

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 3

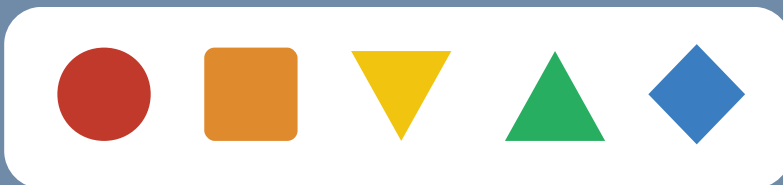
Cluster 5 - Modules 1 to 4

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



Name: _____



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THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 3

Cluster 5 - Module 1

Paired Passage Responses: Connecting
Two Texts



Name: _____



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Grade 3 • Cluster 5 • Module 1

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How to Use My Workbook

This book holds my reading, thinking, writing, and reflection for this module.

My Name and My Goal for This Module

Pocket Practice

Attach a sheet of paper along the left, right, and bottom sides of this box to make a pocket. Store your game cards here throughout each module.



Meet My Week



Paired Passage Responses: Connecting Two Texts

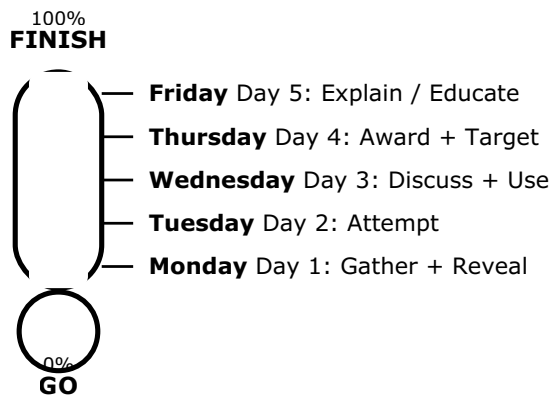
Why This Matters to Me

Nothing else in this cluster works until I can connect two passages in one answer. I will learn to track each Linear Plot Line from Problem through Action, Solution, and Impact. I will choose evidence from both texts and explain the connection between the ideas clearly. This module builds the Paired Passage HABIT that I will use for every paired-passage response this cluster. The rule is simple: one answer equals two texts, and every response needs both passages working together.

Essential Question

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

My Week Tracker



Color in the thermometer at the END of each day, after I finish that day's work. Watch my progress rise from GO to FINISH!

My First Thinking

I Can

- 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.

I Will

- 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.

The I Can I want to reach first, and why

My Week at a Glance

What I learn	What I read	What I make
How to connect two informational passages into one clear answer using the Paired Passage HABIT.	Two informational biographies: "Henry Ford: Visionary of Travel" and "Sam Walton: Visionary of Retail."	A Linear Plot Line chart, evidence cards, a paired-passage response, an exit ticket, and a writing assignment.

Where We Are Going

I will move from tracking each passage through Problem, Action, Solution, and Impact to connecting both passages in one response with GET SET and RRR. I will finish by teaching a partner the Paired Passage HABIT.

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

- ☐ My response uses BOTH passages.
- ☐ I include one detail from EACH passage and connect the ideas.
- ☐ I state a thesis (central idea) that fits both texts.
- ☐ My GET SET introduction and RRR conclusion mirror the color-coded jobs.

Check Myself

- ☐ I read the whole prompt.
- ☐ I can point to proof for my thinking.
- ☐ I can explain my choice to a partner.

How I Will Show What I Know

I will show what I know with a paired-passage response, evidence cards, a partner explanation, and the Day 5 exit ticket.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	I connect to what I already know about both passages.
Reveal	Day 1	I learn the Linear Plot Line and the GET SET color map.
Attempt	Day 2	I sort evidence and build one connected answer.
Discuss	Day 3	I explain why my choices work with both texts.
Use Again	Day 3	I write one paired-passage response on my own.
Award	Day 4	I name evidence of my growth.
Target	Day 4	I choose my next step and revise.
Explain / Educate	Day 5	I teach the Paired Passage HABIT to a partner.

Say It Together!

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

3.12B(i):

I can compose informational texts using a clear thesis (central idea).

3.11B(iii):

I can develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.

Call and Response

Read this together as a class before we start.

Teacher asks: "How many passages does your answer need?"

Class answers: "Two! One answer = two texts!"

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

I already know that a prompt gives me a job. I can find details in a passage and write a complete sentence with a capital letter and end punctuation.

A connection I can make

Remember It!

- ☐ A thesis (central idea) answers the prompt.
- ☐ Evidence comes straight from the passage.
- ☐ An explanation tells what the evidence shows.
- ☐ One answer = two texts.

One idea I remember

Ready Check

- ☐ I can name what a passage is about.
- ☐ I can find a problem and a solution in a text.
- ☐ I can write a sentence that connects two ideas.

Watch Out! Common Mix-Up

Watch out! Two separate summaries are not the same as a connected answer. Your response must explain how the two details work together.

Where This Fits in My Writing

The Linear Plot Line supplies the thinking, the Paired Passage HABIT supplies the evidence rule, and the color-coded ECR supplies the sentence jobs.

What I want to remember before I start

Where I Am Starting

This shows my teacher what I already know. It is not for a grade. Work on your own. You may reread the Henry Ford and Sam Walton passages in Read and Interact as often as you want.

Part 1: Prompt Analysis

Read the prompt aloud. Circle alike or different. Is this a WHY or HOW prompt?

Explain why Henry Ford and Sam Walton were important.

Part 2: Thesis (Central Idea)

Write one sentence that states a thesis (central idea) that fits both passages.

My thesis (central idea)

Part 3: Informative Organization

Number these four sentences 1, 2, 3, 4 to show the order they belong in an informative response.

Number	Sentence
_____	Henry Ford and Sam Walton were important because they created solutions that helped everyday families.
_____	The text stated that many families who had never owned a car before were finally able to buy one.
_____	The passage explained that 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.

Part 4: Introduction

Write the first sentence of a response to the prompt. Remember that the first sentence tells the reader what you will prove.

My first sentence

Part 5: Relevant Details and Evidence

Reason: Both men created solutions that helped everyday families. Copy one sentence from each passage that proves this reason. Then explain in one sentence how the two details connect.

The sentence I copied from the passage

Why it proves the reason

Part 6: Passage-Based Paragraph

Write three or four sentences that answer the prompt from Part 1. Use your thesis (central idea), one reason, and one piece of evidence.

My paragraph



Words I Need

Tier 1, everyday words



Say each word. Then use one word in a sentence about Henry Ford or Sam Walton.

Word	Say it	What it means	Sentence frame
problem	PROB-lum	Something that needs to be solved.	Both men noticed a _____.
action	AK-shun	Something a person does.	Ford took _____. Walton took _____.
solution	suh-LOO-shun	A way to fix a problem.	The solution helped _____.
impact	IM-pakt	The result of an action.	The impact was _____.
help	HELP	To make something easier.	Their ideas helped _____.
change	CHAYNJ	To make something different.	Their work changed _____.
work	WURK	Effort used to make or do something.	It took hard work to _____.
build	BILD	To make by putting parts together.	Ford helped build _____.
plan	PLAN	Steps for reaching a goal.	Walton made a plan to _____.
improve	im-PROOV	To make something better.	Both men wanted to improve _____.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

Say each word. Then use one word in a sentence about connecting two passages.

Word	Say it	What it means	Sentence frame
linear plot line	LIN-ee-ur PLOT LINE	The order of Problem, Action, Solution, Impact.	I follow the linear plot line.
sequence	SEE-kwens	The order in which events happen.	I put the events in sequence.
paired passages	PAYRD PASS-ij-iz	Two texts read together for one prompt.	The paired passages share _____.
evidence	EV-uh-dens	Details from a text that support an idea.	My evidence comes from _____.
explanation	ek-spluh-NAY-shun	Words that tell how ideas connect.	My explanation connects _____.
connection	kuh-NEK-shun	How two ideas relate.	The connection is _____.
central idea	SEN-trul eye-DEE-uh	The main point of a text or response.	Both passages support one central idea.
thesis (central idea)	THEE-sis	A sentence that states the response idea.	My thesis (central idea) answers _____.
similarity	sim-uh-LAIR-uh-tee	A way two ideas are alike.	A similarity is _____.
difference	DIF-ur-ens	A way two ideas are not alike.	A difference is _____.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

These words come from the Henry Ford and Sam Walton passages. Say each word, then use it in a sentence.

Word	Say it	What it means	Sentence 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 _____.

Use one Tier 3 word in a sentence



My Strategy Tools

Paired Passage HABIT and Linear Plot Line



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

REASON / WAY Green	EVIDENCE Yellow	EXPLANATION Red or Pink
THESIS (CENTRAL IDEA) Green		
PASSAGE AND PROMPT		

Read the prompt aloud. Circle alike or different before choosing by, through, with, in, or across.

Linear Plot Line

Mark	What it means
Problem	What needed to be solved
Action	What the person did
Solution	The fix or answer
Impact	The result or effect

Track each passage through Problem, Action, Solution, Impact before drafting.

How this strategy works for me

Prompt Type and What It Asks

Prompt Type	What It Asks	Language to Use
WHY	Give a reason that explains why	because, reason, caused, led to
HOW-similarity	Show an alike way	by, through, with, in, across
HOW-difference	Show different ways	by, through, with, in, across

Listing two facts is not the same as connecting them. Use the Paired Passage HABIT to make the connection clear.

How I Say the Standard!

3.12B(i):

I can compose informational texts using a clear thesis (central idea).

3.11B(iii):

I can develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.

Check My Writing

- ☐ My sentence has a subject and a verb.
- ☐ I use a capital letter for Henry Ford, Sam Walton, Michigan, and Arkansas.
- ☐ I use a period or another ending mark.

A WHY or HOW sentence I can try

The Five Thinking Levels

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

Level	Symbol	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

A WHY prompt type I know

The Progression of Thinking

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.

The next step in my thinking



Read & Interact

Read with a purpose



Dot, Discover, Drop

DOT: Place a small dot above any unfamiliar word. DISCOVER: Find the pronunciation or the meaning. DROP: Erase the dot once the word is understood.

TRACKS Legend

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

TRACKS marks evidence in the passage. Highlight the smallest meaningful phrase. The shapes Circle, Box, and Triangle are used only to analyze the prompt.

Connect It to Our World

Henry Ford changed transportation and Sam Walton changed retail. Both helped everyday families by creating more affordable choices in daily life.

Background I Need

Henry Ford created the Model T and the moving assembly line. Sam Walton opened Walmart and worked to offer lower prices. Both followed a Linear Plot Line: Problem, Action, Solution, Impact.

Words I dotted while reading

Henry Ford: Visionary of Travel

Read both passages. Track Problem, Action, Solution, and Impact in each one.

[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.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Sam Walton: Visionary of Retail

Read both passages. Track Problem, Action, Solution, and Impact in each one.

My
marks

[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.

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: Henry Ford: Visionary of Travel

Problem, Action, Solution, and Impact that show how Ford changed travel for everyday families.

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

Use TRACKS to locate evidence in both passages. Mark Time, Reactions, Actions, Character/Concept, Key Knowledge, and Scenery/Setting.

Write one detail from the Ford passage that supports the shared idea.

Annotate: Sam Walton: Visionary of Retail

Problem, Action, Solution, and Impact that show how Walton changed retail for everyday families.

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

STOP & THINK

Which details from BOTH passages could support one shared idea?

My thinking

My Prompt Marking Notes

The prompt tells me whether to explain WHY or HOW. I read the prompt aloud and circle alike or different before choosing my connecting words.

Shape	Word	Question I ask myself
WHY	Give a reason	Use because, reason, caused, led to
HOW-similarity	Show an alike way	Use by, through, with, in, across
HOW-difference	Show different ways	Use by, through, with, in, across

Read the prompt aloud and circle alike or different before choosing by, through, with, in, or across.

Explain why Henry Ford and Sam Walton were important.

Write the prompt type and explain what job the prompt gives you.

STUDENT WORKBOOK



Day 1: Gather + Reveal



I preview both passages and learn the Linear Plot Line

Our Question for Today

How can I tell what both passages are about before I start writing?

1. Gather: Preview the Two Biographies

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.

Look at the titles: "Henry Ford: Visionary of Travel" and "Sam Walton: Visionary of Retail." What do you think each passage will be about?

My prediction for Ford

My prediction for Walton

STOP & THINK

What does "one answer = two texts" mean to you?

My answer

2. Reveal: The Linear Plot Line

Every biography in this cluster follows a Linear Plot Line: Problem, Action, Solution, Impact. Track each passage below.

Step	Ford	Walton
Problem		
Action		
Solution		
Impact		

3. Reveal: GET SET Introduction

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).

Write one GET SET sentence for each color

Point to both passages and name the four plot-line steps before you move on.

- ☐ I previewed both passages.
- ☐ I tracked the Linear Plot Line.
- ☐ I learned the GET SET colors.

4. Embedded Check: Paired-Passage Preview

Before you leave Day 1, answer these questions about both passages.

What problem did Henry Ford notice?

What solution did Ford create?

What problem did Sam Walton notice?

What solution did Walton create?

What is one idea that fits BOTH passages?

☐ I can name the problem and solution in both passages.

☐ I found one idea that fits both texts.

STUDENT WORKBOOK



DOUBLE TRACK CHALLENGE

Day 2: Attempt

✂ Cut out these cards

Cut on the dashed lines. Sort the Ford cards and Walton cards. Match each detail to its passage, then find the connection. Store all cards in your Pocket Practice.

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.
Their ideas show how solutions can change transportation, shopping, and community life.	

Self-Check (back of cards)

This page prints on the back of the card page. Each answer sits behind its own card, so flip a card over to check yourself. Keep the cards in Pocket Practice when you finish.

Ford evidence	Thesis (central idea)
Connection	Walton evidence
	Significance

STUDENT WORKBOOK



Day 2: Attempt



I sort evidence and build one connected answer

1. Double Track Challenge

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.

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.

My Ford detail

My Walton detail

My connection sentence

- ☐ I chose one Ford detail.
- ☐ I chose one Walton detail.
- ☐ I wrote a connection sentence.

STUDENT WORKBOOK



Day 3: Discuss + Use



I compare ideas and write an independent response

1. Discuss: Similarity and Difference

Both men noticed a problem, took action, created a solution, and affected everyday life. Ford focused on transportation; Walton focused on retail.

How are the solutions similar? How are they different?

Similarity

Difference

? STOP & THINK

Why does one detail from each passage belong in the same answer?

My answer

2. Use: Write One Paired-Passage Response

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

My thesis (central idea)

My Ford evidence

My Walton evidence

My connection sentence

- ☐ I used BOTH passages.
- ☐ My thesis (central idea) fits both texts.
- ☐ I connected the ideas in one sentence.

3. Practice: Mark Another Prompt

Read this prompt aloud. Circle alike or different. Is this WHY or HOW?

Read the prompt aloud and circle alike or different before choosing by, through, with, in, or across.

Explain how Henry Ford and Sam Walton helped everyday families in similar ways.

Prompt type (WHY, HOW-similarity, or HOW-difference) and why

Write a thesis (central idea) for this prompt using evidence from both passages

? STOP & THINK

Look at your Day 3 work. What is one thing you did well today? What is one thing you want to practice?

What I did well

What I want to practice

STUDENT WORKBOOK



Day 4: Award + Target



I celebrate my evidence use and revise for clarity

1. Award: Name My Strength

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

My strongest sentence and why it works

2. Target: Revise a Weak Response

Revise this response: "Ford made cars. Walton opened a store." Add a thesis (central idea) that fits both texts, one Ford detail, one Walton detail, and a connection sentence.

My revised response

3. 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.

Prompt Type	What It Asks	Language to Use
WHY	Give a reason that explains why	because, reason, caused, led to
HOW-similarity	Show an alike way	by, through, with, in, across
HOW-difference	Show different ways	by, through, with, in, across

Write a HOW-similarity thesis (central idea)

Write a HOW-difference thesis (central idea)

Which type did you use? Circle one: HOW-similarity or HOW-difference. Explain why you chose that type.

My explanation

- ☐ I named a strength in my work.
- ☐ I revised a weak response.
- ☐ I practiced HOW-similarity and HOW-difference.

STUDENT WORKBOOK

Day 5: Explain / Educate



I teach the HABIT and complete my response

1. Explain: Teach the Paired Passage HABIT

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

What I taught my partner

2. Educate: The Bluebird Moment (RRR)

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

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.

Write your RRR conclusion

3. Transfer: HOW Response

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

My HOW response

☐ I taught the HABIT to a partner.

☐ I wrote an RRR conclusion.

4. My Complete ECR

Write your full low-stamina paired-passage response below. Include GET SET, evidence from both passages, a connection sentence, and RRR.

GET SET (blue purpose, yellow bridge, green thesis)

Body: Ford evidence, Walton evidence, connection

RRR: The Bluebird Moment (green R1, yellow R2, blue R3)

- ☐ I used BOTH passages.
- ☐ I included GET SET and RRR.
- ☐ Every sentence has a job and a color.

Exit Ticket

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)

My thesis (central idea)

2. Ford evidence

A detail from the Ford passage

3. Walton evidence

A detail from the Walton passage

4. Connection sentence

One sentence that connects both details

- ☐ I used BOTH passages.
- ☐ My thesis (central idea) fits both texts.



Write More

My Paired-Passage Response



Writing Assignment

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

Read the prompt aloud and circle alike or different before choosing by, through, with, in, or across.

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

My Plan

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

My thesis (central idea) and reasons:

Which detail is strongest? Why?

My Draft



Write your paired-passage response below. Use GET SET, body evidence from both passages, a connection sentence, and RRR.

Draft, page 1

What I want to keep in my draft:

Revise, Edit, and Share

Revise

- ☐ I used BOTH passages.
- ☐ I included one detail from each passage.
- ☐ I stated a thesis (central idea) that fits both texts.
- ☐ I connected the ideas in one sentence.
- ☐ I used GET SET and RRR.

Edit

- ☐ Every sentence begins with a capital letter.
- ☐ Every sentence ends with correct punctuation.
- ☐ Quotation marks surround direct evidence.
- ☐ Connecting words are used correctly.
- ☐ Henry Ford, Sam Walton, Michigan, and Arkansas are capitalized.

My improved response:

Share

Read your response to a partner. Your partner points to GET SET, Ford evidence, Walton evidence, the connection, and RRR.

Partner feedback:

My Final Response

Copy your best, most complete version below. Make sure your response uses evidence from BOTH passages and connects the ideas in one sentence.

Part	I can show...	Check
Paired Passage HABIT	Uses BOTH passages and connects the ideas in one clear response.	
Thesis (central idea)	Clear idea that fits both biographies and answers the prompt directly.	
Evidence	One relevant detail from EACH passage with signal phrases.	
Explanation and craft	Explains the connection using color-coded sentence jobs throughout.	
Development	Focused, structured, and developed with relevant details from both texts.	

What Good Writing Looks Like

Read the high exemplar. Point to the thesis (central idea), the Ford detail, the Walton detail, and the connection sentence. Notice how every sentence has a color and a job.

Explain why Henry Ford and Sam Walton were important.

Low

Henry Ford and Sam Walton were important. They both did good things. Ford made cars and Walton made a store.

What is missing: no specific detail from either passage, no thesis (central idea) that fits both, and no connection sentence.

Medium

Henry Ford and Sam Walton were important because they helped people. The text stated, "Many families who had never owned a car before were finally able to buy one." Sam Walton also helped people by opening Walmart.

What is missing: needs a specific detail from the Walton passage and a connection sentence that explains how both details support the shared idea.

High

Creative thinkers can solve problems that affect many people. The two biographies show this through changes in travel and retail. Henry Ford and Sam Walton were important because they created solutions that helped everyday families. One reason both men were important was that they 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. Ford and Walton helped everyday families through useful solutions. The Model T and moving assembly line, together with Walmart and lower prices, show this shared impact. Their ideas show how solutions can change transportation, shopping, and community life.

Why it works: the response includes GET SET (blue purpose, yellow bridge, green thesis), evidence from both passages, a connection sentence, and RRR (green R1, yellow R2, blue R3).

What makes this response strong? Name two things that make the writing clear and complete.



Look Back & Look Forward

Looking Back and Looking Forward



My Progress Tracker

I can...	Not yet	Growing	Got it
I can track Problem, Action, Solution, Impact in both passages.	☐	☐	☐
I can write a thesis (central idea) that fits both texts.	☐	☐	☐
I can find one detail from the Ford passage.	☐	☐	☐
I can find one detail from the Walton passage.	☐	☐	☐
I can connect the two details in one sentence.	☐	☐	☐
I can use GET SET and RRR.	☐	☐	☐

What I Did Well

Write one thing you did well this week.

What I Want to Practice Next

Write one thing you want to practice.

Essential Question Answered

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

The 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 opens the response and RRR closes it with the Bluebird Moment.

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

How My Thinking Changed

At the start of this module, I thought:

Now I know:

Try Another Prompt

Explain how Henry Ford and Sam Walton changed daily life in different ways. Use evidence from BOTH passages.

Write your response below.

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. Explain how Henry Ford and Sam Walton changed daily life in different ways. Use evidence from BOTH passages and explain the HOW-difference.

- Write a HOW-similarity thesis (central idea) using by, through, with, in, or across.
- Write a HOW-difference thesis (central idea) using by, through, with, in, or across.
- Include one Ford detail and one Walton detail in each response.
- Use GET SET and RRR in both responses.

Write your two responses below.

Draw the Connection

Draw a picture that shows how Ford and Walton both helped everyday families.

At-Home Connection

Take these cards home and practice with someone.

Two Texts, One Idea

Read both biographies at home. Say one idea that fits Henry Ford and Sam Walton. Write one sentence: "Both men _____ because _____." Read your sentence out loud to someone at home.

Ask them: what is one idea that fits both people?

Family member signature: _____

Find the Evidence

Find one Ford detail and one Walton detail. Begin with "The text stated..." and "The passage explained..." Write both sentences. Read them out loud.

Ask them: how do these two details connect?

Family member signature: _____

Connect the Ideas

Write one sentence beginning "Together, these details show..." You may talk about this card in any language you speak at home first. Then write or draw your connection sentence. Drawing the marks counts.

Ask them: can you think of two people who solved a similar problem in different ways?

Family member signature: _____

Family Conversation

Talk with someone at home about one idea that fits both Henry Ford and Sam Walton.

Notes

My Progress This Module

Every time I get a score or a grade on my work in this module, I write it here. This can be an exit ticket, a short answer, or a rubric score from my teacher.

Date	What I did (for example exit ticket, short answer, rubric)	My score	My next goal

Why This Helps Me

This chart shows how my scores change over the whole module, not just on one day.

- ☐ I keep this chart up to date.
- ☐ I can tell if my scores are growing.
- ☐ I ask for help when I need it.
- ☐ I show this chart to my teacher or a family member.

Add a new row every time I get feedback, a score, or a grade on my work.

My Module 1 Snapshot

I can keep this page with my other work. It shows how my thinking grew.

The most useful word I learned

The prompt part I can find fastest

My Strong Roots

I can connect two details in one sentence.

A note to my future writer self

My Proud Moment This Week

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 3

Cluster 5 - Module 2

Paired Passage HOW Prompts:
Similarities and Differences



Name: _____



The Writing Academy®, LLC

Grade 3 • Cluster 5 • Module 2

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How to Use My Workbook

This book holds my reading, thinking, writing, and reflection for this module.

My Name and My Goal for This Module

Pocket Practice

Attach a sheet of paper along the left, right, and bottom sides of this box to make a pocket. Store your game cards here throughout each module.



Meet My Week



Paired Passage HOW Prompts: Similarities and Differences

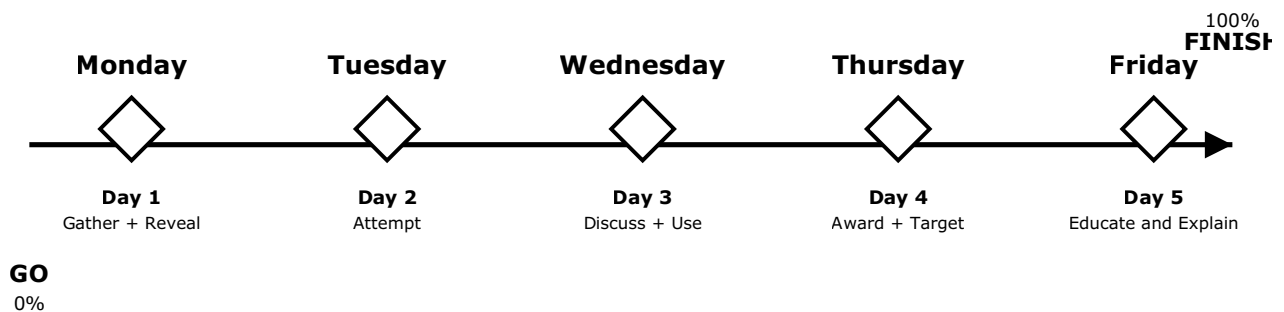
Why This Matters to Me

When a prompt gives two passages, my answer must use two passages. I will learn to track the Linear Plot Line, decide similarity or difference, and connect both texts into one clear explanation.

Essential Question

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

My Week Tracker



Color in one section at the **END** of each day, after I finish that day's work. Watch my timeline grow from **GO** to **FINISH**!

My First Thinking

I Can

- I can use evidence from both passages.
- I can connect two texts into one answer.
- I can explain how the ideas work together.
- I can tell whether a HOW prompt asks for a similarity or a difference.
- I can write a HOW thesis (central idea) with a preposition.

I Will

- 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.

The I Can I want to reach first, and why

My Week at a Glance

What I learn	What I read	What I make
How to explain similarities and differences across two passages using a preposition-based thesis (central idea) and the paired-passage HABIT: one answer = two texts.	Two nonfiction biographies about Henry Ford and Sam Walton at Medium stamina, tracking each Linear Plot Line: Problem, Action, Solution, Impact.	A paired-passage HOW response with a thesis (central idea), two pieces of evidence (one from each passage), one connecting explanation, and GET SET and RRR color-coded structure.

Where We Are Going

I will move from tracking two Linear Plot Lines to sorting HOW prompts into similarity and difference. Then I will write a complete paired-passage response that uses both texts, connects both pieces of evidence, and mirrors the introduction and conclusion by color.

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

- ☐ 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 thesis (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.
- ☐ My GET SET introduction mirrors my RRR conclusion by color: blue, yellow, green to green, yellow, blue.
- ☐ I can explain the shared path or split path to a partner.

Check Myself

- ☐ 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 and states the similarity or difference.
- ☐ My GET SET introduction mirrors my RRR conclusion by color.
- ☐ I can explain the shared path or split path to a partner.
- ☐ I used complete sentences with proper capitalization.

How I Will Show What I Know

Say It Together!

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

3.12B(i):

I can compose informational texts using a clear thesis (central idea).

3.11B(ii):

I can develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure.

Call and Response

Read this together as a class before we start.

Teacher asks: "What is the paired-passage HABIT?"

Class answers: "Use BOTH texts! Two pieces of evidence, one detail from EACH passage, connect the ideas in one sentence!"

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

I already know that a paired-passage question needs two passages in the answer. I know the Linear Plot Line: Problem, Action, Solution, Impact. I know that evidence is a detail from a text that supports an idea.

A connection I can make

Remember It!

- ☐ A thesis (central idea) answers the prompt.
- ☐ Evidence comes straight from the passage.
- ☐ A paired-passage answer must use BOTH texts.

One idea I remember

Ready Check

- ☐ I know the Linear Plot Line: Problem, Action, Solution, Impact.
- ☐ I know that a similarity shows a shared path and a difference shows a split path.
- ☐ I know that a preposition can show how: by, through, with, in, or across.

Watch Out! Common Mix-Up

Watch out! A difference prompt still needs BOTH passages. One text alone cannot create a comparison. And a HOW thesis (central idea) uses a preposition, not because.

Where This Fits in My Writing

The paired-passage HABIT is: use BOTH texts; two pieces of evidence, one detail from EACH passage; connect the ideas in one sentence.

What I want to remember before I start

Where I Am Starting

This shows my teacher what I already know. It is not for a grade. Work on your own. You may reread the passages in Read and Interact as often as you want.

Part 1: Prompt Analysis

Read the prompt. Decide if the prompt asks for a similarity or a difference.

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

Part 2: Thesis (Central Idea)

Write one sentence that answers the prompt above. Use both subjects and add a preposition to show HOW.

My thesis (central idea)

Part 3: Informative Organization

Number these four sentences 1, 2, 3, 4 to show the order they belong in an informative response.

Number	Sentence
_____	The passage says Ford created the Model T and Walton opened Walmart.
_____	Henry Ford and Sam Walton helped everyday families through affordable solutions.
_____	This shows that both men focused on making important needs more affordable.
_____	One way both men were similar was by making goods more affordable for ordinary people.

Part 4: Introduction

Write the first sentence of a response to the prompt. Remember that the first sentence tells the reader what you will prove.

My first sentence

Part 5: Relevant Details and Evidence

Reason: Both men noticed a problem affecting everyday families and created affordable solutions. Copy one sentence from each passage that proves this. Then explain in one sentence how both details connect.

The sentence I copied from the passage

Why it proves the reason

Part 6: Passage-Based Paragraph

Write three or four sentences that answer the prompt from Part 1. Use your thesis (central idea), one reason, and one piece of evidence.

My paragraph



Words I Need

Tier 1, everyday words



Say each word. Then use one word in a sentence about how two people can be alike or different.

Word	Say it	What it means	Sentence frame
same	SAYM	Alike; not different.	Both men were the _____ in some ways.
different	DIF-er-unt	Not alike; not the same.	The two men were _____ in other ways.
both	BOOTH	The two together.	A paired-passage answer uses _____ texts.
changed	CHAYNZD	Made something different.	Each man _____ the way people lived.
helped	HELPD	Made things easier for someone.	Both men _____ everyday families.
worked	WURKT	Did effort to make something happen.	Each man _____ hard on his idea.
built	BILT	Made something by putting parts together.	Ford _____ the Model T.
sold	SOHLD	Gave something in exchange for money.	Walton _____ goods for less.
made	MAYD	Created or produced something.	Both men _____ life easier for families.
solved	SOLVD	Found a way to fix a problem.	Each man _____ a problem for people.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

These are academic thinking words that help us compare, contrast, and explain relationships across two passages. Say thesis (central idea) with me.

Word	Say it	What it means	Sentence frame
paired passages	PAIRD PAS-ij-ez	Two texts read together to answer one prompt.	These _____ share one big idea.
compare	kum-PAIR	Tell how two things are alike.	I _____ the two men to find similarities.
contrast	KON-trast	Tell how two things are different.	I _____ the two men to find differences.
similarity	sim-uh-LAIR-uh-tee	A way two things are alike.	One _____ is that both helped families.
difference	DIF-er-unss	A way two things are not the same.	One _____ is the kind of solution each made.
process	PRAH-ses	The steps used to do or make something.	Each man used a _____ to solve a problem.
method	METH-ud	A particular way of doing something.	Ford's _____ was building a car.
response	rih-SPONS	An answer that uses evidence and explanation.	My _____ uses both texts.
evidence	EV-uh-dens	Details from a text that support an idea.	My _____ comes from both passages.
explanation	ek-spluh-NAY-shun	Words that tell how or why.	My _____ connects the two texts.
connection	kuh-NEK-shun	How two ideas relate to each other.	I show the _____ between both men.
thesis (central idea)	THEE-sis	The sentence that states the exact answer.	My HOW thesis (central idea) uses a preposition.
preposition	prep-uh-ZIH-shun	A word like by, through, with, in, or across.	My thesis (central idea) includes a _____.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

These words are connected specifically to the topics in our passages about Henry Ford and Sam Walton. When we understand them, the passages become easier to compare.

Word	Say it	What it means	Sentence 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 _____.

Use one Tier 3 word in a sentence

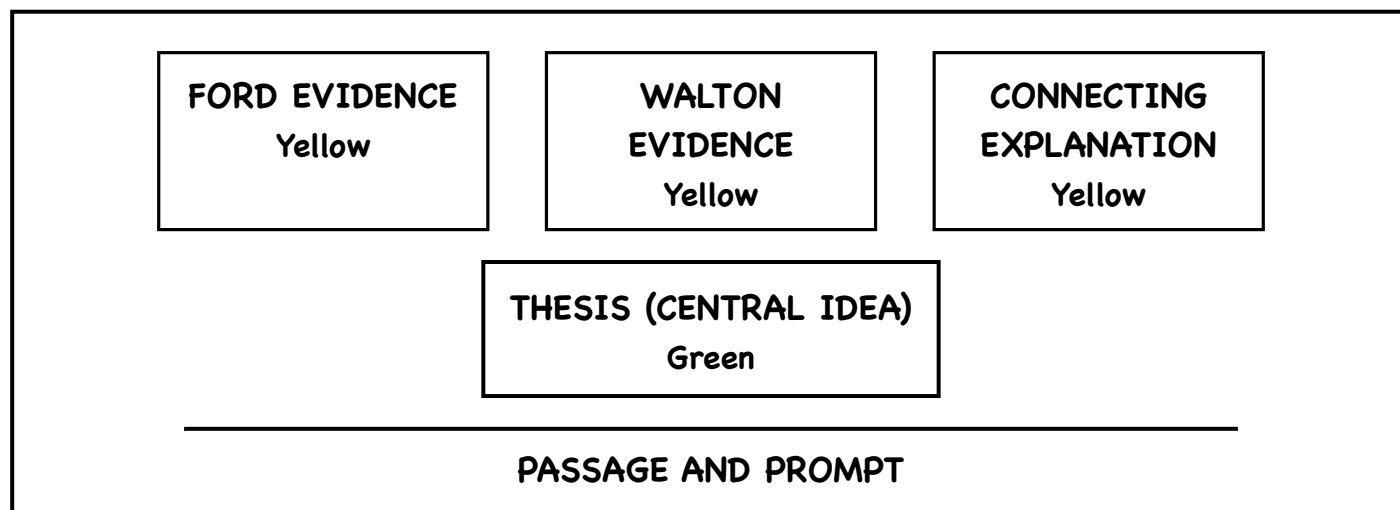


My Strategy Tools

Paired-Passage Response Structure



A paired-passage response uses evidence from both texts to answer one prompt. The structure shows how a strong response connects two passages.



A paired-passage answer must use BOTH texts.

HOW Prompt Lens

Mark	What it means
HOW Similarity	Shared path: how both texts are alike.
HOW Difference	Split path: how the texts are not the same.

A HOW thesis (central idea) uses a preposition such as by, through, with, in, or across.

How this strategy works for me

HOW Similarity and HOW Difference

HOW Similarity	HOW Difference
A shared path: how both texts, men, solutions, or impacts are alike. Use a shared-path thesis (central idea).	A split path: how their actions, solutions, or impacts are not the same. Use a split-path thesis (central idea).

The HOW relationship decides the shape of my answer. A preposition shows HOW.

How I Say the Standard!

3.12B(i):

I can compose informational texts using a clear thesis (central idea).

3.11B(ii):

I can develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure.

Check My Writing

- ☐ My sentence has a subject and a verb.
- ☐ I use a capital letter for Henry Ford and Sam Walton.
- ☐ I use a period or another ending mark.

A WHY or HOW sentence I can try

Five Thinking Levels

Read from the bottom up. The thinking level helps me choose the kind of thinking I need.

Level	Symbol	Hidden Question	Student Thinking	Thinking Focus
Foundational (Red)	○	What happened?	I can name what each passage is about.	Recall from each text
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

Each level has a color label: Red, Orange, Yellow, Green, Blue.

A thinking level I used

Five Thinking Levels

These are the five thinking levels for this paired-passage module.

Level	Symbol	Hidden Question	Student Thinking	Thinking Focus
Foundational (Red)	○	What happened?	I can name what each passage is about.	Recall from each text
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

HOW Similarity and HOW Difference

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.

A HOW thesis (central idea) uses a preposition such as by, through, with, in, or across. A WHY thesis (central idea) uses a subordinator such as because or since. Cluster 5 paired-passage prompts are HOW.

A thinking level I want to try



Read & Interact

Read with a purpose



Dot, Discover, Drop

DOT: Place a small dot above any unfamiliar word. DISCOVER: Find the pronunciation or the meaning. DROP: Erase the dot once the word is understood.

TRACKS Legend

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

TRACKS marks evidence in the passage. Highlight the smallest meaningful phrase. The shapes Circle, Box, and Triangle are used only to analyze the prompt.

Connect It to Our World

Henry Ford changed transportation by making cars more affordable. Sam Walton changed retail by making products more affordable. Both men noticed a problem, took action, created a solution, and changed daily life.

Background I Need

Henry Ford created the Model T and the moving assembly line, making cars more affordable. Sam Walton opened Walmart and worked to offer lower prices. Both men saw a problem affecting everyday families and developed affordable solutions.

Words I dotted while reading

Henry Ford: Visionary of Travel

Nonfiction passage. Medium Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

[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.

A phrase I want to remember

My Words: One new word I learned today: _____

Henry Ford: Visionary of Travel (continued)

Nonfiction passage. Medium Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

[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.

A phrase I want to remember

My Words: One new word I learned today: _____

Sam Walton: Visionary of Retail

Nonfiction passage. Medium Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

[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.

A phrase I want to remember

My Words: One new word I learned today: _____

Sam Walton: Visionary of Retail (continued)

Nonfiction passage. Medium Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

[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.

A phrase I want to remember

My Words: One new word I learned today: _____

Sam Walton: Visionary of Retail (continued)

Nonfiction passage. Medium Stamina. Read every paragraph. Use Dot, Discover, Drop.

[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.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: Henry Ford: Visionary of Travel

Problem, Action, Solution, and Impact in Henry Ford's story about making cars affordable.

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

Highlight the smallest meaningful phrase. If I cannot say why I highlighted it, I should not highlight it.

My best TRACKS phrase and why I chose it

Annotate: Henry Ford: Visionary of Travel (continued)

How the Model T and moving assembly line changed daily life and made transportation more affordable.

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

STOP & THINK

Which detail helps a reader understand why these everyday moments matter?

My thinking

My Prompt Marking Notes

The prompt tells me which relationship to explain. I decide if the prompt asks HOW similarity or HOW difference.

Shape	Word	Question I ask myself
HOW Similarity	Shared path	How are both texts alike?
HOW Difference	Split path	How are the texts not the same?

Read the prompt. Decide if it asks for a similarity or a difference. Name the preposition you would use.

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

My three marks in words

STUDENT WORKBOOK

Q Day 1: Gather + Reveal



3.12B(i):

I can compose informational texts using a clear thesis (central idea).

Gather: Two Roads, Two Biographies

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.

The Paired-Passage HABIT

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

- Use BOTH texts.
- Two pieces of evidence, one detail from EACH passage.
- Connect the ideas in one sentence.

Reveal: Linear Plot Line

Track each biography through the same four steps: Problem, Action, Solution, Impact.

Step	Henry Ford	Sam Walton
Problem	Cars were rare and expensive.	Stores charged high prices.
Action	Started Ford Motor Company and created the Model T.	Opened Walmart and observed customers.
Solution	Built affordable cars using the assembly line.	Sold many products at lower prices.
Impact	Travel became easier for millions.	Shopping became more affordable.

One idea that fits BOTH Henry Ford and Sam Walton

HOW Prompt Lens

A HOW similarity prompt asks you to explain how the texts are alike (shared path). A HOW difference prompt asks you to explain how the texts are not the same (split path).

Prompt Type	Look For	Example Thesis (central idea)
HOW Similarity	A shared path: how both men are alike.	Both men helped families through affordable solutions.
HOW Difference	A split path: how their solutions differ.	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	Thesis (central idea): state the exact HOW answer.	R1 Restate the thesis (central idea).

? Show a shared-path hand motion for similarity and a split-path hand motion for difference. Name one detail from Ford and one detail from Walton.

My paired-passage thesis (central idea) using a preposition

RRR: Closing My Response

RRR mirrors GET SET. Use green to restate the thesis (central idea), yellow to refer to the evidence as a whole, and blue to reflect the big picture.

Color	RRR Part	What It Does
Green	R1: Restate the Thesis (central idea)	Say the exact answer again.
Yellow	R2: Refer to Evidence as a Whole	Name both details together.
Blue	R3: Reflect the Big Picture	Share a broad lesson or truth.

Model RRR for the Similarity Prompt

R1 (Green): Ford and Walton helped everyday families through affordable solutions.

R2 (Yellow): The Ford detail about families buying cars and the Walton detail about affordable shopping show the same focus.

R3 (Blue): Different ideas can improve daily life when they respond to real needs.

My own RRR practice for the similarity prompt

? Does my R1 restate the thesis (central idea)? Does my R3 reflect a big picture idea?

Practice: HOW Similarity vs. HOW Difference

Read each prompt below. Decide if it asks for a similarity (shared path) or a difference (split path). Write the preposition you would use in your thesis (central idea).

Prompt	Similarity or Difference?	My Preposition
Explain how Ford and Walton were similar in the ways they helped families.		
Explain how Ford and Walton were different in the ways they solved problems.		
Explain how both men were similar in the impact they had on everyday life.		
Explain how the solutions in both passages were different.		

Auditory Fill-Ins

Say the missing word for each sentence:

Fill in: **SIMILARITY, DIFFERENCE, BOTH, PREPOSITION, SHARED PATH, SPLIT PATH**

One thing I learned about paired-passage writing today

STUDENT WORKBOOK



Crossroads Compare Quest

Day 2: Attempt

✂ Cut out these cards

Read the card. Decide if it is a similarity (shared path) or a difference (split path). Place it in the correct section.

THESIS (CENTRAL IDEA)	FORD EVIDENCE
WALTON EVIDENCE	Many families who had never owned a car before were finally able to buy one.
Customers liked finding many items in one place at prices they could afford.	Henry Ford and Sam Walton helped everyday families through affordable solutions.
This shows that both men focused on helping everyday families by making important needs more affordable.	Ford focused on transportation, while Walton focused on retail.

Self-Check (back of cards)

This page prints on the back of the card page. Each answer sits behind its own card, so flip a card over to check yourself. Keep the cards in Pocket Practice when you finish.

FORD EVIDENCE a detail from the Henry Ford passage.	THESIS (CENTRAL IDEA) the exact answer. It uses a preposition.
Ford Evidence	WALTON EVIDENCE a detail from the Sam Walton passage.
Thesis (central idea)	Walton Evidence
Difference	Connecting Explanation

STUDENT WORKBOOK



Day 2: Attempt



3.12B(ii):

I can compose informational texts using genre characteristics.

Crossroads Compare Quest

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	What I Do
Draw a Prompt	Read the prompt and decide similarity or difference.
Same or Different?	Sort a card under Shared Path or Split Path.
Build the Thesis (central idea)	Use both subjects, an action, a preposition, and a connected idea.
Find Ford Evidence	Find one detail from the Ford passage.
Find Walton Evidence	Find one detail from the Walton passage.
Connect the Explanation	Write one sentence joining both details.

My sorted card: Shared Path or Split Path? Why?

My thesis (central idea) with a preposition

My connecting explanation

STUDENT WORKBOOK

Day 3: Discuss + Use



3.12B(iii):

I can compose informational texts using craft.

Discuss: Shared Path vs. Split Path

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.

Remember: a paired-passage answer must use BOTH texts. A HOW similarity follows the shared path, showing how both men are alike. A HOW difference follows the split path, showing where the men are not the same. Both kinds of answers still need one detail from each passage and one connecting explanation.

How did the Linear Plot Line help the response?

Why does a difference still need BOTH passages?

Use: Fold-and-Build Response

Choose one prompt, decide similarity or difference, and complete four parts: thesis (central idea) with a preposition, Ford evidence with a signal phrase, Walton evidence with a signal phrase, and one connecting explanation.

Read the prompt. Decide if it asks for a similarity or a difference. Name the preposition you would use.

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

My thesis (central idea) with a preposition

Ford evidence with a signal phrase

Walton evidence with a signal phrase

My connecting explanation

STUDENT WORKBOOK



Day 4: Award + Target



3.12B(iii):

I can compose informational texts using craft.

Award: Balancing Two Texts with One Mind

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.

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

My successful move was...

Target: My Next Step

Choose one goal:

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

My next step goal

Check My Response

- ☐ My thesis (central idea) uses a preposition.
- ☐ I used one detail from Ford and one from Walton.
- ☐ My explanation connects both details.
- ☐ My GET SET and RRR mirror each other by color.



Revise My Response

Read your paired-passage response aloud. Improve one sentence so the similarity or difference is clearer. Check that your GET SET introduction mirrors your RRR conclusion by color.

My revised thesis (central idea) with a preposition

Edit Checklist

- ☐ Every sentence is complete with a subject and a verb.
- ☐ I capitalized Henry Ford, Sam Walton, Model T, Walmart, and other proper nouns.
- ☐ I used connecting words to join my ideas.
- ☐ I spelled vocabulary words correctly.
- ☐ My preposition matches the HOW prompt.

One sentence I improved and why

STUDENT WORKBOOK

Day 5: Explain + Educate



3.12B(i):

I can compose informational texts using a clear thesis (central idea).

Educate: Teach a Partner

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.

My teaching notes

Exit Ticket

Read the prompt. Decide if it asks for a similarity or a difference. Name the preposition you would use.

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

Write a complete paired-passage response using GET SET, one way, one Ford detail, one Walton detail, one connecting explanation, and RRR.

GET SET Introduction (blue, yellow, green)

One way both men were similar

Ford evidence with a signal phrase

Walton evidence with a signal phrase



Write More

Plan, draft, revise, edit, and share



My Writing Assignment

Write a short response to this prompt:

Read the prompt. Decide if it asks for a similarity or a difference. Name the preposition you would use.

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

My Plan

- Read the prompt. Decide if it asks for a similarity or a difference.
- Write the prompt type: HOW similarity or HOW difference.
- Write a thesis (central idea) with a preposition: Henry Ford and Sam Walton helped everyday families through _____.
- Find one Ford detail and one Walton detail with signal phrases.

Two possible reasons from the passage

The stronger reason is...

Color Words I Can Use

Thesis (central idea) and reasons, Green. Evidence, Yellow. Explanation, Red or Pink. Reflective thinking, Blue.

My thesis (central idea) starter

[illegible]

My Draft



Use my shaped prompt and my plan. Write a clear response.

Draft, page 1

A sentence I want to keep

Revise, Edit, and Share

Revise

- ☐ My response answers the prompt.
- ☐ I replaced one plain word with a stronger word.
- ☐ Every sentence is complete with a subject and a verb.

Edit

- ☐ Every sentence is complete.
- ☐ Henry Ford and Sam Walton begin with capital letters.
- ☐ Assembly line and transportation are common nouns unless they begin a sentence.
- ☐ Singular nouns are spelled correctly.
- ☐ High-frequency words are spelled correctly.

My improved sentence

Share

Choose one: read to a partner, share in author's chair, join a gallery walk, or add your prompt to a class booklet.

My sharing plan

Before I Turn It In

Read each line. Check it when I can show it in my work.

Part	I can show...	Check
Prompt parts	I identified the HOW relationship.	
Prompt type	I named HOW similarity or HOW difference.	
Writing	My answer matches the job in the prompt.	
Conventions	I used complete sentences and capital letters.	

Study the Samples

Read the three responses to this prompt. Notice what improves from Low to Medium to High.

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

Low

Henry Ford made cars. Sam Walton had Walmart.
Names both men but gives no thesis (central idea), no evidence, and no connecting explanation.

Medium

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.

What improves from Low to High?

Study the High Sample

This is the target. Notice how every part of the narrative has a job for the reader.

High

Problem-solvers can improve daily life when they create practical solutions. Both passages describe men who noticed everyday needs and developed solutions that made life easier for families. Henry Ford and Sam Walton helped everyday families through affordable solutions that improved daily life. One way both men were similar was by making important goods more affordable for ordinary people. 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 focused on helping everyday families by lowering the cost of things people needed. Ford and Walton helped everyday families through affordable solutions. The Ford and Walton details together show that both men made important goods easier for families to afford. Different solutions can make daily life better when they respond to what families need.

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.

High Sample TRAILS Key

TRAILS	Evidence from the High sample	Why it works
--------	-------------------------------	--------------

One sentence in my own narrative I want to make stronger



Look Back & Look Forward

I own my learning



My Progress Tracker

I can...	Not yet	Growing	Got it
Read the prompt.	☐	☐	☐
Decide similarity or difference.	☐	☐	☐
Name HOW similarity or HOW difference.	☐	☐	☐
Write a thesis (central idea) with a preposition.	☐	☐	☐
Find one detail from each passage.	☐	☐	☐
Connect both details in one sentence.	☐	☐	☐
Use the paired-passage HABIT: one answer = two texts.	☐	☐	☐
Explain the prompt job.	☐	☐	☐
Name my next step.	☐	☐	☐

Something I Did Well...

What I did well, and where I did it

My Next Step...

Why this is my next step

Essential Question Answered

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

The answer

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.

My Final Thinking (in my own words)

What Changed in My Thinking?

At first I thought...

Now I think...

Try It Another Way

Use a question from your day. Say whether it asks for a similarity or difference. Then explain the job.

My new prompt

Take It Further! Response Builder Challenge

Build a complete paired-passage response from one prompt: Explain how Henry Ford and Sam Walton were different in the ways they solved problems.

- Read the prompt.
- Decide similarity or difference.
- Write a thesis (central idea) with a preposition.
- Find one Ford detail and one Walton detail.
- Connect the two details in one sentence.
- Write GET SET and RRR to frame the response.
- Explain the prompt job.

My plan: thesis (central idea), reason or way, evidence, explanation, significance

My Response Builder Challenge

Write your complete paired-passage response in the box below. Include GET SET, evidence from both passages, a connecting explanation, and RRR.

At-Home Connection

Choose one card to talk about with someone at home. End with a conversation, not a worksheet.

Two Texts, One Idea

Read the two passages from school and say one idea that fits BOTH Henry Ford and Sam Walton. Write one sentence: 'Both men _____ because _____. ' Ask someone at home to name another pair of people who solved similar problems in different ways.

Ask them: what is one change that made life easier for your family?

Family member signature: _____

Track My Progress

Every time I get a score or a grade on my work in this module, I write it here.

Date	What I did (for example exit ticket, short answer, rubric)	My score	My next goal

Why This Helps Me

This chart shows how my scores change over the whole module.

- ☐ I keep this chart up to date.
- ☐ I show this chart to my teacher.

My Module 2 Snapshot

I can keep this page with my other work.

The most useful word I learned

The craft move I can use fastest

My Strong Roots

I am a prepared writer.

My Proud Moment This Week

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 3

Cluster 5 - Module 3

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



Name: _____



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Grade 3 • Cluster 5 • Module 3

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How to Use My Workbook

This book holds my reading, thinking, writing, and reflection for this module.

My Name and My Goal for This Module

Pocket Practice

Attach a sheet of paper along the left, right, and bottom sides of this box to make a pocket. Store your game cards here throughout each module.



Meet My Week



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

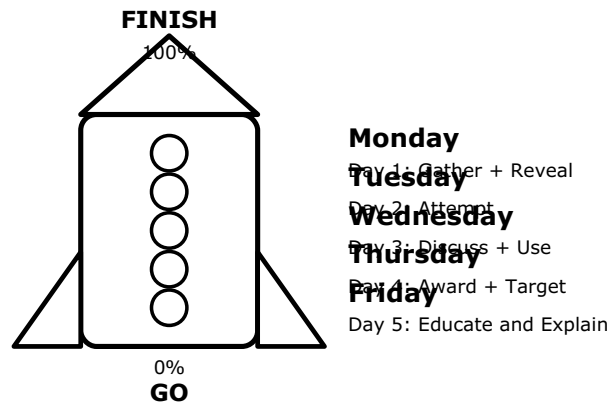
Why This Matters to Me

A powerful paper does not simply stop. It lands with purpose, lifts with reflection, and leaves the reader thinking. One answer = two texts. A strong conclusion lands the thinking from both biographies and sends the big idea out to the reader.

Essential Question

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

My Week Tracker



Color in one section at the END of each day, after I finish that day's work. Watch my week lift off from GO to FINISH!

My First Thinking

I Can

- 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.

I Will

- 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.

The I Can I want to reach first, and why

My Week at a Glance

What I learn	What I read	What I make
How to end a paired-passage response with an RRR conclusion: R1 Restate, R2 Refer, R3 Reflect.	Two High stamina biographies: Henry Ford: Visionary of Travel and Sam Walton: Visionary of Retail.	A color-coded conclusion, an evidence card, an exit ticket, and a complete paired-passage response.

Where We Are Going

I will move from sorting the three conclusion jobs to writing a full paired-passage response that lands with a Bluebird Moment.

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

- ☐ 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.

Check Myself

- ☐ I underline the connection word in R1 or R3.

How I Will Show What I Know

I will show what I know with color-coded model notes, Bluebird Landing Race cards, an independent RRR conclusion, a revised conclusion, the exit ticket, and a complete response.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	I gather the two-text habit: One answer = two texts.
Reveal	Day 1	I see how GET SET and RRR mirror each other.
Attempt	Day 2	I build a conclusion in the Bluebird Landing Race.
Discuss	Day 3	I tell a HOW similarity from a HOW difference.
Use	Day 3	I write green R1, yellow R2, and blue R3 on my own.
Award	Day 4	I celebrate a strong landing.
Target	Day 4	I revise a conclusion that stops before the Bluebird Moment.
Educate and Explain	Day 5	I teach the habit and write the full response.

Say It Together!

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

3.12B(i):

TEKS says: compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.

How I say it: I can keep one clear central idea.

3.12B(ii):

TEKS says: compose informational texts, including brief compositions that convey information about a topic, using genre characteristics.

How I say it: I can use the characteristics of an informational conclusion.

3.12B(iii):

TEKS says: compose informational texts, including brief compositions that convey information about a topic, using craft.

How I say it: I can choose words and sentence structures that make the ending strong.

3.11B(ii):

TEKS says: develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion.

How I say it: I can organize a conclusion that belongs at the end.

3.11B(iii):

TEKS says: develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.

How I say it: I can connect details from both texts to an engaging big idea.

Call and Response

Read this together as a class before we start.

Teacher asks: "What are the three jobs of the conclusion?"

Class answers: "Restate, Refer, Reflect!"

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

I can identify the topic and central idea of an informational passage, locate one relevant detail in each biography, write a complete sentence with a connecting word, and explain the difference between a detail and an impact.

A connection I can make

Remember It!

- ☐ In 60 seconds, tell your partner the Problem, Action, Solution, and Impact for Henry Ford and Sam Walton.
- ☐ Name one detail from each passage that could appear in R2.
- ☐ R1 Restate, R2 Refer, R3 Reflect.

One idea I remember

Ready Check

- ☐ Both passage titles are visible in my planning frame.
- ☐ I selected one Ford detail and one Walton detail.
- ☐ I wrote my thesis (central idea) before R1.
- ☐ I labeled the three RRR jobs.
- ☐ My final sentence reflects the impact for a wider audience.
- ☐ I name the shared idea before selecting evidence.
- ☐ I choose a detail from each passage, not two details from one.
- ☐ I use connecting words such as because, by, through, with, in, or across when the prompt calls for them.
- ☐ I can explain why R3 is reflection rather than summary.

Watch Out! Common Mix-Up

Watch out! Do not 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. R1 does not copy the thesis (central idea): use fresh synonyms while keeping the same central idea. R2 does not need new evidence: return to the evidence already used in both texts. R3 does not mean the paper is over: ask what big idea flies out to other readers.

Where This Fits in My 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. 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.

What I want to remember before I start

Where I Am Starting

This shows my teacher what I already know. It is not for a grade. Work on your own. You may reread both biographies in Read and Interact as often as you want.

Part 1: Read the Prompt

Read the prompt. Does it ask for a HOW similarity, a HOW difference, or WHY? Listen for the exact prompt demand.

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

Does this prompt ask for a HOW similarity or a HOW difference? How do you know?

My answer

Part 2: Name the Job

Label each sentence: Thesis (central idea), R1 Restate, R2 Refer, or R3 Reflect.

Label	Sentence
_____	Henry Ford and Sam Walton were significant because they developed solutions that improved life for ordinary people.
_____	The information in both passages shows how each man noticed a problem, worked toward a solution, and made life easier for many families.
_____	Ultimately, people can make a lasting difference when they respond to everyday needs with ideas that help others.
_____	Henry Ford and Sam Walton were important because they created solutions that helped everyday people.

Part 3: One Detail From Each

Write one detail from the Ford biography and one detail from the Walton biography.

Ford detail and Walton detail

Part 4: Connect the Ideas

Reason: Both men made important needs more affordable and convenient for families.
Write one sentence that connects your Ford detail and your Walton detail.

Together, these details show

Part 5: My First Conclusion

Write a short conclusion for the prompt. Try to restate, refer, and reflect.

My conclusion



Words I Need

Tier 1, everyday words



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

Word	Say it	What it means	Sentence frame
ending	END-ing	the last part of a paper	A strong ____ leaves the reader thinking.
same	SAYM	alike or matching	Ford and Walton were the same because ____.
different	DIF-er-ent	not alike	Ford and Walton were different because ____.
help	HELP	make something better or easier	Ford helped families by ____.
change	CHAYNJ	make something become different	The solution changed ____.
people	PEE-pul	individuals or groups in a community	The people needed ____.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

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

Word	Say it	What it means	Sentence frame
restate	ree-STAYT	say the same central idea with fresh words	R1 restates the thesis (central idea) by ____.
refer	rih-FUR	point back to support already explained	R2 refers to the evidence as a whole by ____.
reflect	rih-FLEKT	think about the larger meaning or impact	R3 reflects the big picture: ____.
evidence	EV-uh-dens	information from a text that supports a response	Evidence from both texts shows ____.
impact	IM-pakt	an effect that continues beyond the original action	The impact of the solution was ____.
connect	kuh-NEKT	explain how two ideas work together	The passages connect through ____.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

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

Word	Say it	What it means	Sentence frame
paired passage	PAIRD PAS-ij	two passages read together for one answer	One answer equals two texts because ____.
Linear Plot Line	LIN-ee-er PLOT lyn	Problem, Action, Solution, Impact	The plot line moves from ____ to ____.
assembly line	uh-SEM-blee lyn	a system in which workers complete specific jobs as parts move through stations	Ford used the assembly line to ____.
affordable	uh-FOR-duh- bul	possible for ordinary families to pay for	The Model T became more affordable by ____.
retail	REE-tayl	the selling of goods to customers	Walton changed retail through ____.
customer	KUS-tuh-mer	a person who buys goods or services	Walton listened to customers who ____.
RRR conclusion	R R R kun- KLOO-zhun	R1 Restate, R2 Refer, R3 Reflect	My RRR conclusion will ____.

Use one Tier 3 word in a sentence

My Strategy Tools

Paired Passage HABIT and RRR



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.

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.

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

One answer = two texts. R1 restates, R2 refers to the evidence as a whole, and R3 reflects the big picture.

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.

The three conclusion jobs in my own words

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.

The Five Thinking Levels

Level	Symbol	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

A thinking level I understand

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.

The next step in my thinking



Read & Interact

Read with a purpose



Dot, Discover, Drop

DOT: Place a small dot above any unfamiliar word. DISCOVER: Find the pronunciation or the meaning. DROP: Erase the dot once the word is understood.

TRACKS Legend

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

TRACKS marks evidence in the passage. Highlight the smallest meaningful phrase. The shapes Circle, Box, and Triangle are used only to analyze the prompt.

Connect It to Our World

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. Notice how one person's solution can reach many families.

Background I Need

The Paired-Passage HABIT: use BOTH texts. Include two pieces of evidence, one detail from EACH passage. Connect the ideas in one sentence. Every sentence has a job and a color: GET SET uses a blue statement of purpose, a yellow bridge, and a green thesis (central idea). RRR mirrors it with green R1, yellow R2, and blue R3.

Words I dotted while reading

Henry Ford: Visionary of Travel

Informational biography. High Stamina. Use Dot, Discover, Drop. Track Problem, Action, Solution, Impact.

My
marks

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.

A phrase I want to remember

My Words: One new word I learned today: _____

Sam Walton: Visionary of Retail

Informational biography. High Stamina. Use Dot, Discover, Drop. Track Problem, Action, Solution, Impact.

My
marks

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.

A phrase I want to remember

My Words: One new word I learned today: _____

Henry Ford: Visionary of Travel (continued)

Informational biography. High Stamina. Use Dot, Discover, Drop. Track Problem, Action, Solution, Impact.

My
marks

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.

A phrase I want to remember

My Words: One new word I learned today: _____

Henry Ford: Visionary of Travel (continued)

Informational biography. High Stamina. Use Dot, Discover, Drop. Track Problem, Action, Solution, Impact.

My
marks

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.

A phrase I want to remember

My Words: One new word I learned today: _____

Henry Ford: Visionary of Travel (continued)

Informational biography. High Stamina. Use Dot, Discover, Drop. Track Problem, Action, Solution, Impact.

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.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Sam Walton: Visionary of Retail (continued)

Informational biography. High Stamina. Use Dot, Discover, Drop. Track Problem, Action, Solution, Impact.

My
marks

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.

A phrase I want to remember

My Words: One new word I learned today: _____

Sam Walton: Visionary of Retail (continued)

Informational biography. High Stamina. Use Dot, Discover, Drop. Track Problem, Action, Solution, Impact.

My
marks

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 goal.

21 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.

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: Henry Ford: Visionary of Travel

Look for the Problem, Action, Solution, and Impact: the need Ford noticed, what he did, the Model T and moving assembly line, and what changed for families. Tap TRACKS for evidence.

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

Highlight the smallest meaningful phrase. If I cannot say why I highlighted it, I should not highlight it.

Ford: Problem, Action, Solution, Impact (paragraph numbers)

Annotate: Sam Walton: Visionary of Retail

Look for the Problem, Action, Solution, and Impact: the need Walton noticed, what he did, lower prices, and what changed for communities. Tap TRACKS for evidence.

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

? STOP & THINK

What need did Walton notice? What changed for people?

My thinking

My Prompt Marking Notes

The prompt wording determines the thesis (central idea). Mark it before you plan.

Shape	Word	Question I ask myself
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.

Read the prompt. Does it ask for a HOW similarity, a HOW difference, or WHY? Listen for the exact prompt demand.

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

My three marks in words

STUDENT WORKBOOK



Day 1: Gather + Reveal



Whole Class | 15 MINUTES | TEKS 3.12B(i) + 3.11B(ii) | One Answer, Two Texts

1. Gather: The Two-Text Habit

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

Linear Plot Line	Henry Ford	Sam Walton
Problem		
Action		
Solution		
Impact		

2. Reveal: GET SET and RRR Mirror Each Other

Sentence	Job	Color
GET SET 1	Statement of purpose	Blue
GET SET 2	Bridge to both passages	Yellow
GET SET 3	Thesis (central idea)	Green
RRR 1	R1 Restate	Green
RRR 2	R2 Refer	Yellow
RRR 3	R3 Reflect	Blue

One idea that fits BOTH Ford and Walton

3. Watch the Model

Read the prompt. Does it ask for a HOW similarity, a HOW difference, or WHY? Listen for the exact prompt demand.

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.

Job	Model Sentence
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.

Why R1 is green

Why R2 is yellow

Why R3 is blue

STUDENT WORKBOOK



BLUEBIRD LANDING RACE

Day 2: Attempt

✂ Cut out these cards

Cut on the dashed lines. Keep the R1, R2, and R3 job cards at the top. Read each sentence card, name its job, and place it under the matching color. Before you move your marker, name one Ford detail, one Walton detail, and a connection sentence. Store all cards in your Practice Pocket.

R1 GREEN

R2 YELLOW

R3 BLUE

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

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

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

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

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

Self-Check (back of cards)

This page prints on the back of the card page. Flip a sentence card over to check its job and color.

R2 YELLOW Refer to the evidence as a whole.	R1 GREEN Restate the thesis (central idea) with fresh words.
R1 Green	R3 BLUE Reflect the big picture.
R3 Blue	R2 Yellow
R2 Yellow	R1 Green

STUDENT WORKBOOK



Day 2: Attempt



Partners | 15 MINUTES | TEKS 3.12B(iii) + 3.11B(ii) | Bluebird Landing Race

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

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.

Ford evidence and Walton evidence

Our R1 (green)

Our R2 (yellow)

Our R3 (blue)

STUDENT WORKBOOK



Day 3: Discuss + Use



Whole Class, Then Independent | 15 MINUTES | TEKS 3.11B(iii) + 3.12B(i) |
HOW Similarity or HOW Difference?

Similarity asks what both did in a similar way. Difference asks how their actions or solutions were not alike. Listen for the exact prompt demand.

Prompt Type	Model
HOW similarity	Henry Ford and Sam Walton helped everyday families by creating affordable solutions.
HOW difference	Ford improved travel with the Model T and moving assembly line, while Walton improved retail with lower prices and more products.

Question	My thinking
How were Ford and Walton similar in the ways they helped families?	
How were their solutions different?	

The evidence from both passages shows ____.

Use: Write the Landing (Try It On Your Own!)

Read the prompt. Does it ask for a HOW similarity, a HOW difference, or WHY? Listen for the exact prompt demand.

Explain why Henry Ford and Sam Walton were important.

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.

My thesis (central idea)

One Ford detail and one Walton detail

R1 (green)

R2 (yellow)

R3 (blue)

STUDENT WORKBOOK



Day 4: Award + Target



Whole Class, Then Independent | 15 MINUTES | TEKS 3.12B(iii) + 3.11B(ii) |
Finish Strong

Today you learned how to finish strong. You built green, yellow, and blue. Your paper now has a landing place. Take a step forward if your conclusion uses both texts, has all three jobs, and leaves the reader with a big idea.

My Award: one RRR sentence or one two-text connection that shows a strength

Target: Revise a Weak Conclusion

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

What is missing?

My revision: R1 (green), R2 (yellow), R3 (blue)

One sentence I revised and the RRR job it now performs

My target for Day 5: one next step for using both passages or strengthening R1, R2, or R3

STUDENT WORKBOOK



Day 5: Explain/Educate



Partners | 15 MINUTES | TEKS 3.12B(i) + 3.11B(iii) | Turn and Teach

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.

Teach-Back Move	Partner Listens For	Heard it
Explain One answer = two texts.	Both texts in one answer.	
Trace Problem, Action, Solution, Impact.	Ford and Walton evidence.	
Explain how R2 refers to the support as a whole.	R2 adds no new detail.	
Tell HOW similarity from HOW difference.	The exact prompt demand.	

Transfer: Full Paired-Passage Response

Read the prompt. Does it ask for a HOW similarity, a HOW difference, or WHY? Listen for the exact prompt demand.

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. Write your full response on the Write More pages.

How my R2 refers to both texts and how my R3 reflects a big-picture impact

Exit Ticket

Read the prompt. Does it ask for a HOW similarity, a HOW difference, or WHY? Listen for the exact prompt demand.

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.

Thesis (central idea)

R1 (green)

R2 (yellow)

R3 (blue)

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



Write More

Plan, draft, revise, edit, and share



My Writing Assignment

Write the full paired-passage response. Use GET SET, three reason or way paragraphs with one Ford detail and one Walton detail, and the RRR conclusion. Use at least three words from the vocabulary tables.

Read the prompt. Does it ask for a HOW similarity, a HOW difference, or WHY? Listen for the exact prompt demand.

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

My Plan

- 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: _____.

Ford evidence and Walton evidence

GET SET: blue purpose, yellow bridge, green thesis (central idea). RRR: green R1, yellow R2, blue R3.

[illegible]

My Draft



Use my shaped prompt and my plan. Write a clear response.

Draft, page 1

A sentence I want to keep

Revise, Edit, and Share

Revise

- ☐ I read the RRR conclusion aloud.
- ☐ I checked the green, yellow, and blue jobs.
- ☐ I checked one detail from each biography.
- ☐ I replaced repeated words in R1.
- ☐ R3 has no new evidence and has a big-picture reflection.

Edit

- ☐ Every sentence is complete.
- ☐ I use commas in a series and write complete sentences.
- ☐ I use connecting words and read my three conclusion sentences aloud to hear whether the landing is smooth.
- ☐ Singular nouns are spelled correctly.
- ☐ High-frequency words are spelled correctly.

My improved sentence

Share

Share your Bluebird Moment with a partner.

My sharing plan

Before I Turn It In

Read each line. Check it when I can show it in my work.

Part	I can show...	Check
Both texts	Uses both texts with one relevant detail from each.	
R1	Restates the thesis (central idea) with fresh words.	
R2	Refers to evidence from both texts as a whole.	
R3	Reflects a specific big-picture impact.	
Craft	Sentences connect smoothly and use precise vocabulary.	

Study the Samples

Read the three responses to this prompt. Notice what improves from Low to Medium to High.

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

Low

Henry Ford and Sam Walton helped people.

I named both people and used a complete sentence. I am missing a clear R1, R2, or R3, evidence from both texts, and a reflection. My next step is to add one Ford detail, one Walton detail, and label each conclusion job.

Medium

Henry Ford and Sam Walton helped families by making things better.

I named both texts and attempted a HOW-similarity thesis (central idea). I need more specific evidence, and my R2 does not refer to the support as a whole. My next step is to use the Model T or assembly line for Ford and lower prices or small-town stores for Walton.

What improves from Low to High?

Study the High Sample

This is the target. Notice how R1, R2, and R3 each do one job with both texts.

High

Thesis (central idea): Henry Ford and Sam Walton helped everyday families through affordable solutions that improved daily life. R1: Henry Ford and Sam Walton supported everyday families through practical solutions that made life more affordable and convenient. 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.

Why it works: it uses both passages, refers to the evidence as a whole, and reflects a big-picture impact.

High Sample Key

TRAILS	Evidence from the High sample	Why it works
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.

One sentence in my own conclusion I want to make stronger



Look Back & Look Forward

I own my learning



My Progress Tracker

I can...	Not yet	Growing	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.	☐	☐	☐

Something I Did Well...

What I did well, and where I did it

My Next Step...

Why this is my next step

Essential Question Answered

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

The answer

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.

My Final Thinking (in my own words)

What Changed in My Thinking?

At first I thought...

Now I think...

Try It Another Way

Plan a second conclusion for the HOW-difference prompt. Use both texts, write R1, R2, R3, and reflect on what the difference teaches.

My HOW-difference conclusion

Take It Further! Connect Across Texts

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

- HOW similarity: explain how both men helped families through affordable solutions.
- HOW difference: explain how travel and retail solutions were different.
- Impact: explain how each solution affected communities beyond the original product.
- Craft: write two possible R3 reflections and select the stronger one.
- Explain how the prompt type shaped your thesis (central idea), evidence connection, and R3 reflection.

My two R3 reflections and the stronger one

My Bluebird Landing

Draw a bluebird landing. Label green R1, yellow R2, and blue R3, and write each sentence's job.

At-Home Connection

Choose one card to talk about with someone at home. No worksheet is required.

Two Problem-Solvers

Ask a family member to name two people who solved a problem in different ways. Name one detail from each story, connect the ideas, and say an R3 reflection.

Ask them: why does this idea matter to other people?

Family member signature: _____

One Idea, Two Stories

Share two short stories or shows. Name one idea that fits both and say, "Both helped people by ____."

Then tell which detail came from each story.

Ask them: which detail came from each story?

Family member signature: _____

Problem to Impact

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

Ask them: what changed for people?

Family member signature: _____

My Family Conversation Notes

What did I teach? What did my family member remember?

Notes

Track My Progress

Every time I get a score or a grade on my work in this module, I write it here. This can be an exit ticket, a short answer, or a rubric score from my teacher.

Date	What I did (for example exit ticket, short answer, rubric)	My score	My next goal

Why This Helps Me

This chart shows how my scores change over the whole module, not just on one day.

- ☐ I keep this chart up to date.
- ☐ I can tell if my scores are growing.
- ☐ I ask for help when I need it.
- ☐ I show this chart to my teacher or a family member.

Add a new row every time I get feedback, a score, or a grade on my work.

My Module 3 Snapshot

I can keep this page with my other work. It shows how my thinking grew.

The most useful word I learned

The conclusion job I can write fastest

My Bluebird Moment

I restate, refer, and reflect so my paper lands with purpose.

A note to my future writer self

My Proud Moment This Week

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 3

Cluster 5 - Module 4

Color-Coding the Full ECR Paper



Name: _____



The Writing Academy®, LLC

Grade 3 • Cluster 5 • Module 4

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How to Use My Workbook

This book holds my reading, thinking, writing, and reflection for this module.

My Name and My Goal for This Module

Pocket Practice

Attach a sheet of paper along the left, right, and bottom sides of this box to make a pocket. Store your game cards here throughout each module.



Meet My Week

Color-Coding the Full ECR Paper



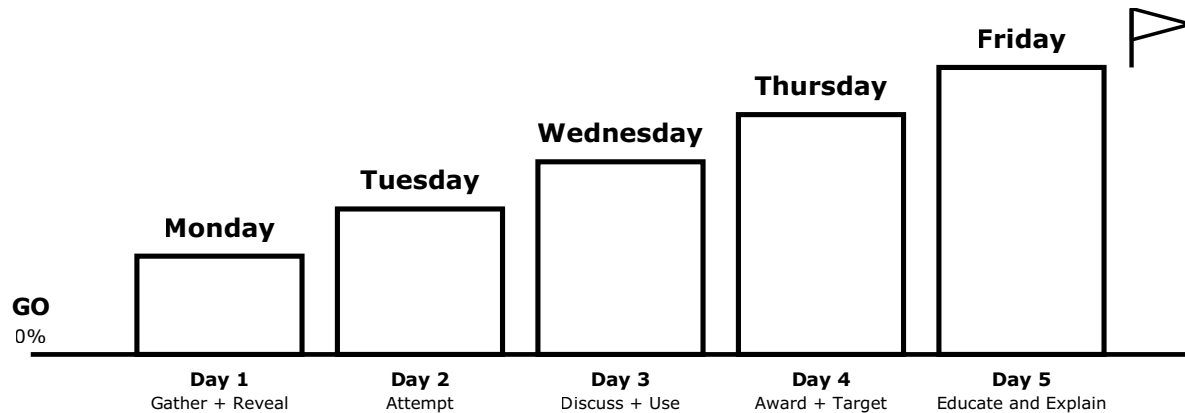
Why This Matters to Me

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. Every sentence has a job, and every job has a color.

Essential Question

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

My Week Tracker



Color in one bar at the END of each day, after I finish that day's work. Watch my week climb from GO to FINISH!

My First Thinking

I Can

- 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.

I Will

- 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.

The I Can I want to reach first, and why

[illegible]

My Week at a Glance

What I learn	What I read	What I make
How to color-code the full ECR paper: GET SET, body sentence jobs, and RRR conclusion.	Two Very High stamina biographies: Henry Ford: Visionary of Travel and Sam Walton: Visionary of Retail.	A color-coded full ECR exemplar, a color key, an exit ticket, and a complete paired-passage response.

Where We Are Going

I will move from naming each sentence job to color-coding and writing a full paired-passage paper.

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

- ☐ 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.

Check Myself

- ☐ I name the sentence job before I choose the color.

How I Will Show What I Know

I will show what I know with color-coded model notes, Color Code Capture strips, a color-coded full exemplar, a revised paper, the exit ticket, and a complete response.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	I gather both-text evidence and the Linear Plot Line.
Reveal	Day 1	I see the full ECR color code.
Attempt	Day 2	I rebuild a paper in Color Code Capture.
Discuss	Day 3	I explain the mirror color pattern.
Use	Day 3	I color-code a full exemplar on my own.
Award	Day 4	I recognize accurate color coding.
Target	Day 4	I revise one unclear sentence job.
Educate and Explain	Day 5	I teach the color system and write the full response.

Say It Together!

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

3.12B(i):

I can keep one clear thesis (central idea) across my full paper.

3.11B(ii):

I can organize GET SET, body paragraphs, and RRR with purpose.

Call and Response

Read this together as a class before we start.

Teacher asks: "What are the two color patterns?"

Class answers: "Blue, yellow, green. Green, yellow, blue."

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

Before I can color-code the full ECR, I can name the topic and central idea of each biography. I can find one detail from the Ford passage and one from the Walton passage. I can name whether a sentence is purpose, bridge, thesis (central idea), reason or way, evidence, explanation, or reflection. I can distinguish HOW similarity from HOW difference.

A connection I can make

Remember It!

- ☐ Name the two passage titles.
- ☐ State the Paired Passage HABIT and the Linear Plot Line: Problem, Action, Solution, Impact.
- ☐ GET SET is blue, yellow, green; RRR is green, yellow, blue.

One idea I remember

Ready Check

- ☐ Both passage titles are visible in my plan.
- ☐ I selected one Ford detail and one Walton detail.
- ☐ I identified the prompt as HOW similarity or HOW difference.
- ☐ I wrote the thesis (central idea) before I color-coded the body.
- ☐ My introduction and conclusion use mirrored color patterns.
- ☐ I name a sentence job before naming a color.
- ☐ My yellow evidence comes from both biographies.
- ☐ My red explanation connects evidence to the green reason or way.
- ☐ My blue significant inferencing moves beyond a single detail without adding unsupported information.

Watch Out! Common Mix-Up

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.

Where This Fits in My Writing

The full ECR color code connects reading evidence to purposeful writing. I 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. The paper opens wide, narrows to a clear thesis (central idea), develops evidence and explanation, and widens again in the conclusion.

What I want to remember before I start

Where I Am Starting

This shows my teacher what I already know. It is not for a grade. Work on your own. You may reread both biographies in Read and Interact as often as you want.

Part 1: Read the Prompt

Read the prompt. Does it ask for a HOW similarity or a HOW difference? Choose the preposition that makes the relationship clear: by, through, with, in, or across.

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

Does this prompt ask for a HOW similarity or a HOW difference? Which preposition could your thesis (central idea) use?

My answer

Part 2: Name the Job and Color

Write each sentence's job and color: blue, yellow, green, or red.

Job and color	Sentence
_____	People can improve daily life when they respond to real needs.
_____	Both passages show how Ford and Walton noticed problems and acted on ideas.
_____	Henry Ford and Sam Walton helped everyday families by creating affordable solutions.
_____	These details show how each man improved access.

Part 3: One Detail From Each

Write one detail from the Ford biography and one detail from the Walton biography.

Ford detail and Walton detail

Part 4: Connect the Ideas

Reason: Both men helped everyday families by making important goods or services more affordable. Write one sentence that connects your Ford detail and your Walton detail.

Together, these details show

Part 5: The Mirror

GET SET moves blue, yellow, green. What color order do you think the conclusion uses, and why?

My thinking



Words I Need

Tier 1, everyday words



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	Say it	What it means	Sentence frame
color	KUL-er	a shade such as blue, yellow, green, or red used to mark a job	Each sentence job has its own ____.
mark	MARK	to make a sign or highlight on something	I ____ each sentence with its color.
match	MACH	to pair two things that go together	I ____ the sentence to its job.
part	PART	one piece of a whole	Each ____ of the paper has a job.
sentence	SEN-tens	a group of words that tells one complete idea	Every ____ has a different job.
same	SAYM	alike or not different	The intro and conclusion use the ____ three colors.
different	DIF-er-ent	not alike	The color order is ____ in the conclusion.
check	CHEK	to look closely to make sure something is right	I ____ my colors with a partner.
begin	bih-GIN	to start	The introduction is where I ____.
end	END	the last part	The conclusion is the ____.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

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	Say it	What it means	Sentence frame
structure	STRUK-cher	the way the parts of the paper are built and ordered	Color helps me see the ____ of the paper.
introduction	in-truh-DUK-shun	the first paragraph that gets the reader ready	The ____ moves blue to yellow to green.
thesis (central idea)	THEE-sis	the sentence that states the exact answer	The green ____ gives the exact answer.
evidentiary transition	ev-ih-DEN-shee-er-ee tran-ZISH-un	the bridge sentence that groups the support	The yellow ____ bridges to the texts.
reason	REE-zun	why the central idea is true	A green ____ starts a body paragraph.
way	WAY	how two things connect in a HOW response	A green ____ starts a HOW body paragraph.
evidence	EV-uh-dens	details from a text that support an idea	The yellow ____ proves the point.
explanation	ek-spluh-NAY-shun	words that tell how evidence proves the idea	The red ____ makes the meaning clear.
significant inferencing	sig-NIF-ih-kent IN-fer-en-sing	a big-picture idea drawn from the evidence	The blue ____ lifts the paragraph outward.
conclusion	kun-KLOO-zhun	the last paragraph that closes the paper	The ____ moves green to yellow to blue.
restatement	ree-STAYT-ment	saying the thesis (central idea) again in fresh words	R1 is a ____ of the thesis (central idea).
reflection	rih-FLEK-shun	a big-picture thought for others	R3 is the blue ____.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

These words are connected specifically to the two biographies. When you understand them, you can find evidence and explain the ideas more clearly.

Word	Say it	What it means	Sentence 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 ____.

Use one Tier 3 word in a sentence



My Strategy Tools

Full ECR Color Code



Use both texts, choose one detail from each, and connect the ideas in one sentence. Then give every sentence a job and a color. Your colors help you see the structure of your answer.

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

Name the sentence job first. Then choose the color that proves the job.

First collect Ford and Walton evidence. Next, decide the job of each sentence. Finally, color the full paper so the introduction, body paragraphs, and RRR conclusion can be seen as one intentional structure.

The four colors and their jobs in my own words

Paired Passage HABIT and Mirror Pattern

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.

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

The Five Thinking Levels

Level	Symbol	Hidden Question	Student Thinking	Focus
Level 1 Foundational • Red	○	What happened?	I can name what each passage is about.	Recall from each text
Level 2 Emergent • Orange	□	Why was it done?	I can explain each person's problem and solution.	Purpose and plot line
Level 3 Visible • Yellow	▽	Why is it important in the passages?	I can find evidence in BOTH texts.	Evidence from two texts
Level 4 Independent • Green	△	How do the ideas connect?	I can connect the two ideas into one.	Connection across texts
Level 5 Reflective • Blue	◇	Why does the connected idea matter?	I can explain why the idea matters.	Significance

A thinking level I understand

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.

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.

A thinking level I want to try next



Read & Interact

Read with a purpose



Dot, Discover, Drop

DOT: Place a small dot above any unfamiliar word. DISCOVER: Find the pronunciation or the meaning. DROP: Erase the dot once the word is understood.

TRACKS Legend

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

TRACKS marks evidence in the passage. Highlight the smallest meaningful phrase. The shapes Circle, Box, and Triangle are used only to analyze the prompt.

Connect It to Our World

Everyday families needed more affordable travel and shopping choices. Ford improved transportation; Walton improved retail access. Cars connected communities; stores created access, jobs, and convenience. Explain how ideas can answer needs and affect communities.

Background I Need

The color code shows how the paper is built. 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, yellow R2, and blue R3, the Bluebird Moment.

Words I dotted while reading

Henry Ford: Visionary of Travel

Informational biography. Very High Stamina. Use Dot, Discover, Drop. Track Problem, Action, Solution, Impact.

My
marks

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.

A phrase I want to remember

My Words: One new word I learned today: _____

Sam Walton: Visionary of Retail

Informational biography. Very High Stamina. Use Dot, Discover, Drop. Track Problem, Action, Solution, Impact.

My
marks

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.

A phrase I want to remember

My Words: One new word I learned today: _____

Henry Ford: Visionary of Travel (continued)

Informational biography. Very High Stamina. Use Dot, Discover, Drop. Track Problem, Action, Solution, Impact.

My
marks

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.

A phrase I want to remember

My Words: One new word I learned today: _____

Henry Ford: Visionary of Travel (continued)

Informational biography. Very High Stamina. Use Dot, Discover, Drop. Track Problem, Action, Solution, Impact.

My
marks

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.

A phrase I want to remember

My Words: One new word I learned today: _____

Henry Ford: Visionary of Travel (continued)

Informational biography. Very High Stamina. Use Dot, Discover, Drop. Track Problem, Action, Solution, Impact.

My
marks

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.

A phrase I want to remember

My Words: One new word I learned today: _____

Sam Walton: Visionary of Retail (continued)

Informational biography. Very High Stamina. Use Dot, Discover, Drop. Track Problem, Action, Solution, Impact.

My
marks

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.

A phrase I want to remember

My Words: One new word I learned today: _____

Sam Walton: Visionary of Retail (continued)

Informational biography. Very High Stamina. Use Dot, Discover, Drop. Track Problem, Action, Solution, Impact.

My
marks

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 products. What started as one small store gradually became a national company.

20 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.

21 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.

22 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.

A phrase I want to remember

My Words: One new word I learned today: _____

Sam Walton: Visionary of Retail (continued)

Informational biography. Very High Stamina. Use Dot, Discover, Drop. Track Problem, Action, Solution, Impact.

My
marks

23 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.

24 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.

25 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.

26 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.

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: Henry Ford: Visionary of Travel

Look for the Problem (automobiles were rare and expensive), the Action (the Ford Motor Company), the Solution (the Model T and moving assembly line), and the Impact (easier travel and connected communities). Tap TRACKS for evidence.

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

Highlight the smallest meaningful phrase. If I cannot say why I highlighted it, I should not highlight it.

Ford: Problem, Action, Solution, Impact (paragraph numbers)

Annotate: Sam Walton: Visionary of Retail

Look for the Problem (high prices and limited shopping choices), the Action (Walmart, studying stores, listening to customers), the Solution (lower prices and small-town stores), and the Impact (affordable, convenient shopping and jobs). Tap TRACKS for evidence.

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

STOP & THINK

What need did Walton notice? What changed for people?

My thinking

My Prompt Marking Notes

Choose the preposition that makes the relationship clear.

Shape	Word	Question I ask myself
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.

Read the prompt. Does it ask for a HOW similarity or a HOW difference? Choose the preposition that makes the relationship clear: by, through, with, in, or across.

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

My three marks in words

Day 1: Gather + Reveal

One Answer, Two Texts



1. Gather: Both-Text Evidence

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.

Linear Plot Line	Henry Ford	Sam Walton
Problem		
Action		
Solution		
Impact		

Connect: one idea that fits BOTH men

2. Reveal: The Full ECR Color Code

Paper Part	Colors in Order
GET SET	Blue statement of purpose, yellow bridge, green thesis (central idea)
Body paragraph	Green reason or way, yellow evidence, red explanation, blue significant inferencing
RRR	Green R1, yellow R2, blue R3

Why yellow evidence and red explanation are different colors

How the introduction and conclusion colors mirror each other

3. Watch the Model

Read the prompt. Does it ask for a HOW similarity or a HOW difference? Choose the preposition that makes the relationship clear: by, through, with, in, or across.

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

Job and Color	Model Sentence
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.

The job and color of the blue sentence

The job and color of the yellow sentence

The job and color of the green sentence



Day 2: Attempt

✂ Cut out these cards (sheet 1 of 2)

Cut on the dashed lines. Keep the color cards at the top. Draw one sentence strip, read the whole sentence, name its job, then choose the color that proves the job. Place it in the full-paper order. Store all cards in your Practice Pocket.

BLUE

YELLOW

GREEN

RED

Both men helped everyday families by making important goods or services more affordable.

Ford's Model T was much more affordable for ordinary families, and Walton offered many products at lower prices.

Self-Check (back of cards) (sheet 1 of 2)

This page prints on the back of the card page. Flip a sentence strip over to check its job and color.

YELLOW

Bridge, evidence, or R2 evidence as a whole.

BLUE

Statement of purpose, significant inferencing, or R3 reflection.

RED

Explanation of how evidence proves the idea.

GREEN

Thesis (central idea), reason or way, or R1 restatement.

Yellow: evidence

Green: reason



Day 2: Attempt

✂ Cut out these cards (sheet 2 of 2)

Cut on the dashed lines. Keep the color cards at the top. Draw one sentence strip, read the whole sentence, name its job, then choose the color that proves the job. Place it in the full-paper order. Store all cards in your Practice Pocket.

These details show how each man changed access for families who had limited choices.

When a practical solution reaches more people, it can change daily life and communities.

People can improve daily life when they respond to real needs.

Self-Check (back of cards) (sheet 2 of 2)

This page prints on the back of the card page. Flip a sentence strip over to check its job and color.

Blue: significant inferencing

Red: explanation

Blue: statement of purpose



Day 2: Attempt

Color Code Capture



Choose the sentence job first. Then choose the color that proves the job. Keep both passages in your thinking as you rebuild the paper.

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.

Sentence Strip	Job	Color
Both men helped everyday families by making important goods or services more affordable.		
Ford's Model T was much more affordable for ordinary families, and Walton offered many products at lower prices.		
These details show how each man changed access for families who had limited choices.		
When a practical solution reaches more people, it can change daily life and communities.		

How we explained one placement

STUDENT WORKBOOK



Day 3: Discuss + Use

The Mirror Pattern



Look at the beginning and ending. How do the colors mirror each other? Tell your partner what the green, yellow, and blue sentences do.

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

Prompt Type	Model thesis (central idea)
HOW similarity	Henry Ford and Sam Walton helped families by creating affordable solutions.
HOW difference	Ford improved travel through affordable cars, while Walton improved retail with lower prices and many products.

How the colors mirror each other

Use: Color-Code the Full Paper (Try It On Your Own!)

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.

RRR Sentence	Job	Color
Henry Ford and Sam Walton helped everyday families through practical solutions.		
The evidence from both passages shows that Ford changed travel 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 for many communities.		

One Ford detail and one Walton detail

Explain the mirror



Day 4: Award + Target

See the structure



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. Take a step forward if your paper uses both texts, every sentence has a job, and the introduction and conclusion mirror by color.

My Award: one full-paper color or one two-text connection that shows a strength

Target: Revise a Weak Ending

Weak full-paper ending: Henry Ford and Sam Walton helped people. They were important.

What is missing?

My revision: R1 (green), R2 (yellow), R3 (blue)

One sentence I revised, its job, and its color

My target for Day 5: one next step for using both passages, matching a sentence job to its color, or strengthening the mirror pattern



Day 5: Explain/Educate

Turn and Teach



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.

Teach-Back Move	Partner Listens For	Heard it
Explain one answer = two texts.	Both evidence columns.	
Trace Problem, Action, Solution, Impact.	Ford and Walton details.	
Explain the four-color sentence jobs and the mirror.	GET SET blue, yellow, green; RRR green, yellow, blue.	
Name the prompt type and preposition.	HOW similarity or HOW difference; by, through, with, in, or across.	

What I taught my partner, and one Ford detail and one Walton detail I named

Transfer: Full Paired-Passage Response

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).

My thesis (central idea) and its preposition

Write your full response on the Write More pages. The introduction is blue, yellow, green; each body paragraph is green, yellow, red, blue; the conclusion is green R1, yellow R2, blue R3.

How my yellow evidence uses both texts, how red explains it, and how blue reflects beyond the paper

Exit Ticket

Read the prompt. Does it ask for a HOW similarity or a HOW difference? Choose the preposition that makes the relationship clear: by, through, with, in, or across.

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

1. 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. The mirrored conclusion colors: R1 ____, R2 ____, R3 ____.



Write More

Plan, draft, revise, edit, and share



My Writing Assignment

Write the full paired-passage response. Use GET SET, three body paragraphs (green reason or way, yellow evidence, red explanation, blue significant inferencing), and the RRR conclusion. Use at least three words from the vocabulary tables. Every sentence has a job and a color. One answer = two texts.

Read the prompt. Does it ask for a HOW similarity or a HOW difference? Choose the preposition that makes the relationship clear: by, through, with, in, or across.

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

My Plan

- 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: _____.

Body 1 green reason or way, Ford yellow evidence, Walton yellow evidence

GET SET: blue, yellow, green. Body: green reason or way, yellow evidence, red explanation, blue significant inferencing. RRR: green R1, yellow R2, blue R3.

[illegible]

My Draft



Use my shaped prompt and my plan. Write a clear response.

Draft, page 1

A sentence I want to keep

Revise, Edit, and Share

Revise

- ☐ I read the full ECR aloud.
- ☐ I named the job and color of every sentence.
- ☐ I checked one detail from each biography.
- ☐ My thesis (central idea) answers HOW similarity or HOW difference.
- ☐ Yellow evidence is followed by red explanation.
- ☐ My conclusion mirrors my introduction.

Edit

- ☐ Every sentence is complete.
- ☐ I use commas in connected sentences and write complete sentences.
- ☐ I use precise connecting words so my meaning stays clear.
- ☐ Singular nouns are spelled correctly.
- ☐ High-frequency words are spelled correctly.

My improved sentence

Share

Share your Bluebird Moment with a partner.

My sharing plan

Before I Turn It In

Read each line. Check it when I can show it in my work.

Part	I can show...	Check
Both texts	Uses both texts with one relevant detail from each.	
Full-paper structure	GET SET, body paragraphs, and RRR are purposeful and coherent.	
Color code	Every sentence has the correct job and color.	
Thesis (central idea)	Answers the HOW prompt with both texts and a clear preposition.	
Evidence and explanation	Evidence from both texts is explained and connected.	
RRR conclusion	R1 green, R2 yellow, and R3 blue create a Bluebird Moment.	

Study the Samples

Read the three responses to this prompt. Notice what improves from Low to Medium to High.

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

Low

Henry Ford and Sam Walton helped people. Ford made cars. Walmart had stores.

I named both people and included details from both passages. I am missing a color-coded introduction, a clear thesis (central idea), and a connected explanation. My next step is to write a green thesis (central idea), label one Ford detail and one Walton detail yellow, and add one red explanation sentence.

Medium

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.

I used both texts, attempted GET SET colors, and used a HOW-similarity preposition. I need a green reason or way, a red explanation, and blue significant inferencing in the body. My conclusion needs green R1, yellow R2, and blue R3. My next step is to color every sentence by its job and build the mirrored RRR conclusion from the evidence as a whole.

What improves from Low to High?

Study the High Sample

This is the target. Notice how every sentence has a job and a color.

High

People can improve daily life when they respond to real needs. Both biographies show how Henry Ford and Sam Walton noticed problems and acted on ideas. Henry Ford and Sam Walton helped everyday families by creating affordable solutions. 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. Henry Ford and Sam Walton helped everyday families through practical solutions. The evidence from both passages shows that Ford changed travel 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.

Why it works: GET SET states the broad purpose, bridges to both passages, and answers the HOW-similarity prompt with a clear way. The body names the reason, uses one detail from each text, explains, and infers impact. R1 restates, R2 refers to the evidence as a whole, and R3 reflects the big picture.

High Sample Color Key

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

One sentence in my own paper whose job or color I want to fix



Look Back & Look Forward

I own my learning



My Progress Tracker

I can...	Not yet	Growing	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.	☐	☐	☐

Something I Did Well...

What I did well, and where I did it

My Next Step...

Why this is my next step

Essential Question Answered

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

The answer

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.

My Final Thinking (in my own words)

What Changed in My Thinking?

At first I thought...

Now I think...

Try It Another Way

Plan a second response for the HOW-difference prompt. Use both texts, use an accurate preposition, color-code every sentence, and explain the different impacts.

My HOW-difference thesis (central idea) and evidence

Take It Further! Connect Across Texts

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

- HOW similarity: explain how both men helped families through affordable solutions.
- HOW difference: explain how travel and retail solutions were different.
- Full-paper craft: write and color-code a mini ECR using one paragraph from each biography.
- Mirror explanation: explain why GET SET and RRR use reverse color order.
- Explain how the prompt type shaped your thesis (central idea), evidence connection, and RRR reflection.

Why GET SET and RRR use reverse color order

My Color Map

Draw the full paper as stacked boxes. Color GET SET blue, yellow, green; each body paragraph green, yellow, red, blue; and RRR green, yellow, blue.

At-Home Connection

Choose one card to talk about with someone at home. No worksheet is required.

Two Problem-Solvers

Ask a family member to name two people who solved a problem in different ways. Name one detail from each story, connect the ideas, and name the color and job of one sentence in a possible response.

Ask them: what is one idea that fits BOTH people?

Family member signature: _____

One Answer, Two Stories

Share two short stories or shows. Name one idea that fits both and say, "Both helped people by ____."

Then tell which detail came from each story.

Ask them: which detail came from each story?

Family member signature: _____

Problem to Impact

Choose a change that affected many people. Walk through Problem, Action, Solution, Impact. Name one detail from each source and connect the ideas in one sentence.

Ask them: how were the solutions alike or different?

Family member signature: _____

My Family Conversation Notes

What did I teach? What did my family member remember?

Notes

Track My Progress

Every time I get a score or a grade on my work in this module, I write it here. This can be an exit ticket, a short answer, or a rubric score from my teacher.

Date	What I did (for example exit ticket, short answer, rubric)	My score	My next goal

Why This Helps Me

This chart shows how my scores change over the whole module, not just on one day.

- ☐ I keep this chart up to date.
- ☐ I can tell if my scores are growing.
- ☐ I ask for help when I need it.
- ☐ I show this chart to my teacher or a family member.

Add a new row every time I get feedback, a score, or a grade on my work.

My Module 4 Snapshot

I can keep this page with my other work. It shows how my thinking grew.

The most useful word I learned

The sentence job I can color fastest

My Color-Coded Paper

Every sentence has a job, and every job has a color.

A note to my future writer self

My Proud Moment This Week
