
GRADE 3

CLUSTER 5

Paired Passage Extended Constructed Response (ECR): one answer, two texts

Module 1 · Paired Passage Responses: Connecting Two Texts

Module 2 · Paired Passage HOW Prompts: Similarities and Differences

Module 3 · Conclusion Paragraph with R1, R2, R3: The Bluebird Moment

Module 4 · Color-Coding the Full ECR Paper



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Teacher Lesson Plan Guide

Paired Passage Responses: Connecting Two Texts

Grade 3 | Cluster 5 | Module 1

Grade: 3

Cluster: 5, Paired-Passage Informational Extended Constructed Response (ECR)

Module: 1 of the cluster

Primary Instructional Category: Informational Writing / Paired-Passage ECR

Module Title: Paired Passage Responses: Connecting Two Texts

Content Connection / Passage Titles: "Henry Ford: Visionary of Travel" and "Sam Walton: Visionary of Retail" (Week 1, Low Stamina)

Primary Standards: [3.12B\(i\)](#), [3.12B\(ii\)](#), [3.12B\(iii\)](#), and [3.11B\(iii\)](#)

Approximate Daily Instructional Time: 15 minutes per day, across 5 days

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1. A Little Inspiration Goes a Long Way!

This module helps students move from reading two informational biographies to writing one connected answer. Keep the focus on the habit that governs every task: one answer = two texts.

TEACHER SCRIPT

"You will read about Henry Ford and Sam Walton, track each passage from Problem to Action to Solution to Impact, and connect both passages in one clear answer."

Reading Focus: Linear Plot Line: Problem, Action, Solution, Impact. **Writing Focus:** Paired Passage HABIT and full-ECR color coding.

2. Why This Module Matters

Students learn to write an Extended Constructed Response about two informational biographies. They track the linear plot line in each passage, select one detail from each, and connect the ideas in one sentence. The governing rule is simple: one answer = two texts.

Paired Passage HABIT: Use BOTH texts; Two pieces of evidence (one detail from EACH passage); Connect the ideas in one sentence.

TEACHER SCRIPT

"You need both passages in your answer. Find one detail from each passage, then connect the two ideas in one sentence."

Why it matters: A paired-passage response is complete only when the reader can see evidence from Henry Ford and Sam Walton and understand the connection between their ideas.

3. Module Essential / Overarching Question

How can a writer connect two informational passages into one clear, well-supported answer?

First Thinking: Explain how you think a writer should use two passages.

Final Thinking: Explain how you can use the Paired Passage HABIT and the Linear Plot Line.

What changed in the thinking?

Family Communication

4. Parent Communication Purpose

Families are partners in this work. This page gives families a clear picture of the paired-passage skill, simple conversation starters, and short activities using the two biographies. The goal is a conversation about one idea that fits both passages.

How to Send It: Share the English letter, the Spanish letter, or both. Families can use the questions and activities with no special materials.

5. Family Letter (English)

Dear Families,

This week your student is learning to write a paired-passage response that connects two informational texts into one clear answer. The rule is simple: one answer = two texts.

The class is reading about Henry Ford, who made cars more affordable with the Model T and the moving assembly line, and Sam Walton, who opened Walmart and worked to offer lower prices. Your student will track each passage's Linear Plot Line: Problem, Action, Solution, Impact. Then your student will choose one detail from each passage and connect the ideas in one sentence.

Ask, "What is one idea that fits BOTH passages?" and "Which detail from each passage supports that idea?"

With appreciation, Your student's teacher, The Writing Academy®, LLC

6. Family Letter (Spanish) / Carta para las Familias

Estimadas familias:

Esta semana su estudiante aprenderá a escribir una respuesta de pasajes emparejados que conecta dos textos informativos en una sola respuesta clara. La regla es sencilla: una respuesta = dos textos.

La clase leerá sobre Henry Ford, quien hizo que los autos fueran más accesibles con el Model T y la línea de ensamblaje, y Sam Walton, quien abrió Walmart y trabajó para ofrecer precios más bajos. Su estudiante seguirá la Línea de la Trama: Problema, Acción, Solución, Impacto. Después elegirá un detalle de cada pasaje y conectará las ideas en una oración.

Pregunte: "¿Cuál es una idea que encaja con AMBOS pasajes?" y "¿Qué detalle de cada pasaje apoya esa idea?"

Con aprecio, El maestro o la maestra de su estudiante, The Writing Academy®, LLC

7. Family Conversation Starters

- What does one answer = two texts mean?
- What problem did Henry Ford notice, and what solution did he create?
- What problem did Sam Walton notice, and what solution did he create?
- What idea fits BOTH passages?
- Which detail from each passage proves that idea?

- How are Ford and Walton similar?
- How are their solutions different?

8. Simple Family Activities

Both activities require little or no material and end in a conversation.

Family Activity: One Idea, Two Passages

Choose two short informational texts or two family experiences. Ask the student to name one idea that fits both, then say: "Both ____ because ____."

Family Activity: Problem to Impact

Use the car or the store as a topic. Ask: What was the Problem? What Action happened? What was the Solution? What was the Impact? Ask the student to explain how the sequence helps a reader understand the passage.

Teacher Road Map

9. Teacher Navigation Key

Use these symbols to read the instructional cycle at a glance. Each stage produces evidence for the next stage.

- **TEACH** : teacher models the paired-passage skill.
 - **LEARN** : students practice reading and connecting.
 - ✓ **ASSESS** : students demonstrate the habit independently.
- Teacher Script** : exact student-facing language in quotation marks.
- Class Slide** : corresponding visual prompt or reminder.

10. GRADUATE Evidence Alignment

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Students notice the two passages and their problems.
Reveal	■ TEACH	The teacher models the Linear Plot Line and color-coded ECR.
Attempt	○ LEARN	Students select one Ford detail and one Walton detail.
Discuss	○ LEARN	Students explain the connection and distinguish similarity from difference.
Use	✓ ASSESS	Students write one paired-passage response.
Award	✓ ASSESS	Students identify a strength supported by their work.
Target	✓ ASSESS	Students name and practice a next step.
Explain / Educate	✓ ASSESS	Students teach the Paired Passage HABIT to a partner.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 3, Cluster 5, Module 1
Module Title	Paired Passage Responses: Connecting Two Texts
Module Category	Informational Writing / Paired-Passage Extended Constructed Response
Primary Standards	3.12B(i) , 3.12B(ii) , 3.12B(iii) , 3.11B(iii)
Reading Focus	Linear Plot Line: Problem, Action, Solution, Impact
Writing Focus	Use BOTH texts; two pieces of evidence; connect the ideas in one sentence
Passages	Henry Ford: Visionary of Travel; Sam Walton: Visionary of Retail
Daily Lesson Time	15 minutes per day across five days
Student Products	Annotated passages, evidence cards, paired-passage response, exit ticket, and writing assignment

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: Students will write one informational response that uses evidence from BOTH passages and connects the ideas around a clear central idea.

I Will Statements

- I will track Problem, Action, Solution, and Impact in both passages.
- I will find one detail from each passage.
- I will connect two details in one sentence.
- I will use GET SET for the introduction and RRR for the conclusion.

I Can Statements

- I can use both passages in one answer.
- I can write a thesis (central idea) that fits both texts.
- I can explain a HOW-similarity or HOW-difference with by, through, with, in, or across.
- I can conclude with the Bluebird Moment.

CLASS SLIDE

Module Slide 1: the destination is one connected response using BOTH passages.

13. Success Criteria

Use these criteria to check student work.

- My response uses BOTH passages.
- I include two pieces of evidence, one detail from EACH passage.
- I state a thesis (central idea) that fits both texts.
- I connect the ideas in one sentence.
- I track the Linear Plot Line accurately.
- My GET SET introduction and RRR conclusion mirror the color-coded jobs.

14. Evidence That Will Demonstrate Mastery

Collect evidence across the week, not only at the end.

- Day 1: a Linear Plot Line chart for Ford and Walton and a color-coded GET SET model.
- Day 2: evidence cards with one Ford detail and one Walton detail.
- Day 3: one paired-passage response with a thesis (central idea), two details, and a connection sentence.
- Day 4: a revised response that distinguishes HOW-similarity from HOW-difference.
- Day 5: an independently completed ECR, exit ticket, and partner teaching explanation.
- Writing assignment: a full low-stamina response using both biographies.

15. TEKS Correlations

The following correlations use the lesson plan wording for the writing standards.

TEKS	Strand	Student Expectation (verbatim)	Where Taught	Where Practiced	Where Assessed
3.12B(j)	Writing Genre	compose informational texts, including brief compositions that	Days 1-5		

		convey information about a topic, using a clear central idea		Introduction, evidence, and conclusion	ECR and writing assignment
3.12B(ii)	Writing Genre	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics	Days 2-3	Paired-passage organization and evidence	Day 3 response
3.12B(iii)	Writing Genre	compose informational texts, including brief compositions that convey information about a topic, using craft	Day 4	Color-coded sentence jobs and word choice	Revised response
3.11B(iii)	Writing Process	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details	Days 2-4	Evidence and connection sentence	Writing assignment

16. Standards Coverage Matrix

This matrix distinguishes the primary writing standards and the paired-passage habits that support them.

Classification	Standard	Expectation	Where It Occurs
PRIMARY	3.12B(i)	Clear central idea in an informational response	GET SET, ECR, exit ticket
PRIMARY	3.12B(ii)	Genre characteristics organize evidence from both passages	Evidence cards and response
PRIMARY	3.12B(iii)	Craft makes the comparison clear	HOW-similarity and HOW-difference practice
PRIMARY	3.11B(iii)	Develop drafts with relevant details	Draft, revise, and share
RECURSIVE	4(C)(ii)	Content-area vocabulary	All five days
RECURSIVE	4(D)(i)-(iii)	Sentence lengths, sentence types, and connecting words	Days 2-5
RECURSIVE	4(F)(i)	Explain and respond with detail in content areas	Partner teaching and ECR

17. ELPS Correlations

Language expectations are embedded in the reading, speaking, and writing of both biographies.

ELPS	Domain	Language Pattern	Complete Student Expectation	Day Addressed
1(E)	Listening	Comprehension	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.	Days 1, 3, 4, 5
2(E)	Speaking	Discourse	Use comprehensible language to explain information orally with increasing specificity and detail during classroom interactions.	Days 3 and 5
3(E)	Reading	Purpose for Reading	Use pre-reading strategies, including previewing text features, connecting to prior knowledge, and making predictions, to develop comprehension.	Day 1
4(D)	Writing	Language Structures / Syntax	Write using grade-appropriate sentence lengths and types.	Days 2 and 3

ELPS Woven Into Intervention

ELPS	Domain	Complete Student Expectation	Day Addressed
1(E)	Listening	Demonstrate listening comprehension by recalling and responding.	Intervention
2(E)	Speaking	Explain information orally with specificity and detail.	Intervention

ELPS Woven Into Enrichment

ELPS	Domain	Complete Student Expectation	Day Addressed
4(D)	Writing	Write using grade-appropriate sentence lengths, sentence types, and connecting words.	Enrichment
4(F)	Writing	Write to explain with detail in the content areas.	Enrichment

18. ELPS Linguistic Accommodations

These supports preserve the paired-passage thinking while opening language pathways.

Proficiency Level	Language Objective
Pre-Production	Point to Ford and Walton, then point to Problem, Action, Solution, or Impact.
Beginning	Complete: "Both passages show ____ because ____."
Intermediate	Use: "The Ford passage shows _____. The Walton passage shows _____. Together, they show _____."
High Intermediate	Explain how one detail from each passage supports the same thesis (central idea).
Advanced	Write and explain a HOW-similarity or HOW-difference using by, through, with, in, or across.

Language Supports

- Preview the passage titles and the four Linear Plot Line steps.
- Rehearse orally before writing; point, say, and then write.
- Use a two-column evidence organizer labeled Ford and Walton.
- Keep the exact paired-passage task intact; define only needed words.

19. Language Domains

Domain	How This Module Builds It
Listening	Students hear the rule and identify one detail from each passage.
Speaking	Students say the connection sentence to a partner.
Reading	Students read both biographies and track the Linear Plot Line.
Writing	Students compose a color-coded response with GET SET, body evidence, and RRR.

20. Rigor Safeguard

Teachers MAY provide	Teachers MAY NOT do for students
Read a passage aloud, repeat a direction, provide the Linear Plot Line chart, define a needed word, and offer an oral frame.	Choose the evidence, supply the connection, or write the thesis (central idea) for the student.

21. Rigor & Cognitive Demand

Level of Thinking	What Students Must Do	Expected Independence	Evidence
Literal	Locate the four plot-line steps in each passage.	Supported on Day 1.	Problem, Action, Solution, and Impact are identified.
Inferential	Choose details that support one idea in both texts.	Guided on Days 1-2; independent by Day 3.	One Ford detail and one Walton detail fit the thesis (central idea).
Evaluative		Partner discussion on Day 3; independent on Day 5.	The student explains why a response is complete.

	Judge whether an answer uses BOTH passages and connects them.		
Integrated Thinking	Explain a similarity or difference across the two solutions.	Independent extension.	The student writes a HOW-similarity or HOW-difference.

22. The Five Thinking Levels

Use the progression to name the kind of thinking a prompt requires.

Level	Color	Hidden Question	Student Thinking	Focus
Foundational	Red	What happened?	I can name each passage topic.	Recall
Emergent	Orange	What problem did each person see?	I can track the problem and solution.	Plot line
Visible	Yellow	Which details support the idea?	I can find evidence in BOTH texts.	Evidence
Independent	Green	How do the ideas connect?	I can connect two details in one sentence.	Connection
Reflective	Blue	Why does the connection matter?	I can explain the big picture.	Significance

Stage	Task	HABIT
Recall	Name what each passage is about.	Locate the topic and plot line.
Skill	Find evidence in each passage.	Gather one detail from EACH passage.
Strategic	Connect the two passages.	Explain the connection in one sentence.
Extended	Explain and reflect.	Show why the connected idea matters.

23. Possible Teacher Misconceptions

Teacher Misconception	What a Teacher Might Misunderstand	Self-Correction
One passage is enough.	A teacher may accept a response about only Ford or only Walton.	Point to the rule: one answer = two texts.
Two summaries automatically make a connection.	A teacher may accept two separate retellings.	Ask for one sentence explaining how the details work together.
A HOW prompt asks only for a result.	A teacher may accept "both helped people" without a way.	Require by, through, with, in, or across to show the way.

24. Possible Student Misconceptions

Student Misconception	What a Teacher Might Notice	Correction
One answer can use one passage.	The student names only Ford or only Walton.	Ask, "Where is the detail from the other passage?"
Any detail is evidence.	The student chooses a true detail that does not support the thesis (central idea).	Ask whether the detail proves the shared idea.
A connection is just two facts.	The student lists details without a connection sentence.	Use: "Together, these details show ____."
HOW-similarity and HOW-difference are the same.	The student states alike when the prompt asks for different ways.	Underline the prompt word and name the comparison demand before writing.

Module Foundations: Review, Refresh & Readiness

This fixed section runs before Day 1. It is prerequisite retrieval, not another lesson.

25. TEKS Target

Exact weekly target: Students compose an informational paired-passage response with a clear thesis (central idea), relevant evidence from BOTH passages, and one connected explanation. The response is developed from a focused idea and relevant details.

Non-negotiable habit: Use BOTH texts; include two pieces of evidence, one detail from EACH passage; connect the ideas in one sentence.

26. How I Say the Standard!

Section 26 preserves the complete TEKS wording used in the lesson plan TEKS correlations.

Code	Strand	Full Student Expectation (verbatim)
3.12B(i)	Writing Genre	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
3.12B(ii)	Writing Genre	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics
3.12B(iii)	Writing Genre	compose informational texts, including brief compositions that convey information about a topic, using craft
3.11B(iii)	Writing Process	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details

Teacher translation: plan a focused response, use a clear central idea, include genre characteristics and craft, and develop the idea with relevant details.

27. This Week I Can...

This week I can track both Linear Plot Lines, choose one detail from each passage, write a thesis (central idea) that fits both, connect the ideas in one sentence, and use GET SET and RRR.

28. Before I Can... Prerequisites

- Read a short informational biography and identify its topic.
- Recognize a problem, an action, a solution, and an impact.
- Write a complete sentence with a capital letter and end punctuation.
- Know that evidence is a detail from a text that supports an idea.
- Listen to and repeat a sentence that connects two ideas.

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"You have 60 seconds. Tell a partner one problem and one solution from each passage. Then name one detail from Henry Ford and one detail from Sam Walton."

This is retrieval. Keep the response short, specific, and connected to the two biographies.

30. Vocabulary Infusion

Word	Student-Friendly Meaning	Use It Today
paired passages	two texts read together for one prompt	I read the paired passages before I answer.
evidence	a detail from a text that supports an idea	My evidence comes from both passages.
connection	how two ideas relate	I explain the connection in one sentence.
thesis (central idea)	the main idea the response explains	My thesis (central idea) fits both texts.
impact	the effect or result of an action	I track the impact in each passage.

31. Conventions Connection

A complete response begins each sentence with a capital letter and ends with punctuation. During revision, check subject-verb agreement, quotation marks around direct evidence, and connecting words such as because, while, and together. The target is clarity, not length.

32. Writing Connection

The writing connection is direct: the Linear Plot Line supplies the thinking, the Paired Passage HABIT supplies the evidence rule, and the color-coded ECR supplies the sentence jobs. GET SET opens the response, body sentences use evidence from both passages, and RRR closes by returning to the shared idea.

33. Watch Out!

Watch out for three incomplete responses: a response that uses only one passage, a response that lists two details without a connection, and a response that answers HOW without naming a way. Return to the HABIT, choose one detail from EACH passage, and use by, through, with, in, or across when the task is HOW.

34. Ready Check

Ask the student to read the prompt: "Explain how Henry Ford and Sam Walton helped everyday families in different ways." Look for a thesis (central idea) that distinguishes HOW-difference and uses evidence from both biographies. Use the response to plan Day 1 support.

35. Teacher Look-Fors

- Students track Problem, Action, Solution, and Impact for both biographies.
- Students name Ford evidence and Walton evidence separately.
- Students use a thesis (central idea) that fits both passages.
- Students connect the evidence in one sentence.
- Students distinguish HOW-similarity from HOW-difference.
- Students use the color jobs in GET SET and RRR.

Vocabulary, Content & Preparation

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"You will preview these everyday words before reading. Use each word to say what happened in both passages."

Word	Student-Friendly Definition	Oral Rehearsal Frame
problem	something that needs to be solved	Both men noticed a _____.
action	something a person does	Ford took _____. Walton took _____.
solution	a way to fix a problem	The solution helped _____.
impact	the result of an action	The impact was _____.
help	to make something easier	Their ideas helped _____.
change	to make something different	Their work changed _____.
work	effort used to make or do something	It took hard work to _____.
build	to make by putting parts together	Ford helped build _____.
plan	steps for reaching a goal	Walton made a plan to _____.
improve	to make something better	Both men wanted to improve _____.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"You will use these academic words to name evidence, explain connections, and write one answer from two texts."

Word	Student-Friendly Definition	Oral Rehearsal Frame
linear plot line	the order of Problem, Action, Solution, Impact	I follow the linear plot line.
sequence	the order in which events happen	I put the events in sequence.
paired passages	two texts read together	The paired passages share _____.
evidence	details from a text that support an idea	My evidence comes from _____.
explanation	words that tell how ideas connect	My explanation connects _____.
connection	how two ideas relate	The connection is _____.
central idea	the main point of a text or response	Both passages support one central idea.
thesis (central idea)	a sentence that states the response idea	My thesis (central idea) answers _____.
similarity	a way two ideas are alike	A similarity is _____.
difference	a way two ideas are not alike	A difference is _____.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"You will use these topic words to talk precisely about Ford, Walton, travel, retail, and the changes they made."

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
assembly line	uh-SEM-blee line	a step-by-step way to build products	Ford used an _____.
Model T	MOD-ul TEE	the affordable car Henry Ford created	The _____ helped families buy a car.
invention	in-VEN-shun	a new thing someone makes	The car was an important _____.
retail	REE-tayl	the selling of goods to shoppers	Walton worked in _____.
Walmart	WAWL-mart	the store Sam Walton opened	Walton opened _____.
Great Depression	grayt dih-PRESH-un	a difficult time when many people had little money	Walton grew up during the _____.
affordable	uh-FOR-duh-bul	priced so people can buy it	The Model T was more _____.
customers	KUHS-tuh-merz	people who buy goods or services	Walton listened to _____.
transportation	trans-por-TAY-shun	ways people and goods move	Ford changed _____.
visionary	VIZH-uh-nair-ee	a person with big ideas about the future	Each man was a _____.

39. Background Knowledge & Teacher Context

Content context: Henry Ford saw that cars were rare and expensive. He created the Model T and introduced the moving assembly line, which made building cars faster and less expensive. The impact was easier travel for many people.

Sam Walton saw that high prices made shopping difficult for families with limited money. He opened Walmart and planned to sell many products at lower prices. The impact was greater access to affordable goods and changes in communities.

Teacher emphasis: Both biographies follow the same Linear Plot Line, but the solutions differ. Ford changed transportation. Walton changed retail. A strong response draws from BOTH and states the connection.

Full-ECR framework: GET SET introduction: blue statement of purpose, yellow bridge, green thesis (central idea). Body: every sentence has a job and a color. RRR conclusion, the Bluebird Moment: green R1 Restate the thesis (central idea), yellow R2 Refer to the evidence as a whole, blue R3 Reflect the big picture.

40. Materials Needed

Material	Use
Copies of "Henry Ford: Visionary of Travel"	Read, annotate, and locate Ford evidence.
Copies of "Sam Walton: Visionary of Retail"	Read, annotate, and locate Walton evidence.
Interactive notebooks and pencils	Track the Linear Plot Line and draft the response.
Blue, yellow, and green highlighters	Mark sentence jobs and passage evidence.
Chart paper or whiteboard	Display the HABIT, plot line, GET SET, and RRR.
Evidence cards and sticky notes	Sort one detail from EACH passage.
Low-stamina response page	Write and revise one connected answer.

41. Preparation Before Day 1

- Print both low-stamina biographies and the response page.
- Prepare a two-column organizer labeled Ford and Walton.
- Write Problem, Action, Solution, Impact on the board.
- Prepare blue, yellow, and green marking tools.
- Prepare evidence cards using only details from the two passages.
- Post the Paired Passage HABIT: Use BOTH texts; Two pieces of evidence (one detail from EACH passage); Connect the ideas in one sentence.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	Primary Work
Day 1	15	Gather + Reveal	Introduce both passages, the Linear Plot Line, and GET SET.
Day 2	15	Attempt	Sort evidence and build one connected answer.
Day 3	15	Discuss + Use	Compare ideas and write an independent ECR.
Day 4	15	Award + Target	Celebrate evidence use and revise for clarity.
Day 5	15	Explain / Educate	Teach the HABIT, complete RRR, and transfer to HOW.

43. Tiny Times Transition

Tiny Times Transition: Use a short verbal reset between steps: 30 seconds to point to Ford, 30 seconds to point to Walton, 30 seconds to say the connection. Then return to the writing.

TEACHER SCRIPT

"You have two passages, one answer, and one sentence that connects the ideas. Point, say, and write."

Citizenship & Content Connection**44. The Citizenship Connection**

Connection to community life: Ford and Walton changed ordinary routines in different fields. Ford made travel easier for families. Walton made everyday shopping more affordable. Students can discuss how one person's solution can affect many people without leaving the evidence in the biographies.

Person	Problem	Solution	Impact on People
Henry Ford	Cars were rare and expensive.	Model T and moving assembly line.	Cars became more common and travel became easier.
Sam Walton	High prices made shopping difficult.	Walmart with many products at lower prices.	Families could afford goods and communities gained more shopping choices.

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

Linear Plot Line

Problem	Action	Solution	Impact
Cars were rare and expensive.	Ford created the Model T and used an assembly line.	Cars became more affordable.	Travel became easier for many people.
High prices made shopping difficult.	Walton opened Walmart and looked for ways to improve.	Products were sold at lower prices.	Families could afford goods and communities changed.

GET SET Introduction Color Map

Color	Sentence Job	Model
Blue	Statement of purpose	People with useful ideas can change everyday life.
Yellow	Bridge to both passages	The two biographies show this through changes in travel and retail.
Green	Thesis (central idea)	Henry Ford and Sam Walton were important because their solutions helped everyday families.

RRR Conclusion: The Bluebird Moment

Color	RRR Job	Model
Green	R1 Restate the thesis (central idea)	Henry Ford and Sam Walton helped everyday families through useful solutions.
Yellow	R2 Refer to the evidence as a whole	The Model T and moving assembly line, together with Walmart and lower prices, show this shared impact.
Blue	R3 Reflect the big picture	Their ideas show how a solution can change transportation, shopping, and community life.

HOW language: A HOW-similarity thesis (central idea) explains how both passages show an alike way by, through, with, in, or across. A HOW-difference thesis (central idea) explains how the solutions differ using by, through, with, in, or across.

46. Core Habit / Strategy Explanation

Paired Passage HABIT: Use BOTH texts; Two pieces of evidence (one detail from EACH passage); Connect the ideas in one sentence.

Reading move: Track Problem, Action, Solution, Impact in each biography before drafting.

Writing move: Build GET SET, then write body sentences in which every sentence has a job and a color: reason or way, Ford evidence, Walton evidence, connection, and significance. Close with RRR, the Bluebird Moment.

TEACHER SCRIPT

"You will not stop after one passage. You will carry both passages into one answer and connect the ideas clearly."

47. Student Source Passage(s)

Passage use: use the two informational source texts below at low stamina. Retain their numbered paragraphs for discussion and evidence references.

Passage 1: "Henry Ford: Visionary of Travel" (Stamina: Low)

- [1] Henry Ford was an American engineer and businessman who helped change the way people traveled and worked. He was born in 1863 on a farm in Michigan. When Henry was young, he enjoyed taking machines apart to see how they worked. He was especially interested in engines and tools.
- [2] As Henry grew older, he worked as a mechanic and spent many hours experimenting with engines. At that time, most people traveled by horse and wagon. Cars were very rare and very expensive, so only a few people could afford them. Henry Ford believed that cars should be available for everyday families. Before buying a car, many families had to preplan long trips because travel took much more time.
- [3] In 1903, Henry Ford started the Ford Motor Company. A few years later, he created the Model T, a car that was strong, simple, and much more affordable than other cars. Many families who had never owned a car before were finally able to buy one.
- [4] Henry Ford also introduced a new way of building cars called the moving assembly line. Workers stayed in one place while parts moved down a line and were added step by step. This made building cars faster and less expensive. [5] Because of Henry Ford's ideas, cars became more common and travel became easier for many people. Dusty roads connected many towns, and cars helped people travel across them more quickly. His inventions and new ways of building products helped change transportation and industry in the United States.

Passage 2: "Sam Walton: Visionary of Retail" (Stamina: Low)

- [1] Sam Walton grew up during a difficult time in American history. He was born in 1918, and as a child he watched his family work hard during the Great Depression. Money was often tight, and young Sam helped by delivering newspapers, milking cows, and doing small jobs to earn extra money. These experiences taught him an important lesson: families needed ways to stretch every dollar.
- [2] As Sam grew older, he became very interested in how stores worked. After college, he took a job at a retail store and carefully observed how customers shopped. He noticed something that bothered him. Many stores charged high prices, which meant families with limited money often struggled to buy the things they needed.
- [3] Sam began to wonder if there was a better way. In 1962, Sam Walton decided to try his idea. He opened a small store in Rogers, Arkansas called Walmart. His plan was simple but bold: sell many different products at lower prices so that everyday families could afford them. At first, running the store was not easy. Sam worked long hours, visited other stores to learn new ideas, and constantly looked for ways to improve.
- [4] Slowly, people began to notice. Customers liked finding many items in one place at prices they could afford. More stores opened, especially in small towns where shopping choices had been limited. Over time, Walmart grew into a huge company that created jobs for millions of people. Sam Walton's determination to help families save money changed the way people shop and left a lasting mark on communities across the country.

48. Student Annotation Guide

Annotation Guide: Henry Ford: Visionary of Travel

TRACKS Letter	Category	Evidence to Mark
T	Time	born in 1863; In 1903
R	Reactions	he enjoyed taking machines apart; Henry Ford believed cars should be available for everyday families
A	Actions	worked as a mechanic; created the Model T; introduced the moving assembly line
C	Character, Concept, Creature	Henry Ford; the Model T; the assembly line
K	Key Knowledge	cars were rare and expensive; travel became easier
S	Scenery / Setting	a farm in Michigan; dusty roads connected towns

Annotation Guide: Sam Walton: Visionary of Retail

TRACKS Letter	Category	Evidence to Mark
T	Time	born in 1918; In 1962; Over time
R	Reactions	people began to notice; customers liked finding many items in one place
A	Actions	delivering newspapers; opened Walmart; worked long hours
C	Character, Concept, Creature	Sam Walton; Walmart; determination
K	Key Knowledge	families needed ways to stretch every dollar; lower prices
S	Scenery / Setting	Rogers, Arkansas; small towns

49. TRACKS Evidence Highlighting

Use TRACKS to locate evidence, then use the Linear Plot Line to organize it.

TRACKS	Henry Ford: Visionary of Travel	Sam Walton: Visionary of Retail
T: Time	born in 1863; In 1903	born in 1918; In 1962; Over time
R: Reactions	Families could finally buy a car; travel became easier.	Customers liked finding many items in one place at prices they could afford.
A: Actions	created the Model T; introduced the moving assembly line	opened Walmart; worked long hours; looked for ways to improve
C: Character / Concept	Henry Ford; affordable cars; transportation	Sam Walton; lower prices; retail
K: Key Knowledge	Building cars became faster and less expensive.	Families could afford products; more stores opened.
S: Scenery / Setting	a farm in Michigan; dusty roads	Rogers, Arkansas; small towns
Linear Plot Line	Problem: cars were rare and expensive. Action: Model T and moving assembly line. Solution: affordable cars. Impact: easier travel.	Problem: prices were high. Action: Walmart and improvement. Solution: lower prices. Impact: families could afford goods.

50. Five-Day GRADUATE Lesson

Each daily header is 15 minutes. Keep the reading and writing stamina low while protecting the complete paired-passage thinking.

DAY 1 | GRADUATE STAGE: GATHER + REVEAL | GROUP: WHOLE CLASS | 15 MINUTES | ■ TEACH

Standard	Focus
3.12B(ii) / 3.11B(iii)	Compose a clear central idea and develop it with relevant details.

GATHER ■ TEACH

CLASS SLIDE

Slide 2: One answer = two texts. Preview the two biographies and the Linear Plot Line.

TEACHER SCRIPT

"You will read two biographies today. You will track the problem, action, solution, and impact in each one, because your final answer must use both texts."

Reveal the habit: Henry Ford noticed cars were rare and expensive. Sam Walton noticed prices were high. Both took action, created solutions, and had an impact.

REVEAL ■ TEACH

CLASS SLIDE

GET SET introduction: blue statement of purpose, yellow bridge to both passages, green thesis (central idea).

TEACHER SCRIPT

"You will mark the sentence jobs by color. Blue opens the purpose, yellow bridges to both passages, and green states the thesis (central idea)."

GET SET COLOR REMINDER

Blue statement of purpose, yellow bridge to both passages, green thesis (central idea).

Embedded check: Ask students to point to both passages and name the four plot-line steps.

DAY 2 | GRADUATE STAGE: ATTEMPT | GROUP: PARTNERS | 15 MINUTES | ○ LEARN

Standard	Focus
3.12B(ii) / 3.11B(iii)	Use genre characteristics and develop the paired-passage idea with evidence.

ATTEMPT ○ LEARN

CLASS SLIDE

Double Track Challenge: sort Ford and Walton evidence, then build one answer.

TEACHER SCRIPT

"You will place one Ford detail and one Walton detail on the same response card. You will not finish until your sentence explains how the two details connect."

Partners sort evidence cards into Ford and Walton, choose a reason that fits BOTH, and write a connection sentence. Use evidence only from the two biographies.

Step	Partner Task	Check
1	Read the prompt and name the shared idea.	The idea fits both passages.
2	Choose one Henry Ford detail.	The detail supports the idea.
3	Choose one Sam Walton detail.	The detail supports the same idea.
4	Connect the details.	One sentence explains how they work together.

Answer key: Reason: both men created solutions that helped everyday families. Ford evidence: "Many families who had never owned a car before were finally able to buy one." Walton evidence: "Customers liked finding many items in one place at prices they could afford." Connection: both solutions made life easier and more affordable.

DAY 3 | GRADUATE STAGE: DISCUSS + USE | GROUP: WHOLE CLASS, THEN INDEPENDENT | 15 MINUTES | ○ LEARN then ✓ ASSESS

Standard	Focus
3.12B(i) / 3.12B(ii)	Use both passages to compose a clear, connected response.

DISCUSS ○ LEARN

TEACHER SCRIPT

"You will explain why one detail from each passage belongs in the same answer. You will name what is similar and what is different."

Discuss the shared Linear Plot Line: both people noticed a problem, took action, created a solution, and affected everyday life. Ford focused on transportation; Walton focused on retail.

CLASS SLIDE

Question: How are the solutions similar? How are they different?

USE ✓ ASSESS

Prompt: Explain why Henry Ford and Sam Walton were important. Write one thesis (central idea), one detail from each passage, and one connection sentence.

Model response: Henry Ford and Sam Walton were important because they created solutions that helped everyday families. The text stated, "Many families who had never owned a car before were finally able to buy one." The passage explained, "Customers liked finding many items in one place at prices they could afford." This shows that both men created solutions that made life easier and more affordable.

DAY 4 | GRADUATE STAGE: AWARD + TARGET | GROUP: WHOLE CLASS, THEN INDEPENDENT | 15 MINUTES | ✓ ASSESS

Standard	Focus
3.12B(iii) / 3.11B(iii)	Use craft, color-coded sentence jobs, and relevant details to revise.

AWARD ✓ ASSESS

TEACHER SCRIPT

"You used both passages, selected two details, and connected the ideas. Point to the strongest sentence in your response and explain why it works."

Students name one strength: both texts used, evidence selected, connection explained, or color jobs completed.

TARGET ✓ ASSESS

CLASS SLIDE

Revise a response that names only one passage or lists details without connecting them.

Students revise: "Ford made cars. Walton opened a store." to a response that states a shared thesis (central idea), adds one Ford detail, one Walton detail, and a connection sentence.

HOW practice: HOW-similarity explains an alike way with by, through, with, in, or across. HOW-difference explains different ways with by, through, with, in, or across.

DAY 5 | GRADUATE STAGE: EXPLAIN / EDUCATE | GROUP: PARTNERS | 15 MINUTES | ✓ ASSESS

Standard	Focus
3.12B(i) / 3.12B(iii)	Explain, connect, and reflect in a complete ECR.

EXPLAIN ✓ ASSESS

TEACHER SCRIPT

"You will teach a partner the Paired Passage HABIT: use both texts, include one detail from each, and connect the ideas in one sentence."

CLASS SLIDE

RRR conclusion: The Bluebird Moment. Green R1 restates the thesis (central idea), yellow R2 refers to the evidence as a whole, and blue R3 reflects the big picture.

EDUCATE

RRR COLOR REMINDER

Green R1 restates the thesis (central idea), yellow R2 refers to the evidence as a whole, and blue R3 reflects the big picture.

Transfer: Write a HOW-similarity or HOW-difference thesis (central idea) using by, through, with, in, or across. Then use evidence from BOTH passages.

TEACHER SCRIPT

"You can connect two texts because you can track each plot line, select evidence from each passage, and explain the big picture."

Student product: one full low-stamina ECR with GET SET, paired evidence, a connection sentence, and RRR.

Student Exemplars

51. Low / Developing Exemplar

Low / Developing: the response names both people but does not yet use evidence from both passages or connect the ideas.

Color / Job	Student Response	Teacher Note
Green / Thesis (central idea)	Henry Ford and Sam Walton were important.	Names the topic but does not state the shared idea.
Evidence	They both did good things. Ford made cars and Walton made a store.	No specific detail from either passage.
Connection		The connection sentence is missing.

52. Medium / Approaching Exemplar

Medium / Approaching: the response uses one direct Ford detail and mentions Walton, but needs a direct Walton detail and a connection sentence.

Color / Job	Student Response	Teacher Note
Green / Thesis (central idea)	Henry Ford and Sam Walton were important because they helped people.	The central idea is broad but usable.
Yellow / Ford Evidence	The text stated, "Many families who had never owned a car before were finally able to buy one."	Relevant Ford evidence.
Yellow / Walton Evidence	Sam Walton also helped people by opening Walmart.	Needs a specific detail from the Walton passage.
Blue / Connection		Add one sentence explaining how both details support the shared idea.

53. High / Secure Exemplar

High / Secure: the response uses both passages, two pieces of evidence, signal phrases, and one connected explanation.

Color	Sentence Job	Student Response
Blue	GET SET statement of purpose	Creative thinkers can solve problems that affect many people.
Yellow	GET SET bridge	The two biographies show this through changes in travel and retail.
Green	GET SET thesis (central idea)	Henry Ford and Sam Walton were important because they created solutions that helped everyday families.

Color	Sentence Job	Student Response
Green	Reason	One reason both men were important was that they helped everyday families.
Yellow	Ford evidence	The text stated, "Many families who had never owned a car before were finally able to buy one."
Yellow	Walton evidence	The passage explained, "Customers liked finding many items in one place at prices they could afford."
Blue		

	Connection and significance	This shows that both men created solutions that made life easier and more affordable.
Color	RRR Job	Student Response
Green	R1 Restate the thesis (central idea)	Ford and Walton helped everyday families through useful solutions.
Yellow	R2 Refer to evidence as a whole	The Model T and moving assembly line, together with Walmart and lower prices, show this shared impact.
Blue	R3 Reflect the big picture	Their ideas show how solutions can change transportation, shopping, and community life.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

Secure response: a student uses BOTH passages, includes one detail from EACH passage, and connects the details around a thesis (central idea). Accept varied wording when the meaning remains grounded in the two biographies.

Evidence check: Ford evidence may include the Model T, affordable cars, the assembly line, or easier travel. Walton evidence may include Walmart, lower prices, customers finding many items in one place, or changed shopping. The response must explain the relationship, not merely list facts.

TEACHER SCRIPT

"You will point to the Ford detail, point to the Walton detail, and explain the one idea that connects them."

55. Standards Evidence Trail

Evidence ID	Location	Role	What It Demonstrates
T1	Day 1 Gather	■ TEACH	Students identify both passages and their Linear Plot Lines.
T2	Day 1 Reveal	■ TEACH	GET SET and the paired-passage rule are modeled.
L3	Day 2 Attempt	○ LEARN	Students sort evidence from Ford and Walton.
L4	Day 3 Discuss	○ LEARN	Students explain similarity and difference.
A5	Day 3 Use	✓ ASSESS	Students write a thesis (central idea), two details, and a connection.
A6	Day 4 Award	✓ ASSESS	Students identify a supported strength.
A7	Day 4 Target	✓ ASSESS	Students revise a weak response.
A8	Day 5 Explain	✓ ASSESS	Students teach the HABIT.
A9	Day 5 Transfer	✓ ASSESS	Students use HOW-similarity or HOW-difference and RRR.

56. Assessment Opportunities

Field	Detail
Purpose	Check whether the response uses BOTH passages and connects one detail from each.
Related Standards	3.12B(i) , 3.12B(ii) , 3.12B(iii) , 3.11B(iii)
Task	Explain why Henry Ford and Sam Walton were important using both biographies.
Expected Response	A thesis (central idea), Ford evidence, Walton evidence, and one connection sentence.
What to Look For	Two text details, signal phrases, and an explanation that unites the ideas.

Assessment Prompt Bank

Prompt	Prompt Type	Expected Thesis (central idea)
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Explain why Henry Ford and Sam Walton were important.	WHY	They were important because their solutions helped everyday families.
Explain how Henry Ford and Sam Walton helped everyday families in similar ways.	HOW-similarity	They helped everyday families by creating more affordable ways to travel or shop.
Explain how Henry Ford and Sam Walton changed daily life in different ways.	HOW-difference	Ford changed transportation through affordable cars, while Walton changed retail through lower prices.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Name: _____ **Date:** _____

Directions: Read both passages. Write one answer to this prompt: Explain why Henry Ford and Sam Walton were important. Use one detail from EACH passage and connect the ideas in one sentence.

1. Thesis (central idea):

2. Ford evidence:

3. Walton evidence:

4. Connection sentence:

Check: I used BOTH passages. [☐] Yes [☐] Not yet

58. Exit Ticket Answer Key

Item	Answer Key	Expected Thinking	Points
1	A thesis (central idea) such as: Henry Ford and Sam Walton were important because they created solutions that helped everyday families.	The idea fits both passages.	2
2	Ford evidence: "Many families who had never owned a car before were finally able to buy one."	The detail shows the impact of Ford's solution.	2
3	Walton evidence: "Customers liked finding many items in one place at prices they could afford."	The detail shows the impact of Walton's solution.	2
4	Connection: Both men created solutions that made life easier and more affordable.	The sentence connects the two details.	2
5	BOTH passages checked.	The student follows one answer = two texts.	2

59. Scoring Principle

Score the paired-passage habit first: both passages used, one detail from EACH passage, and one connection sentence. Then consider the clarity of the thesis (central idea), the accuracy of the evidence, the explanation, the color-coded sentence jobs, and conventions. Minor spelling or punctuation errors should not erase the evidence of connected thinking.

60. Gradebook Conversion

Raw Score	Percent	Interpretation	Next Instructional Step
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9-10	90-100%	Secure	Extend to HOW-similarity and HOW-difference.
7-8	70-89%	Approaching	Add the missing detail or strengthen the connection sentence.
5-6	50-69%	Developing	Reread both passages and sort evidence by source.
0-4	Below 50%	Beginning	Rebuild with the Paired Passage HABIT and the Linear Plot Line.

61. Recommended Gradebook Label

Gradebook label: "G3 C5 M1"

Use the label for the paired-passage exit ticket and the connected writing response.

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Field	Detail
Primary Standards	3.12B(i) , 3.12B(ii) , 3.12B(iii) , 3.11B(iii)
Purpose	Write a full low-stamina paired-passage response from both biographies.
Exact Student Prompt	Explain why Henry Ford and Sam Walton were important. Use evidence from BOTH passages.
Required Structure	GET SET introduction; connected body evidence from Ford and Walton; RRR conclusion, the Bluebird Moment.
Non-Negotiable Expectations	One thesis (central idea), two pieces of evidence, one detail from EACH passage, and one connection sentence.
Vocabulary Expectation	Use at least two module words: problem, solution, impact, evidence, connection, assembly line, affordable, customers, transportation, or visionary.

63. Student Planning Frame

Use this planning frame without reducing the thinking demand.

1. Track the Problem, Action, Solution, and Impact in the Ford passage.
2. Track the Problem, Action, Solution, and Impact in the Walton passage.
3. Write a thesis (central idea) that fits BOTH passages.
4. Choose one Ford detail and one Walton detail.
5. Write one sentence that explains the connection.
6. Draft GET SET, body sentences, and RRR.

64. Writing Assignment Rubric

Score each criterion from 1 to 4 for 20 points total.

Criterion	4 Secure	3 Approaching	2 Developing	1 Beginning
Paired Passage HABIT	Uses BOTH passages and connects the ideas.	Uses both passages; connection is brief.	Uses both passages but lists details.	Uses one passage.
Thesis (central idea)	Clear idea that fits both biographies.	Clear idea, but broad.	Idea partly fits both.	Topic only.
Evidence	One relevant detail from EACH passage.	Both passages present; one detail is thin.	Only one clear detail.	No text evidence.
Explanation and craft	Explains the connection and uses color-coded jobs; 3.12B(iii) .	Explains some connection.	Restates evidence.	No connection.
Development	Focused, structured, relevant details; 3.11B(iii) .	Mostly focused.	Some structure.	Ideas are not developed.

65. Writing Gradebook Conversion

Rubric Score	Percent	Interpretation	Next Step
18-20	90-100%	Secure connected writer	Try a HOW-difference response.
14-17	70-89%	Approaching	Revise the weakest sentence job.
10-13	50-69%	Developing	Add the missing passage evidence.
Below 10	Below 50%	Beginning	Rebuild the response from the two-column organizer.

66. Teacher Feedback Shortcuts

- Strength: "You used BOTH passages and made the shared idea clear."
- Strength: "Your Ford detail and Walton detail support the same thesis (central idea)."
- Target: "Add a detail from the other passage before you finish."
- Target: "Write one sentence that connects the two details."
- Target: "Use by, through, with, in, or across to explain the HOW."
- Revision: "Return to the Linear Plot Line and make the impact sentence specific."

Response to Student Need

67. Intervention: Name the Thinking

Use this small-group routine when a student has difficulty using both passages.

Field	Detail
Purpose	Support the Paired Passage HABIT, evidence selection, and connection sentence.
Group Size	3-6 students
Time	10-12 minutes
Materials	Both passages, two-column organizer, highlighters, and sentence strips
Related Standards	3.12B(i) , 3.12B(ii) , 3.11B(iii)

Step 1: Point to Ford and Walton. **Step 2:** Name the problem and solution in each. **Step 3:** choose one detail from each. **Step 4:** say, "Together, these details show ____." **Step 5:** write the sentence independently.

TEACHER SCRIPT

"You will use one detail from Henry Ford and one detail from Sam Walton. Then you will explain the one idea that connects them."

68. Embedded Checks & Student Support

Teacher Move	Secure Response	Needs Support	Support Strategy
Ask how many passages the answer must use.	Two, because the prompt gives two passages.	One.	Point to one answer = two texts.
Ask for one detail from EACH passage.	One Ford detail and one Walton detail.	Only one detail.	Use two highlighter colors.
Ask how the details connect.	The student states one shared idea.	The student lists facts.	Use "Together, these details show ____."
Ask similarity or difference.	The student names the prompt type.	The student blends the two.	Underline similarity or difference before writing.

69. Student Support Quick Reference

If a student...	Try this...
Uses only one passage	Place Ford and Walton headings on the page and require one detail under each.
Cannot name the shared idea	Use the sentence frame: "Both men ____ because ____."
Lists evidence without connecting	Ask for one sentence beginning "Together, these details show ____."
Confuses HOW-similarity and HOW-difference	Read the prompt aloud and circle alike or different before choosing by, through, with, in, or across.
Masters quickly	Write two connected responses, one for similarity and one for difference.

70. Enrichment: Connect Across Texts

Dual Impact Challenge: Write two responses to the same pair of biographies. The first must explain a HOW-similarity. The second must explain a HOW-difference. Use BOTH passages in each response.

Requirement	Model
HOW-similarity	Both men helped everyday families by creating more affordable choices in daily life.
Ford evidence	The Model T was much more affordable, and many families could finally buy a car.
Walton evidence	Customers found many items in one place at prices they could afford.
Connection	Together, the details show an alike impact on everyday families.
HOW-difference	Ford changed transportation through the Model T and moving assembly line, while Walton changed retail through Walmart and lower prices.

Require the student to label the thesis (central idea), evidence from each passage, and connection sentence.

71. Additional Writing Opportunity: Plan and Draft

Writing Prompt: Explain why Henry Ford and Sam Walton were important. Use evidence from BOTH passages.

Planning Support: write one idea that fits both; select one Ford detail; select one Walton detail; write one connection sentence; then draft GET SET and RRR.

Planning Guide

1. Thesis (central idea): both men helped everyday families.
2. Ford evidence: the Model T made cars more affordable.
3. Walton evidence: customers found affordable products in one place.
4. Connection: both solutions made daily life easier.

Model: Henry Ford and Sam Walton were important because they created solutions that helped everyday families. The text stated, "Many families who had never owned a car before were finally able to buy one." The passage explained, "Customers liked finding many items in one place at prices they could afford." This shows that both men created solutions that made life easier and more affordable.

72. Additional Writing Opportunity: Revise, Edit, and Share

Revise: Read the response aloud. Point to the Ford evidence and Walton evidence. Add the missing connection if the ideas are only listed.

Edit: Check complete sentences, capitals, punctuation, quotation marks, and connecting words. Check that thesis (central idea) and evidence match the prompt.

Share: Read the response to a partner. The partner points to GET SET, Ford evidence, Walton evidence, the connection, and RRR.

Engagement & Home Connection

73. Auditory Engagement Moments

- Choral-read: "One answer = two texts." Students point to Ford and Walton.
- Two tracks aloud: one student says a Ford detail, a partner says a Walton detail, and both say the connection sentence.
- Read two evidence sentences aloud; students signal when they hear the shared idea.
- Read the Bluebird Moment together: green, yellow, blue.

74. Pause Points

PAUSE POINT 1: BEFORE READING

The prompt gives two passages. I need one detail from EACH passage.

PAUSE POINT 2: DURING DRAFTING

Do I have Ford evidence and Walton evidence? Do the details support the same thesis (central idea)?

PAUSE POINT 3: BEFORE FINISHING

Did I connect the two details in one sentence? Did I use RRR?

75. At-Home Connection

Task Card 1: Two Texts, One Idea. Read both biographies. Say one idea that fits Henry Ford and Sam Walton.

Task Card 2: Find the Evidence. Find one Ford detail and one Walton detail. Begin with "The text stated..." and "The passage explained..."

Task Card 3: Connect the Ideas. Write one sentence beginning "Together, these details show..."
Family signature: _____

Use this at-home practice to rehearse the same Paired Passage HABIT used in class.

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"You will use this tracker to notice your own growth. Check the box that matches what you can do without help."

Directions: After practice, check one box for each skill.

I Can...	Not Yet	Getting Set	I Can Do It
Track Problem, Action, Solution, Impact in both passages.	☐	☐	☐
Write a thesis (central idea) that fits both texts.	☐	☐	☐
Find one detail from the Ford passage.	☐	☐	☐
Find one detail from the Walton passage.	☐	☐	☐
Connect the two details in one sentence.	☐	☐	☐
Use GET SET and RRR.	☐	☐	☐

One thing I am proud of:

One thing I want to practice:

77. Student Award

What can I already do? Point to one part of the response that shows the Paired Passage HABIT.

Teacher award: Connection Creator, Evidence Expert, or Meaning Maker.

78. Student Target

What do I want to practice next? Choose one: track the plot line, find evidence from both passages, connect the ideas, explain HOW-similarity, or explain HOW-difference.

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

"You used both biographies, tracked each Linear Plot Line, selected one detail from each passage, and connected the ideas in one clear answer. You are ready to use the same habit whenever a prompt gives you two texts."

80. Essential / Overarching Question, Answered

How can a writer connect two informational passages into one clear, well-supported answer?

A writer can track Problem, Action, Solution, and Impact in both passages; state a thesis (central idea) that fits both; choose one detail from EACH passage; and connect the ideas in one sentence. GET SET gives every introduction a blue purpose, yellow bridge, and green thesis (central idea). RRR gives the Bluebird Moment: green R1 Restate the thesis (central idea), yellow R2 Refer to the evidence as a whole, and blue R3 Reflect the big picture.

81. Teacher Reflection

Use these questions after teaching:

- Which students used BOTH passages without a prompt?
- Which students tracked all four Linear Plot Line steps?
- Which students selected evidence that supports the thesis (central idea)?
- Which students explained a connection rather than listing facts?
- Who needs support with HOW-similarity or HOW-difference?
- Which student work best shows growth?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

Collect and date evidence that shows the skill was taught and learned:

- Linear Plot Line charts for both biographies.
- GET SET color map and student introduction.
- Evidence cards with one Ford detail and one Walton detail.
- High exemplar with two pieces of evidence and a connection sentence.
- Revised response distinguishing HOW-similarity or HOW-difference.
- Exit ticket, writing assignment, and My Progress Tracker.

Production & Implementation Support

83. Module Slide Deck Build Sheet

Build the deck in the same sequence as the lesson.

Slide	Title	Required Content	Lesson Location
1	Paired Passage Responses: Connecting Two Texts	Grade 3; Cluster 5; Module 1; low stamina; informational ECR	Cover
2	Meet the Two Texts	Ford and Walton titles; one answer = two texts	Day 1 Gather
3	Linear Plot Line	Problem, Action, Solution, Impact for both passages	Day 1 Reveal
4	GET SET	Blue purpose, yellow bridge, green thesis (central idea)	Day 1 Reveal
5	Evidence from BOTH	One detail from Ford and one from Walton	Day 2 Attempt
6	Connect the Ideas	One sentence explains the relationship	Day 3 Discuss
7	Write the ECR	Prompt, evidence, connection, RRR	Day 3 Use
8	HOW-similarity / HOW-difference	Use by, through, with, in, or across	Day 4 Target
9	The Bluebird Moment	Green R1, yellow R2, blue R3	Day 5 Explain
10	Progress Tracker	Students check their independent skills	Day 5 reflection

84. Virtual / Online Adaptation

Keep the same skill and 15-minute pacing in a remote setting.

Element	Adaptation
Shared passages	Display both biographies in one shared document.
Annotation	Use two colors for Ford and Walton evidence and three colors for sentence jobs.
Partner work	Use breakout pairs to select one detail from EACH passage.
Oral rehearsal	Students say the connection sentence before typing.
Submission	Collect the ECR, exit ticket, and progress tracker digitally.
Feedback	Point to GET SET, both evidence details, the connection, and RRR.

PART XIX

Teacher Reflection

85. Teacher Reflection (This Module)

Complete after teaching. Keep every right-column cell open for teacher notes.

What worked so well that I want to keep it	
What I would change next time	
My favorite moment this module	
A student who surprised me, and how	
Did the pacing fit? Where did we need more or less time?	
Students to pull for a quick small group next	
One standard worth a second pass	
One idea to make this module even better next year	
Open notes	

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Teacher Lesson Plan Guide

Paired Passage HOW Prompts: Similarities and Differences

Grade 3 | Cluster 5 | Module 2

Grade: 3

Cluster: 5, Paired-Passage Informational Extended Constructed Response (ECR)

Module: 2 of the cluster

Primary Instructional Category: Informational Writing / Paired-Passage Extended Constructed Response

Module Title: Paired Passage HOW Prompts: Similarities and Differences

Content Connection / Passage Titles: "Henry Ford: Visionary of Travel" and "Sam Walton: Visionary of Retail" (Week 2, Medium Stamina, ECR Informational)

Primary TEKS: [3.12B\(i\)](#); writing process support [3.11B\(ii\)](#) and [3.11B\(iii\)](#)

Approximate Daily Instructional Time: 15 minutes per day, across 5 days

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Response Strand TEKS Woven Into This Module

The response strand is woven through this paired-passage module wherever students compare, connect, annotate, discuss, and support a response with text evidence.

- Students describe personal connections to a variety of sources, including self-selected text. **[3.7A]**
- Students write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources. **[3.7B]**
- Students use text evidence to support an appropriate response. **[3.7C]**
- Students retell, paraphrase, or summarize texts in ways that maintain meaning and logical order. **[3.7D]**
- Students interact with sources through note taking, annotating, free writing, or illustrating. **[3.7E]**
- Students respond using newly acquired vocabulary as appropriate. **[3.7F]**
- Students discuss specific ideas in the texts that are important to meaning. **[3.7G]**

1. A Little Inspiration Goes a Long Way!

This module helps students explain relationships across two informational biographies. Keep the paired-passage purpose visible: one answer = two texts.

TEACHER SCRIPT

"When you explain how two passages connect and how they differ, you are thinking with precision, balance, and depth."

2. Why This Module Matters

Students learn to track the Linear Plot Line in both passages: Problem, Action, Solution, Impact. They use the paired-passage HABIT: use BOTH texts; two pieces of evidence, one detail from EACH passage; connect the ideas in one sentence.

Where it fits into writing: the module moves students from locating details to writing one informational response that explains a HOW similarity or a HOW difference.

Why it matters beyond this assignment: students learn to balance two sources, match evidence to a prompt, and connect ideas in one clear explanation.

3. Module Essential / Overarching Question

How can a writer explain the way two passages are similar or different, using evidence from both texts?

Students record an initial idea before reading, then return to the question after the five-day lesson.

Initial thinking:

Final thinking:

Family Communication

4. Parent Communication Purpose

Families are partners in this work. This page gives families a clear picture of the paired-passage HABIT, questions for a natural conversation, and simple activities that need no special materials.

How to send it: copy the letter in the language each family prefers, or send both. The conversation starters and activities can be shared in a class stream, on a paper handout, or during a family conference.

5. Family Letter (English)

Dear Families,

This week your student is learning to write a paired-passage response by connecting TWO informational texts into ONE clear answer. The rule is simple: one answer = two texts. Students are reading about Henry Ford and Sam Walton, tracking each biography's Linear Plot Line, finding evidence in BOTH passages, and connecting the ideas.

Henry Ford made cars more affordable with the Model T and the moving assembly line. Sam Walton opened Walmart and worked to offer lower prices and more choices to customers. Both men noticed a need, took action, created a solution, and changed daily life in different ways.

Please ask, "What is one idea that fits BOTH Henry Ford and Sam Walton?" Helping a student connect two texts into one idea is exactly the thinking practiced in this module.

With appreciation, Your student's teacher, The Writing Academy, LLC

6. Family Letter (Spanish) / Carta para las Familias

Estimadas familias:

Esta semana su estudiante aprende a escribir una respuesta de pasajes emparejados al conectar DOS textos informativos en UNA respuesta clara. La regla es sencilla: "una respuesta = dos textos". Los estudiantes leen sobre Henry Ford y Sam Walton, siguen la línea de la trama de cada biografía, buscan evidencia en AMBOS pasajes y conectan las ideas.

Henry Ford hizo que los autos fueran más accesibles con el Model T y la línea de ensamblaje. Sam Walton abrió Walmart y trabajó para ofrecer precios más bajos y más opciones a los clientes. Ambos notaron una necesidad, actuaron, crearon una solución y cambiaron la vida diaria de maneras diferentes.

Por favor, pregunte: "¿Cuál es una idea que encaja con AMBOS, Henry Ford y Sam Walton?" Ayudar a un estudiante a conectar dos textos en una idea es exactamente el pensamiento que practicamos en este módulo.

Con aprecio, La maestra o el maestro de su estudiante, The Writing Academy, LLC

7. Family Conversation Starters

- What does it mean to connect two texts into one answer?
- Why is it important to use BOTH passages when a question gives two?

- How were Henry Ford and Sam Walton alike?
- How were their solutions different?
- What is one idea that fits BOTH Ford and Walton?

8. Simple Family Activities

Both activities need little or no materials and end in a conversation rather than a worksheet.

Family Activity: One Answer, Two Stories

Share two short stories or two shows with a student. Ask for ONE idea that fits BOTH, then rehearse one sentence: "Both ____ because ____." Connect the activity back to the Ford and Walton passages.

Family Activity: Problem to Impact

Walk through one change that affected many people using the Linear Plot Line: What was the Problem? What Action followed? What Solution appeared? What was the Impact? Then name the matching part in each passage.

Teacher Road Map

9. Teacher Navigation Key

Use this key to read each day at a glance.

- **TEACH** teacher explicitly teaches or models the standard
 - **LEARN** student practices or develops the standard
 - ✓ **ASSESS** student independently demonstrates or transfers learning
- Teacher Script** exact recommended language for the student-facing moment
- Class Slide** corresponding click-along slide

10. GRADUATE Evidence Alignment

This module connects each GRADUATE stage to evidence from paired-passage HOW thinking.

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Activates the two biographies and the Linear Plot Line.
Reveal	■ TEACH	Makes the paired-passage HABIT and HOW thesis (central idea) visible.
Attempt	○ LEARN	Guided sorting of HOW similarity and HOW difference prompts.
Discuss	○ LEARN	Students explain the shared path or split path.
Use	✓ ASSESS	Independent response uses both passages.
Award	✓ ASSESS	Student recognizes a successful connection.
Target	✓ ASSESS	Student identifies a next step for evidence or explanation.
Educate and Explain	✓ ASSESS	Student teaches the relationship to a partner.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 3, Cluster 5, Module 2
Module Category	Paired-Passage Informational Extended Constructed Response
Module Title	Paired Passage HOW Prompts: Similarities and Differences
Primary TEKS	3.12B(i) , 3.12B(ii) , 3.12B(iii)
Writing Process TEKS	3.11B(ii) , 3.11B(iii)
Reading Focus	Linear Plot Line: Problem, Action, Solution, Impact
Content Connection	Henry Ford: Visionary of Travel; Sam Walton: Visionary of Retail
Daily Lesson Time	15 minutes per day, 5 days
Weekly GRADUATE Map	Day 1 Gather and Reveal; Day 2 Attempt; Day 3 Discuss and Use; Day 4 Award and Target; Day 5 Educate and Explain
Student Product	One paired-passage HOW response with a thesis (central idea), two pieces of evidence, and one connecting explanation.

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: Students will write one informational response that uses evidence from BOTH passages and connects the ideas around a clear central idea.

I Will Statements

- I will read two passages and track each Linear Plot Line: Problem, Action, Solution, Impact.
- I will find evidence from BOTH texts.
- I will decide whether a HOW prompt asks for a similarity or a difference.
- I will write a HOW thesis (central idea) with a preposition.
- I will connect the two ideas into one clear explanation.

I Can Statements

- I can use evidence from both passages.
- I can connect two texts into one answer.
- I can explain how the ideas work together.

CLASS SLIDE

Daily Deck, Module Slide 1: the I Will and I Can statements for this module.

13. Success Criteria

Successful work is visible in the response and in the student explanation.

- My answer uses evidence from BOTH passages.
- I include two pieces of evidence, one detail from each text.
- My HOW thesis (central idea) uses a preposition such as by, through, with, in, or across.
- My explanation connects the ideas into one central idea and states the similarity or difference.
- My conclusion uses RRR: Restate the thesis (central idea), Refer to the evidence as a whole, Reflect the big picture.

14. Evidence That Will Demonstrate Mastery

Collect evidence before instruction begins so the teacher knows what counts as mastery.

- Annotated Ford and Walton passages with the Linear Plot Line marked.
- A sorted HOW prompt showing similarity or difference.
- A thesis (central idea) using a preposition.
- One Ford detail and one Walton detail with signal phrases.
- One sentence that connects both pieces of evidence.
- A complete response with GET SET introduction and RRR conclusion color jobs.

15. TEKS Correlations

The following student expectations are reproduced from the lesson plan correlations and connected to this module.

Standard	Student Expectation and Module Use
3.12B(i)	

	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
3.12B(ii)	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics
3.12B(iii)	compose informational texts, including brief compositions that convey information about a topic, using craft
3.11B(ii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure
3.11B(iii)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details

16. Standards Coverage Matrix

Classification	Standard	Where It Occurs	Evidence
PRIMARY	3.12B(i)	Days 1 to 5 and writing assignment	Clear thesis (central idea) in a paired-passage response
PRIMARY	3.12B(ii)	Days 2 and 3	Genre characteristics and connecting explanation
PRIMARY	3.12B(iii)	Day 4 and exemplar revision	Craft in similarity and difference responses
RECURSIVE	3.11B(ii)	Planning and response organization	Purposeful structure
RECURSIVE	3.11B(iii)	Evidence and explanation	Relevant details develop the idea
SPIRAL	3.7B , 3.7C	Across both passages	Compare and contrast plus text evidence
SPIRAL	3.7E , 3.7G	Annotation and explanation	Source interaction and meaning-making

Module Foundations: Review, Refresh & Readiness

17. ELPS Correlations

Language demands are matched to the paired-passage response.

ELPS	Domain	Complete Student Expectation	Day Addressed
1(E)	Listening	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.	Days 1, 3, 4, and 5
2(E)	Speaking	Use comprehensible language to explain information orally with increasing specificity and detail during classroom interactions.	Days 3 and 5
3(E)	Reading	Use pre-reading strategies, including previewing text features, connecting to prior knowledge, and making predictions, to develop comprehension.	Day 1
4(D)	Writing	Write using grade-appropriate sentence lengths and types.	Days 1, 2, and 3

ELPS Woven Into Intervention

ELPS	Complete Student Expectation	Day Addressed
1(E)	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.	Intervention, after Day 3
2(E)	Use comprehensible language to explain information orally with increasing specificity and detail.	Intervention, after Day 3

ELPS Woven Into Enrichment

ELPS	Complete Student Expectation	Day Addressed
2(E)	Use comprehensible language to explain information orally with increasing specificity and detail.	Enrichment, after Day 4
4(D)	Write using grade-appropriate sentence lengths and types.	Enrichment, after Day 4

18. ELPS Linguistic Accommodations

These supports maintain grade-level rigor while opening clear avenues to success for emergent bilingual students learning to write paired-passage responses using BOTH texts.

Level	Language Objective
Pre-Production	Point to evidence in each passage using gestures and color-coded highlights.
Beginning	Sort evidence cards by passage, Ford or Walton, and point to the label before speaking.
Intermediate	Say aloud a connection using the frame: "Both men ____ because ____."
High Intermediate	Explain how the two texts connect using the frame: "The Ford passage shows ____, and the Walton passage shows ____."
Advanced	Use oral rehearsal to refine a paired-passage response before writing.

TEACHER SCRIPT

"Before writing, rehearse one Ford detail, one Walton detail, and one sentence that connects both ideas."

19. Language Domains

Domain	How This Module Builds It
Listening	Students hear HOW similarity and HOW difference responses modeled aloud and restate the relationship before writing.
Speaking	Students say their thinking aloud to a partner before writing, using the sentence frames provided.
Reading	Students read both passages and the prompt closely, marking words that carry meaning across the two texts.
Writing	Students write a HOW thesis (central idea) with a preposition, evidence from both passages, and one explanation that connects the passages.

20. Rigor Safeguard

You may read a prompt aloud, repeat it, and let students use the anchor chart. You may provide a sentence frame. Do not tell a student whether a prompt is a similarity or a difference, or which evidence to choose from each passage. Students must still decide whether the relationship is a shared path or a split path and must connect evidence from both texts into one explanation.

Allowed Support	Protected Thinking
Read or repeat the prompt	Students decide the prompt type.
Provide a frame with a blank	Students choose the preposition and connected idea.
Allow oral rehearsal	Students select one detail from each passage.
Display the Linear Plot Line	Students connect Problem, Action, Solution, and Impact.

21. Rigor & Cognitive Demand

Level of Thinking	What Students Must Do	Independence	Evidence of Thinking
Literal	Identify whether a HOW prompt asks for a similarity or difference.	Supported; prompt may be read aloud.	Sorts prompts and relationship cards.
Inferential	Analyze how evidence from both passages shows the relationship.	Guided on Days 1 and 2; independent by Day 5.	Selects matching evidence and explains the connection.
Evaluative	Judge whether an explanation connects both passages into one idea.	Partner discussion on Day 3; independent on Day 5.	Explains why the response is connected rather than separate.

22. The Five Thinking Levels

Use these levels to name the thinking required by each prompt and response.

Level	Hidden Question	Student Thinking	Thinking Focus
Foundational (Red)	What happened?		Recall from each text

		I can name what each passage is about.	
Emergent (Orange)	What problem and solution appear?	I can explain each persons problem and solution.	Linear Plot Line
Visible (Yellow)	What evidence matters?	I can find evidence in BOTH texts.	Evidence from two texts
Independent (Green)	How do the ideas connect?	I can connect the two ideas into one.	Connection across texts
Reflective (Blue)	Why does the connected idea matter?	I can explain why the connected idea matters.	Significance

The Progression of Paired-Passage Thinking

Level	Task	HABIT
Recall	Name what each passage is about.	Locate the topic and Linear Plot Line of each text.
Skill	Find evidence in each passage.	Pull one piece of evidence from each text.
Strategic	Connect the two texts.	Explain how both pieces of evidence support one idea.
Extended	Explain and reflect.	Show why the connected idea matters.

TEACHER SCRIPT

"This module starts with naming each passage, moves to finding evidence in each, then connects both texts into one idea, and finishes by explaining why the connected idea matters."

23. Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
Students struggle because they cannot write well.	The real breakdown may be deciding whether the relationship is a similarity or a difference.	Ask students to name the relationship: shared path or split path?
A HOW response is just two separate summaries.	A teacher may accept one paragraph about each text with no connection.	Ask whether the explanation joins both texts into one idea.
Any evidence works for any prompt.	A detail may be chosen without matching the relationship.	Require one matching detail from each passage.

24. Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	Practical Correction
A difference prompt only needs one text.	The response uses only Ford or only Walton.	Remind students that a difference still depends on two texts.
A HOW thesis (central idea) can use because.	The response gives a WHY reason instead of a preposition-based way.	Ask whether the thesis (central idea) uses by, through, with, in, or across.

Listing facts is the same as explaining.	The response lists details without connecting them.	Use the bridge sentence: This shows that both men ____.
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Vocabulary, Content & Preparation

25. TEKS Target

Exact standards and breakouts being taught: Students compose informational texts around a clear central idea, use genre characteristics and craft, and develop drafts with purposeful structure and relevant details. The response is a paired-passage HOW response that uses a preposition-based thesis (central idea), evidence from both passages, and one connecting explanation. The standards are **3.12B(i)**, **3.12B(ii)**, **3.12B(iii)**, **3.11B(ii)**, and **3.11B(iii)**.

26. How I Say the Standard!

Use the complete wording below when naming the standard for planning and review.

Code	Full TEKS Wording
3.12B(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
3.12B(ii)	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics
3.12B(iii)	compose informational texts, including brief compositions that convey information about a topic, using craft
3.11B(ii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure
3.11B(iii)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details

27. This Week I Can...

- I can follow the Linear Plot Line in both passages.
- I can decide whether a HOW prompt asks for a similarity or a difference.
- I can write a thesis (central idea) with a preposition.
- I can use one detail from Ford and one detail from Walton.
- I can connect both details in one explanation.

28. Before I Can... Prerequisites

- Know that a paired-passage question needs two passages in the answer.
- Know the Linear Plot Line: Problem, Action, Solution, Impact.
- Know that evidence is a detail from a text that supports an idea. **3.7C**
- Know that a similarity shows a shared path and a difference shows a split path.
- Know that a preposition can show how: by, through, with, in, or across.

29. Remember This! (60-Second Retrieval)

Ask students to name the paired-passage HABIT without looking: use BOTH texts; two pieces of evidence, one detail from EACH passage; connect the ideas in one sentence. Then ask for the four Linear Plot Line parts: Problem, Action, Solution, Impact.

30. Vocabulary Infusion

Use these words orally before, during, and after reading.

Word	Infusion Move
similarity	Name a way Ford and Walton were alike.
difference	Name a way their solutions were not the same.
evidence	Point to one matching detail from each passage.
connection	Say how both details support one idea.
thesis (central idea)	State the exact HOW answer with a preposition.
preposition	Identify by, through, with, in, or across in the response.
assembly line	Connect Ford process to the cost and availability of cars.
affordable	Connect the Model T and lower prices to everyday families.
customers	Connect Walton store to the people who shop there.

31. Conventions Connection

A thesis (central idea) is a complete sentence. During drafting and revision, students check capitalization, end punctuation, subject-verb agreement, sentence structure, and clear connecting words.

32. Writing Connection

Students use GET SET to introduce the response: blue statement of purpose, yellow evidentiary bridge, green thesis (central idea). Body sentences show the way, Ford evidence, Walton evidence, and one connecting explanation. RRR closes the response: green restate the thesis (central idea), yellow refer to the evidence as a whole, blue reflect the big picture.

33. Watch Out!

Common misconception: students write two separate summaries or use only one passage. **Teacher move:** point to the paired-passage HABIT and ask for one matching detail from Ford and one from Walton before the explanation is drafted.

34. Ready Check

Read this prompt: "Explain how Henry Ford and Sam Walton were similar in the ways they helped everyday families." Ask students to identify the two subjects, the action, the HOW relationship, a preposition for the thesis (central idea), and one possible detail from each passage.

35. Teacher Look-Fors

- Students track Problem, Action, Solution, and Impact in both passages.
- Students name HOW similarity as a shared path and HOW difference as a split path.
- Students write a thesis (central idea) with by, through, with, in, or across.
- Students use one detail from each passage with signal phrases.
- Students connect the two details in one sentence.

Vocabulary, Content & Preparation

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"Preview these everyday words before reading so the passages are easier to discuss."

Word	Student-Friendly Definition	Oral Rehearsal Frame
same	Alike; not different.	Both men were the _____ in some ways.
different	Not alike; not the same.	The two men were _____ in other ways.
both	The two together.	A paired-passage answer uses _____ texts.
changed	Made something different.	Each man _____ the way people lived.
helped	Made things easier for someone.	Both men _____ everyday families.
worked	Did effort to make something happen.	Each man _____ hard on his idea.
built	Made something by putting parts together.	Ford _____ the Model T.
sold	Gave something in exchange for money.	Walton _____ goods for less.
made	Created or produced something.	Both men _____ life easier for families.
solved	Found a way to fix a problem.	Each man _____ a problem for people.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"Preview these academic words so students can name the relationship, evidence, and explanation precisely."

Word	Student-Friendly Definition	Oral Rehearsal Frame
paired passages	Two texts read together to answer one prompt.	These _____ share one big idea.
compare	Tell how two things are alike.	I _____ the two men to find similarities.
contrast	Tell how two things are different.	I _____ the two men to find differences.
similarity	A way two things are alike.	One _____ is that both helped families.
difference	A way two things are not the same.	One _____ is the kind of solution each made.
process	The steps used to do or make something.	Each man used a _____ to solve a problem.
method	A particular way of doing something.	Ford's _____ was building a car.
response	An answer that uses evidence and explanation.	My _____ uses both texts.
evidence	Details from a text that support an idea.	My _____ comes from both passages.
explanation	Words that tell how or why.	My _____ connects the two texts.
connection	How two ideas relate to each other.	I show the _____ between both men.
thesis (central idea)	The sentence that states the exact answer.	

		My HOW thesis (central idea) uses a preposition.
preposition	A word like by, through, with, in, or across.	My thesis (central idea) includes a _____.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"These words are connected specifically to the topics in the two passages."

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
assembly line	uh-SEM-blee line	A way to build things step by step as they move along.	Ford used an _____ to build cars faster.
Model T	MOD-ul TEE	The affordable car Henry Ford created.	The _____ was a car many families could buy.
Ford Motor Company	ford MOH-ter KUHM-puh-nee	The car company Henry Ford started.	Ford started the _____.
retail	REE-tayl	The selling of goods to everyday shoppers.	Walton worked in _____.
Walmart	WAWL-mart	The store Sam Walton opened.	Walton opened _____ to sell for less.
Great Depression	grayt dih-PRESH-un	A time when many people had very little money.	Walton grew up during the _____.
mechanic	muh-KAN-ik	A person who fixes machines and engines.	Ford worked as a _____.
customers	KUHS-tuh-merz	People who buy goods or services.	Walton's _____ liked his low prices.
transportation	trans-por-TAY-shun	Ways people and goods move from place to place.	Ford changed _____ with the car.
affordable	uh-FOR-duh-bul	Cheap enough that people can buy it.	Both men made things more _____.

39. Background Knowledge & Teacher Context

Reading focus. Students track each biography through the same Linear Plot Line: Problem, Action, Solution, Impact. Ford noticed that cars were rare and expensive, then created the Model T and the moving assembly line. Walton noticed that stores charged high prices, then opened Walmart and developed lower-price shopping.

Writing focus. Students answer HOW similarity prompts and HOW difference prompts. A HOW thesis (central idea) uses a preposition such as by, through, with, in, or across. A similarity follows the shared path; a difference shows where the paths split.

Paired Passage HABIT. Use BOTH texts; two pieces of evidence, one detail from EACH passage; connect the ideas in one sentence. The introduction and conclusion mirror each other by color: GET SET is blue, yellow, green; RRR is green, yellow, blue.

40. Materials Needed

Material	Use
Copies of Henry Ford: Visionary of Travel	Read and annotate Passage 1.
Copies of Sam Walton: Visionary of Retail	Read and annotate Passage 2.
Interactive notebooks and pencils	Build the four-part response.
Highlighters and colored pencils	Track Problem, Action, Solution, Impact and color-code jobs.
Chart paper and markers	Display the paired-passage HABIT and HOW prepositions.
Gameboard, spinner, and game cards	Run Crossroads Compare Quest.
Evidence cards and sentence strips	Sort Ford and Walton details by shared path or split path.

41. Preparation Before Day 1

- ☐ Print both passages at Medium stamina.
- ☐ Prepare a four-part Linear Plot Line organizer for each student.
- ☐ Prepare a HOW similarity card set and a HOW difference card set.
- ☐ Prepare Ford evidence cards and Walton evidence cards.
- ☐ Post the paired-passage HABIT: one answer = two texts.
- ☐ Post the five prepositions: by, through, with, in, across.
- ☐ Prepare blue, yellow, and green materials for GET SET and RRR.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15	Gather + Reveal	Review the paired-passage rule, HOW thesis (central idea), and Linear Plot Line; model similarity and difference.
Day 2	15	Attempt	Crossroads Compare Quest: decide similarity or difference and build a response using BOTH texts.
Day 3	15	Discuss + Use	Discuss shared path versus split path; build an independent Fold-and-Build response.
Day 4	15	Award + Target	Celebrate balancing two texts with one mind and set a next-step goal.
Day 5	15	Educate and Explain	Teach a partner HOW similarity and HOW difference writing.

43. Tiny Times Transition

TEACHER SCRIPT

"Tiny Time! When I say a name, freeze in that pose: arms like a steering wheel for Ford, arms like stacking shelves for Walton. Then whisper one thing BOTH men did to a neighbor."

How to run it: call "Ford!" or "Walton!" and students strike the pose. Call "Connect!" and students whisper one idea that fits BOTH men. Repeat two or three times, then return to seats.

Instructional Tools & Source Text

44. The Citizenship Connection

Henry Ford changed transportation by making automobiles more available to everyday families. Sam Walton changed retail by making products more affordable and shopping more convenient. Both biographies show how one person's problem-solving can affect families and communities.

Connection	Detail
Historical and content connection	Innovation, business, transportation, retail, and community impact.
Reading connection	Both passages use a Linear Plot Line: Problem, Action, Solution, Impact.
Writing connection	A paired-passage response explains a similarity or difference with evidence from both texts.
Question for transfer	How can two different solutions create similar results for everyday families?

45. Anchor Charts / Core Strategy Visuals

Linear Plot Line

Step	Henry Ford	Sam Walton
Problem	Cars were rare, expensive, and difficult for many families to afford.	Stores charged high prices, and families with limited money struggled to buy needed products.
Action	Started Ford Motor Company, created the Model T, and introduced the moving assembly line.	Opened Walmart, watched customers, and looked for better ways to help shoppers.
Solution	Built affordable cars and made production faster and less expensive.	Sold many products at lower prices.
Impact	Travel became easier and automobiles became available to millions.	Shopping became more affordable and convenient; the business created jobs.

HOW Prompt Lens

Prompt Type	Look For	Preposition-Based Thesis (central idea)
HOW Similarity	A shared path; how both texts, men, solutions, or impacts are alike.	Both men helped families through affordable solutions.
HOW Difference	A split path; how their actions, solutions, or impacts are not the same.	The men solved problems through different kinds of innovation.

GET SET and RRR Color Mirror

Color	GET SET Introduction	RRR Conclusion
Blue	Statement of purpose: open broadly.	R3 Reflect the big picture.
Yellow	Bridge: group evidence from both texts.	R2 Refer to the evidence as a whole.
Green		R1 Restate the thesis (central idea).

	Thesis (central idea): state the exact HOW answer.	
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46. Core Habit / Strategy Explanation

Paired Passage HABIT: Use BOTH texts; Two pieces of evidence, one detail from EACH passage; Connect the ideas in one sentence.

HOW-prompt preposition thesis (central idea): A similarity names the shared path. A difference names the split path. Build the sentence with by, through, with, in, or across.

Full-ECR color-coding: every sentence has a job and a color. GET SET uses blue statement of purpose, yellow bridge, and green thesis (central idea). The body uses the way, Ford evidence, Walton evidence, and the connection. RRR mirrors GET SET with green R1, yellow R2, and blue R3.

47. Student Source Passage(s)

Passage use: use the two informational source texts below at medium stamina. Retain their numbered paragraphs for discussion and evidence references.

Passage 1: "Henry Ford: Visionary of Travel" (Stamina: Medium)

- [1] Henry Ford was an American engineer and businessman who helped change the way people traveled and worked. He was born in 1863 on a farm in Michigan. When Henry was young, he enjoyed taking machines apart to see how they worked. He was especially interested in engines and tools. While other children spent time playing games, Henry often spent time studying machines and trying to understand how they worked.
- [2] As Henry grew older, he continued learning about engines and mechanical equipment. He worked as a mechanic and spent many hours experimenting with engines. He enjoyed solving problems and finding ways to make machines work better. Henry believed that inventions could make life easier for people.
- [3] At that time, most people traveled by horse and wagon. Traveling long distances could take many hours or even several days. Roads were often rough and difficult to use. Cars were very rare and very expensive, so only a few people could afford them. Before buying a car, many families had to preplan long trips because travel took much more time. Henry Ford believed that cars should be available for everyday families, not just wealthy people.
- [4] Henry wanted to build a car that was dependable, easy to use, and affordable. He believed that if cars cost less money, more people would be able to own them. This idea was different from what many businesses believed at the time. Most car companies made expensive automobiles that only a small number of people could buy.
- [5] In 1903, Henry Ford started the Ford Motor Company. He worked with others to design and build automobiles. A few years later, he created the Model T, a car that was strong, simple, and much more affordable than other cars. The Model T quickly became popular. Many families who had never owned a car before were finally able to buy one.
- [6] Owning a car changed daily life for many people. Families could travel farther and faster than before. People could visit friends and relatives who lived in other towns. Farmers could transport goods more easily. Traveling for work, shopping, or recreation became much more convenient.
- [7] Henry Ford also introduced a new way of building cars called the moving assembly line. Before this system, workers often built large parts of a car by themselves. Building a car took a long time and cost a lot of money. Henry Ford changed this process. Workers stayed in one place while parts moved down a line and were added step by step. Each worker completed a specific task before the car moved to the next station.
- [8] The assembly line made building cars faster and less expensive. Because cars could be built more quickly, the cost of making them decreased. This helped lower the price of automobiles and allowed more families to purchase them.
- [9] Because of Henry Ford's ideas, cars became more common and travel became easier for many people. Dusty roads connected many towns, and cars helped people travel across them more quickly. His inventions and new ways of building products helped change transportation and industry in the United States. Today, Henry Ford is remembered as a businessman whose ideas helped make automobiles available to millions of people and changed the way Americans traveled.

Passage 2: "Sam Walton: Visionary of Retail" (Stamina: Medium)

- [1] Sam Walton grew up during a difficult time in American history. He was born in 1918, and as a child he watched his family work hard during the Great Depression. Money was often tight, and young Sam helped by delivering newspapers, milking cows, and doing small jobs to earn extra money. These experiences taught him an important lesson: families needed ways to stretch every dollar.
- [2] Even as a young boy, Sam enjoyed working and helping others. He learned the value of responsibility and

understood that every dollar mattered. Watching families struggle during the Great Depression helped him realize that many people had to be careful about how they spent their money. These lessons stayed with him as he grew older.

[3] As Sam grew older, he became very interested in how stores worked. After college, he took a job at a retail store and carefully observed how customers shopped. He noticed something that bothered him. Many stores charged high prices, which meant families with limited money often struggled to buy the things they needed.

[4] Sam paid close attention to the way products were displayed and how workers helped customers. He listened to shoppers and tried to understand what they liked and disliked about stores. He noticed that people wanted good products at prices they could afford. The more he learned, the more he believed stores could do a better job serving families.

[5] Sam began to wonder if there was a better way. In 1962, Sam Walton decided to try his idea. He opened a small store in Rogers, Arkansas called Walmart. His plan was simple but bold: sell many different products at lower prices so that everyday families could afford them.

[6] At first, running the store was not easy. Sam worked long hours, visited other stores to learn new ideas, and constantly looked for ways to improve. He often walked through his store to see what was working well and what needed to change. Sam believed that learning never stopped, so he was always looking for better ways to help customers.

[7] One of Sam's goals was to keep prices low. He knew families wanted to save money whenever possible. Instead of focusing only on making large profits, Sam worked hard to make sure customers could find products at affordable prices. He believed that if people saved money, they would return to his store again and again.

[8] Slowly, people began to notice. Customers liked finding many items in one place at prices they could afford. Families could shop for clothing, household supplies, and other products without spending as much money. As more people visited the store, the business continued to grow.

[9] More stores opened, especially in small towns where shopping choices had been limited. Many communities welcomed the new stores because they gave people more options for shopping. Some families no

[10] longer had to travel long distances to find the products they needed.

[11] As Walmart expanded, it created jobs for many workers. Employees helped stock shelves, assist customers, and keep stores running smoothly. The growing business provided opportunities for people in communities across the country.

[12] Over time, Walmart grew into a huge company that created jobs for millions of people. Sam Walton's determination to help families save money changed the way people shop and left a lasting mark on communities across the country.

[13] Today, Walmart stores can be found in many places throughout the United States. Although the company has grown much larger than Sam Walton may have imagined when he opened his first store, his original idea remains important. He wanted to help families save money and make shopping easier. His hard work, creativity, and willingness to try new ideas helped build one of the most successful businesses in American history.

48. Student Annotation Guide

Students annotate both sources so evidence can be matched across the Linear Plot Line. **[3.7E]**

Henry Ford: Visionary of Travel

Plot Line Part	Evidence to Mark
Problem	Cars were rare and very expensive; travel took more time.
Action	Ford started Ford Motor Company, created the Model T, and introduced the moving assembly line.
Solution	Cars became stronger, simpler, more affordable, and faster to build.
Impact	Families traveled farther and faster; automobiles became available to millions.

TRACKS evidence	Time: 1863 and 1903. Reactions: believed cars should be available. Actions: worked as a mechanic and built the Model T. Character: Henry Ford, Model T, assembly line. Key knowledge: families could buy cars. Setting: Michigan and dusty roads.
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Sam Walton: Visionary of Retail

Plot Line Part	Evidence to Mark
Problem	Stores charged high prices; families with limited money struggled to buy what they needed.
Action	Walton opened Walmart, observed customers, and looked for better ways to help them.
Solution	He sold many products at lower prices.
Impact	Families shopped more affordably; stores and jobs grew in communities.
TRACKS evidence	Time: 1918 and 1962. Reactions: noticed what customers liked and disliked. Actions: opened a store and worked long hours. Character: Sam Walton, Walmart. Key knowledge: families needed ways to stretch every dollar. Setting: Rogers, Arkansas and small towns.

49. TRACKS Evidence Highlighting

Students TAP the TRACKS in BOTH passages to locate measurable evidence. The Linear Plot Line gives the sequence; TRACKS gives the kinds of details.

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

50. Five-Day GRADUATE Lesson

Every daily lesson is 15 MINUTES. Each day names the stage, group, purpose, standard, script, student task, check, access, and product.

DAY 1 | GRADUATE STAGE: GATHER + REVEAL | GROUP: WHOLE CLASS | 15 MINUTES | ■ TEACH

Day Purpose: review the paired-passage HABIT, reveal HOW similarity and HOW difference, and model the Linear Plot Line across both biographies.

Standard	Student Expectation and Module Use
3.12B(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
3.11B(iii)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details
1(E)	demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification
3(E)	use pre-reading strategies, including previewing text features, connecting to prior knowledge, and making predictions, to develop comprehension

GATHER ■ TEACH

CLASS SLIDE

Slide 2, Meet Our Week! Read two passages, track Problem, Action, Solution, Impact, find evidence in BOTH texts, and connect the ideas.

TEACHER SCRIPT

"Imagine two roads. One road belongs to Henry Ford and one road belongs to Sam Walton. Trace where the roads meet and where they split apart. Your job is to use both roads in one answer."

Students preview both titles and predict a shared idea about problem-solving. Students DOT unfamiliar words as they read. **3.7E**

REVEAL ■ TEACH

CLASS SLIDE

Slide 3, Paired Passage HABIT: Use BOTH texts; two pieces of evidence, one detail from EACH passage; connect the ideas in one sentence.

TEACHER SCRIPT

"When a prompt gives you two passages, your answer must use two passages. A difference still needs both texts."

Model the two Linear Plot Lines: Ford, cars rare and expensive, then Model T and moving assembly line, then easier travel; Walton, high store prices, then Walmart and improved store methods, then more affordable shopping. **3.7D**

HOW Prompt Lens

CLASS SLIDE

Explain how Ford and Walton were similar in the ways they helped families. (HOW similarity: shared path): Henry Ford and Sam Walton helped everyday families through affordable solutions. Explain how Ford and Walton were different in the ways they solved problems. (HOW difference: split path): Henry Ford and Sam Walton solved problems through different kinds of innovation and business action.

GET SET color model: Blue statement of purpose: Problem-solvers can improve life for others. Yellow bridge: Both passages describe men who noticed everyday needs and developed solutions. Green thesis (central idea): Henry Ford and Sam Walton helped everyday families through affordable solutions.

EMBEDDED CHECK FOR UNDERSTANDING

Students show a shared-path hand motion for similarity and a split-path hand motion for difference. Ask for one detail from Ford and one detail from Walton.

Access without lowering rigor: read the prompt aloud and allow oral rehearsal; students still choose the relationship and evidence. **Student product:** two marked Linear Plot Lines and a paired-passage thesis (central idea).

DAY 2 | GRADUATE STAGE: ATTEMPT | GROUP: GROUPS OF 3 OR 4 | 15 MINUTES | ◦ LEARN

Day Purpose: practice deciding similarity or difference and build a complete response piece by piece.

Standard	Student Expectation and Module Use
3.12B(ii)	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics
4(D)(i)-(iii)	write using a variety of grade-appropriate sentence lengths, sentence types, and connecting words
4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

ATTEMPT ◦ LEARN

Crossroads Compare Quest

Groups receive a gameboard, spinner, prompt cards, relationship cards, Ford and Walton evidence cards, thesis (central idea) cards, explanation cards, and a marker.

TEACHER SCRIPT

"At the Crossroads, decide whether the prompt asks for a shared path or a split path. Shared path means similarity. Split path means difference."

Spinner Task	Group Action	Evidence of Success
Draw a Prompt	Read the prompt and decide similarity or difference.	Names the relationship correctly.
Same or Different?	Sort a card under Shared Path or Split Path.	Explains why the card belongs there.
Build the Thesis (central idea)	Use both subjects, an action, a preposition, and a connected idea.	Writes one simple HOW sentence.
Find Ford Evidence	Find one detail from the Ford passage.	Detail matches the prompt.
Find Walton Evidence	Find one detail from the Walton passage.	Detail matches the prompt.
Connect the Explanation	Write one sentence joining both details.	States the similarity or difference.

Model similarity card: Both men created affordable solutions for everyday families.

Model difference card: Ford focused on transportation, while Walton focused on retail.

Evidence pair: The text stated, "Many families who had never owned a car before were finally able to buy one." The passage explained, "Customers liked finding many items in one place at prices they could afford."

EMBEDDED CHECK FOR UNDERSTANDING

Before a group moves, check that its thesis (central idea) uses a preposition and that both passages appear in the evidence.

Student product: one sorted card, one thesis (central idea), one Ford detail, one Walton detail, and one connecting explanation.

DAY 3 | GRADUATE STAGE: DISCUSS + USE | GROUP: WHOLE CLASS, THEN INDEPENDENT | 15 MINUTES | ◦ LEARN then ✓ ASSESS

Day Purpose: explain how a HOW similarity prompt differs from a HOW difference prompt, then build a Fold-and-Build response independently.

Standard	Student Expectation and Module Use
3.12B(iii)	compose informational texts, including brief compositions that convey information about a topic, using craft
3.11B(iii)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details
4(C)(ii)	write using content-area vocabulary
4(D)(iii)	write using a variety of grade-appropriate connecting words

DISCUSS ◦ LEARN

TEACHER SCRIPT

"A HOW similarity prompt asks you to explain a shared path. A HOW difference prompt asks you to explain a split path. Both kinds still need both passages."

Discussion Question: How did the Linear Plot Line help the response? Expected response: It showed the problem, action, solution, and impact in both passages so the ideas could be lined up.

Discussion Question: Why does a difference still need BOTH passages? Expected response: One text alone cannot create a comparison.

Partner sentence: A strong paired-passage HOW response must use both texts, show the relationship, and include one connected explanation.

USE ✓ ASSESS

Students choose one prompt, decide similarity or difference, and complete four notebook flaps: Prompt + thesis (central idea); Ford Evidence; Walton Evidence; Explanation.

1. Write a HOW thesis (central idea) with a preposition.
2. Find one matching Ford detail with a signal phrase.
3. Find one matching Walton detail with a signal phrase.
4. Write one explanation sentence that connects both texts.

FOLD-AND-BUILD MODEL

Prompt + thesis (central idea): Henry Ford and Sam Walton helped everyday families through affordable solutions. Ford Evidence: The text stated, "Many families who had never owned a car before were finally able to buy one." Walton Evidence: The passage explained, "Customers liked finding many items in one place at prices they could afford." Explanation: This shows that both men focused on helping ordinary people by making important needs more affordable.

WRITING REQUIREMENT

Use module vocabulary such as affordable, evidence, connection, and customers.

Teacher check: ask, "Does the thesis (central idea) use a preposition? Do both texts appear? Does the explanation really compare or contrast?"

DAY 4 | GRADUATE STAGE: AWARD + TARGET | GROUP: WHOLE CLASS, THEN INDEPENDENT | 15 MINUTES | ✓ ASSESS

Day Purpose: celebrate precise paired-passage thinking and set a next-step goal for evidence or explanation.

Standard	Student Expectation and Module Use
3.12B(iii)	compose informational texts, including brief compositions that convey information about a topic, using craft
3.11B(ii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure
4(E)(i)-(ii)	write formal or informal text using conventions and grammatical structures

AWARD ✓ ASSESS

TEACHER SCRIPT

"Today you balanced two texts with one mind. You traced their paths, noticed where they came together, and noticed where they moved apart. That is careful reading and powerful writing."

Students identify one successful move: deciding the relationship, using both passages, writing a preposition-based thesis (central idea), selecting matching evidence, or connecting the ideas.

Recognition titles: Compare Champion; Contrast Captain; Pathway Thinker; Evidence Balancer; Connection Builder.

TARGET ✓ ASSESS

CLASS SLIDE

Slide 11, What Do I Still Need to Grow? Check the relationship, the preposition, the Ford evidence, the Walton evidence, and the connection.

- Next time I want to improve my _____.
- One HABIT I want to keep using is _____.
- I still need more practice with _____.

EMBEDDED CHECK FOR UNDERSTANDING

Collect the target and match it to the response evidence. A specific target names a relationship, evidence, preposition, or explanation move.

Student product: Award reflection and specific Target statement.

Day Purpose: teach the paired-passage HABIT, explain HOW similarity and HOW difference, and transfer the learning to a polished response.

Standard	Student Expectation and Module Use
3.12B(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
3.11B(iii)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details
4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

EXPLAIN ✓ ASSESS

TEACHER SCRIPT

"Teach your partner what a HOW similarity prompt asks, what a HOW difference prompt asks, and why both answers need both texts."

Partner A: A HOW similarity prompt asks me to explain how the texts are alike.

Partner B: A HOW difference prompt asks me to explain how the texts are different.

Both partners: A strong paired-passage answer uses both texts and one connected explanation.

RRR Bluebird Moment

R1 Restate the thesis (central idea): Ford and Walton helped families through affordable solutions.

R2 Refer to the evidence as a whole: The Ford detail about families buying cars and the Walton detail about affordable shopping show the same focus. **R3 Reflect the big picture:** Different ideas can improve daily life when they respond to real needs.

Transfer Response

Students write the complete response from the module writing assignment, using GET SET, one way, one Ford detail, one Walton detail, one connecting explanation, and RRR.

EMBEDDED CHECK FOR UNDERSTANDING

Ask students to point to the Ford evidence, the Walton evidence, the connecting explanation, and each RRR color job.

Closing Script: see the student-facing Teacher Encouragement / Closing Script in section 79.

Student Exemplars

51. Low / Developing Exemplar

Prompt	Student Response	Teacher Analysis
Explain how Henry Ford and Sam Walton were similar in the ways they helped everyday families.	Henry Ford made cars. Sam Walton had Walmart.	Names both men but gives no thesis (central idea), no evidence, and no connecting explanation.

52. Medium / Approaching Exemplar

Prompt	Student Response	Teacher Analysis
Explain how Henry Ford and Sam Walton were similar in the ways they helped everyday families.	Henry Ford and Sam Walton helped families by making things easier. The text stated, "Many families who had never owned a car before were finally able to buy one." This shows Ford helped families. Sam Walton also helped families.	Uses a preposition and one Ford detail, but needs a real Walton detail and one sentence connecting both passages.

53. High / Secure Exemplar

Prompt: Explain how Henry Ford and Sam Walton were similar in the ways they helped everyday families.

Color and Job	Model Sentence
Blue, GET SET Statement of Purpose	Problem-solvers can improve daily life when they create practical solutions.
Yellow, GET SET Evidentiary Bridge	Both passages describe men who noticed everyday needs and developed solutions that made life easier for families.
Green, GET SET Thesis (central idea)	Henry Ford and Sam Walton helped everyday families through affordable solutions that improved daily life.
Yellow, Way	One way both men were similar was by making important goods more affordable for ordinary people.
Yellow, Ford Evidence	The text stated, "Many families who had never owned a car before were finally able to buy one."
Yellow, Walton Evidence	The passage explained, "Customers liked finding many items in one place at prices they could afford."
Yellow, Connecting Explanation	This shows that both men focused on helping everyday families by lowering the cost of things people needed.
Green, R1 Restate the Thesis (central idea)	Ford and Walton helped everyday families through affordable solutions.
Yellow, R2 Refer to Evidence as a Whole	The Ford and Walton details together show that both men made important goods easier for families to afford.
Blue, R3 Reflect the Big Picture	Different solutions can make daily life better when they respond to what families need.

Why this is Secure: every sentence has a job and a color, the GET SET introduction and RRR conclusion mirror each other, the thesis (central idea) uses a preposition, both passages provide evidence, and the explanation connects the ideas.

Response Type	Prompt	Key Move
Similarity	How did both men help families?	Use a shared-path thesis (central idea), one Ford detail, one Walton detail, and a connecting explanation.
Difference	How did their solutions differ?	Use a split-path thesis (central idea), one Ford detail, one Walton detail, and a connecting explanation.

Color Mirror	Opening Job	Closing Job
Blue	Statement of purpose	R3 Reflect the big picture
Yellow	Bridge to evidence	R2 Refer to evidence as a whole
Green	Thesis (central idea)	R1 Restate the thesis (central idea)

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

Core answer: a strong HOW similarity response states that Ford and Walton helped everyday families through affordable solutions, cites one relevant Ford detail and one relevant Walton detail, and explains how the details show the shared path.

Core difference answer: a strong HOW difference response states that Ford solved a transportation problem through a product and assembly process, while Walton solved a shopping problem through a store and pricing system.

Evidence note: accept paraphrase when it preserves meaning, but require a detail from EACH passage and one sentence that connects them. **3.7C**

55. Standards Evidence Trail

Standard	Evidence Collected	Location
3.12B(i)	Clear thesis (central idea) in the paired-passage response.	Days 1 to 5; writing assignment
3.12B(ii)	Genre characteristics and connecting explanation.	Day 3 Fold-and-Build
3.12B(iii)	Craft in GET SET and RRR color jobs.	Section 53 and Day 5
3.11B(ii)	Purposeful order: introduction, body, conclusion.	Sections 45, 53, and 62
3.11B(iii)	Relevant Ford and Walton details develop the idea.	Sections 48, 49, 53, and 62
3.7B , 3.7C	Compare or contrast both passages with text evidence.	Sections 47 to 50
3.7E , 3.7G	Annotate sources and explain the connection.	Sections 48, 49, and 50

56. Assessment Opportunities

Opportunity	Task	Look For
Verbal	Students name shared path or split path.	Correct HOW relationship.
Visual / Physical	Students sort relationship and evidence cards.	Ford and Walton details match the prompt.
Written	Students write one complete paired-passage response.	Preposition-based thesis (central idea), both details, and connection.
Self-Check	Students mark the progress tracker.	Accurate reflection about independent skill.

Assessment Prompt Bank

Prompt Type	Prompt
HOW Similarity	Explain how Henry Ford and Sam Walton were similar in the ways they helped everyday families.
HOW Difference	Explain how Henry Ford and Sam Walton were different in the ways they solved problems.
HOW Similarity	Explain how both men were similar in the impact they had on everyday life.

HOW Difference	Explain how the solutions in both passages were different.
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Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Prompt: Explain how Henry Ford and Sam Walton were similar in the ways they helped everyday families.

Directions: Write a GET SET introduction, one way, one Ford detail, one Walton detail, one connecting explanation, and an RRR conclusion. Color or label each sentence by its job.

Student planning:

Response:

Standards: [3.12B\(i\)](#), [3.11B\(iii\)](#), and [3.7C](#).

58. Exit Ticket Answer Key

Part	Acceptable Answer
GET SET Blue	Problem-solvers can improve daily life when they create practical solutions.
GET SET Yellow	Both passages describe men who noticed everyday needs and developed solutions for families.
GET SET Green Thesis (central idea)	Henry Ford and Sam Walton helped everyday families through affordable solutions.
Ford Evidence	The text stated, "Many families who had never owned a car before were finally able to buy one."
Walton Evidence	The passage explained, "Customers liked finding many items in one place at prices they could afford."
Connection	This shows that both men focused on helping everyday families by making important needs more affordable.
RRR	Green restates the thesis (central idea), yellow refers to both details as a whole, and blue reflects that different solutions can improve daily life.

59. Scoring Principle

Score the response for the paired-passage HABIT first: both passages appear, both details match the prompt, and the explanation connects them. Then score the thesis (central idea), organization, color jobs, vocabulary, and conventions. A response cannot be secure if it uses only one passage.

60. Gradebook Conversion

Level	Description	Suggested Mark
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Secure	Uses a preposition-based thesis (central idea), one Ford detail, one Walton detail, and a connecting explanation.	3
Approaching	Uses both passages but one detail or the connection is thin.	2
Developing	Uses only one passage, gives unrelated evidence, or lists without connecting.	1

61. Recommended Gradebook Label

G3 C5 M2

Paired Passage HOW Prompts: Similarities and Differences

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Field	Detail
Prompt	Explain how Henry Ford and Sam Walton were similar in the ways they helped everyday families.
Required Structure	GET SET introduction; way; Ford evidence; Walton evidence; one connecting explanation; RRR conclusion.
Thesis (central idea)	Use a preposition such as through or by and state the shared path.
Evidence	Use one relevant detail from Henry Ford and one relevant detail from Sam Walton. [3.7C]
Explanation	Connect both details into one sentence that states the similarity. [3.7G]
Vocabulary	Use affordable, evidence, connection, customers, assembly line, transportation, or another module word. [3.7F]
Standards	[3.12B(i)] ; [3.11B(ii)] ; [3.11B(iii)]

63. Student Planning Frame

1. Write the HOW similarity prompt in the notebook.
2. Write a thesis (central idea) with a preposition: Henry Ford and Sam Walton helped everyday families through _____.
3. Plan one way that fits both men.
4. Find one Ford detail with a signal phrase.
5. Find one Walton detail with a signal phrase.
6. Write one explanation that connects both details.
7. Write RRR: R1 Restate the thesis (central idea); R2 Refer to the evidence as a whole; R3 Reflect the big picture.

WRITING REQUIREMENT

Use at least two vocabulary words from the module vocabulary list. **[3.7F]**

Drafting Space:

64. Writing Assignment Rubric

Criterion	Secure	Approaching	Developing
Thesis (central idea)	Preposition-based thesis (central idea) answers the HOW similarity prompt.	Thesis (central idea) names the shared idea but the preposition or match is thin.	Topic statement or thesis (central idea) does not answer HOW.

Evidence 3.7C	One relevant detail from Ford and one from Walton.	Both passages appear but one detail is weak or incomplete.	Only one passage or no relevant detail.
Explanation 3.7G	One sentence connects both details and states the shared path.	Connection is present but general.	Details are listed without a connection.
GET SET and RRR	Blue, yellow, green introduction mirrors green, yellow, blue conclusion.	Some jobs are present but color or order is incomplete.	Jobs are missing or unrelated.
Conventions and Vocabulary 3.7F	Complete sentences, accurate conventions, and module vocabulary.	Mostly complete with minor errors.	Meaning is difficult to follow.

65. Writing Gradebook Conversion

Level	Gradebook Meaning
Secure	Independent paired-passage HOW response with both texts and a connected explanation.
Approaching	Response is understandable but needs a stronger second detail or connection.
Developing	Response needs support to use both texts and explain the relationship.

66. Teacher Feedback Shortcuts

- "Name the shared path in the thesis (central idea)."
- "Add one detail from Henry Ford."
- "Add one detail from Sam Walton."
- "Use one sentence to connect both details."
- "Check the preposition in the thesis (central idea)."
- "Complete RRR: restate, refer, reflect."

Response to Student Need

67. Intervention: Name the Thinking

Purpose: support students who need more practice deciding whether the two passages show a similarity or a difference.

Move	Teacher Action	Student Response
1. Mirror or Split	Read one relationship card aloud.	Place it under Shared Path or Split Path.
2. Explain	Ask for the reason for the sort.	Use "Both passages show..." or "The passages are different because..."
3. Add Evidence	Provide one Ford card and one Walton card.	Choose matching details.
4. Connect	Give the frame "This shows that both men ____."	Write one connecting explanation.
5. Transfer	Return to the HOW prompt.	Write a thesis (central idea) with a preposition.

TEACHER SCRIPT

"We are going to slow down the thinking. The hardest part may be deciding what kind of relationship the texts have. Practice the shared path and the split path first, then build the answer."

Sentence strips: Both men noticed a problem affecting everyday people. Ford created cars, while Walton created stores. Both men wanted to make life easier for families. Ford improved transportation, while Walton improved shopping. Both men created affordable solutions.

Answer key: the first, third, and fifth show similarity; the second and fourth show difference.

68. Embedded Checks & Student Support

Teacher Move	Secure Response	Needs Support	Support Strategy
Ask how many passages a paired-passage answer must use.	Students say TWO and explain why.	Student says one.	Anchor: one answer = two texts.
Ask for one detail from EACH passage.	Student cites one Ford detail and one Walton detail.	Student cites only one passage.	Highlight Ford evidence in one color and Walton evidence in another.
Ask students to connect the details.	Student explains how both details support one idea.	Student lists details.	Use the frame "This shows that both men ____."

69. Student Support Quick Reference

If a student...	Try this...
Uses only one passage	Point to the two-color evidence rule: one detail from Ford and one from Walton before writing.
Cannot identify the relationship	Sort a card under Shared Path or Split Path and say why.
Cannot write a preposition-based thesis (central idea)	Offer the frame "Both men helped families through ____."

Cannot connect the ideas	Use "This shows that both men ____."
Masters quickly	Route to Double Lens enrichment for one similarity and one difference.

70. Enrichment: Connect Across Texts

Purpose: challenge students to look at the same two passages through a similarity lens and a difference lens.

Field	Detail
Task	Write one similarity response and one difference response.
Required parts	Each response includes a thesis (central idea), two pieces of evidence, and one explanation.
Similarity prompt	Explain how Henry Ford and Sam Walton were similar in the ways they helped everyday families.
Difference prompt	Explain how Henry Ford and Sam Walton were different in the ways they solved problems.
Reflection	Explain how the thinking changed when the lens changed.
Relevant standards	3.12B(ii) , 3.12B(iii) , 3.7B

TEACHER SCRIPT

"The same two passages can answer different HOW prompts depending on the lens. Choose the relationship, match the evidence, and connect both texts."

Expected insight: the prompt controls the direction of the response; good writers adjust the thesis (central idea), evidence, and explanation based on the relationship being asked.

71. Additional Writing Opportunity: Plan and Draft

Writing Prompt: Explain how Henry Ford and Sam Walton were different in the ways they solved problems. Use evidence from BOTH passages.

Planning Support: identify the split path; write a preposition-based thesis (central idea); find one Ford detail; find one Walton detail; write one explanation that connects the difference.

1. Thesis (central idea): Henry Ford and Sam Walton solved problems through different kinds of innovation and business action.
2. Ford evidence: The text stated, "A few years later, he created the Model T, a car that was strong, simple, and much more affordable than other cars."
3. Walton evidence: The passage explained, "He opened a small store in Rogers, Arkansas called Walmart."
4. Connection: This shows that Ford solved a transportation problem by producing a car, while Walton solved a shopping problem by creating a store that offered lower prices.

VOCABULARY REQUIREMENT

Use at least two module vocabulary words. **3.7F**

Success Criteria: both passages, two details, one connecting explanation, and a difference thesis (central idea) with a preposition.

72. Additional Writing Opportunity: Revise, Edit, and Share

Revise. Read the response aloud. Improve one sentence so the similarity or difference is clearer. **3.11B(ii)**

Edit. Check complete sentences, capitalization, punctuation, subject-verb agreement, connecting words, and vocabulary.

Share. Read the response to a partner. The partner points to the Ford evidence, the Walton evidence, the connection, and the RRR conclusion.

Engagement & Home Connection**73. Auditory Engagement Moments**

Give every learner a chance to hear and say the paired-passage thinking.

- Choral-read a connection: Both men helped everyday families through affordable solutions.
- Use two tracks aloud: one Ford fact, one Walton fact, then one connecting sentence.
- Read two evidence sentences aloud; students signal when they hear the connection.
- Read a response aloud; listeners identify the thesis (central idea), Ford evidence, Walton evidence, and explanation.

74. Pause Points**PAUSE POINT 1: BEFORE READING**

The prompt gives TWO passages. Remember the HABIT: one answer = two texts.

PAUSE POINT 2: DURING DRAFTING

Check for one Ford detail and one Walton detail, each with a signal phrase.

PAUSE POINT 3: BEFORE FINISHING

Check that one explanation connects both details and states the similarity or difference.

75. At-Home Connection

These tasks turn a student into a paired-passage connector. Each task ends in a short conversation.

TASK CARD 1: TWO TEXTS, ONE IDEA

Read the two passages from school and say one idea that fits BOTH Henry Ford and Sam Walton.

TASK CARD 2: FIND THE EVIDENCE

Find one sentence from the Ford passage and one from the Walton passage. Use "The text stated..." and "The passage explained..."

TASK CARD 3: CONNECT THE IDEAS

Write one explanation sentence that connects BOTH pieces of evidence. Start with "This shows that both men..." Family signature: _____

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"This is your very own progress tracker. Be honest about each skill so you can see how much you are growing."

Directions: As students practice paired-passage HOW responses, they check the box that matches independent performance.

I Can...	Not Yet	Getting Set	I Can Do It
Tell whether a HOW prompt asks for a similarity or a difference.			
Write a HOW thesis (central idea) with a preposition: by, through, with, in, or across.			
Find matching evidence from BOTH passages.			
Write one explanation that connects the two texts.			
Use the HABIT: one answer = two texts.			

One thing I am proud of:

One thing I want to get better at:

77. Student Award

What can the student already do? Record one successful relationship, detail, or explanation move and the evidence in the response:

78. Student Target

What should the student practice next? Record one next step for the thesis (central idea), evidence, or connection:

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER ENCOURAGEMENT / CLOSING SCRIPT

"Today, you compared and contrasted two passages with purpose. You explained a shared path and a split path. You used both texts, two pieces of evidence, and one connected explanation. That is the work of a powerful reader and writer."

80. Essential / Overarching Question, Answered

How can a writer explain the way two passages are similar or different, using evidence from both texts?

A writer tracks the Linear Plot Line in each passage, decides whether the prompt asks for a shared path or a split path, writes a preposition-based thesis (central idea), chooses one matching detail from each passage, and connects both details in one sentence. The response uses GET SET to introduce the idea and RRR to mirror it in the conclusion.

81. Teacher Reflection

- Which students correctly named similarity and difference?
- Which students used both passages?
- Which students wrote a preposition-based thesis (central idea)?
- Which students connected both pieces of evidence?
- Which students need intervention, and which are ready for Double Lens enrichment?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

Collect and date evidence that shows the skill was taught and learned:

- Marked Linear Plot Lines for Henry Ford and Sam Walton
- Sorted similarity and difference cards
- HOW thesis (central idea) cards with prepositions
- Ford and Walton evidence cards
- Fold-and-Build responses with connected explanations
- GET SET and RRR color-coded exemplars
- Exit tickets at developing, approaching, and secure levels

Production & Implementation Support

83. Module Slide Deck Build Sheet

The 19-slide Module 2 deck is listed in physical slide order.

Slide	Title	Required Content	Lesson Location
1	Paired Passage HOW Prompts	Module 2; Grade 3 Cluster 5; Week 2; Medium Stamina; ECR Informational	Cover
2	Meet Our Week!	I Will and I Can statements; one answer = two texts	Learning Destination; Day 1
3	Two Roads, Two Biographies	Ford and Walton passages; Linear Plot Line	Day 1 Gather
4	The Paired Passage HABIT	Use BOTH texts; two pieces of evidence; connect the ideas	Day 1 Reveal
5	Same Path or Split Path?	HOW similarity versus HOW difference	Day 1 Reveal
6	GET SET and RRR	Blue, yellow, green introduction; green, yellow, blue conclusion	Day 1 Reveal
7	Crossroads Compare Quest	Sort prompts, build thesis (central idea), find both details, connect	Day 2 Attempt
8	Talk It Over!	Compare the Linear Plot Lines and explain the relationship	Day 3 Discuss
9	Fold-and-Build	Prompt, Ford evidence, Walton evidence, explanation	Day 3 Use
10	The Bluebird Moment	Recognize a connected answer using both texts	Day 4 Award
11	What Do I Still Need to Grow?	Set a next step for the thesis (central idea), evidence, or connection	Day 4 Target
12	Turn and Teach!	Teach similarity and difference writing	Day 5 Educate / Explain
13	Exit Ticket	Complete a paired-passage HOW response	Day 5 Transfer
14	Build It, Fix It, Say It	Intervention: mirror or split the path	Section 67
15	Double Lens	Write one similarity response and one difference response	Section 70
16	My Progress Tracker	Reflect on independent paired-passage skills	Section 76
17	Developing Response	Names both men but does not use evidence or connect the ideas	Section 51
18	Approaching Response	Uses one strong detail but needs the second passage and a connection	Section 52

19	Secure Response	Uses GET SET, both details, a connection, and RRR	Section 53
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84. Virtual / Online Adaptation

Keep the skill and rigor identical; change only delivery and access.

Element	Adaptation
Shared screen	Display both passages; students highlight Ford evidence in one color and Walton evidence in another.
Breakout discussion	Assign Reader, Evidence Finder, Connector, and Recorder roles; groups build one connected answer.
Oral response	Students say one Ford detail, one Walton detail, and the connecting sentence before typing.
Digital game	Use the Crossroads Compare Quest cards in a shared space.
Submission	Collect the thesis (central idea), two details, explanation, and RRR conclusion.
Reflection	Keep the Pause Points and My Progress Tracker digitally.

Teacher Reflection

85. Teacher Reflection (This Module)

Fill this in after the module is taught. Write directly on the page.

What worked so well that I want to keep it	
What I would change next time	
My favorite moment this module	
A student who surprised me, and how	
Did the pacing fit? Where did we need more or less time?	
Students to pull for a quick small group next	
One standard worth a second pass	
One idea to make this module even better next year	
Open notes	

Essential / Overarching Question, Answered

How can a writer explain the way two passages are similar or different, using evidence from both texts?

A writer can explain the relationship by tracking the Linear Plot Line in both passages, deciding whether the prompt asks for a shared path or a split path, writing a preposition-based thesis (central idea), using one detail from Henry Ford and one detail from Sam Walton, and connecting the ideas in one sentence. The result is one clear answer built from two texts.

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Teacher Lesson Plan Guide

Conclusion Paragraph with R1, R2, R3: The Bluebird Moment

Grade 3 | Cluster 5 | Module 3

Grade: 3

Cluster: 5, paired-passage informational Extended Constructed Response (ECR)

Module: 3 of the cluster

Primary Instructional Category: Informational Writing / Paired-Passage Extended Constructed Response

Module Title: Conclusion Paragraph with R1, R2, R3: The Bluebird Moment

Content Connection / Passage Titles: the informational biographies "Henry Ford: Visionary of Travel" and "Sam Walton: Visionary of Retail" (Week 3, High Stamina)

Reading Focus: Linear Plot Line: Problem, Action, Solution, Impact

Writing Focus: RRR conclusion: R1 Restate the thesis (central idea), R2 Refer to the evidence as a whole, R3 Reflect the big picture

Primary TEKS: [3.12B\(i\)](#), [3.12B\(ii\)](#), [3.12B\(iii\)](#), [3.11B\(ii\)](#), [3.11B\(iii\)](#)

Approximate Daily Instructional Time: 15 minutes per day, across 5 days

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Response Strand (7-Strand) TEKS Woven Into This Module

The response strand supports a paired-passage conclusion. Students read both biographies, use evidence from each, and connect the ideas in one answer.

- **[3.7A]** describe personal connections to a variety of sources, including self-selected text. [Discuss the needs Henry Ford and Sam Walton noticed.]
- **[3.7B]** write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources. [Use both biographies in every complete response.]
- **[3.7C]** use text evidence to support an appropriate response. [Use one detail from each passage.]
- **[3.7D]** retell, paraphrase, or summarize texts in ways that maintain meaning and logical order. [Track Problem, Action, Solution, Impact.]
- **[3.7E]** interact with sources in meaningful ways such as note taking, annotating, free writing, or illustrating. [Annotate both passages.]
- **[3.7F]** respond using newly acquired vocabulary as appropriate. [Use module vocabulary in the conclusion.]
- **[3.7G]** discuss specific ideas in the text that are important to the meaning. [Discuss the impact of each solution.]

1. A Little Inspiration Goes a Long Way!

TEACHER SCRIPT

"A powerful paper does not simply stop. It lands with purpose, lifts with reflection, and leaves the reader thinking."

Module promise: One answer = two texts. A strong conclusion lands the thinking from both biographies and sends the big idea out to the reader.

2. Why This Module Matters

Students learn to close a paired-passage informational response with a three-sentence RRR conclusion. R1 restates the thesis (central idea) with fresh words, R2 refers to the evidence as a whole, and R3 reflects the big picture. The Linear Plot Line keeps the reading focus visible: Problem, Action, Solution, Impact.

Where it fits into writing: the conclusion is the final paragraph of a complete five-paragraph response. It mirrors the GET SET introduction by returning to the same central idea, support, and significance.

Why it matters beyond this assignment: students learn to connect information from two sources and explain why the connection matters.

3. Module Essential / Overarching Question

How can a writer end a paired-passage paper with a strong RRR conclusion that restates, refers, and reflects?

Students record first thinking before the week begins and return to the question after the RRR conclusion is complete.

My First Thinking:

My Final Thinking:

What changed in my thinking?

PART II

Family Communication**4. Parent Communication Purpose**

Families are partners in this work. This page gives every family a clear picture of the paired-passage conclusion students are learning to write, questions for conversation, and simple activities that need no special materials.

How to Send It: copy the letter in the language each family prefers, or send both. The family activities invite students to explain how two biographies connect.

5. Family Letter (English)

Dear Families,

This week your student is learning to end a paired-passage response with an RRR conclusion. The rule is simple: One answer = two texts. Students read about Henry Ford and Sam Walton, track each biography with the Linear Plot Line, and use one detail from each passage.

R1 restates the thesis (central idea) with fresh words. R2 refers to the evidence as a whole. R3 reflects the big picture, the Bluebird Moment that leaves the reader thinking. Ask your student, "What idea fits both passages?" and "How did each solution affect everyday families?"

With appreciation, Your student's teacher, The Writing Academy, LLC

6. Family Letter (Spanish) / Carta para las Familias

Estimadas familias:

Esta semana su estudiante aprenderá a terminar una respuesta de dos pasajes con una conclusión RRR. La regla es sencilla: una respuesta equivale a dos textos. El estudiante leerá sobre Henry Ford y Sam Walton, seguirá la línea de la trama de cada biografía y usará un detalle de cada pasaje.

R1 vuelve a expresar la tesis (idea central) con palabras nuevas. R2 se refiere a la evidencia en conjunto. R3 reflexiona sobre la idea grande, el Momento del Azulejo que deja al lector pensando. Pregúntele: "¿Qué idea encaja con ambos pasajes?" y "¿Cómo afectó cada solución a las familias?"

Con aprecio, El maestro o la maestra de su estudiante, The Writing Academy, LLC

7. Family Conversation Starters

- What does One answer = two texts mean?
- What problem did Henry Ford notice, and what action did he take?
- What problem did Sam Walton notice, and what action did he take?
- How were the solutions similar? How were they different?
- Which sentence in a conclusion restates, refers, and reflects?

8. Simple Family Activities

Both activities need little or no materials and end in conversation.

Family Activity: One Idea, Two Stories

Share two short stories or shows. Ask your student to name one idea that fits both and say, "Both helped people by ____." Then ask which detail came from each story.

Family Activity: Problem to Impact

Choose a change that affected many people. Walk through Problem, Action, Solution, Impact. Ask your student to name one sentence that refers to both sources as a whole.

PART III

Teacher Road Map**9. Teacher Navigation Key**

Use these symbols to read the daily lesson at a glance.

- **TEACH** : teacher explicitly teaches or models the standard
- **LEARN** : student practices with support
- ✓ **ASSESS** : student independently demonstrates or transfers learning
- Teacher Script** : exact recommended teacher language
- Class Slide** : corresponding click-along slide

10. GRADUATE Evidence Alignment

Each GRADUATE stage produces evidence for the paired-passage RRR conclusion.

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Students activate the two-text habit and Linear Plot Line.
Reveal	■ TEACH	The teacher models GET SET and RRR color jobs.
Attempt	○ LEARN	Students sort R1, R2, and R3 sentences with support.
Discuss	○ LEARN	Students justify how evidence from both biographies connects.
Use	✓ ASSESS	Students write a conclusion independently.
Award	✓ ASSESS	Students identify a strength in their RRR work.
Target	✓ ASSESS	Students identify and act on a next step.
Explain / Educate	✓ ASSESS	Students explain and transfer the learning.

11. Module at a Glance

The five days build one conclusion-writing habit.

Field	This Module
Cluster / Module	Grade 3, Cluster 5, Module 3
Module Category	Paired-passage informational ECR conclusion writing
Primary TEKS	[3.12B(i)] , [3.12B(ii)] , [3.12B(iii)] , [3.11B(ii)] , [3.11B(iii)]
Reading Focus	Linear Plot Line: Problem, Action, Solution, Impact
Writing Focus	RRR conclusion: R1 Restate, R2 Refer, R3 Reflect
Content Connection	Henry Ford: Visionary of Travel; Sam Walton: Visionary of Retail
Daily Lesson Time	15 minutes per day, 5 days
Weekly GRADUATE Map	Day 1 Gather and Reveal; Day 2 Attempt; Day 3 Discuss and Use; Day 4 Award and Target; Day 5 Educate and Explain
Student Product(s)	Color-coded conclusion, evidence card, exit ticket, and complete ECR conclusion

Formal Assessment Product	Module Writing Assignment and exit ticket
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PART IV

Standards, Learning & Rigor**12. Learning Destination**

Module Learning Objective: Students will write a three-sentence RRR conclusion for a paired-passage informational response. R1 will restate the thesis (central idea), R2 will refer to the evidence from both texts as a whole, and R3 will reflect the big picture.

I Will Statements

- I will track Problem, Action, Solution, Impact in both biographies.
- I will use evidence from both texts.
- I will restate my thesis (central idea) with fresh words.
- I will refer to my evidence as a whole.
- I will reflect on why the connected idea matters.

I Can Statements

- I can write R1, R2, and R3.
- I can connect one detail from each passage.
- I can tell the difference between a HOW similarity and a HOW difference.
- I can land my paper with a Bluebird Moment.

CLASS SLIDE

Module Slide 1: the I Will and I Can statements for the week.

13. Success Criteria

Students use these criteria to check a conclusion.

- My answer uses BOTH texts.
- I include two pieces of evidence, one detail from each passage.
- My R1 restates the thesis (central idea) without copying it exactly.
- My R2 refers to the evidence as a whole.
- My R3 reflects the big picture instead of adding new evidence.
- Every sentence has a job and a color.

14. Evidence That Will Demonstrate Mastery

- Day 1 color-coded GET SET and RRR model notes.
- Day 2 Bluebird Landing Race card sort with R1, R2, and R3.
- Day 3 independently written RRR conclusion using Ford and Walton.
- Day 4 revised conclusion with a stronger Bluebird Moment.
- Day 5 exit ticket and complete Module Writing Assignment.

15. TEKS Correlations

The lesson plan identifies these writing-process and informational-composition expectations.

TEKS	Strand	Student Expectation	Where Taught	Where Practiced	Where Assessed
3.12B(i)	Composition	compose informational texts, including brief compositions that	Days 1 to 5	R1 and R3	

		convey information about a topic, using a clear central idea			Conclusion and assignment
3.12B(ii)	Composition	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics	Days 1 to 3	RRR structure	Conclusion and assignment
3.12B(iii)	Composition	compose informational texts, including brief compositions that convey information about a topic, using craft	Days 2 to 4	Word choice and reflection	Revision
3.11B(ii)	Writing Process	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion	Days 1 to 4	RRR organization	Full ECR
3.11B(iii)	Writing Process	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details	Days 2 to 5	R2 and R3 connection	Full ECR

16. Standards Coverage Matrix

This matrix identifies where the standards are made visible.

Classification	TEKS	Student Expectation	Where It Occurs
PRIMARY	3.12B(i)	clear central idea	R1, R3, and final assignment
PRIMARY	3.12B(ii)	genre characteristics	GET SET and RRR structure
PRIMARY	3.12B(iii)	craft	word choice and Bluebird reflection
PRIMARY	3.11B(ii)	purposeful structure including a conclusion	Days 1 to 4
PRIMARY	3.11B(iii)	engaging idea with relevant details	R2 evidence and R3 significance
SPIRAL	3.7B	compare and contrast ideas across sources	HOW similarity and difference prompts
SPIRAL	3.7C	use text evidence	one detail from each passage
SPIRAL	3.7E	annotate sources	DOT and TRACKS

17. ELPS Correlations

Language demands are explicit because students must listen, discuss, read, and write across two sources.

ELPS	Domain	Complete Student Expectation	Day Addressed
4(C)(ii)	Writing	write using content-area vocabulary	Days 1 to 5
4(D)(i)-(iii)	Writing	write using a variety of grade-appropriate sentence lengths, sentence types, and connecting words	Days 2 to 5
4(F)(i)	Writing	write to narrate, describe, explain, respond, or persuade with detail in the content areas	Days 3 to 5

ELPS Woven Into Intervention

ELPS	Domain	Complete Student Expectation	
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			Day Addressed
1(E)	Listening	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.	After Day 3
2(E)	Speaking	Use comprehensible language to explain information orally with increasing specificity and detail during classroom interactions.	After Day 3

ELPS Woven Into Enrichment

ELPS	Domain	Complete Student Expectation	Day Addressed
2(E)	Speaking	Use comprehensible language to explain information orally with increasing specificity and detail during classroom interactions.	After Day 4
4(D)	Writing	Write using a variety of grade-appropriate sentence lengths, sentence types, and connecting words.	After Day 4

18. ELPS Linguistic Accommodations

These supports maintain the two-text reasoning demand while opening clear language pathways.

Proficiency Level	Language Objective
Pre-Production	Point to Ford evidence and Walton evidence using color-coded cards.
Beginning	Complete the frame: "Both men ____ because ____."
Intermediate	Complete: "The Ford passage shows ____, and the Walton passage shows ____."
High Intermediate	Explain whether a HOW prompt asks for a similarity or a difference.
Advanced	Orally rehearse and independently write R1, R2, and R3.

Language Supports

- Use green, yellow, and blue sentence cards for R1, R2, and R3.
- Provide a two-column evidence organizer labeled Ford and Walton.
- Allow oral rehearsal before writing while keeping the conclusion job with the student.

19. Language Domains

This module builds all four language domains.

Domain	How This Module Builds It
Listening	Students hear R1, R2, and R3 modeled aloud.
Speaking	Students say their conclusion sentences to a partner.
Reading	Students reread both biographies and track Problem, Action, Solution, Impact.
Writing	Students write a three-sentence RRR conclusion.

20. Rigor Safeguard

You may read a prompt aloud, repeat it, and provide a sentence frame. You may not write R1, R2, or R3 for the student. The student must still choose one detail from each passage, connect the ideas, and compose the conclusion.

Allowed Support	Rigor That Remains
Read or repeat the prompt	The student identifies HOW similarity or HOW difference.
Provide a sentence frame	The student chooses both details and the connection.
Use color cards	The student assigns the R1, R2, and R3 jobs.

21. Rigor & Cognitive Demand

The task grows from naming the conclusion jobs to explaining their significance.

Level of Thinking	What Students Must Do	Expected Independence	Evidence
Literal	Identify R1, R2, and R3.	Supported	Sorts sentences by color.
Inferential	Restate a thesis (central idea) and group evidence from both texts.	Guided, then independent	R1 keeps meaning; R2 refers to the whole.
Evaluative	Judge whether R3 reflects rather than summarizes.	Partner, then independent	R3 sends a big idea beyond the paper.

22. The Five Thinking Levels

Use these levels to name the thinking students show.

Level	Hidden Question	Student Thinking	Focus
Foundational (Red)	What happened?	I can name each biography.	Recall
Emergent (Orange)	What problem did each person notice?	I can explain the problem and solution.	Plot line
Visible (Yellow)	What evidence supports the idea?	I can find one detail in each text.	Evidence
Independent (Green)	How do the ideas connect?	I can connect both passages.	Connection
Reflective (Blue)	Why does the connection matter?	I can reflect for the reader.	Significance

The Progression of Thinking

Level	Task
Recall	Name Ford and Walton.
Skill	Find one detail from each passage.
Strategic	Connect both details in one sentence.
Extended	Explain the impact and reflect on the big picture.

23. Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	Practical Self-Correction
R1 is a copied thesis (central idea).	A teacher may accept exact repetition.	Ask whether one or two words changed while meaning stayed the same.
R2 is a list of quotes.	A teacher may expect every detail again.	Remind that R2 refers to the evidence as a whole.

R3 is a summary.	A teacher may accept a final plot detail.	Ask whether the sentence leaves a big-picture takeaway.
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24. Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	Practical Correction
R1 must copy the thesis (central idea).	The student repeats the exact sentence.	Use fresh synonyms while keeping the same central idea.
R2 needs new evidence.	The student adds a new quotation.	Return to the evidence already used in both texts.
R3 means the paper is over.	The student writes a flat ending.	Ask what big idea flies out to other readers.

PART V

Module Foundations: Review, Refresh & Readiness**25. TEKS Target**

This module targets a focused, coherent conclusion for an informational ECR. Students organize R1, R2, and R3 after an introduction and three evidence paragraphs.

Primary targets: **[3.12B(i)]**, **[3.12B(ii)]**, **[3.12B(iii)]**, **[3.11B(ii)]**, and **[3.11B(iii)]**.

26. How I Say the Standard!

Read the full expectations as the teacher target, then use the student-friendly version.

Standard	Full TEKS / ELPS Wording	How I Say It
[3.12B(i)]	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	I can keep one clear central idea.
[3.12B(ii)]	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics	I can use the characteristics of an informational conclusion.
[3.12B(iii)]	compose informational texts, including brief compositions that convey information about a topic, using craft	I can choose words and sentence structures that make the ending strong.
[3.11B(ii)]	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion	I can organize a conclusion that belongs at the end.
[3.11B(iii)]	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details	I can connect details from both texts to an engaging big idea.
[4(C)(ii)]	write using content-area vocabulary	I can use words such as impact, solution, evidence, and reflect.
[4(D)(i)-(iii)]	write using a variety of grade-appropriate sentence lengths, sentence types, and connecting words	I can connect my sentences clearly.
[4(F)(i)]	write to narrate, describe, explain, respond, or persuade with detail in the content areas	I can explain my two-text thinking with detail.

27. This Week I Can...

- I can track both biographies with Problem, Action, Solution, Impact.
- I can use both texts in one answer.
- I can write R1, R2, and R3.
- I can make the Bluebird Moment reflect the big picture.

28. Before I Can... Prerequisites

- Students can identify the topic and central idea of an informational passage.
- Students can locate one relevant detail in each biography.

- Students can write a complete sentence and use a connecting word.
- Students can explain the difference between a detail and an impact.

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"In 60 seconds, tell your partner the Problem, Action, Solution, and Impact for Henry Ford and Sam Walton. Then name one detail from each passage that could appear in R2."

Listen for both names and all four plot-line terms. Prompt with the chart without supplying the answer.

30. Vocabulary Infusion

Use these words repeatedly as students read, discuss, and write.

Word	Meaning in This Module	Oral Rehearsal Frame
conclusion	The ending paragraph that lands the paper.	My conclusion will ____ the paper.
evidence	A detail from a passage that supports an idea.	My Ford evidence is ____; my Walton evidence is ____.
impact	The lasting effect of a solution.	The impact was ____.
reflect	Think about the bigger meaning.	R3 can reflect ____.
connect	Join ideas from two texts.	Both passages connect because ____.

31. Conventions Connection

During revision, check capitals in proper names, commas in a series, complete sentences, and connecting words. Students read the three conclusion sentences aloud to hear whether the landing is smooth.

32. Writing Connection

GET SET and RRR mirror each other. The introduction uses a blue purpose statement, a yellow bridge to both passages, and a green thesis (central idea). The conclusion returns with green R1, yellow R2, and blue R3.

33. Watch Out!

- Do not let a student use only one biography.
- Do not let R2 introduce a new detail.
- Do not let R3 repeat the plot line without a big-picture reflection.
- Do not call a HOW similarity a HOW difference. Ask what the prompt asks.

34. Ready Check

- ☐ Both passage titles are visible in the planning frame.
- ☐ One Ford detail and one Walton detail are selected.
- ☐ The thesis (central idea) is written before R1.
- ☐ The three RRR jobs are labeled.
- ☐ The final sentence reflects the impact for a wider audience.

35. Teacher Look-Fors

- Student names the shared idea before selecting evidence.
- Student chooses a detail from each passage, not two details from one.
- Student uses connecting words such as because, by, through, with, in, or across when the prompt calls for them.
- Student can explain why R3 is reflection rather than summary.

PART VI

Vocabulary, Content & Preparation**TEACHER SCRIPT**

"These words help you read two passages, connect evidence, and land your conclusion."

36. Complete Tier 1 Vocabulary**TEACHER SCRIPT**

"These are everyday words you need so you can read both biographies and talk about them clearly."

Word	Student-Friendly Definition	Oral Rehearsal Frame
ending	The last part of a paper.	A strong ____ leaves the reader thinking.
same	Alike or matching.	Ford and Walton were the same because ____.
different	Not alike.	Ford and Walton were different because ____.
help	Make something better or easier.	Ford helped families by ____.
change	Make something become different.	The solution changed ____.
people	Individuals or groups in a community.	The people needed ____.

37. Complete Tier 2 Vocabulary**TEACHER SCRIPT**

"These are academic thinking words you will use when you connect information from both texts."

Word	Academic Definition	Oral Rehearsal Frame
restate	Say the same central idea with fresh words.	R1 restates the thesis (central idea) by ____.
refer	Point back to support already explained.	R2 refers to the evidence as a whole by ____.
reflect	Think about the larger meaning or impact.	R3 reflects the big picture: ____.
evidence	Information from a text that supports a response.	Evidence from both texts shows ____.
impact	An effect that continues beyond the original action.	The impact of the solution was ____.
connect	Explain how two ideas work together.	The passages connect through ____.

38. Complete Tier 3 Vocabulary**TEACHER SCRIPT**

"These are the special words for this module. Knowing them helps you talk about the two texts like an expert."

Word	Module Definition	Oral Rehearsal Frame
paired passage	Two passages read together for one answer.	One answer equals two texts because ____.
Linear Plot Line	Problem, Action, Solution, Impact.	

		The plot line moves from ____ to ____.
assembly line	A system in which workers complete specific jobs as parts move through stations.	Ford used the assembly line to ____.
affordable	Possible for ordinary families to pay for.	The Model T became more affordable by ____.
retail	The selling of goods to customers.	Walton changed retail through ____.
customer	A person who buys goods or services.	Walton listened to customers who ____.
RRR conclusion	R1 Restate, R2 Refer, R3 Reflect.	My RRR conclusion will ____.

39. Background Knowledge & Teacher Context

The Paired-Passage HABIT

Use BOTH texts. Include two pieces of evidence, one detail from EACH passage. Connect the ideas in one sentence. The biographies show two people who noticed needs, acted on ideas, created solutions, and affected everyday families.

The Full-ECR Color Code

Every sentence has a job and a color. GET SET uses blue statement of purpose, yellow bridge, and green thesis (central idea). RRR mirrors it with green R1, yellow R2, and blue R3.

40. Materials Needed

Material	Use
Two source passages	Read and annotate Henry Ford and Sam Walton.
Linear Plot Line chart	Track Problem, Action, Solution, Impact.
RRR color cards	Sort green R1, yellow R2, and blue R3.
Evidence organizer	Record one Ford detail and one Walton detail.
Bluebird Landing Race cards	Practice building the conclusion.
Student Exit Ticket and Module Writing Assignment	Assess the two-text conclusion.

41. Preparation Before Day 1

1. Print or display both biographies at High stamina.
2. Prepare green, yellow, and blue RRR cards.
3. Post the Paired Passage HABIT: use both, two details, connect.
4. Mark evidence in each biography that shows Problem, Action, Solution, Impact.
5. Prepare the exit ticket and the writing assignment frame.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15 MINUTES	Gather + Reveal	Model GET SET, the Linear Plot Line, and RRR colors.
Day 2	15 MINUTES	Attempt	Play Bluebird Landing Race and assemble RRR.
Day 3	15 MINUTES	Discuss + Use	Compare HOW similarity and HOW difference, then write independently.
Day 4	15 MINUTES	Award + Target	Celebrate a strong landing and revise a weak conclusion.
Day 5	15 MINUTES	Educate and Explain	Teach the habit, complete the exit ticket, and transfer to the full assignment.

43. Tiny Times Transition

TEACHER SCRIPT

"Tiny Time! When I say Ford, make a steering-wheel pose. When I say Walton, make a shelf-stacking pose. When I say Connect, whisper one idea that fits BOTH."

Use the routine when the class changes activities. The movement is brief; the reasoning remains paired-passage reasoning.

PART VII

Citizenship & Content Connection**44. The Citizenship Connection**

Innovation and service affect communities. Henry Ford changed travel by making automobiles more affordable and by improving production. Sam Walton changed retail by lowering prices and expanding access to everyday products. Ask students to notice how one person's solution can reach many families.

Connection	Teacher Move
Community impact	Ask how faster travel connected towns.
Customer access	Ask how lower prices and small-town stores helped families.
Shared idea	Ask what both men did when they noticed a need.
Teacher Script	"When people notice a need and create a useful solution, their ideas can change how communities live and work."

PART VIII

Instructional Tools & Source Text**45. Anchor Charts / Core Strategy Visuals****Paired Passage HABIT**

Habit Step	What It Does	Student-Friendly Explanation
Use BOTH texts	Answers with two passages	I need both biographies in one answer.
Two pieces of evidence	Proves the idea from each text	I include one Ford detail and one Walton detail.
Connect the ideas	Ties the details together	I explain how the two ideas work together in one sentence.

HOW Prompt Preposition Key

Prompt Type	Useful Preposition	Model thesis (central idea)
HOW similarity	by	Henry Ford and Sam Walton were similar by creating affordable solutions for everyday families.
HOW process	through	Ford and Walton helped families through practical changes.
HOW difference	with	Ford changed travel with the Model T and moving assembly line, while Walton changed shopping with lower prices and more products.
HOW setting or result	in / across	Their ideas helped families in many communities and across the country.

Full-ECR Color Code

Paragraph	Sentence Job	Color
GET SET sentence 1	Statement of purpose	Blue
GET SET sentence 2	Bridge to both passages	Yellow
GET SET sentence 3	Thesis (central idea)	Green
RRR sentence 1	R1 Restate the thesis (central idea)	Green
RRR sentence 2	R2 Refer to the evidence as a whole	Yellow
RRR sentence 3	R3 Reflect the big picture	Blue

46. Core Habit / Strategy Explanation**TEACHER SCRIPT**

"Before you write the ending, reread both passages and trace the Linear Plot Line. Use both texts, choose one detail from each, and connect the ideas in one sentence."

HOW similarity: explain what the two people did in a similar way. **HOW difference:** explain how their actions or solutions were different. The prompt wording determines the thesis (central idea).

R1: change one or two words while keeping the meaning. **R2:** group the Ford and Walton evidence as a whole. **R3:** send the central idea beyond the paper.

EMBEDDED CHECK FOR UNDERSTANDING

Students point to green, yellow, and blue and name the job of each conclusion sentence.

Student product: a color-coded RRR plan using both biographies.

47. Student Source Passage(s)

Passage use: use the two informational source texts below at high stamina. Retain their numbered paragraphs for discussion and evidence references.

Passage 1: "Henry Ford: Visionary of Travel" (Stamina: High)

[1] Henry Ford was an American engineer and businessman who helped change the way people traveled and worked. He was born in 1863 on a farm in Michigan. When Henry was young, he enjoyed taking machines apart to see how they worked. He was especially interested in engines and tools. While many children spent their free time playing games, Henry often spent time studying machines and trying to understand how they operated. [2] As Henry grew older, his interest in machines continued to grow. He enjoyed fixing equipment and learning how different parts worked together. Family members and neighbors noticed that Henry was curious and liked solving problems. He often asked questions and searched for answers. This curiosity helped prepare him for the work he would do later in life.

[3] When Henry became an adult, he worked as a mechanic and spent many hours experimenting with engines. He enjoyed testing new ideas and looking for ways to improve machines. At that time, transportation was very different from what it is today. Most people traveled by horse and wagon. Roads were often rough, muddy, or dusty, and trips could take many hours or even several days.

[4] Cars existed, but they were very rare and very expensive. Only a small number of people could afford to own one. Many families depended on horses for transportation because automobiles cost too much money. Before buying a car, many families had to preplan long trips because travel took much more time. Visiting another town often required careful planning and preparation.

[5] Henry Ford believed transportation could be improved. He thought automobiles should not be luxury items that only wealthy people could own. Instead, he believed ordinary families should have the opportunity to buy and use cars. He imagined a future in which people could travel more easily, reach destinations faster, and enjoy greater freedom to move from place to place.

[6] Many business owners at the time disagreed with this idea. Most automobile companies focused on making expensive vehicles for wealthy customers. Henry Ford wanted to do something different. He wanted to create a car that was dependable, simple to operate, and affordable for everyday people.

[7] In 1903, Henry Ford started the Ford Motor Company. Building a successful business was not easy. The company had to design vehicles, hire workers, and convince customers to buy its products. Henry worked hard to make his company successful. He believed that if he could build a good automobile at a reasonable price, people would want to buy it.

[8] A few years later, Henry Ford introduced the Model T. This automobile became one of the most famous cars in American history. The Model T was strong, simple, and much more affordable than many other automobiles. Unlike some cars that required special knowledge to operate, the Model T was designed for ordinary families.

[9] The Model T quickly became popular. Families who had never owned a car before were finally able to purchase one. People who once depended on horses and wagons could now travel by automobile. For many families, owning a car opened new opportunities.

[10] Automobiles changed daily life in many ways. Families could visit relatives who lived farther away. Traveling to stores, schools, and churches became easier. Farmers could transport crops and supplies more efficiently. Workers could travel greater distances to reach their jobs. What once took many hours could often be done in much less time.

[11] As more people purchased automobiles, communities began to change. Roads became more important because people needed reliable ways to travel. Businesses opened along popular travel routes. Towns became more connected as transportation improved. Cars helped people reach places that had once been difficult to visit.

[12] One of Henry Ford's most important contributions was his use of the moving assembly line. Before the assembly

line, building a car required a great deal of time. Workers often moved around the factory completing many different tasks. As a result, automobiles were expensive to produce.

[13] Henry Ford searched for a better way to build cars. He studied manufacturing methods and looked for ways to improve efficiency. Eventually, he introduced the moving assembly line. This system changed the way products were made.

[14] On an assembly line, workers stayed in one location while parts moved from station to station. Each worker completed a specific job before the product moved to the next step. Instead of one person building a large portion of the car, many workers completed smaller tasks.

[15] This process made production faster and more organized. Cars could be assembled in less time, which reduced manufacturing costs. Because the cost of building automobiles decreased, Ford could sell cars at lower prices. This allowed even more families to purchase them.

[16] The success of the assembly line influenced many other industries. Factories that produced different products began using similar methods. Businesses discovered that organizing work into smaller tasks could help increase production and lower costs. Henry Ford's ideas affected manufacturing far beyond the automobile industry.

[17] As Ford Motor Company grew, more workers found jobs in automobile factories. Communities benefited from the economic opportunities created by the growing business. Factories, suppliers, and transportation companies all played a role in supporting the automobile industry.

[18] Because of Henry Ford's ideas, automobiles became more common throughout the United States. Dusty roads connected many towns, and cars helped people travel across them more quickly. Travel became faster, easier, and more convenient for millions of people.

[19] Henry Ford's influence can still be seen today. Modern automobiles are very different from the Model T, but many manufacturing companies continue to use assembly line techniques. The idea of producing products efficiently remains important in factories around the world.

[20] The story of Henry Ford shows how one person's ideas can have a lasting impact. His curiosity about machines, his determination to solve problems, and his willingness to try new ideas helped transform transportation. By creating affordable automobiles and improving the way products were made, Henry Ford changed the lives of countless people.

[21] Today, Henry Ford is remembered as an engineer and businessman who helped make automobiles available to everyday families. His work changed travel, influenced industry, and helped shape the modern world. More than a century later, his ideas continue to affect how people live, work, and move from place to place.

Passage 2: "Sam Walton: Visionary of Retail" (Stamina: High)

[1] Sam Walton grew up during a difficult time in American history. He was born in 1918, and as a child he watched his family work hard during the Great Depression. Money was often tight, and young Sam helped by delivering newspapers, milking cows, and doing small jobs to earn extra money. These experiences taught him an important lesson: families needed ways to stretch every dollar.

[2] The Great Depression affected many people across the United States. Jobs were difficult to find, and many families had to be very careful about how they spent their money. Sam saw his parents work hard to provide for their family. He learned that even small amounts of money were important. Watching people struggle taught him to appreciate hard work and understand the challenges many families faced.

[3] As a young boy, Sam enjoyed helping others and completing tasks. He liked staying busy and often looked for ways to earn money. Whether he was delivering newspapers or helping with chores, he learned valuable lessons about responsibility. These experiences helped shape the ideas he would later use as a businessman.

[4] As Sam grew older, he became very interested in how stores worked. He liked watching customers shop and noticing what they purchased. He wondered why some stores were successful while others were not. He wanted to understand what made people return to a store again and again.

[5] After college, Sam took a job at a retail store and carefully observed how customers shopped. He paid

attention to where products were placed and how workers helped customers. He noticed something that bothered him. Many stores charged high prices, which meant families with limited money often struggled to buy the things they needed.

[6] Sam listened carefully to customers. He learned that many people wanted good products but could not always afford them. He believed businesses should help families save money whenever possible. The more he learned about retail stores, the more he believed there was a better way to serve customers.

[7] Sam also spent time studying successful businesses. He visited different stores and observed how they operated. He took notes, asked questions, and searched for ideas that could improve the shopping experience. He believed that learning from others could help him become a better business owner.

[8] Sam began to wonder if there was a better way. In 1962, Sam Walton decided to try his idea. He opened a small store in Rogers, Arkansas called Walmart. His plan was simple but bold: sell many different products at lower prices so that everyday families could afford them.

[9] At first, running the store was not easy. Sam worked long hours and spent much of his time solving problems. He visited other stores to learn new ideas and constantly looked for ways to improve. He understood that success would not happen overnight. Building a business required patience, effort, and determination.

[10] One of Sam's main goals was to keep prices low. He believed families should not have to spend more money than necessary to buy everyday items. Instead of focusing only on making large profits, he focused on helping customers save money. He believed that if people had a good experience and found affordable products, they would continue returning to his store.

[11] Customers soon began to notice the difference. Many people liked being able to find a variety of products in one location. They also appreciated the lower prices. Families could purchase clothing, household supplies, toys, and many other items without spending as much money as they might at other stores.

[12] As more customers visited Walmart, the business continued to grow. Sam paid attention to customer feedback and looked for ways to improve. He believed businesses should always listen to the people they serve. This approach helped Walmart earn the trust of many shoppers.

[13] More stores opened, especially in small towns where shopping choices had been limited. Some communities did not have many stores nearby, which meant families often had to travel long distances to shop. Walmart provided another option and made shopping more convenient for many people.

[14] Opening stores in small towns was an important part of Sam's plan. Other companies often focused on larger cities, but Sam saw opportunities in smaller communities. He believed people living in small towns deserved the same access to affordable products as people living in bigger cities.

[15] As Walmart expanded, it created jobs for many workers. Employees stocked shelves, assisted customers, organized products, and helped stores operate smoothly. These jobs provided opportunities for people in communities throughout the country. The company's growth also helped support local economies.

[16] Sam Walton continued looking for ways to improve his business. He encouraged workers to share ideas and help solve problems. He believed that good ideas could come from anyone. This teamwork helped Walmart continue growing and adapting to customer needs.

[17] Over time, Walmart became one of the largest retail companies in the United States. Millions of customers visited its stores each year. The company continued expanding into new communities while following Sam's original goal of helping families save money.

[18] Sam Walton's determination to help customers left a lasting mark on communities across the country. His ideas changed the way many businesses operated. Other companies noticed Walmart's success and began looking for ways to improve their own stores.

[19] The impact of Sam Walton's work can still be seen today. Walmart stores continue serving customers in many communities. Families visit stores to purchase groceries, clothing, school supplies, and other products they need for everyday life.

[20] Although Sam Walton started with a single store in Arkansas, his ideas eventually reached millions of people. His success demonstrates how determination, creativity, and hard work can help someone achieve a

[21] goal. He believed that businesses should focus on helping customers, and that belief guided many of his decisions.

[22] Today, Sam Walton is remembered as a businessman who started a company that changed retail shopping in the United States. His efforts helped families save money, created jobs, and expanded shopping opportunities for people in communities across the nation. His story continues to show how one person's ideas can make a lasting difference.

48. Student Annotation Guide

Students annotate both passages before writing. Use the Linear Plot Line and TRACKS to find details that can support R2.

Henry Ford: Visionary of Travel

Plot Line	Annotation Prompt	Possible Detail
Problem	What need did Ford notice?	Cars were rare and expensive.
Action	What did he do?	He started the Ford Motor Company and improved production.
Solution	What solved the problem?	The affordable Model T and moving assembly line.
Impact	What changed for people?	Travel became faster and easier for many families.

Sam Walton: Visionary of Retail

Plot Line	Annotation Prompt	Possible Detail
Problem	What need did Walton notice?	Families with limited money struggled with high prices.
Action	What did he do?	He opened Walmart and listened to customers.
Solution	What solved the problem?	He sold many products at lower prices.
Impact	What changed for people?	Shopping became more convenient and jobs grew in communities.

49. TRACKS Evidence Highlighting

As students reread, they TAP TRACKS in both passages. This gives R2 a complete view of the support.

Letter	Category	Ford Evidence	Walton Evidence
T	Time	born in 1863; In 1903	born in 1918; In 1962
R	Reactions	believed ordinary families should own cars	listened to customers and looked for improvement
A	Actions	introduced the Model T; used the assembly line	opened Walmart; lowered prices
C	Character / Concept	Henry Ford; Model T; assembly line	Sam Walton; Walmart; retail
K	Key Knowledge	lower production cost allowed lower prices	families needed ways to stretch every dollar
S	Scenery / Setting	farm in Michigan; towns and roads	Rogers, Arkansas; small towns

PART IX

50. Five-Day GRADUATE Lesson

Every day uses the same anatomy: purpose, standards, Teacher Script, class slide, student task, expected thinking, embedded check, access without lowering rigor, misconception move, and student product.

DAY 1 | GRADUATE STAGE: GATHER + REVEAL | GROUP: WHOLE CLASS | 15 MINUTES | ■ TEACH

Day Purpose: gather the two-text habit and reveal how GET SET and RRR mirror each other.

Standard	Focus
TEKS	3.12B(i) clear central idea; 3.11B(ii) purposeful conclusion structure
ELPS	4(C)(ii) content-area vocabulary; 4(F)(i) explain with detail

GATHER ■ TEACH**CLASS SLIDE**

Slide 2, One Answer, Two Texts. Preview Henry Ford and Sam Walton and name the Linear Plot Line: Problem, Action, Solution, Impact.

TEACHER SCRIPT

"Today you will learn how a conclusion lands a paired-passage paper. You will use both texts, two details, and one connected idea."

REVEAL ■ TEACH**CLASS SLIDE**

Slide 3, GET SET and RRR mirror each other. Blue purpose, yellow bridge, green thesis (central idea); then green R1, yellow R2, blue R3.

Teacher model: Prompt: Explain why Henry Ford and Sam Walton were important. Thesis (central idea): Henry Ford and Sam Walton were important because they created solutions that helped everyday people.

Green R1: Henry Ford and Sam Walton were significant because they developed solutions that improved life for ordinary people.

Yellow R2: The information in both passages shows how each man noticed a problem, worked toward a solution, and made life easier for many families.

Blue R3: Ultimately, people can make a lasting difference when they respond to everyday needs with ideas that help others.

Embedded check: students name why R1 is green, why R2 is yellow, and why R3 is blue. **Student product:** color-coded model notes.

DAY 2 | GRADUATE STAGE: ATTEMPT | GROUP: PARTNERS | 15 MINUTES | ○ LEARN

Day Purpose: practice building a conclusion with the Bluebird Landing Race.

Standard	Focus
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TEKS	3.12B(iii) craft; 3.11B(ii) conclusion structure
ELPS	4(D)(i)-(iii) sentence types and connecting words; 4(F)(i) detailed explanation

ATTEMPT ○ LEARN

CLASS SLIDE

Slide 4, Bluebird Landing Race. Partners draw an R1, R2, or R3 card, then use the Ford and Walton evidence organizer to build the sentence.

TEACHER SCRIPT

"Choose the sentence job first. Then use both texts so your answer has two pieces of evidence and one connection."

Game Routine and Sample Card

Step	Action	Check
1	Draw a conclusion-job card.	Name R1, R2, or R3.
2	Read the prompt: Explain how Henry Ford and Sam Walton were similar in the ways they helped everyday families.	This is a HOW similarity.
3	Use one detail from each passage.	Ford: affordable cars. Walton: lower prices.
4	Connect the details with a preposition.	by, through, with, in, or across.
5	Write the sentence and explain the job.	The sentence matches the color.
6	Land the Bluebird when all three jobs are complete.	R1, R2, and R3 form one ending.

Sample HOW-similarity conclusion:

R1: Henry Ford and Sam Walton supported everyday families through practical solutions that made life more affordable.

R2: The details from both passages highlight the ways each man responded to a problem and created changes that benefited many people.

R3: As the Bluebird leaves the tree, thoughtful problem-solvers often help communities by creating solutions people can truly use.

Embedded check: before a pair moves the marker, require one Ford detail, one Walton detail, and a connection sentence.

DAY 3 | GRADUATE STAGE: DISCUSS + USE | GROUP: WHOLE CLASS, THEN INDEPENDENT | 15 MINUTES | ○ LEARN then ✓ ASSESS

Day Purpose: distinguish HOW similarity from HOW difference and independently write RRR.

Standard	Focus
TEKS	3.11B(iii) relevant details; 3.12B(i) clear central idea
ELPS	4(D)(i)-(iii) sentence structures; 4(F)(i) detailed response

DISCUSS ○ LEARN

CLASS SLIDE

Slide 5, HOW Similarity or HOW Difference? Similarity asks what both did in a similar way. Difference asks how their actions or solutions were not alike.

TEACHER SCRIPT

"How were Ford and Walton similar in the ways they helped families? Now ask: How were their solutions different? Listen for the exact prompt demand."

Similarity model: Henry Ford and Sam Walton helped everyday families by creating affordable solutions. **Difference model:** Ford improved travel with the Model T and moving assembly line, while Walton improved retail with lower prices and more products.

USE (Try It On Your Own!) ✓ ASSESS

CLASS SLIDE

Slide 6, Write the Landing. Use the prompt, both biographies, one detail from each, and the three RRR jobs.

Student steps: 1. Read the prompt. 2. Name the thesis (central idea). 3. Select one Ford detail and one Walton detail. 4. Write green R1, yellow R2, and blue R3. 5. Underline the connection word in R1 or R3.

R1: Henry Ford and Sam Walton were important because they developed useful solutions that improved everyday life.

R2: The evidence from both passages shows that Ford made travel more accessible while Walton made shopping more affordable and convenient.

R3: Their stories remind readers that a practical idea can grow into lasting change when it answers a real need.

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Collect the conclusion. Check for all three colors, both passage titles or clearly paired evidence, and a final reflection.

Access without lowering rigor: provide the frame "The evidence from both passages shows ____" without choosing the details or the reflection for the student.

DAY 4 | GRADUATE STAGE: AWARD + TARGET | GROUP: WHOLE CLASS, THEN INDEPENDENT | 15 MINUTES | ✓ ASSESS

Day Purpose: celebrate a strong landing and revise a conclusion that stops before the Bluebird Moment.

Standard	Focus
TEKS	[3.12B(iii)] craft; [3.11B(ii)] coherent conclusion
ELPS	[4(D)(i)-(iii)] connecting words; [4(F)(i)] detail

AWARD ✓ ASSESS

TEACHER SCRIPT

"Today you learned how to finish strong. You built green, yellow, and blue. Your paper now has a landing place."

CLASS SLIDE

Slide 7, Take a Step Forward If your conclusion uses both texts, has all three jobs, and leaves the reader with a big idea.

TARGET ✓ ASSESS

Weak conclusion: Henry Ford and Sam Walton were important. They helped people. That is why they mattered.

Students identify what is missing, then revise it.

Possible revision:

R1: Henry Ford and Sam Walton were significant because they created solutions that improved life for ordinary people.

R2: The evidence from both passages shows how each man noticed a need, worked toward a solution, and helped many families.

R3: Communities grow stronger when determined people turn everyday problems into ideas that help others.

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Students name one sentence they revised and explain which RRR job it now performs.

Student product: a revised, color-coded conclusion and one written target for Day 5.

DAY 5 | GRADUATE STAGE: EDUCATE AND EXPLAIN TO OTHERS + TRANSFER | GROUP: PARTNERS | 15 MINUTES | ✓ ASSESS

Day Purpose: teach the Paired Passage HABIT, complete the exit ticket, and transfer the conclusion skill to the full ECR assignment.

Standard	Focus
TEKS	3.12B(i) clear central idea; 3.11B(iii) relevant details
ELPS	4(C)(ii) content-area vocabulary; 4(F)(i) explain with detail

EXPLAIN ✓ ASSESS

CLASS SLIDE

Slide 8, Turn and Teach. Explain One answer = two texts, the Linear Plot Line, and R1, R2, R3.

TEACHER SCRIPT

"Turn to a partner and teach the habit: use both texts, choose one detail from each, and connect the ideas in one sentence. Then teach the three jobs of the RRR conclusion."

EDUCATE

Partners point to the Ford and Walton evidence, trace Problem, Action, Solution, Impact, and explain how R2 refers to the support as a whole. Listen for a distinction between HOW similarity and HOW difference.

Transfer: Full ECR Writing Assignment

CLASS SLIDE

Slide 9, Write the full paired-passage response. Use GET SET, three evidence paragraphs, and the RRR conclusion.

Students complete the final response using the prompt: Explain how Henry Ford and Sam Walton were similar in the ways they helped everyday families. The introduction uses blue, yellow, green. The conclusion mirrors it with green R1, yellow R2, blue R3.

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Ask students to explain how their R2 refers to both texts and how their R3 reflects a big-picture impact.

Student product: partner teaching explanation, exit ticket, and complete paired-passage ECR.

Return to the Overarching Question

Students compare first thinking with final thinking and name how RRR makes an ending land.

TEACHER SCRIPT

"You can end a paired-passage paper with purpose. You can restate the central idea, refer to the evidence from both texts, and reflect on why the idea matters."

PART X

Student Exemplars

Prompt: Explain how Henry Ford and Sam Walton were similar in the ways they helped everyday families. Every response uses both texts.

51. Low / Developing Exemplar

Field	Detail
Student response	Henry Ford and Sam Walton helped people.
What the student did successfully	Named both people and used a complete sentence.
What is missing	No clear R1, R2, or R3; no evidence from both texts; no reflection.
Exact next instructional step	Add one Ford detail, one Walton detail, and label each conclusion job.

52. Medium / Approaching Exemplar

Field	Detail
Student response	Henry Ford and Sam Walton helped families by making things better.
What the student did successfully	Named both texts and attempted a HOW-similarity thesis (central idea).
What is missing	The evidence is not specific and R2 does not refer to the support as a whole.
Exact next instructional step	Use the Model T or assembly line for Ford and lower prices or small-town stores for Walton.

53. High / Secure Exemplar

Part	Example
Prompt	Explain how Henry Ford and Sam Walton were similar in the ways they helped everyday families.
thesis (central idea)	Henry Ford and Sam Walton helped everyday families through affordable solutions that improved daily life.
R1 Green	Henry Ford and Sam Walton supported everyday families through practical solutions that made life more affordable and convenient.
R2 Yellow	The details from both passages highlight the ways each man responded to a problem and created changes that benefited many people.
R3 Blue	As the Bluebird leaves the tree, thoughtful problem-solvers often help communities by creating solutions people can truly use.
Why it works	It uses both passages, refers to the evidence as a whole, and reflects a big-picture impact.

Additional Secure Exemplar: HOW Difference

Prompt	Conclusion
Prompt	

	Explain how Henry Ford and Sam Walton were different in the ways they helped everyday families.
Conclusion	Ford changed travel with the Model T and moving assembly line, while Walton changed retail with lower prices and more products. Their different solutions show that people can serve a shared need in more than one way.

Secure Response: Evidence and Explanation

Response Part	Text-Based Example	Why It Works
Ford evidence	Families who had never owned a car before were finally able to purchase one.	Shows increased access to travel.
Walton evidence	Customers appreciated the lower prices and the variety of products in one location.	Shows increased access to everyday goods.
Explanation	Together, these details show that both men made important needs more affordable and convenient for families.	Connects one detail from each passage.

PART XI

Assessment & Evidence**54. Teacher Answer Guidance & Evidence Notes**

A strong response follows the Paired Passage HABIT: use both texts, include one detail from each, and connect the ideas in one sentence. For a conclusion, R1 restates the thesis (central idea), R2 refers to the evidence as a whole, and R3 reflects the big picture.

Accept different wording when the meaning stays accurate and the evidence comes from both biographies.

55. Standards Evidence Trail

Evidence Artifact	What to Check	Standards
Color-coded GET SET and RRR model	Each sentence has a job and a color.	3.12B(i) , 3.12B(ii)
Bluebird Landing Race card	Student assembles R1, R2, R3 with both-text support.	3.12B(iii) , 3.11B(ii)
Independent conclusion	Student uses one detail from each passage and reflects.	3.11B(iii) , 3.7C
Module Writing Assignment	Student completes a focused, coherent ECR.	3.11B(ii) , 3.12B(i)

56. Assessment Opportunities

Formative checks: Day 1 color sort, Day 2 game routine, Day 3 independent conclusion, and Day 4 revision.

Exit Ticket Assessment: write an RRR conclusion for the Ford and Walton HOW-similarity prompt. Review the green R1, yellow R2, blue R3, one detail from each text, and the connecting idea.

Assessment Point	Evidence Collected
Day 1	Color-coded model notes.
Day 2	Bluebird Landing Race conclusion cards.
Day 3	Independent RRR conclusion using both texts.
Day 4	Revised conclusion with a stronger R3.
Day 5	Exit ticket and complete ECR.

Prompt Bank	Expected Evidence
Explain why Henry Ford and Sam Walton were important.	R1 restates their importance; R2 groups both solutions; R3 reflects lasting impact.
Explain how Henry Ford and Sam	Use by, through, with, in, or across to explain similarity.

Walton were similar in the ways they helped everyday families.	
Explain how Henry Ford and Sam Walton were different in the ways they helped everyday families.	Contrast travel and retail solutions while using both texts.

PART XII

Formal Module Assessment Addendum**57. Student Exit Ticket (Printable Page)**

Prompt: Explain how Henry Ford and Sam Walton were similar in the ways they helped everyday families.

Write: one thesis (central idea), then three conclusion sentences. Color or label R1 green, R2 yellow, and R3 blue.

Check: I used both texts. I used one detail from each. I connected the ideas. I reflected on the big picture.

58. Exit Ticket Answer Key

Response Part	Possible Answer	Check
thesis (central idea)	Henry Ford and Sam Walton helped everyday families through affordable solutions that improved daily life.	Answers the HOW-similarity prompt.
R1 Green	Henry Ford and Sam Walton supported everyday families through practical solutions that made life more affordable and convenient.	Fresh words, same central idea.
R2 Yellow	The details from both passages show that Ford made cars more accessible and Walton made products more affordable and convenient to buy.	Refers to the evidence as a whole.
R3 Blue	Their stories show that useful ideas can grow into lasting community change when they answer real needs.	Reflects beyond the paper.

59. Scoring Principle

Score the thinking first. A secure response uses both texts, contains one detail from each, connects the ideas, and lands with a clear RRR conclusion. Sentence polish supports the score but does not replace two-text reasoning.

60. Gradebook Conversion

Evidence	Beginning	Developing	Secure	Gradebook Use
Paired-passage use	One text or no text evidence	Both texts named but connection is weak	Both texts used and connected	Record the level and next step.
RRR structure	Jobs are missing	Two jobs are present	R1, R2, and R3 are clear	Record the conclusion level.
Big-picture reflection	No reflection	General ending	Specific Bluebird Moment	Use for writing conference.

61. Recommended Gradebook Label

Gradebook label: "G3 C5 M3 Conclusion Paragraph, RRR Bluebird Moment."

PART XIII

Module Writing Assignment**62. Writing Assignment (Teacher Scoring Copy)**

Field	Assignment
Prompt	Explain how Henry Ford and Sam Walton were similar in the ways they helped everyday families.
Required texts	Henry Ford: Visionary of Travel and Sam Walton: Visionary of Retail
Introduction	GET SET: blue purpose, yellow bridge, green thesis (central idea).
Body	Three reason or way paragraphs with one Ford detail and one Walton detail in each connected response.
Conclusion	RRR: green R1, yellow R2, blue R3.
Required vocabulary	Use at least three words from the vocabulary tables.
Final check	One answer equals two texts.

63. Student Planning Frame

Prompt: Explain how Henry Ford and Sam Walton were similar in the ways they helped everyday families.

GET SET blue purpose: People can improve life for others when they respond to everyday needs.

GET SET yellow bridge: Both passages show how the two men noticed problems and created changes.

GET SET green thesis (central idea): Henry Ford and Sam Walton helped everyday families through _____.

Ford evidence:

Walton evidence:

Connection sentence: Together, these details show _____.

R1 green: _____.

R2 yellow: _____.

R3 blue: _____.

64. Writing Assignment Rubric

Criteria	Beginning	Developing	Secure
Both texts	Uses one text or no evidence.	Uses both texts but the connection is unclear.	Uses both texts with one relevant detail from each.
R1	Copies or omits the thesis (central idea).	Restates with limited word change.	Restates the thesis (central idea) with fresh words.
R2	Adds new information or names one text only.	Refers to some support.	Refers to evidence from both texts as a whole.
R3	Stops or summarizes.	Gives a general ending.	Reflects a specific big-picture impact.
Craft	Sentences are incomplete or disconnected.	Some connecting words are used.	Sentences connect smoothly and use precise vocabulary.

65. Writing Gradebook Conversion

Rubric Result	Gradebook Description
Beginning	Needs support to use both texts and write the RRR jobs.
Developing	Uses both texts and some RRR jobs with partial connection.
Secure	Uses both texts, all RRR jobs, and a clear Bluebird Moment.

66. Teacher Feedback Shortcuts

- "Add the other passage."
- "Name the Ford detail and the Walton detail."
- "R1 needs fresh words, not a copy."
- "R2 refers to the evidence as a whole."
- "R3 needs the big picture."
- "Check the HOW similarity or HOW difference in the prompt."

PART XIV

Response to Student Need**67. Intervention: Name the Thinking**

Need	Teacher Move	Student Output
Uses one passage	Place Ford and Walton cards side by side.	Names one detail from each.
Confuses R1 and R2	Sort a restatement card and an evidence-reference card.	Explains the job of each color.
Writes summary for R3	Ask what the evidence means for more people.	Adds a Bluebird reflection.
Confuses HOW prompts	Ask whether the prompt asks similarity or difference.	Uses an accurate preposition and comparison.

TEACHER SCRIPT

"Use both texts. R1 restates, R2 refers to the evidence as a whole, and R3 reflects the big picture."

68. Embedded Checks & Student Support

Moment	Check	Support Without Lowering Rigor
After reading	Can the student name Problem, Action, Solution, Impact in both passages?	Point to the chart; student supplies the details.
Before writing	Does the plan contain one Ford detail and one Walton detail?	Use two labeled evidence cards.
During RRR sort	Can the student match job and color?	Let the student move the cards before writing.
After writing	Does R3 reflect rather than summarize?	Ask, "Why does this matter beyond the two men?"

69. Student Support Quick Reference

If the student says...	Teacher response	Keep the thinking with the student by...
"I only need Ford."	A paired-passages response needs both texts.	Ask the student to add a Walton detail.
"R1 is the same sentence."	R1 keeps meaning but changes words.	Ask the student to replace one or two words.
"R2 is a new fact."	R2 refers back to support already used.	Ask the student to group the two details.
"R3 is just the end."	R3 reflects why the idea matters.	Ask what other communities can learn.

70. Enrichment: Connect Across Texts

Extension	Student Challenge	Evidence of Enrichment
HOW similarity	Explain how both men helped families through affordable solutions.	Uses by, through, with, in, or across accurately.
HOW difference	Explain how travel and retail solutions were different.	

		Uses contrast while keeping both texts.
Impact	Explain how each solution affected communities beyond the original product.	Connects jobs, towns, travel, and access.
Craft	Write two possible R3 reflections and select the stronger one.	Justifies the Bluebird Moment.

Expert Reflection: ask students to explain how the prompt type shaped the thesis (central idea), evidence connection, and R3 reflection.

71. Additional Writing Opportunity: Plan and Draft

Planning Support

Students plan a second conclusion for the HOW-difference prompt: Explain how Henry Ford and Sam Walton were different in the ways they helped everyday families.

thesis (central idea): Ford helped families with affordable travel, while Walton helped families with affordable retail choices.

Evidence: Ford: Model T and moving assembly line. Walton: lower prices and stores in small towns.

Success Criteria: use both texts, write R1, R2, R3, and reflect on what the difference teaches.

72. Additional Writing Opportunity: Revise, Edit, and Share

1. Read the RRR conclusion aloud.
2. Check green, yellow, blue jobs.
3. Check one detail from each biography.
4. Replace repeated words in R1.
5. Check that R3 has no new evidence and has a big-picture reflection.
6. Share the Bluebird Moment with a partner.

PART XV

Engagement & Home Connection

73. Auditory Engagement Moments

- Students echo the RRR chant: "Restate, Refer, Reflect."
- Students say one Ford detail, one Walton detail, and one connection sentence.
- Students rehearse a HOW similarity and a HOW difference aloud.

74. Pause Points

Use a brief pause after every model. Ask students to name the sentence job, point to its color, and identify whether the sentence uses Ford, Walton, or both. Return to the overarching question before independent writing.

75. At-Home Connection

Ask a family member to name two people who solved a problem in different ways. The student should identify one detail from each story, connect the ideas, and say an R3 reflection. No worksheet is required.

PART XVI

Student Ownership**76. My Progress Tracker****TEACHER SCRIPT**

"Use this tracker as a private reflection tool. Check one response for each skill after you practice it."

Directions: Check the box that matches your current work.

I Can...	Not Yet	Getting It	I've Got It!
Use both passages in one answer.	☐	☐	☐
Find one detail from each passage.	☐	☐	☐
Track Problem, Action, Solution, Impact.	☐	☐	☐
Write a thesis (central idea) that answers the prompt.	☐	☐	☐
Write green R1 with fresh words.	☐	☐	☐
Write yellow R2 about the evidence as a whole.	☐	☐	☐
Write blue R3 as a big-picture reflection.	☐	☐	☐
Tell HOW similarity from HOW difference.	☐	☐	☐
Revise my landing so it leaves the reader thinking.	☐	☐	☐

77. Student Award

What can I already do? Name one RRR sentence or one two-text connection that shows a strength.

78. Student Target

What do I want to practice next? Name one next step for using both passages or strengthening R1, R2, or R3.

PART XVII

Teacher Closure & Reviewer Evidence**79. Teacher Encouragement / Closing Script****TEACHER SCRIPT**

"You can end a paired-passage paper with purpose. You can use both texts, restate the thesis (central idea), refer to the evidence as a whole, and reflect on the big picture. Your Bluebird Moment gives the reader an idea to carry forward."

80. Essential / Overarching Question, Answered

How can a writer end a paired-passage paper with a strong RRR conclusion that restates, refers, and reflects?

A writer can end strongly by using both texts to build three connected sentences. R1 restates the thesis (central idea) with fresh words. R2 refers to the evidence from both passages as a whole. R3 reflects the big picture and shows why the connected idea matters beyond the paper. This is the Bluebird Moment.

81. Teacher Reflection

- Which students used both biographies without prompting?
- Which students restated the thesis (central idea) with fresh words?
- Which students referred to the evidence as a whole?
- Which students wrote a true Bluebird Moment?
- Which prompt type needs another model: HOW similarity or HOW difference?
- Which evidence should be preserved for the next lesson?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

Collect and date evidence that shows the skill was taught and learned:

- Linear Plot Line notes for both biographies
- Bluebird Landing Race card sets
- Color-coded RRR conclusions
- Student exit tickets
- High / Secure, Medium / Approaching, and Low / Developing exemplars
- Completed G3 C5 M3 writing assignments

PART XVIII

Production & Implementation Support**83. Module Slide Deck Build Sheet**

The slide deck follows the five-day lesson and preserves the RRR color system.

Slide	Title	Required Content	Lesson Location
1	The Bluebird Moment	Cluster 5, Module 3, High Stamina	Cover
2	One Answer, Two Texts	Paired Passage HABIT and Linear Plot Line	Day 1 Gather
3	GET SET and RRR	Blue purpose, yellow bridge, green thesis (central idea); green R1, yellow R2, blue R3	Day 1 Reveal
4	Bluebird Landing Race	Sort R1, R2, R3 using Ford and Walton evidence	Day 2 Attempt
5	HOW Similarity or Difference?	Use by, through, with, in, or across; distinguish prompt types	Day 3 Discuss
6	Write the Landing	Independent color-coded RRR conclusion	Day 3 Use
7	Award and Target	Recognize a strong landing and revise a weak one	Day 4
8	Turn and Teach	Teach the two-text habit and explain RRR	Day 5
9	Exit Ticket	Complete the paired-passage conclusion	Day 5 Transfer

Reviewer note: every slide keeps Henry Ford and Sam Walton as the only source biographies.

84. Virtual / Online Adaptation

Keep the skill and rigor identical; change only the delivery method.

Element	Adaptation
Shared screen	Display both biographies and the color-coded RRR model.
Annotation	Students mark Ford evidence and Walton evidence in a shared document.
Breakout discussion	Pairs rehearse one detail from each passage and one connection sentence.
Digital card sort	Students drag green, yellow, and blue RRR cards into order.
Submission	Collect the exit ticket and full ECR in the learning platform.
Feedback	Return comments that name both-text use, R1, R2, R3, and the Bluebird reflection.

PART XIX

Teacher Reflection**85. Teacher Reflection (This Module)**

Fill this in after teaching. Write only in the blank right column.

What worked so well that I want to keep it	
What I would change next time	
My favorite moment this module	
A student who surprised me, and how	
Did the pacing fit? Where did we need more or less time?	
Students to pull for a quick small group next	
One standard worth a second pass	
One idea to make this module even better next year	
Open notes	

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Teacher Lesson Plan Guide

Color-Coding the Full ECR Paper

Grade 3 | Cluster 5 | Module 4

Grade: 3

Cluster: 5, paired-passage informational Extended Constructed Response (ECR)

Module: 4 of the cluster

Primary Instructional Category: Informational Writing / Paired-Passage Extended Constructed Response

Module Title: Color-Coding the Full ECR Paper

Content Connection / Passage Titles: the informational biographies "Henry Ford: Visionary of Travel" and "Sam Walton: Visionary of Retail" (Week 4, Very High Stamina)

Reading Focus: Linear Plot Line: Problem, Action, Solution, Impact

Writing Focus: Full ECR color coding: GET SET, body sentence jobs, and RRR conclusion

Primary TEKS: [3.12B\(i\)](#), [3.12B\(ii\)](#), [3.12B\(iii\)](#), [3.11B\(ii\)](#), [3.11B\(iii\)](#)

Approximate Daily Instructional Time: 15 minutes per day, across 5 days

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Response Strand (7-Strand) TEKS Woven Into This Module

The response strand supports a paired-passage full ECR response. Students read both biographies, use evidence from each, and connect the ideas in one answer.

- **[3.7A]** describe personal connections to a variety of sources, including self-selected text. [Discuss the needs Henry Ford and Sam Walton noticed.]
- **[3.7B]** write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources. [Use both biographies in every complete response.]
- **[3.7C]** use text evidence to support an appropriate response. [Use one detail from each passage.]
- **[3.7D]** retell, paraphrase, or summarize texts in ways that maintain meaning and logical order. [Track Problem, Action, Solution, Impact.]
- **[3.7E]** interact with sources in meaningful ways such as note taking, annotating, free writing, or illustrating. [Annotate both passages.]
- **[3.7F]** respond using newly acquired vocabulary as appropriate. [Use module vocabulary in the conclusion.]
- **[3.7G]** discuss specific ideas in the text that are important to the meaning. [Discuss the impact of each solution.]

1. A Little Inspiration Goes a Long Way!

TEACHER SCRIPT

"When you can see the structure of your writing, you can understand the purpose of every sentence. Color helps you notice that strong writing is built with intention."

Module 4 asks students to make the full ECR paper visible. Every sentence has a job, and every job has a color. The paper opens wide, narrows to a clear thesis (central idea), develops evidence and explanation, and widens again in the conclusion.

2. Why This Module Matters

Students examine the entire paired-passage informational ECR paper as one complete structure. They use both biographies, track Problem, Action, Solution, Impact in each passage, and color-code the job of every sentence.

The full-paper color code makes the structure visible: GET SET uses blue statement of purpose, yellow bridge, and green thesis (central idea). Body paragraphs use green reason or way, yellow evidence, red explanation, and blue significant inferencing. The conclusion uses green R1 Restate, yellow R2 Refer to the evidence as a whole, and blue R3 Reflect the big picture. The introduction and conclusion mirror each other by color.

One answer = two texts. A complete response uses one detail from each passage and connects the ideas in one sentence.

3. Module Essential / Overarching Question

How can a writer use color-coding to see that every sentence in an ECR paper has a specific job?

Students record first thinking before the five-day lesson and return to the question after they color-code a complete response.

My First Thinking:

My Final Thinking:

Family Communication**4. Parent Communication Purpose**

Families receive a clear explanation of how students connect two informational biographies into one ECR answer and how the color code shows the job of every sentence. The home connection uses conversation, not additional written work.

5. Family Letter (English)

Dear Families,

This week your student is learning to write a paired-passage response by connecting TWO informational texts into ONE clear answer. The guiding rule is simple: one answer = two texts. A strong response uses evidence from BOTH passages and explains how the ideas connect.

We are reading about Henry Ford, who made automobiles more affordable with the Model T and the moving assembly line, and Sam Walton, who opened Walmart to offer lower prices and serve customers. Your student will track Problem, Action, Solution, Impact in each biography, then color-code the full ECR paper. Blue shows the statement of purpose, yellow shows a bridge or evidence, green shows the thesis (central idea), red shows explanation, and blue shows significant inferencing or reflection.

Please ask your student, "What is one idea that fits BOTH passages?" or "How were Ford and Walton alike or different in the ways they helped everyday families?" This conversation reinforces the work we are doing in class.

With appreciation, Your student's teacher

6. Family Letter (Spanish) / Carta para las Familias

Estimadas familias:

Esta semana su estudiante aprenderá a escribir una respuesta de pasajes emparejados al conectar DOS textos informativos en UNA respuesta clara. La regla principal es sencilla: una respuesta = dos textos. Una respuesta sólida usa evidencia de AMBOS pasajes y explica cómo se conectan las ideas.

Leeremos sobre Henry Ford, quien hizo que los automóviles fueran más accesibles con el Model T y la línea de ensamblaje, y Sam Walton, quien abrió Walmart para ofrecer precios más bajos y atender a los clientes. Su estudiante seguirá Problema, Acción, Solución, Impacto en cada biografía y después marcará con colores el ECR completo. El azul muestra el propósito, el amarillo muestra el puente o la evidencia, el verde muestra la tesis (idea central), el rojo muestra la explicación y el azul muestra la inferencia significativa o la reflexión.

Pregúntele a su estudiante: "¿Cuál es una idea que encaja con AMBOS pasajes?" o "¿En qué se parecían o se diferenciaban Ford y Walton al ayudar a las familias?" Esta conversación refuerza el aprendizaje de la clase.

Con aprecio, El maestro o la maestra de su estudiante

7. Family Conversation Starters

Use these questions at home or send them with the family letter. Each question requires thinking about both texts.

- What does it mean to connect two texts into one answer?
- Why is it important to use BOTH passages?
- How were Henry Ford and Sam Walton alike?
- How were their solutions different?
- What is one idea that fits BOTH Ford and Walton?

8. Simple Family Activities

Both activities need little or no materials and end in conversation.

Family Activity: One Answer, Two Stories

Share two short stories or shows. Ask your student to name one idea that fits both and say, "Both helped people by ____." Ask which detail came from each story.

Family Activity: Problem to Impact

Choose a change that affected many people. Walk through Problem, Action, Solution, Impact. Ask your student to name one detail from each source and connect the ideas in one sentence.

Teacher Road Map

9. Teacher Navigation Key

- Reading focus: Linear Plot Line across both biographies: Problem, Action, Solution, Impact.
- Paired Passage HABIT: Use BOTH texts; two pieces of evidence, one detail from EACH passage; connect the ideas in one sentence.
- Writing focus: color-code the full ECR paper so every sentence has a job and a color.
- GET SET colors: blue statement of purpose, yellow bridge, green thesis (central idea).
- Body colors: green reason or way, yellow evidence, red explanation, blue significant inferencing.
- RRR colors: green R1 Restate, yellow R2 Refer to the evidence as a whole, blue R3 Reflect the big picture.

10. GRADUATE Evidence Alignment

Each GRADUATE stage produces evidence that students can see and explain in a full color-coded ECR paper.

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Students activate both-text reading and the Linear Plot Line.
Reveal	■ TEACH	The teacher models the full-paper color code and the GET SET/RRR mirror.
Attempt	○ LEARN	Students rebuild color-coded sentences and identify each job.
Discuss	○ LEARN	Students explain how color, sentence job, and paired evidence connect.
Use	✓ ASSESS	Students color-code a complete exemplar and write a paired-passages response.
Award	✓ ASSESS	Students identify a strength in their full-paper color coding.
Target	✓ ASSESS	Students identify one sentence job or color to strengthen.
Explain / Educate	✓ ASSESS	Students teach the color system and explain the mirror pattern.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 3, Cluster 5, Module 4
Module Category	Paired-passage informational ECR full-paper color coding
Primary TEKS	3.12B(i) , 3.12B(ii) , 3.12B(iii) , 3.11B(ii) , 3.11B(iii)
Reading Focus	Linear Plot Line: Problem, Action, Solution, Impact
Writing Focus	Full ECR color code: GET SET, body sentence jobs, and RRR conclusion
Content Connection	Henry Ford: Visionary of Travel; Sam Walton: Visionary of Retail
Daily Lesson Time	15 minutes per day, 5 days
Weekly GRADUATE Map	Day 1 Gather and Reveal; Day 2 Attempt; Day 3 Discuss and Use; Day 4 Award and Target; Day 5 Educate and Explain to Others
Student Product(s)	Color-coded full ECR exemplar, color key, exit ticket, and complete paired-passages response
Formal Assessment Product	Module Writing Assignment and exit ticket

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: Students will write one informational response that uses evidence from BOTH passages and connects the ideas around a clear central idea. Students will color-code every sentence by its job and explain why GET SET and RRR mirror each other.

I Will Statements

- I will read two passages and track Problem, Action, Solution, Impact in each.
- I will find evidence from BOTH texts.
- I will connect the two ideas into one clear explanation.
- I will color-code every sentence by its job.

I Can Statements

- I can use evidence from both passages in one answer.
- I can identify blue, yellow, green, and red sentence jobs.
- I can write a thesis (central idea) that answers the prompt.
- I can explain how the introduction and conclusion mirror each other.

CLASS SLIDE

Module Slide 1: the I Will and I Can statements for this module.

13. Success Criteria

Students use these criteria to check a color-coded full ECR response.

- My answer uses evidence from BOTH passages.
- I include two pieces of evidence, one detail from each text.
- My explanation connects the ideas into one central idea.
- Every sentence has a job and a correct color.
- My introduction uses blue, yellow, green and my conclusion uses green, yellow, blue.

14. Evidence That Will Demonstrate Mastery

- Day 1 color-coded model notes for GET SET, a body paragraph, and RRR.
- Day 2 Color Code Capture sentence strips labeled by job and color.
- Day 3 independently color-coded full exemplar with one Ford detail and one Walton detail.
- Day 4 revised color-coded paper and specific target.
- Day 5 partner teaching explanation, exit ticket, and Module Writing Assignment.

15. TEKS Correlations

TEKS	Strand	Student Expectation	Where Taught	Where Practiced	Where Assessed
3.12B(i)	Composition	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	Days 1 to 5	GET SET thesis (central idea) and R1	Full ECR
3.12B(ii)	Composition			Full ECR color code	

		compose informational texts, including brief compositions that convey information about a topic, using genre characteristics	Days 1 to 3		Exemplar and assignment
3.12B(iii)	Composition	compose informational texts, including brief compositions that convey information about a topic, using craft	Day 4	Purposeful color and sentence jobs	Revision
3.11B(ii)	Writing Process	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure	Days 1 to 5	Mirrored GET SET and RRR organization	Full ECR
3.11B(iii)	Writing Process	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details	Days 2 to 3	Evidence and explanation colors	Full ECR

16. Standards Coverage Matrix

This matrix classifies each standard as PRIMARY, SPIRAL, or RECURSIVE and names where it occurs in this module.

Classification	TEKS	Student Expectation	Where It Occurs
PRIMARY	3.12B(i)	clear central idea	GET SET thesis (central idea), R1, and final assignment
PRIMARY	3.12B(ii)	genre characteristics	Full ECR color code
PRIMARY	3.12B(iii)	craft	Sentence-job word choice and color revision
PRIMARY	3.11B(ii)	purposeful structure	GET SET/body/RRR organization
PRIMARY	3.11B(iii)	engaging idea with relevant details	Both-text evidence and explanation
SPIRAL	3.7B	compare and contrast ideas across sources	HOW similarity and HOW difference
SPIRAL	3.7C	use text evidence	One detail from each passage
SPIRAL	3.7E	annotate sources	DOT and TRACKS

17. ELPS Correlations

ELPS	Domain	Complete Student Expectation	Day Addressed
4(C)(ii)	Writing	write using content-area vocabulary	Days 1 to 5
4(D)(i)-(iii)	Writing	write using a variety of grade-appropriate sentence lengths, sentence types, and connecting words	Days 1 to 3
4(F)(i)	Writing	write to narrate, describe, explain, respond, or persuade with detail in the content areas	Days 2 to 5

ELPS Woven Into Intervention

ELPS	Domain	Complete Student Expectation	Day Addressed
1(E)	Listening	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.	Intervention, after Day 3
2(E)	Speaking	Use comprehensible language to explain information orally with increasing specificity and detail during classroom interactions.	Intervention, after Day 3

ELPS Woven Into Enrichment

ELPS	Domain	Complete Student Expectation	Day Addressed
2(E)	Speaking	Use comprehensible language to explain information orally with increasing specificity and detail during classroom interactions.	Enrichment, after Day 4
4(D)	Writing	Write using a variety of grade-appropriate sentence lengths and types.	Enrichment, after Day 4

18. ELPS Linguistic Accommodations

Proficiency Level	Language Objective
Pre-Production	Point to Ford evidence and Walton evidence using gestures and color-coded highlights.
Beginning	Sort evidence cards by passage and point to the label before speaking.
Intermediate	Say a connection using the frame: "Both men ____ because ____."
High Intermediate	Explain how the two texts connect using the frame: "The Ford passage shows ____, and the Walton passage shows ____."
Advanced	Use oral rehearsal to refine a paired-passage response before writing and color-code the sentence jobs independently.

Language Supports

- Provide a two-column evidence organizer labeled Ford and Walton.
- Keep the four-color key visible while students decide each sentence job.
- Allow oral rehearsal before writing while keeping the color decision with the student.

19. Language Domains

Domain	How This Module Builds It
Listening	Students hear the color code and restate the job of each color.
Speaking	Students explain to a partner why each sentence receives its color.
Reading	Students read both biographies and track Problem, Action, Solution, Impact.
Writing	Students color-code a full ECR paper and write a paired-passage response.

20. Rigor Safeguard

Allowed Support	Rigor That Remains
Read or repeat the prompt	The student identifies whether the prompt asks HOW similarity or HOW difference.
Provide a sentence frame	The student chooses one Ford detail, one Walton detail, and the connection.
Use the color key	The student decides the job of every sentence and defends the color choice.

21. Rigor & Cognitive Demand

Level of Thinking	What Students Must Do	Expected Independence	Evidence
Literal	Name blue, yellow, green, and red sentence jobs.	Supported	Matches each job to its color.
Inferential			

	Decide the job of a sentence and tag it correctly.	Guided on Days 1 and 2, independent by Day 5	Rebuilds and color-codes the paper.
Evaluative	Judge why the introduction and conclusion are mirror color patterns.	Partner discussion on Day 3, independent on Day 5	Explains that the paper opens broad, narrows, then widens.

22. The Five Thinking Levels

Level	Hidden Question	Student Thinking	Focus
Foundational (Red)	What happened?	I can name what each passage is about.	Recall from each text
Emergent (Orange)	Why was it done?	I can explain each person's problem and solution.	Purpose and plot line
Visible (Yellow)	Why is it important in the passages?	I can find evidence in BOTH texts.	Evidence from two texts
Independent (Green)	How do the ideas connect?	I can connect the two ideas into one.	Connection across texts
Reflective (Blue)	Why does the connected idea matter?	I can explain why the idea matters.	Significance

The Progression of Thinking

Level	Task
Recall	Name what each passage is about.
Skill	Find one detail from each passage.
Strategic	Connect both details in one sentence.
Extended	Explain the color-coded structure and reflect on why the connected idea matters.

TEACHER SCRIPT

"You will move from naming each passage, to finding one detail from each, to connecting both details, and finally to explaining why the connected idea matters. This is how you build strong writing stamina."

23. Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	Practical Self-Correction
Color-coding is decoration.	The teacher may treat coloring as busywork.	Ask what job the color proves the sentence is doing.
Evidence and explanation are the same color.	The teacher may accept yellow for both proof and thinking.	Remind: yellow is evidence and red is the explanation that makes meaning clear.
The introduction and conclusion use the same order.	The teacher may expect both to move blue to yellow to green.	Show the mirror: introduction is blue, yellow, green; conclusion is green, yellow, blue.

24. Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	Practical Correction
Any color works if the paper is neat.		

	The student colors without matching the job.	Use the color key: if the job is known, the color is known.
Red belongs anywhere.	The student marks a reason or evidence red.	Remind: red is only the body explanation.
The conclusion copies the introduction's colors in order.	The student uses blue, yellow, green in the conclusion.	Show the mirror: the conclusion is green, yellow, blue.

Module Foundations: Review, Refresh & Readiness

25. TEKS Target

Students develop a focused, structured, and coherent informational ECR response by using a clear central idea, genre characteristics, craft, purposeful structure, and relevant details. The color code makes each expectation visible in the paper.

Teacher emphasis: keep one answer connected to both texts. Require one detail from each passage before accepting a color-coded response as complete.

26. How I Say the Standard!

Standard	Full TEKS / ELPS Wording	How I Say It
3.12B(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	I can keep one clear thesis (central idea) across my full paper.
3.12B(ii)	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics	I can use the characteristics of an informational ECR.
3.12B(iii)	compose informational texts, including brief compositions that convey information about a topic, using craft	I can choose colors, words, and sentences that make my structure visible.
3.11B(ii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure	I can organize GET SET, body paragraphs, and RRR with purpose.
3.11B(iii)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details	I can connect one relevant detail from each passage to my idea.
4(C)(ii)	write using content-area vocabulary	I can use words such as evidence, explanation, impact, and structure.
4(D)(i)-(iii)	write using a variety of grade-appropriate sentence lengths, sentence types, and connecting words	I can connect my sentences clearly.
4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas	I can explain how both texts support my answer.

27. This Week I Can...

- I can track both biographies with Problem, Action, Solution, Impact.
- I can use BOTH texts in one answer.
- I can identify the job of every sentence.
- I can match each job to blue, yellow, green, or red.
- I can explain why GET SET and RRR mirror each other.

28. Before I Can... Prerequisites

- Before I can color-code the full ECR, I can name the topic and central idea of each biography.
- Before I can select yellow evidence, I can find one detail from the Ford passage and one from the Walton passage.
- Before I can explain a sentence's color, I can name whether it is purpose, bridge, thesis (central idea), reason or way, evidence, explanation, or reflection.

- Before I can write the conclusion, I can distinguish HOW similarity from HOW difference.

29. Remember This! (60-Second Retrieval)

Ask students to name the two passage titles, state the Paired Passage HABIT, and recite the Linear Plot Line: Problem, Action, Solution, Impact. Then ask for the two color patterns: GET SET is blue, yellow, green; RRR is green, yellow, blue.

30. Vocabulary Infusion

Word	Meaning in This Module	Oral Rehearsal Frame
structure	The way the parts of a paper are built and ordered.	Color helps me see the ____ of the paper.
evidence	A detail from a passage that supports an idea.	My Ford evidence is ____; my Walton evidence is ____.
explanation	Words that tell how evidence proves an idea.	My red explanation shows ____.
thesis (central idea)	The sentence that states the exact answer.	My green thesis (central idea) says ____.
reflection	A big-picture thought about why the idea matters.	My blue reflection shows ____.

31. Conventions Connection

Students use complete sentences, accurate capitalization for Henry Ford and Sam Walton, commas in connected sentences, and precise connecting words. The color code identifies the sentence job, while editing keeps the meaning clear.

32. Writing Connection

The full ECR color code connects reading evidence to purposeful writing. Students use the Linear Plot Line to select evidence, the Paired Passage HABIT to use both texts, and GET SET plus RRR to organize the response.

33. Watch Out!

- Do not color a sentence before naming its job.
- Do not use only one passage. One answer = two texts.
- Do not confuse yellow evidence with red explanation.
- Do not copy the introduction's blue, yellow, green order in the conclusion.
- Do not call a thesis (central idea) a detail. It answers the prompt and guides the paper.

34. Ready Check

- ☐ Both passage titles are visible in the plan.
- ☐ One Ford detail and one Walton detail are selected.
- ☐ The prompt is identified as HOW similarity or HOW difference.
- ☐ The thesis (central idea) is written before the body is color-coded.
- ☐ The introduction and conclusion use mirrored color patterns.

35. Teacher Look-Fors

- Students name a sentence job before naming a color.
- Yellow evidence comes from both biographies.
- Red explanation connects evidence to the green reason or way.
- Blue significant inferencing moves beyond a single detail without adding unsupported information.
- Students can explain the mirror between GET SET and RRR.

Vocabulary, Content & Preparation

TEACHER SCRIPT

"These words help you read two passages, connect evidence, and land your conclusion."

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"Before you begin, preview the words you will see in the lesson and passages. Notice new words, find out what they mean, and use them when you explain your thinking."

Word	Student-Friendly Definition	Oral Rehearsal Frame
color	A shade such as blue, yellow, green, or red used to mark a job.	Each sentence job has its own ____.
mark	To make a sign or highlight on something.	I ____ each sentence with its color.
match	To pair two things that go together.	I ____ the sentence to its job.
part	One piece of a whole.	Each ____ of the paper has a job.
sentence	A group of words that tells one complete idea.	Every ____ has a different job.
same	Alike or not different.	The intro and conclusion use the ____ three colors.
different	Not alike.	The color order is ____ in the conclusion.
check	To look closely to make sure something is right.	I ____ my colors with a partner.
begin	To start.	The introduction is where I ____.
end	The last part.	The conclusion is the ____.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"Use these academic words when you explain the structure of your ECR. Say the word, name its job, and connect it to a sentence in your paper."

Word	Academic Definition	Oral Rehearsal Frame
structure	The way the parts of the paper are built and ordered.	Color helps me see the ____ of the paper.
introduction	The first paragraph that gets the reader ready.	The ____ moves blue to yellow to green.
thesis (central idea)	The sentence that states the exact answer.	The green ____ gives the exact answer.
evidentiary transition	The bridge sentence that groups the support.	The yellow ____ bridges to the texts.
reason	Why the central idea is true.	A green ____ starts a body paragraph.
way	How two things connect in a HOW response.	A green ____ starts a HOW body paragraph.
evidence	Details from a text that support an idea.	The yellow ____ proves the point.
explanation	Words that tell how evidence proves the idea.	The red ____ makes the meaning clear.

significant inferencing	A big-picture idea drawn from the evidence.	The blue ____ lifts the paragraph outward.
conclusion	The last paragraph that closes the paper.	The ____ moves green to yellow to blue.
restatement	Saying the thesis (central idea) again in fresh words.	R1 is a ____ of the thesis (central idea).
reflection	A big-picture thought for others.	R3 is the blue ____.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"These words are connected specifically to the two biographies. When you understand them, you can find evidence and explain the ideas more clearly."

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
affordable	uh-FOR-duh-bul	Possible for ordinary families to pay for.	Both men made things more ____.
assembly line	uh-SEM-blee line	A way to build things step by step as they move along.	Ford used an ____ to build cars faster.
Model T	MOD-ul TEE	The affordable car Henry Ford created.	The ____ was a car many families could buy.
retail	REE-tayl	The selling of goods to everyday shoppers.	Walton worked in ____.
Walmart	WAWL-mart	The store Sam Walton opened to sell for less.	Walton opened ____ to sell for less.
transportation	trans-por-TAY-shun	Ways people and goods move from place to place.	Ford changed ____ with the car.
everyday families	EV-ree-day FAM-uh-leez	Ordinary people and their households.	Both men helped ____.
Great Depression	grayt dih-PRESH-un	A time when many people had very little money.	Walton grew up during the ____.
customers	KUHS-tuh-merz	People who buy goods or services.	Walton listened to ____.
problem-solving	PROB-lum SOL-ving	Finding ways to fix problems.	Both men were good at ____.

39. Background Knowledge & Teacher Context

Module 4 brings the two biographies and the full ECR paper together. Students reread the passages, track Problem, Action, Solution, Impact, and use one answer for both texts. The writing focus is not decoration. The color code shows how the paper is built.

Full ECR color key: the introduction uses blue statement of purpose, yellow evidentiary transition, and green thesis (central idea). Body paragraphs use green reason or way, yellow evidence, red explanation, and blue significant inferencing. The conclusion uses green R1 Restate the thesis (central idea), yellow R2 Refer to the evidence as a whole, and blue R3 Reflect the big picture, the Bluebird Moment.

The introduction and conclusion mirror each other by color: blue, yellow, green opens the paper; green, yellow, blue closes it. This visual pattern helps students see that the paper opens wide, narrows to an answer, develops both-text support, and widens again for the reader.

The Paired Passage HABIT

Use BOTH texts. Include two pieces of evidence, one detail from EACH passage. Connect the ideas in one sentence.

40. Materials Needed

Material	Use
Copies of the two biographies	Students reread Henry Ford: Visionary of Travel and Sam Walton: Visionary of Retail.
Interactive notebooks	Students keep the Linear Plot Line, color key, and evidence notes.
Blue, yellow, green, and red crayons, colored pencils, or highlighters	Students mark sentence jobs.
Color-coding anchor chart	Students match purpose, bridge, thesis (central idea), reason or way, evidence, explanation, and reflection to colors.
Exemplar papers from this module	The teacher cuts sentence strips for Color Code Capture.
Partner check sheet, sticky notes, scissors, and glue	Students rebuild, check, and revise a full response.
Whiteboard and markers	The teacher models the mirror pattern.

41. Preparation Before Day 1

1. Prepare copies of both Very High-stamina biographies and the section 48 annotation tables.
2. Post the Paired Passage HABIT and the Linear Plot Line: Problem, Action, Solution, Impact.
3. Prepare the four-color key: blue, yellow, green, red.
4. Copy the High / Secure full-paper exemplar and cut selected sentences for Color Code Capture.
5. Prepare an evidence organizer with one Ford column and one Walton column.
6. Place the exit ticket and Module Writing Assignment where students can use them on Day 5.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15	G - Gather + R - Reveal	Color detectives review the full-paper structure and model GET SET, a body paragraph, and RRR.
Day 2	15	A - Attempt	Color Code Capture rebuilds an exemplar and labels each sentence job.
Day 3	15	D - Discuss + U - Use	Students discuss the mirror pattern, color-code a full exemplar, and partner-check it.
Day 4	15	A - Award + T - Target	Students celebrate accurate color coding and set a next-step target.
Day 5	15	E - Educate and Explain to Others	Students teach the color system, complete the exit ticket, and transfer the work to a full ECR response.

43. Tiny Times Transition

A Tiny Time is a quick, zero-material movement routine used when the class changes activities or energy dips. It reinforces the paired-passage focus and the four writing colors.

Two-Track Freeze

TEACHER SCRIPT

"Tiny Time! When I say Ford, freeze with your arms like a steering wheel. When I say Walton, freeze with your arms like stacking shelves. When I say Connect, whisper one idea that fits BOTH men."

Call Ford, Walton, or Connect two or three times. Students return quietly and point to the color key before the next task.

Citizenship & Content Connection**44. The Citizenship Connection**

Element	This Module
Community need	Everyday families needed more affordable travel and shopping choices.
Individual response	Ford improved transportation; Walton improved retail access.
Community impact	Cars connected communities; stores created access, jobs, and convenience.
Student transfer	Students explain how ideas can answer needs and affect communities.

The content connection stays grounded in the two biographies. Students use both texts before making a big-picture statement.

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

Full ECR Color Code

Paper Part	Color	Sentence Job
GET SET introduction	Blue	Statement of purpose
GET SET introduction	Yellow	Evidentiary bridge to both passages
GET SET introduction	Green	Thesis (central idea)
Body paragraph	Green	Reason or way
Body paragraph	Yellow	Evidence from a passage
Body paragraph	Red	Explanation of how evidence proves the idea
Body paragraph	Blue	Significant inferencing
RRR conclusion	Green	R1 Restate the thesis (central idea)
RRR conclusion	Yellow	R2 Refer to the evidence as a whole
RRR conclusion	Blue	R3 Reflect the big picture

HOW-Prompt Preposition Key

Prompt Type	thesis (central idea) Frame	Check
HOW similarity	Ford and Walton helped families by creating affordable solutions.	Explains one way both were alike.
HOW difference	Ford helped families through affordable travel, while Walton helped families with affordable retail.	Explains how their solutions were different.
Useful prepositions	by, through, with, in, across	Choose the preposition that makes the relationship clear.

Mirror Pattern

Movement	Introduction	Conclusion
Broad purpose	Blue statement of purpose	Blue R3 reflection
Bridge and support	Yellow bridge	Yellow R2 evidence as a whole
Exact answer	Green thesis (central idea)	Green R1 restatement

46. Core Habit / Strategy Explanation

The Paired Passage HABIT is the foundation: Use BOTH texts; include two pieces of evidence, one detail from EACH passage; connect the ideas in one sentence. The Linear Plot Line keeps each biography organized as Problem, Action, Solution, Impact.

Students first collect Ford and Walton evidence. Next, they decide the job of each sentence. Finally, they color the full paper so the introduction, body paragraphs, and RRR conclusion can be seen as one intentional structure.

TEACHER SCRIPT

"You will use both texts, choose one detail from each, and connect the ideas in one sentence. Then you will give every sentence a job and a color. Your colors help you see the structure of your answer."

47. Student Source Passage(s)

Passage use: use the two informational source texts below at very high stamina. Retain their numbered paragraphs for discussion and evidence references.

Passage 1: "Henry Ford: Visionary of Travel" (Stamina: Very High)

[1] Henry Ford was an American engineer and businessman who helped change the way people traveled and worked. He was born in 1863 on a farm in Michigan. When Henry was young, he enjoyed taking machines apart to see how they worked. He was especially interested in engines and tools. While many children spent their free time playing games, Henry often spent time studying machines and trying to understand how they operated. [2] Life on a farm gave Henry many opportunities to observe tools and equipment. Farmers depended on machines and hard work to complete daily tasks. Henry noticed how much effort was required to care for animals, grow crops, and transport supplies. He often wondered if machines could make these jobs easier and faster. His curiosity encouraged him to learn as much as possible about how mechanical devices worked.

[3] As Henry grew older, his interest in machines continued to grow. He enjoyed fixing equipment and learning how different parts worked together. Family members and neighbors noticed that Henry was curious and liked solving problems. When something broke, he often wanted to understand why it stopped working and how it could be repaired. These experiences helped him develop skills that would later support his career.

[4] Eventually, Henry became a mechanic. He spent many hours working with engines and experimenting with new ideas. He enjoyed testing machines and finding ways to improve them. Unlike many people who accepted things as they were, Henry constantly looked for better solutions. He believed that inventions could improve everyday life.

[5] During the late 1800s, transportation was very different from what it is today. Most people traveled by horse and wagon. Roads were often rough, muddy, or dusty. Traveling from one town to another could take many hours. Long trips sometimes required people to stop overnight before reaching their destinations. Families carefully planned journeys because travel could be slow and difficult.

[6] Although automobiles already existed, they were very rare. They were also very expensive. Only wealthy individuals could usually afford to buy one. Most families depended on horses because automobiles cost too much money. Before buying a car, many families had to preplan long trips because travel took much more time. People often believed that automobiles would never become common because they were too costly.

[7] Henry Ford disagreed. He believed automobiles should be available to everyday families. He thought transportation should not be limited to wealthy people. He imagined a future in which families could travel more easily, reach destinations more quickly, and enjoy greater freedom to move from place to place.

[8] Many business owners at the time focused on building expensive automobiles for wealthy customers. Henry believed there was a better approach. Instead of producing only a small number of expensive vehicles, he wanted to build reliable automobiles that many people could afford. This idea became one of the most important goals of his career.

[9] In 1903, Henry Ford started the Ford Motor Company. Starting a business required determination and hard work. Henry and his team had to design vehicles, hire workers, purchase materials, and convince customers to trust their products. Building a successful company was not easy, but Henry remained committed to his vision.

[10] The Ford Motor Company continued developing automobiles, searching for ways to improve both quality and affordability. Henry wanted his vehicles to be dependable and practical. He believed people would buy automobiles if they were easy to operate and reasonably priced.

[11] A few years later, Henry Ford introduced the Model T. This automobile became one of the most important vehicles in American history. The Model T was strong, simple, and much more affordable than many other automobiles. It was designed for ordinary families rather than just wealthy buyers.

[12] The Model T quickly became popular. Families who had never owned a car before were finally able to purchase one. People who once depended entirely on horses and wagons now had another option for

transportation. For many families, owning a car changed daily life.

[13] Automobiles gave people more freedom to travel. Families could visit relatives who lived farther away. Trips that once required many hours could often be completed much more quickly. Traveling to stores, schools, churches, and community events became easier. Farmers could transport supplies and products more efficiently. Workers could travel greater distances to reach their jobs.

[14] As more people purchased automobiles, communities began to change. Roads became increasingly important because people needed reliable routes for travel. Communities worked to improve roads so automobiles could move more easily between towns. Better transportation helped connect communities and encouraged economic growth.

[15] Businesses also benefited from improved transportation. Stores could receive products more quickly. Customers could travel farther to shop. Communities that were once isolated became more connected to surrounding areas. The automobile helped create new opportunities for businesses and families alike.

[16] One of Henry Ford's greatest contributions was introducing the moving assembly line to automobile production. Before the assembly line, building a car required a great deal of time. Workers often moved around factories completing many different tasks. This process made automobiles expensive to produce.

[17] Henry Ford wanted to find a faster and more efficient method. He studied manufacturing processes and looked for ways to improve production. After careful observation and experimentation, he introduced the moving assembly line.

[18] On an assembly line, workers stayed in one location while parts moved from station to station. Each worker completed a specific task before the product moved to the next step. Instead of building large sections of a car individually, workers focused on smaller tasks that could be completed repeatedly.

[19] This system increased efficiency. Cars could be built much faster than before. Because production became more efficient, the cost of manufacturing automobiles decreased. Ford Motor Company could produce more vehicles in less time.

[20] Lower production costs allowed Henry Ford to reduce the price of automobiles. As prices decreased, more families could afford to buy cars. This helped expand automobile ownership throughout the United States.

[21] The success of the assembly line influenced many other industries. Factories that produced furniture, appliances, clothing, and other goods began using similar methods. Businesses learned that organizing work into smaller steps could improve efficiency and reduce costs.

[22] Henry Ford's ideas changed more than transportation. They also changed manufacturing. Many modern factories still use assembly line principles today. Although technology has advanced, the basic concept of moving products through a series of work stations remains important.

[23] As the automobile industry grew, new jobs were created. Factories needed workers to build vehicles. Other businesses supplied materials, parts, and services. Communities benefited from the economic opportunities created by the growing industry. Automobile production became an important part of the American economy.

[24] Cars also influenced the way people lived. Families could travel for vacations, visit relatives more often, and explore new places. Communities expanded as transportation became easier. Businesses reached more customers, and workers gained greater flexibility in choosing where to live and work.

[25] Because of Henry Ford's ideas, automobiles became more common and travel became easier for many people. Dusty roads connected many towns, and cars helped people travel across them more quickly. His inventions and new ways of building products helped transform transportation and industry throughout the United States.

[26] The story of Henry Ford demonstrates the power of curiosity, determination, and innovation. He saw a problem and searched for a solution. Instead of accepting that automobiles were only for wealthy people, he worked to make them available to ordinary families. His willingness to think differently helped create lasting change.

[27] Today, Henry Ford is remembered as an engineer and businessman whose ideas changed the world. His work helped make automobiles available to millions of people and influenced the way products are

manufactured. More than a century later, his contributions continue to affect transportation, industry, and daily life. His legacy reminds us that one person's ideas can improve communities and shape the future for generations to come.

Passage 2: "Sam Walton: Visionary of Retail" (Stamina: Very High)

[1] Sam Walton grew up during a difficult time in American history. He was born in 1918, and as a child he watched his family work hard during the Great Depression. Money was often tight, and young Sam helped by delivering newspapers, milking cows, and doing small jobs to earn extra money. These experiences taught him an important lesson: families needed ways to stretch every dollar.

[2] The Great Depression was a time when many people across the United States struggled financially. Jobs were difficult to find, businesses closed, and families often had very little money to spend. Sam saw these challenges firsthand. He watched his parents work hard to support their family and learned the importance of responsibility. Even as a young boy, he understood that every dollar mattered.

[3] Because of these experiences, Sam developed a strong work ethic. He believed that success came from effort, determination, and helping others. The lessons he learned as a child would later influence the way he ran his business. He never forgot what it was like for families to worry about money, and he wanted to find ways to help people save.

[4] As Sam grew older, he became interested in business. He enjoyed observing how stores operated and how customers made decisions. He noticed that some stores attracted many shoppers while others struggled to stay open. Sam wanted to understand why this happened. He believed there was always something new to learn.

[5] After graduating from college, Sam took a job at a retail store. There he learned about stocking shelves, helping customers, and managing products. He paid close attention to every part of the business. Rather than simply doing his job, Sam studied the store carefully. He wanted to understand what customers liked and what they wished could be improved.

[6] While working in retail, Sam noticed something that bothered him. Many stores charged high prices for everyday items. Families with limited money often had trouble purchasing the things they needed. Sam believed businesses could do a better job serving customers. He thought stores should focus on helping people save money while still providing good products.

[7] The more Sam learned, the more he believed there was an opportunity to create a different kind of store. He wanted to build a business that offered a wide variety of products at lower prices. His goal was to make shopping easier and more affordable for families.

[8] In 1962, Sam Walton decided to put his ideas into action. He opened a small store in Rogers, Arkansas called Walmart. His plan was simple but bold. He would sell many different products at prices that everyday families could afford. Sam believed that if customers could save money, they would continue returning to the store.

[9] Starting a business was not easy. Sam faced many challenges. He had to make decisions about what products to sell, how much to charge, and how to attract customers. He worked long hours and often spent time studying other stores. Whenever he saw a good idea, he thought about how he could adapt it to improve his own business.

[10] Sam was known for constantly looking for ways to learn. He traveled to different communities and visited stores across the country. He observed what worked well and what did not. He believed that successful businesses should never stop improving.

[11] At first, Walmart was just a single store. Sam greeted customers, talked with workers, and paid attention to what shoppers wanted. He understood that customers were the most important part of any business. If people were happy with their shopping experience, they would return and tell others about the store.

[12] Customers soon noticed that Walmart offered lower prices on many items. Families appreciated being able to save money. They could buy clothing, household supplies, toys, and other products without spending as much as they might at other stores. This made Walmart popular with shoppers.

[13] As more people visited the store, sales increased. Sam continued looking for ways to keep prices low. He

worked hard to find efficient ways to buy and sell products. His goal was always the same: help customers save money.

[14] Because of the store's success, Sam opened additional locations. Many of these stores were built in small towns where shopping choices had been limited. Other businesses often focused on larger cities, but Sam believed smaller communities deserved access to affordable products as well.

[15] Families in these towns welcomed the new stores. Some people previously had to travel long distances to shop for basic items. Walmart made it easier for them to find what they needed closer to home. This convenience helped attract even more customers.

[16] As Walmart expanded, it created jobs for many people. Workers were needed to stock shelves, help customers, manage inventory, and operate registers. New stores brought employment opportunities to communities across the country. These jobs helped support local families and contributed to local economies.

[17] Sam Walton believed employees played an important role in the success of the business. He encouraged workers to share ideas and suggest improvements. He believed that good ideas could come from anyone, regardless of their position. This approach helped create a culture of teamwork within the company.

[18] Another reason for Walmart's success was Sam's willingness to listen. He listened to customers, employees, and managers. If someone suggested a way to improve the business, Sam considered the idea carefully. He understood that learning from others could lead to better decisions.

[19] As Walmart grew, more stores opened in different states. The company expanded steadily over time. Customers continued supporting the business because they appreciated the lower prices and wide selection of [20] products. What started as one small store gradually became a national company.

[21] The growth of Walmart changed the retail industry. Other businesses noticed Walmart's success and began looking for ways to improve their own stores. Some companies lowered prices or expanded their product selections. Sam Walton's ideas influenced how many businesses operated.

[22] One of Sam's most important beliefs was that customers should come first. He often reminded employees that the success of the business depended on serving shoppers well. He believed customers should be treated with respect and given good value for their money.

[23] Over time, Walmart became one of the largest retail companies in the world. Millions of customers visited stores each year. The company continued expanding while staying focused on its original goal of helping people save money.

[24] Sam Walton's determination and creativity helped transform retail shopping in the United States. His business created jobs, expanded shopping opportunities, and made products more affordable for many families. The ideas he developed during his career continued influencing businesses long after Walmart became successful.

[25] Although Sam Walton passed away in 1992, his impact can still be seen today. Walmart stores remain part of many communities across the country. Families continue shopping there for groceries, clothing, school supplies, and other everyday items.

[26] Sam's story demonstrates how one person's ideas can make a difference. He grew up during a time when many families struggled financially. Instead of forgetting those experiences, he used them to guide his decisions as a businessman. He wanted to create a company that helped people save money and improve their lives.

[27] Today, Sam Walton is remembered as an entrepreneur who started a business that changed the way people shop. His willingness to work hard, learn from others, and focus on customers helped turn a small store in Arkansas into one of the most successful companies in history. His story continues to inspire people who dream of starting businesses, solving problems, and helping their communities.

48. Student Annotation Guide

Students annotate both passages before color-coding. Use the Linear Plot Line to organize the problem and impact, then use the Paired Passage HABIT to select one detail from each text.

Henry Ford: Visionary of Travel

Plot Line	Annotation Prompt	Possible Detail
Problem	What need did Ford notice?	Automobiles were rare and expensive, so ordinary families depended on horses.
Action	What did Ford do?	He started the Ford Motor Company and searched for efficient production.
Solution	What solved the problem?	The affordable Model T and moving assembly line lowered the cost of cars.
Impact	What changed for people?	Travel became easier, communities became more connected, and more families owned cars.

Sam Walton: Visionary of Retail

Plot Line	Annotation Prompt	Possible Detail
Problem	What need did Walton notice?	Families with limited money struggled with high prices and limited shopping choices.
Action	What did Walton do?	He opened Walmart, studied stores, and listened to customers.
Solution	What solved the problem?	He offered many products at lower prices and opened stores in small towns.
Impact	What changed for people?	Shopping became more affordable and convenient, and communities gained jobs.

49. TRACKS Evidence Highlighting

As students reread, they TAP TRACKS in both passages. TRACKS gathers evidence for the yellow sentences in the color-coded paper. The reading highlights are separate from the blue, yellow, green, and red writing color code.

Letter	Category	Ford Evidence	Walton Evidence
T	Time	born in 1863; in 1903; a few years later	born in 1918; in 1962; over time
R	Reactions	believed automobiles should be available to everyday families	wanted to help families save and listened to customers
A	Actions	introduced the Model T; introduced the moving assembly line	opened Walmart; kept prices low; opened more stores
C	Character / Concept	Henry Ford; Model T; assembly line	Sam Walton; Walmart; customers
K	Key Knowledge	lower production costs allowed lower automobile prices	families needed ways to stretch every dollar
S	Scenery / Setting	farm in Michigan; roads; towns	Rogers, Arkansas; small towns; communities across the country

50. Five-Day GRADUATE Lesson

Each day uses the same anatomy: purpose, standards, Teacher Script, class slide, student task, expected thinking, embedded check, access without lowering rigor, misconception move, and student product.

DAY 1 | GRADUATE STAGE: GATHER + REVEAL | GROUP: WHOLE CLASS | 15 MINUTES | ■ TEACH

Day Purpose: gather both-text evidence and reveal the full ECR color code.

Standard	Focus
TEKS	[3.12B(ii)] genre characteristics; [3.11B(ii)] purposeful structure
ELPS	[4(C)(iii)] content-area vocabulary; [4(F)(i)] explain with detail

GATHER ■ TEACH

CLASS SLIDE

Slide 2, One Answer, Two Texts. Preview Henry Ford: Visionary of Travel and Sam Walton: Visionary of Retail. Name the Linear Plot Line: Problem, Action, Solution, Impact.

TEACHER SCRIPT

"Today you will see how one answer can use two texts. You will find one Ford detail and one Walton detail, then connect the ideas in one sentence."

REVEAL ■ TEACH

CLASS SLIDE

Slide 3, The Full ECR Color Code. GET SET is blue statement of purpose, yellow bridge, green thesis (central idea). Body paragraphs are green reason or way, yellow evidence, red explanation, blue significant inferencing. RRR is green R1, yellow R2, blue R3.

Teacher model: Prompt: Explain how Henry Ford and Sam Walton were similar in the ways they helped everyday families. Thesis (central idea): Henry Ford and Sam Walton helped everyday families by creating affordable solutions.

Blue purpose: People can improve daily life when they respond to real needs.

Yellow bridge: Both passages show how Ford and Walton noticed problems and acted on ideas.

Green thesis (central idea): Henry Ford and Sam Walton helped everyday families by creating affordable solutions.

Embedded check: students name the job and color of each GET SET sentence. **Student product:** color-coded model notes.

DAY 2 | GRADUATE STAGE: ATTEMPT | GROUP: PARTNERS | 15 MINUTES | ○ LEARN

Day Purpose: rebuild a full exemplar with Color Code Capture.

Standard	Focus
TEKS	[3.12B(iii)] craft; [3.11B(ii)] purposeful structure
ELPS	[4(D)(i)-(iii)] sentence types and connecting words; [4(F)(i)] detailed explanation

ATTEMPT ○ LEARN

CLASS SLIDE

Slide 4, Color Code Capture. Partners rebuild an exemplar, name the job of each sentence, and tag it with the correct color.

TEACHER SCRIPT

"Choose the sentence job first. Then choose the color that proves the job. Keep both passages in your thinking as you rebuild the paper."

Game Routine and Sample Card

Step	Action	Check
1	Draw one sentence strip.	Read the whole sentence.
2	Name its job.	Purpose, bridge, thesis (central idea), reason or way, evidence, explanation, or reflection.
3	Choose its color.	Blue, yellow, green, or red matches the job.
4	Place it in the full-paper order.	Introduction, body, or conclusion.
5	Check both-text evidence.	One Ford detail and one Walton detail appear.
6	Explain the placement.	The sentence job and color agree.

Sample body sequence:

Green reason: Both men helped everyday families by making important goods or services more affordable.

Yellow evidence: Ford's Model T was much more affordable for ordinary families, and Walton offered many products at lower prices.

Red explanation: These details show how each man changed access for families who had limited choices.

Blue significant inferencing: When a practical solution reaches more people, it can change daily life and communities.

Embedded check: before a pair places a strip, require the sentence job, color, and text connection.

DAY 3 | GRADUATE STAGE: DISCUSS + USE | GROUP: WHOLE CLASS, THEN INDEPENDENT | 15 MINUTES | ○ LEARN then ✓ ASSESS

Day Purpose: explain the mirror color pattern and independently color-code a full exemplar.

Standard	Focus
TEKS	[3.11B(iii)] relevant details; [3.12B(i)] clear central idea
ELPS	[4(D)(i)-(iii)] sentence structures; [4(F)(i)] detailed response

DISCUSS ○ LEARN

CLASS SLIDE

Slide 5, Mirror Pattern. The introduction moves blue to yellow to green. The conclusion moves green R1 to yellow R2 to blue R3.

TEACHER SCRIPT

"Look at the beginning and ending. How do the colors mirror each other? Tell your partner what the green, yellow, and blue sentences do."

Similarity model: Henry Ford and Sam Walton helped families by creating affordable solutions.

Difference model: Ford improved travel through affordable cars, while Walton improved retail with lower prices and many products. In both models, the preposition helps the thesis (central idea) answer the HOW prompt.

USE (Try It On Your Own!) ✓ ASSESS

CLASS SLIDE

Slide 6, Color-Code the Full Paper. Use both biographies, one detail from each, and the color key.

Student steps: 1. Read the prompt. 2. Find the thesis (central idea). 3. Select one Ford detail and one Walton detail. 4. Label each sentence job. 5. Color the introduction, body, and RRR conclusion. 6. Explain the mirror.

Green R1: Henry Ford and Sam Walton helped everyday families through practical solutions.

Yellow R2: The evidence from both passages shows that Ford changed travel and Walton changed shopping so more families could access what they needed.

Blue R3: Their stories show that ideas built around real needs can create lasting change for many communities.

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Collect the color-coded exemplar. Check every sentence job, both passages, and the mirrored color pattern.

Access without lowering rigor: keep the color key visible without assigning a color for the student. **Student product:** a complete color-coded exemplar.

DAY 4 | GRADUATE STAGE: AWARD + TARGET | GROUP: WHOLE CLASS, THEN INDEPENDENT | 15 MINUTES | ✓ ASSESS

Day Purpose: recognize accurate color coding and revise a full paper with one unclear sentence job.

Standard	Focus
TEKS	[3.12B(iii)] craft; [3.11B(ii)] coherent structure
ELPS	[4(D)(i)-(iii)] connecting words; [4(F)(i)] detail

AWARD ✓ ASSESS

TEACHER SCRIPT

"You can see the structure of your whole paper. You can name the job of every sentence, use both texts, and explain why each color belongs."

CLASS SLIDE

Slide 7, Take a Step Forward If your paper uses both texts, every sentence has a job, and the introduction and conclusion mirror by color.

TARGET ✓ ASSESS

Weak full-paper ending: Henry Ford and Sam Walton helped people. They were important.

Students identify that the response needs R1, R2, and R3 and needs evidence from both passages as a whole.

Possible revision:

R1: Henry Ford and Sam Walton helped everyday families through practical solutions.

R2: The evidence from both passages shows how Ford made travel more accessible and Walton made shopping more affordable.

R3: Their work reminds readers that a useful idea can grow into lasting community change.

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Students name one revised sentence, its job, and its color.

Student product: a revised full-paper color key and one specific target for Day 5.

DAY 5 | GRADUATE STAGE: EDUCATE AND EXPLAIN TO OTHERS + TRANSFER | GROUP: PARTNERS | 15 MINUTES | ✓ ASSESS

Day Purpose: teach the full-paper color system, complete the exit ticket, and transfer the work to the Module Writing Assignment.

Standard	Focus
TEKS	3.12B(i) clear central idea; 3.11B(iii) relevant details
ELPS	4(C)(ii) content-area vocabulary; 4(F)(i) explain with detail

EXPLAIN ✓ ASSESS

CLASS SLIDE

Slide 8, Turn and Teach. Explain one answer = two texts, the Linear Plot Line, and the four-color sentence jobs.

TEACHER SCRIPT

"Turn to a partner and teach the color system. Explain the job of each color, name one Ford detail and one Walton detail, and show how GET SET mirrors RRR."

EDUCATE

Partners point to both evidence columns, trace Problem, Action, Solution, Impact, and explain the mirror. Listen for HOW similarity and HOW difference, and for a preposition such as by, through, with, in, or across in the thesis (central idea).

Transfer: Full ECR Writing Assignment

CLASS SLIDE

Slide 9, Write the Full Paired-Passage Response. Use GET SET, three body paragraphs, and the RRR conclusion.

Students complete the final response using both biographies. Every sentence receives a job and a color. The introduction is blue, yellow, green; each body paragraph is green, yellow, red, blue; the conclusion is green R1, yellow R2, blue R3.

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Ask students to explain how their yellow evidence uses both texts, how red explains the evidence, and how blue reflects beyond the paper.

Student product: partner teaching explanation, exit ticket, and complete paired-passage ECR.

Return to the Overarching Question

Students compare first thinking with final thinking and name how color-coding makes sentence jobs visible.

TEACHER SCRIPT

"You can use color-coding to see that every sentence has a job. You can use both texts, connect the ideas, and build a full ECR paper with purpose."

Student Exemplars

Prompt: Explain how Henry Ford and Sam Walton were similar in the ways they helped everyday families. Every response uses both texts.

51. Low / Developing Exemplar

Field	Detail
Student response	Henry Ford and Sam Walton helped people. Ford made cars. Walmart had stores.
What the student did successfully	Named both people and included details from both passages.
What is missing	The introduction is not color-coded, the thesis (central idea) is vague, and the evidence is not connected or explained.
Why it falls at this level	The response shows two-text recall but does not build a full-paper structure.
Exact next instructional step	Write a green thesis (central idea), label one Ford detail and one Walton detail yellow, and add one red explanation sentence.

52. Medium / Approaching Exemplar

Field	Detail
Student response	Blue: People can help families. Yellow: Ford made the Model T and Walton sold things for less. Green: Ford and Walton helped families by making life better. The conclusion says they helped people.
What the student did successfully	Used both texts, attempted GET SET colors, and used a HOW-similarity preposition.
What is missing	The body needs green reason or way, red explanation, and blue significant inferencing. The conclusion needs green R1, yellow R2, and blue R3.
Exact next instructional step	Color every sentence by its job and build the mirrored RRR conclusion from the evidence as a whole.

53. High / Secure Exemplar

Paper Part	Color-Coded Example	Why It Works
GET SET blue	People can improve daily life when they respond to real needs.	States the broad purpose.
GET SET yellow	Both biographies show how Henry Ford and Sam Walton noticed problems and acted on ideas.	Bridges to both passages.
GET SET green thesis (central idea)	Henry Ford and Sam Walton helped everyday families by creating affordable solutions.	Answers the HOW-similarity prompt with a clear way.
Body green/yellow/red/blue	Ford and Walton made important choices to help families. Ford made the Model T more affordable, and Walton offered products at lower prices. These details show how each man improved access. Practical solutions can help whole communities.	Names the reason, uses one detail from each text, explains, and infers impact.
RRR green/yellow/blue	Henry Ford and Sam Walton helped everyday families through practical solutions. The evidence from both passages shows that Ford changed travel	R1 restates, R2 refers to the evidence as a whole,

	and Walton changed shopping so more families could access what they needed. Their stories show that ideas built around real needs can create lasting change.	and R3 reflects the big picture.
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Additional Secure Exemplar: HOW Difference

Prompt	thesis (central idea)	Color Check
Explain how Henry Ford and Sam Walton were different in the ways they helped everyday families.	Ford helped families through affordable transportation, while Walton helped families with lower-priced retail choices.	The thesis (central idea) uses both texts and distinguishes HOW difference.

Secure Response: Evidence and Explanation

Response Part	Text-Based Example	Why It Works
Ford evidence	The Model T was strong, simple, and much more affordable than many other automobiles.	Shows Ford's solution from Passage 1.
Walton evidence	Customers appreciated the lower prices and the wide selection at Walmart.	Shows Walton's solution from Passage 2.
Explanation	Together, these details show that both men made everyday needs more affordable, even though one changed travel and the other changed retail.	Connects one detail from each passage.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

A strong response follows the Paired Passage HABIT: use both texts, include one detail from each, and connect the ideas in one sentence. The full ECR must give every sentence a job and a color. GET SET is blue statement of purpose, yellow bridge, green thesis (central idea). Body paragraphs are green reason or way, yellow evidence, red explanation, blue significant inferencing. RRR is green R1 Restate, yellow R2 Refer to the evidence as a whole, and blue R3 Reflect the big picture, the Bluebird Moment.

Accept different wording when the meaning is accurate, the evidence is drawn from both biographies, and the color matches the sentence job.

55. Standards Evidence Trail

Evidence Artifact	What to Check	Standards
Color-coded GET SET and RRR model	Introduction and conclusion mirror by color.	3.12B(i) , 3.12B(ii)
Color Code Capture strips	Student identifies every sentence job and color.	3.12B(iii) , 3.11B(ii)
Independent full-paper exemplar	Student uses one Ford detail and one Walton detail and explains the connection.	3.11B(iii) , 3.7C
Module Writing Assignment	Student completes a focused, coherent ECR.	3.11B(ii) , 3.12B(i)

56. Assessment Opportunities

Formative checks: Day 1 color model, Day 2 sentence-strip rebuild, Day 3 full-paper color code, and Day 4 revision target.

Exit Ticket Assessment: color-code the short full-ECR response and explain one Ford detail, one Walton detail, and the connection. Review the GET SET colors, body colors, RRR colors, and the HOW-similarity thesis (central idea).

Assessment Point	Evidence Collected
Day 1	Color-coded model notes for introduction, body, and conclusion.
Day 2	Color Code Capture sentence order and job labels.
Day 3	Independent full-paper color code using both texts.
Day 4	Revised paper and one target.
Day 5	Exit ticket and complete ECR.

Prompt Bank	Expected Evidence
Explain how Henry Ford and Sam Walton were similar in the ways they helped everyday families.	Use by, through, with, in, or across; include one detail from each passage; use GET SET, body colors, and RRR.
Explain how Henry Ford and Sam Walton were different in the ways they helped everyday families.	Contrast Ford's transportation solution with Walton's retail solution while keeping both texts.
	Track Impact in both passages and reflect on the big picture.

Explain how each man's solution affected communities.	
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Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Passages: Henry Ford: Visionary of Travel and Sam Walton: Visionary of Retail

Prompt: Explain how Henry Ford and Sam Walton were similar in the ways they helped everyday families.

1. Write a thesis (central idea) using a HOW preposition:

2. Mark the colors and jobs in this sentence: Ford and Walton helped families by creating affordable solutions.

3. Ford evidence:

4. Walton evidence:

5. Connection sentence: Together, these details show ____.

6. Name the mirrored conclusion colors: R1 ____, R2 ____, R3 ____.

58. Exit Ticket Answer Key

Item	Expected Response	Scoring Guidance	Standards
1	Example: Henry Ford and Sam Walton helped everyday families by creating affordable solutions.	2 points for a HOW-similarity thesis (central idea) that names both men and a way; 1 for a partial response; 0 for a topic only.	3.12B(i)
2	Green for thesis (central idea); the sentence explains a way.	Accept accurate color and job language.	3.12B(ii)
3	Example: The Model T was much more affordable, so more families could buy cars.	2 points for a relevant Ford detail; 1 for a related but unclear detail; 0 for no Ford evidence.	3.7C
4	Example: Walmart offered lower prices and a wide selection to customers.	2 points for a relevant Walton detail; 1 for a related but unclear detail; 0 for no Walton evidence.	3.7C
5	Example: Together, these details show that both men made everyday needs more affordable.	2 points for connecting both details in one sentence; 1 for a weak connection; 0 for separate facts.	3.11B(iii)
6	R1 green, R2 yellow, R3 blue.	1 point for all three colors and jobs.	3.12B(ii)

59. Scoring Principle

Score the thinking first. A secure response uses both texts, includes one detail from each, connects the ideas, and assigns every sentence a clear job and color. Sentence polish supports the score but does not replace two-text reasoning or purposeful structure.

60. Gradebook Conversion

Evidence	Beginning	Developing	Secure	Gradebook Use
Paired-passage use	One text or no evidence	Both texts named but connection is weak	Both texts used and connected	Record the level and next step.
Sentence jobs and colors	Colors are missing or random	Some jobs match colors	Every sentence job matches its color	Record the structure level.
Full-paper structure	Parts are missing	Parts are present but order is unclear	GET SET, body, and RRR are purposeful	Use for writing conference.

61. Recommended Gradebook Label

Gradebook label: "G3 C5 M4 Full ECR Color Coding."

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Field	Assignment
Prompt	Explain how Henry Ford and Sam Walton were similar in the ways they helped everyday families.
Required texts	Henry Ford: Visionary of Travel and Sam Walton: Visionary of Retail
Introduction	GET SET: blue statement of purpose, yellow bridge, green thesis (central idea).
Body	Three body paragraphs using green reason or way, yellow evidence, red explanation, and blue significant inferencing. Use one detail from each passage in the response.
Conclusion	RRR: green R1, yellow R2, blue R3, the Bluebird Moment.
Required vocabulary	Use at least three words from the vocabulary tables.
Final check	Every sentence has a job and a color. One answer = two texts.

63. Student Planning Frame

Prompt: Explain how Henry Ford and Sam Walton were similar in the ways they helped everyday families.

GET SET blue statement of purpose: People can improve daily life when they respond to real needs.

GET SET yellow bridge: Both biographies show how Ford and Walton noticed problems and acted on ideas.

GET SET green thesis (central idea): Henry Ford and Sam Walton helped everyday families by _____.

Body 1 green reason or way:

Ford yellow evidence:

Walton yellow evidence:

Red explanation: These details show _____.

Blue significant inferencing: This matters because _____.

R1 green: _____.

R2 yellow: _____.

R3 blue: _____.

64. Writing Assignment Rubric

Criteria	Beginning	Developing	Secure
Both texts	Uses one text or no evidence.	Uses both texts but the connection is unclear.	Uses both texts with one relevant detail from each.
Full-paper structure	Parts are missing or out of order.	Most parts are present but sentence jobs are unclear.	GET SET, body paragraphs, and RRR are purposeful and coherent.
Color code	Colors do not match jobs.	Some colors match jobs.	Every sentence has the correct job and color.
Thesis (central idea)	Names only the topic or omits the answer.	Answers the prompt with limited specificity.	Answers the HOW prompt with both texts and a clear preposition.
Evidence and explanation	No relevant evidence or explanation.	Evidence is present but the connection is thin.	Evidence from both texts is explained and connected.
RRR conclusion	Stops or summarizes.	Includes some RRR jobs.	R1 green, R2 yellow, and R3 blue create a Bluebird Moment.

65. Writing Gradebook Conversion

Rubric Result	Gradebook Description
Beginning	Needs support to use both texts and identify sentence jobs.
Developing	Uses both texts and some color-coded structure with partial connection.
Secure	Uses both texts, all full-paper colors, purposeful structure, and a clear Bluebird Moment.

66. Teacher Feedback Shortcuts

- "Add the other passage."
- "Name the Ford detail and the Walton detail."
- "Name the sentence job before choosing the color."
- "Yellow is evidence; red explains how the evidence proves the idea."
- "The introduction is blue, yellow, green; the conclusion is green, yellow, blue."
- "Check the HOW similarity or HOW difference in the prompt."

Response to Student Need

67. Intervention: Name the Thinking

Need	Teacher Move	Student Output
Uses one passage	Place Ford and Walton cards side by side.	Names one detail from each.
Confuses yellow and red	Sort an evidence sentence and an explanation sentence.	Explains why evidence is yellow and explanation is red.
Colors randomly	Ask the student to name the sentence job before marking.	Matches the job to the color.
Copies the introduction order	Display the mirror chart.	Uses green, yellow, blue for RRR.

TEACHER SCRIPT

"Use both texts. Name the sentence job first, choose its color second, and explain how the colors build your paper."

68. Embedded Checks & Student Support

Moment	Check	Support Without Lowering Rigor
After reading	Can the student name Problem, Action, Solution, Impact in both passages?	Point to the chart; the student supplies the details.
Before color coding	Does the plan contain one Ford detail and one Walton detail?	Use two labeled evidence cards.
During sentence sort	Can the student match job and color?	Let the student move the strips before writing.
After writing	Does the conclusion mirror the introduction?	Ask the student to name blue, yellow, green in GET SET and green, yellow, blue in RRR.

69. Student Support Quick Reference

If the student says...	Teacher response	Keep the thinking with the student by...
"I only need Ford."	A paired-passage response needs both texts.	Ask the student to add a Walton detail.
"I colored it blue because I like blue."	The color shows the sentence job.	Ask what the sentence is doing.
"Yellow and red are the same."	Yellow proves; red explains.	Ask the student to point to the evidence and its explanation.
"The conclusion is blue, yellow, green."	The conclusion mirrors with green, yellow, blue.	Ask the student to match R1, R2, and R3 to the colors.

70. Enrichment: Connect Across Texts

Extension	Student Challenge	Evidence of Enrichment
HOW similarity		

	Explain how both men helped families through affordable solutions.	Uses by, through, with, in, or across accurately.
HOW difference	Explain how travel and retail solutions were different.	Uses contrast while keeping both texts.
Full-paper craft	Write and color-code a mini ECR using one paragraph from each biography.	Every sentence has a job and a color.
Mirror explanation	Explain why GET SET and RRR use reverse color order.	Connects broad purpose, support, answer, and reflection.

Expert Reflection: ask students to explain how the prompt type shaped the thesis (central idea), evidence connection, and RRR reflection.

71. Additional Writing Opportunity: Plan and Draft

Planning Support

Students plan a second response for the HOW-difference prompt: Explain how Henry Ford and Sam Walton were different in the ways they helped everyday families.

Thesis (central idea): Ford helped families through affordable transportation, while Walton helped families with lower-priced retail choices.

Ford evidence: the Model T and moving assembly line lowered the cost of automobiles.

Walton evidence: Walmart offered lower prices and opened stores in small towns.

Success Criteria: use both texts, use an accurate preposition, color-code every sentence, and explain the different impacts.

72. Additional Writing Opportunity: Revise, Edit, and Share

1. Read the full ECR aloud.
2. Name the job and color of every sentence.
3. Check one detail from each biography.
4. Check that the thesis (central idea) answers HOW similarity or HOW difference.
5. Check that yellow evidence is followed by red explanation.
6. Check that the conclusion mirrors the introduction.
7. Share the Bluebird Moment with a partner.

Engagement & Home Connection**73. Auditory Engagement Moments**

- Students echo the color sequence: "Blue, yellow, green. Green, yellow, blue."
- Students say one Ford detail, one Walton detail, and one connection sentence.
- Students rehearse a HOW similarity and a HOW difference aloud.
- Students explain yellow evidence and red explanation to a partner.

74. Pause Points

Pause after every model. Ask students to name the sentence job, point to its color, and identify whether the sentence uses Ford, Walton, or both. Return to the overarching question before independent writing.

75. At-Home Connection

Ask a family member to name two people who solved a problem in different ways. The student should identify one detail from each story, connect the ideas, and name the color and job of one sentence in a possible response. No worksheet is required.

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"Use this tracker as your private reflection tool. Check one response for each skill after you practice it. Your answers help you see what you can do next."

Directions: Check the box that matches your current work.

I Can...	Not Yet	Getting It	I've Got It!
Use both passages in one answer.			
Find one detail from each passage.			
Track Problem, Action, Solution, Impact.			
Write a thesis (central idea) that answers the prompt.			
Name the job of every sentence.			
Match every job to blue, yellow, green, or red.			
Explain the GET SET and RRR mirror.			
Distinguish HOW similarity from HOW difference.			
Revise my full paper so every sentence has a job.			

77. Student Award

What can I already do? Name one full-paper color or one two-text connection that shows a strength.

78. Student Target

What do I want to practice next? Name one next step for using both passages, matching a sentence job to its color, or strengthening the mirror pattern.

Teacher Closure & Reviewer Evidence

79. Teacher Encouragement / Closing Script

TEACHER SCRIPT

"You can see that every sentence in your ECR paper has a job. You can use both texts, connect the ideas, choose the right color, and build a paper that opens with purpose and closes with a Bluebird Moment."

80. Essential / Overarching Question, Answered

How can a writer use color-coding to see that every sentence in an ECR paper has a specific job?

A writer can color-code each sentence after naming its job. Blue shows the statement of purpose or significant inferencing, yellow shows the bridge or evidence, green shows the thesis (central idea), reason or way, and R1 restatement, and red shows the body explanation. In GET SET, the paper moves blue, yellow, green. In RRR, it mirrors with green, yellow, blue. Using both Henry Ford: Visionary of Travel and Sam Walton: Visionary of Retail keeps one answer connected to two texts.

81. Teacher Reflection

- Which students named sentence jobs before colors?
- Which students used both biographies without prompting?
- Which students explained yellow evidence and red explanation?
- Which students explained the GET SET/RRR mirror?
- Which HOW similarity or HOW difference prompt needs another model?
- Which evidence should be preserved for the next lesson?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

Collect and date evidence that shows the full-paper color-coding skill was taught and learned:

- Linear Plot Line notes for both biographies
- Full ECR color key and model notes
- Color Code Capture sentence strips
- Color-coded full-paper exemplars
- Student exit tickets
- High / Secure, Medium / Approaching, and Low / Developing full-paper responses
- Completed G3 C5 M4 writing assignments

Production & Implementation Support

83. Module Slide Deck Build Sheet

The slide deck follows the five-day lesson and preserves the full ECR color system.

Slide	Title	Required Content	Lesson Location
1	Color-Coding the Full ECR Paper	Cluster 5, Module 4, Very High Stamina	Cover
2	One Answer, Two Texts	Paired Passage HABIT and Linear Plot Line	Day 1 Gather
3	Full ECR Color Code	GET SET blue, yellow, green; body green, yellow, red, blue; RRR green, yellow, blue	Day 1 Reveal
4	Color Code Capture	Rebuild sentence strips and match each job to its color	Day 2 Attempt
5	Mirror Pattern	Explain why GET SET and RRR reverse color order	Day 3 Discuss
6	Color-Code the Full Paper	Independent color-coded exemplar using Ford and Walton	Day 3 Use
7	Award and Target	Recognize accurate structure and revise one unclear sentence job	Day 4
8	Turn and Teach	Teach the color system and the Paired Passage HABIT	Day 5
9	Exit Ticket	Complete the paired-passage full-ECR color check	Day 5 Transfer

Reviewer note: every slide keeps Henry Ford and Sam Walton as the only source biographies.

84. Virtual / Online Adaptation

Keep the skill and rigor identical; change only the delivery method.

Element	Adaptation
Shared screen	Display both biographies and the full ECR color key.
Annotation	Students mark Ford evidence and Walton evidence in a shared document.
Breakout discussion	Pairs rehearse one detail from each passage and one connection sentence.
Digital card sort	Students drag blue, yellow, green, and red cards to the matching sentence jobs.
Submission	Collect the color-coded exit ticket and full ECR in the learning platform.
Feedback	Return comments that name both-text use, sentence jobs, colors, and the Bluebird Moment.

Teacher Reflection

85. Teacher Reflection (This Module)

Fill this in after teaching. Write only in the blank right column.

What worked so well that I want to keep it	
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What I would change next time	
My favorite moment this module	
A student who surprised me, and how	
Did the pacing fit? Where did we need more or less time?	
Students to pull for a quick small group next	
One standard worth a second pass	
One idea to make this module even better next year	
Open notes	