Explain how the presentations connect and differ.

How does the way each text presents responsibility connect to the question about differences?

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 26 of 36

Show what you know and hunt for paired passages.

GRADE 3 • CLUSTER 6 • MODULE 2 • TEKS 3.6(E) • PAIRED PASSAGES from “Crash and The Good Citizen”

Your turn.

Write one way the texts present ideas differently. Copy one line from each text.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more way the presentations differ. Name a trap someone might choose.

HOW CRASH PRESENTS THE LESSON	HOW THE GOOD CITIZEN PRESENTS THE LESSON	THE DIFFERENCE

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice how one text presents its ideas.			
I can choose a difference in presentation.			
I can prove the difference with lines from both texts.			
I can name a Similarity, not a difference trap.			

Paired Passages Tracking Sheet

Week 27 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 6 • MODULE 3 • TEKS 3.6(E) • PAIRED PASSAGES from “Crash and The Good Citizen”

Name: _____

Date: _____



NOTICE

Monday

Notice the idea in the first text.

What idea does Amina's honesty show? Copy the key words.



CHOOSE

Tuesday

Choose the idea in both.

Which idea is developed in both texts? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

Find where the second text supports the idea.

Which sentence from The Good Citizen best supports the idea about responsibility?



OWN

Thursday

Own the connection.

Write one sentence naming an idea both texts develop.



DEFEND

Friday

Explain how the responsibility ideas connect.

How are the ideas about responsibility in both texts connected?

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 27 of 36

Show what you know and hunt for paired passages.

GRADE 3 • CLUSTER 6 • MODULE 3 • TEKS 3.6(E) • PAIRED PASSAGES from “Crash and The Good Citizen”

Your turn.

Write one idea both texts develop. Copy one line from each text.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more line from each text that develops the shared idea. Name a trap someone might choose.

EVIDENCE FROM CRASH	EVIDENCE FROM THE GOOD CITIZEN	THE IDEA THEY DEVELOP

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice an idea in one text.			
I can choose an idea developed in both texts.			
I can prove the idea with lines from both texts.			
I can name a Not in either text trap.			

Paired Passages Tracking Sheet

Week 28 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 6 • MODULE 4 • TEKS 3.6(E) • PAIRED PASSAGES from “Crash and The Good Citizen”

Name: _____

Date: _____



NOTICE

Monday

Notice how the first text connects to community.

What does Crash suggest about how people work together? Copy the key words.



CHOOSE

Tuesday

Choose what both suggest about community.

What do both texts suggest about community? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

Find where the text supports the community idea.

Which sentence from The Good Citizen best supports the idea that responsibility strengthens community?



OWN

Thursday

Own the community connection.

Write one sentence about what both texts suggest about community life.



DEFEND

Friday

Explain how responsibility connects to community.

How does the idea of responsibility connect to community in both texts?

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 28 of 36

Show what you know and hunt for paired passages.

GRADE 3 • CLUSTER 6 • MODULE 4 • TEKS 3.6(E) • PAIRED PASSAGES from “Crash and The Good Citizen”

Your turn.

Write what both texts suggest about community. Copy one line from each text.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more line from each text that connects to community. Name a trap someone might choose.

COMMUNITY IDEA IN CRASH	COMMUNITY IDEA IN THE GOOD CITIZEN	WHAT BOTH SUGGEST

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice how a text connects to community.			
I can choose a community idea supported by both texts.			
I can prove the idea with lines from both texts.			
I can name a Goes too far trap.			

Paired Passages Tracking Sheet

Week 29 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 7 • MODULE 1 • TEKS 3.6(E) • PAIRED PASSAGES from “A Dream Can Grow and What Will You Give?”

Name: _____

Date: _____



NOTICE

Monday

Notice the message in the first poem.

What does A Dream Can Grow say about sharing? Copy the key words.



CHOOSE

Tuesday

Choose the message in both.

What message is in both poems? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

Find where the second poem supports the message.

Which sentence from What Will You Give? best supports the message about kindness?



OWN

Thursday

Own the connection.

Write one sentence that tells a message both poems share.



DEFEND

Friday

Explain how the messages connect.

How are the messages in both poems connected?

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 29 of 36

Show what you know and hunt for paired passages.

GRADE 3 • CLUSTER 7 • MODULE 1 • TEKS 3.6(E) • PAIRED PASSAGES from “A Dream Can Grow and What Will You Give?”

Your turn.

Write one message both poems share. Copy one line from each poem.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more line from each poem that supports the shared message. Name a trap someone might choose.

LINE FROM A DREAM CAN GROW	LINE FROM WHAT WILL YOU GIVE?	THE MESSAGE THEY SHARE

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice a message in one poem.			
I can choose a message found in both poems.			
I can prove the message with a line from each poem.			
I can name a Shared topic, not shared idea trap.			

Paired Passages Tracking Sheet

Week 30 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 7 • MODULE 2 • TEKS 3.6(E) • PAIRED PASSAGES from “A Dream Can Grow and What Will You Give?”

Name: _____

Date: _____



NOTICE

Monday

Notice a detail that builds the idea.

How does the detail about Mama build the idea of passing hope forward? Copy the key words.



CHOOSE

Tuesday

Choose how details build the idea.

How do details in both poems build one idea? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

Find where a detail supports the shared idea.

Which detail from What Will You Give? best supports the idea of passing hope and service?



OWN

Thursday

Own the connection.

Write one sentence about the idea both poems express through their details.



DEFEND

Friday

Explain how the family details connect.

How are the family details in both poems connected to the idea of passing hope?

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 30 of 36

Show what you know and hunt for paired passages.

GRADE 3 • CLUSTER 7 • MODULE 2 • TEKS 3.6(E) • PAIRED PASSAGES
from “A Dream Can Grow and What Will You Give?”

Your turn.

Write the shared idea. Copy one detail from each poem that builds it.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more detail from each poem that supports the shared idea. Name a trap someone might choose.

DETAIL FROM A DREAM CAN GROW	DETAIL FROM WHAT WILL YOU GIVE?	THE IDEA THEY BUILD

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice a detail that builds an idea.			
I can choose how details in both poems build one idea.			
I can prove the idea with details from both poems.			
I can name a Right detail, wrong idea trap.			

Paired Passages Tracking Sheet

Week 31 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 7 • MODULE 3 • TEKS 3.6(E) • PAIRED PASSAGES from “A Dream Can Grow and What Will You Give?”

Name: _____

Date: _____



NOTICE

Monday

Notice the view in the first poem.

What does A Dream Can Grow emphasize? Copy the key words.



CHOOSE

Tuesday

Choose the difference in views.

How do the poems' views differ? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

Find where the poem supports the different view.

Which line from What Will You Give? best supports the idea that its view differs from A Dream Can Grow?



OWN

Thursday

Own the difference.

Write one sentence explaining how the poems' views differ.



DEFEND

Friday

Explain how the views connect and differ.

How are the two poems' views connected even though they differ?

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 31 of 36

Show what you know and hunt for paired passages.

GRADE 3 • CLUSTER 7 • MODULE 3 • TEKS 3.6(E) • PAIRED PASSAGES from “A Dream Can Grow and What Will You Give?”

Your turn.

Write one way the poems' views differ. Copy one line from each poem.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more line from each poem that shows its unique view. Name a trap someone might choose.

VIEW IN A DREAM CAN GROW

VIEW IN WHAT WILL YOU GIVE?

THE DIFFERENCE

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice the view in one poem.			
I can choose a difference between two views.			
I can prove the difference with lines from both poems.			
I can name a Similarity, not a difference trap.			

Paired Passages Tracking Sheet

Week 32 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 7 • MODULE 4 • TEKS 3.6(E) • PAIRED PASSAGES from “A Dream Can Grow and What Will You Give?”

Name: _____

Date: _____



NOTICE

Monday

Notice an idea you can connect to life.

What idea could help you make a choice? Copy the key words from the poem.



CHOOSE

Tuesday

Choose the idea that helps a reader.

Which idea from both poems could help a reader? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

Find where the poem supports the idea.

Which sentence from What Will You Give? best supports the idea that small choices carry hope forward?



OWN

Thursday

Own the connection to your life.

Write how the shared idea connects to a choice you could face.



DEFEND

Friday

Explain how the idea connects to life.

How does the idea of small choices connect both poems to a reader's own life?

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 32 of 36

Show what you know and hunt for paired passages.

GRADE 3 • CLUSTER 7 • MODULE 4 • TEKS 3.6(E) • PAIRED PASSAGES from “A Dream Can Grow and What Will You Give?”

Your turn.

Write one idea both poems share that could help with a choice. Copy one line from each poem.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more line from each poem that connects to making choices. Name a trap someone might choose.

LINE FROM A DREAM CAN GROW	LINE FROM WHAT WILL YOU GIVE?	THE CHOICE IT COULD HELP WITH

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice an idea I can connect to my life.			
I can choose an idea from both poems that helps a reader.			
I can prove the idea with lines from both poems.			
I can name a Not in either text trap.			

Paired Passages Tracking Sheet

Week 33 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 8 • MODULE 1 • TEKS 3.6(E) • PAIRED PASSAGES

from “A Place to Grow: How Geography Helps Build a Community and What Helps a Community Grow?”

Name: _____

Date: _____



NOTICE

Monday

Notice the idea in the first article.

What idea does A Place to Grow develop about geography? Copy the key words.



CHOOSE

Tuesday

Choose the idea in both.

What idea is developed in both articles? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

Find where the article supports the idea.

Which sentence from What Helps a Community Grow? best supports the idea that geography shapes communities?



OWN

Thursday

Own the synthesis.

Write one sentence naming an idea both articles develop.



DEFEND

Friday

Explain how the ideas connect.

How are the ideas about geography and communities connected across both articles?

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 33 of 36

Show what you know and hunt for paired passages.

GRADE 3 • CLUSTER 8 • MODULE 1 • TEKS 3.6(E) • PAIRED PASSAGES

from “A Place to Grow: How Geography Helps Build a Community and What Helps a Community Grow?”

Your turn.

Write one idea both articles develop. Copy one line from each article.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more line from each article that develops the shared idea. Name a trap someone might choose.

EVIDENCE FROM A PLACE TO GROW	EVIDENCE FROM WHAT HELPS	THE IDEA THEY DEVELOP

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice an idea in one article.			
I can choose an idea developed in both articles.			
I can prove the idea with lines from both articles.			
I can name a Shared topic, not shared idea trap.			

Paired Passages Tracking Sheet

Week 34 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 8 • MODULE 2 • TEKS 3.6(E) • PAIRED PASSAGES

from “People Make the Difference: How Ideas and Actions Change Communities and Small Choices, Strong Communities”

Name: _____

Date: _____



NOTICE

Monday

Notice the focus of the first article.

What does People Make the Difference focus on? Copy the key words.



CHOOSE

Tuesday

Choose the difference in focus.

How do the focuses differ? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

Find where the article supports the different focus.

Which sentence from Small Choices best supports the idea that its focus differs from People Make the Difference?



OWN

Thursday

Own the difference in focus.

Write one sentence explaining how the two articles focus differently.



DEFEND

Friday

Explain how the articles connect and differ.

How are the two articles connected even though they focus on different things?

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 34 of 36

Show what you know and hunt for paired passages.

GRADE 3 • CLUSTER 8 • MODULE 2 • TEKS 3.6(E) • PAIRED PASSAGES

from “People Make the Difference: How Ideas and Actions Change Communities and Small Choices, Strong Communities”

Your turn.

Write one way the focuses differ. Copy one line from each article.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more line from each article that shows its unique focus. Name a trap someone might choose.

FOCUS OF PEOPLE MAKE THE DIFFERENCE	FOCUS OF SMALL CHOICES	THE DIFFERENCE

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice what an article focuses on.			
I can choose a difference in focus.			
I can prove the difference with lines from both articles.			
I can name a Similarity, not a difference trap.			

Paired Passages Tracking Sheet

Week 35 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 8 • MODULE 3 • TEKS 3.6(E) • PAIRED PASSAGES from “Small Choices, Strong Communities and The Good Citizen”

Name: _____

Date: _____



NOTICE

Monday

Notice evidence for a conclusion.

What does Small Choices say about making a difference? Copy the key words.



CHOOSE

Tuesday

Choose the best conclusion.

Which conclusion is best supported by both texts? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

Find where the text supports the conclusion.

Which sentence from The Good Citizen best supports the conclusion about individual choices?



OWN

Thursday

Own the conclusion.

Write one sentence stating a conclusion both texts support.



DEFEND

Friday

Explain how the conclusion connects both texts.

How does the conclusion about individual choices connect both texts?

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 35 of 36

Show what you know and hunt for paired passages.

GRADE 3 • CLUSTER 8 • MODULE 3 • TEKS 3.6(E) • PAIRED PASSAGES from “Small Choices, Strong Communities and The Good Citizen”

Your turn.

Write one conclusion both texts support. Copy one line from each text.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more line from each text that supports the conclusion. Name a trap someone might choose.

EVIDENCE FROM SMALL CHOICES	EVIDENCE FROM THE GOOD CITIZEN	THE CONCLUSION THEY SUPPORT

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice evidence for a conclusion.			
I can choose the best-supported conclusion.			
I can prove the conclusion with lines from both texts.			
I can name a Goes too far trap.			

Paired Passages Tracking Sheet

Week 36 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 8 • MODULE 4 • TEKS 3.6(E) • PAIRED PASSAGES

from “People Make the Difference: How Ideas and Actions Change Communities and A Dream Can Grow”

Name: _____

Date: _____



NOTICE

Monday

Notice the idea in the article.

What idea does the article show about how ideas spread? Copy the key words.



CHOOSE

Tuesday

Choose the idea in both texts.

Which idea is found in both texts? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

Find where the poem supports the idea.

Which sentence from A Dream Can Grow best supports the idea that ideas spread and inspire change?



OWN

Thursday

Own the connection.

Write one sentence naming an idea both texts share. Connect it to your life.



DEFEND

Friday

Explain how the ideas about hope connect.

How are the ideas about spreading hope connected across both texts?

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 36 of 36

Show what you know and hunt for paired passages.

GRADE 3 • CLUSTER 8 • MODULE 4 • TEKS 3.6(E) • PAIRED PASSAGES

from “People Make the Difference: How Ideas and Actions Change Communities and A Dream Can Grow”

Your turn.

Write one shared idea with proof from each text and a personal connection.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more line from each text that shows ideas spreading. Name a trap someone might choose.

LINE FROM THE ARTICLE	LINE FROM THE POEM	THE IDEA THEY SHARE

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can find an idea in one text.			
I can choose an idea found in both an article and a poem.			
I can prove a connection with lines from both texts.			
I can name an Only one text trap.			