



THE WRITING ACADEMY®, LLC



Module 1

Building the Evidence Bridge

Grade 4 · Cluster 5

Tackling TEKS · Reading & Writing

4.11(B)(ii) · 4.11(B)(iv) · 4.12(B)(i) · 4.12(B)(ii) · 4.12(B)(iii) · 4.11(C)(i) · 4.11(C)(ii) · 4.11(C)(iii) · 4.11(C)(iv) · 4.11(C)(v) · 4.11(C)(vi) · 4.11(D)(i) · 4.11(D)(vi) · 4.11(D)(vii) · 4.11(D)(viii) · 4.11(D)(ix) · 4.11(D)(x) · 4.11(D)(xi) · 4.11(D)(xii) · 4.11(D)(xiii) · 4.11(D)(xiv) · 4.11(D)(xv) · 4.11(D)(xvi) · 4.11(D)(xvii) · 4.11(D)(xxi) · 4.11(D)(xxii) · 4.11(D)(xxiii) · 4.11(D)(xxiv) · 4.11(D)(xxv) · 4.11(D)(xxvi) · 4.11(D)(xxvii) · 4.11(D)(xxviii) · 4.11(D)(xxix) · 4.11(D)(xxxiii) · 4.11(D)(xxxiv) · 4.11(D)(xxxv)



★ Meet Our Week!

Week 1 · Low Stamina · Cluster 5 (ECR Paired Passages)

★ Daily Deck

I Will...

- I will read both passages closely and talk about relationships between ideas.
- I will use balanced evidence, explain my thinking, and revise for clarity.
- I will check that my answer uses both texts, not just one.
- I will color-code my evidence to make sure it is balanced.

I Can...

- I can use balanced evidence from both passages to build a complete informative ECR.
- I can read a narrative resolution and explain the bigger idea it reveals.
- I can write a Get S.E.T. introduction: statement of purpose, evidentiary transition, thesis (central idea).
- I can connect a detail from each passage to one central idea.

★ A Paired Prompt Needs a Paired Answer

Day 1 · Gather & Reveal

★ Daily Deck

Passages: “Looking Back to Move Forward” & “Voices That Shaped Texas”

fiction · Low Stamina · the evidence bridge

How can evidence from two passages work together to build a complete explanation of how ideas and voices influence communities?

A complete paired answer uses both texts. A paired prompt needs a paired answer.

Build both sides of the bridge.



Dot the Tricky Words

Day 1 · Gather & Reveal

★ Daily Deck

D

Dot

Place a small dot above any word you are not sure about yet.

O

Discover

Discover the meaning as we learn together through our lessons.

T

Drop

Erase the dot once you know what the word means.

A little dot above a word means:
“I’m not sure about this word yet.”

Dot the word. Discover the meaning. Drop the dot, then celebrate when you own it!



★ Get S.E.T. and Build the Bridge

Day 1 · Reveal

★ Daily Deck

S

STATEMENT of PURPOSE

Open with a broad idea.

E

EVIDENTIARY TRANSITION

Bridge with grouped passage
evidence.

T

THESIS (CENTRAL IDEA)

State the exact answer to the
prompt.

The resolution matters because it reveals the idea Ava carries away, it connects the narrative to the lasting influence in “Voices That Shaped Texas.”

A paired prompt needs a paired answer.



Balance Both Sides of the Bridge

★ Daily Deck

Day 1 · Reveal (cont.)

Is It Balanced?

Passage 1 a detail from “Looking Back to Move Forward”

Passage 2 a detail from “Voices That Shaped Texas”

Connect explain how they prove the same idea

Ask: *Why is it not enough to use only one passage?*

Watch Me!

Only Half the Truth holds one strip from Looking Back to Move Forward: ‘They began to believe that citizens should have a voice.’

The Whole Story holds that strip PLUS one from Voices That Shaped Texas: ‘Their music brought people together and gave others a chance to be heard.’

Because paired passages call for paired thinking.



★ Paired Prompt Bridge Builder

Day 2 · Attempt · Partner Game

★ Daily Deck

Passages: “Looking Back to Move Forward” & “Voices That Shaped Texas”

How to Play

- 1 Build both sides of the evidence bridge, one relevant detail from Passage 1 and one from Passage 2.
- 2 Connect both details to one central idea before writing.
- 3 Each student spins, collects the card named, and reads a full response aloud.

Success Check: *A correct response includes an answer to the prompt, one idea from each passage, and an explanation connecting both.*

With Your Partner...

Passage 1 Evidence

‘They began to believe that citizens should have a voice.’

connect to one central idea

Passage 2 Evidence

‘Their music brought people together.’

Did the response use both passages? Did each detail support the same central idea?

Why is it not enough to use only one passage?

How did the resolution help?

Can I paraphrase instead of quoting?

Did the explanation tell how the two details work together?

Student Directions: “Connect to the Overarching Question: How does evidence from two passages work together to explain how ideas and voices influence communities?”



What Makes a Paired Answer Strong?

Day 3 · Discuss (cont.)

★ Daily Deck

Did the response use both passages? Did each detail support the same central idea?

**evidence from
BOTH passages**

**two details tied to
one central idea**

**an explanation of
how they connect**

One passage gives only part of the answer. Yes, as long as your evidence is accurate and strong.



★ Try It On Your Own!

Day 3 · Use (Independent Practice) · Interactive Notebook

GET S.E.T.

Plan a Get S.E.T. introduction, then write the body with evidence from both passages.

EVIDENCE

Circle your thesis (central idea).

EXPLAIN

Use one color for Passage 1 evidence and another for Passage 2 evidence to check for balance.

SWEEP

Independently write a balanced paired response and run a revision-and-conventions check.

Complete your own paired-passage response in your interactive notebook.

★ Award & Target!

Day 4 · Award & Target

★ Daily Deck

Award 🏆

Give yourself credit for building the whole bridge today.

- I used evidence from both passages.
- I wrote a stronger thesis (central idea).
- I explained how my evidence works together.
- I read the resolution for a bigger idea.

Target 🎯

“My paired answer is stronger because

_____.”

Curiosity Questions

How can ideas from the past and voices from the present shape communities beyond Texas?

How can evidence from two passages work together to build a complete explanation of how ideas and voices influence communities?

“In the first passage, I noticed _____. In the second passage, I learned _____. These two passages work together because _____.”

Evidence from two passages creates a complete explanation when each detail supports the same central idea and the writer explains the relationship.



Build Both Sides

Small-Group Support

★ Daily Deck

Sort mixed strips into Helpful and Not Helpful, then place the helpful ones on a two-column mat: Passage 1 and Passage 2.

“Ava learns that people studied ideas from ancient Greece and Rome again.”

“Texas artists shared music and traditions that helped shape culture.”

“Not helpful: Texas is a state in the United States.”

Support Frame: “Both passages show ___ because ___ and ___.”

What kind of sentence do we still need?

★ Higher-Level Prompt Lab

Enrichment · Write in your notebook

Challenge: Create two original WHY sentence-statement prompts that truly require evidence from both passages.

Model: Explain why the resolution in “Looking Back to Move Forward” helps readers connect Ava’s learning to the lasting influence in “Voices That Shaped Texas.”

Answer one of your own prompts and one created by a classmate with balanced evidence.

Explain why the prompt cannot be answered fully from only one text.

★ My Progress Tracker

This tracker is for YOU! As you read and write this week, look at each skill. If you can do it all by yourself, color in the box that matches how you feel. Be honest, this helps you see how much you are growing!

I Can...	Not yet	Getting set	I can do it
Use evidence from both passages.	Not yet	Getting set	I can do it
Find the resolution and the bigger idea.	Not yet	Getting set	I can do it
Write a Get S.E.T. introduction.	Not yet	Getting set	I can do it
Connect a detail from each passage to one idea.	Not yet	Getting set	I can do it
Revise and edit my paired response.	Not yet	Getting set	I can do it

★ Citizenship Connection

Good Citizens · Our Community & Country

★ How a person in the passage showed good citizenship

In “Looking Back to Move Forward,” Ava learns that people during the Renaissance studied ideas from ancient Greece and Rome and began to believe citizens should have a voice, which shows that earlier ideas can inspire new thinking about fairness and freedom. In “Voices That Shaped Texas,” Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe use music and talent to share experiences, grow traditions, and break barriers, and their work brings people together and gives others a chance to be heard.

Let's Look at an Answer!

Prompt: Explain why both passages show that ideas and voices can influence people and communities. Use balanced evidence from both texts.

LOW Level 1

“Ava learned about the Renaissance. People studied old ideas. That is important. Ideas can influence people.”

What Is Working: The student names one passage and an idea.

Teacher Notes: The response uses only one passage; there is no evidence from Voices That Shaped Texas and no explanation of a connection.

What Needs Improvement: Add a detail from the second passage and explain how both details prove the same idea.

Let's Look at Another Answer!

Prompt: Explain why both passages show that ideas and voices can influence people and communities. Use balanced evidence from both texts.

MEDIUM Level 2-3

“Both passages show ideas and voices can influence people. In Looking Back to Move Forward, ‘They began to believe that citizens should have a voice.’ In Voices That Shaped Texas, the artists’ music ‘brought people together.’ This shows influence.”

What Is Working: Both passages appear with exact evidence.

Teacher Notes: The explanation is thin and does not connect the two details to one central idea.

What Needs Improvement: Explain how learning (Passage 1) and expression (Passage 2) work together to influence a community.

Our Strongest Answer!

Prompt: Explain why both passages show that ideas and voices can influence people and communities. Use balanced evidence from both texts.

HIGH Level 4

“Both passages show that ideas and voices can influence people and communities because learning from the past and sharing culture change how people think and connect. In Looking Back to Move Forward, Ava learns that people ‘began to believe that citizens should have a voice,’ which shows how older ideas inspired new thinking about fairness. In Voices That Shaped Texas, the artists’ music ‘brought people together and gave others a chance to be heard,’ which shows how expression connects a community. Together, these details prove that influence grows through both learning and expression.”

What Is Working: A WHY thesis (central idea), balanced exact evidence from both passages, and an explanation that connects both details to one central idea.

Teacher Notes: The response builds both sides of the bridge, complete, balanced paired thinking.

★ **This is our target!**