

PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

Two texts can share a big idea even when they tell different stories.

I check every answer against BOTH texts before I choose it.

The test gives me traps that fit only one text or only share a topic, so I prove the idea is in both.

THIS WEEK’S FOCUS

Paired Passages

from “Dream and Serve”

This week we read **two texts together**: the story **Dream** and the story **Serve**. A **shared topic** is a subject both texts mention. A **shared idea** is something both texts teach or show. STAAR asks: **What idea is found in both selections?** Traps this week: **Shared topic, not shared idea, Only one text, and Not in either text.**

This deck teaches **connecting two texts the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice an idea in one text."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Notice the idea in one text.

Read the line from **Dream**. Notice what the child learns. Circle the words that show it.

"That a dream can belong to everyone,"

I CAN | I can notice what a character learns and the idea it shows.



TODAY'S THINKING JOB

CHOOSE

“I can choose an idea that is in both texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Choose the idea in both.

STAAR asks: **What idea is found in both** the story Dream and the story Serve?

“A better world begins when we ask, What can I give?”

A Inspiring words can motivate people to help others. • **B** Speeches are only for adults to hear. • **C** People should travel to Washington, D.C.

I CAN | I can choose an idea both texts show and skip ideas from only one text.



TODAY'S THINKING JOB

SHOW

“I can show how a second text shares an idea.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Show the idea in the second text.

Which sentence from **Serve** best supports the idea that a young person can choose to help others?

“I thought those words could inspire action,”

I CAN | I can explain how a line in one text matches an idea in the other.



TODAY'S THINKING JOB

OWN

“I can write a connection between two texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the connection.

Write one sentence that tells an idea found in both texts. Name Dream and Serve.

“Because I want that dream for you,”

I CAN | I can write an idea that fits both texts, not just one.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

“I can defend a connection and explain why a trap is wrong.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Defend against the trap.

How are the two stories connected in showing a young person learning about helping others?

“Serving our country can also mean serving people.”

I CAN | I can prove why a shared topic is not the same as a shared idea.



PAIRED PASSAGES

Connect the texts on your own.

Go back to both texts. Write one idea they share. Copy one line from Dream and one line from Serve that prove it.

Go back to both texts.

Write one idea they share in a full sentence.

Copy one line from Dream and one line from Serve that prove it.

I CAN | I can connect two texts and prove the connection with a line from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The child realizes a dream does not belong to one person. The idea: inspiring words can belong to everyone and motivate action.

CHOOSE A. Inspiring words can motivate people to help others. B is Opposite of the text; both texts show children hearing speeches. C is Shared topic, not shared idea.

SHOW Grandpa says "I thought those words could inspire action," showing that powerful words moved him to serve. This supports the idea that a young person can choose to help, just like the child in Dream.

OWN Answers vary. Example: In Dream and Serve, inspiring words help people decide to work for a better world.

DEFEND Both show a child inspired to help. In Dream, the child will carry the dream with her. In Serve, the child learns service starts when you notice someone who needs help. Shared topic, not shared idea.

YOUR TURN Answers vary. Idea: Powerful words can inspire people to help build a better world. Dream: That a dream can belong to everyone. Serve: A better world begins when we ask, What can I give?



PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“That a dream can belong to everyone, ... A better world begins when we ask, What can I give?”

What idea is found in both "Dream" and "Serve"?

- A** Children should always listen to adults.
- B** Inspiring words can motivate people to work for a better future.
- C** People in Washington, D.C. enjoy attending speeches.
- D** Every school should teach about famous leaders.



PAIRED PASSAGES

The answer is B.

- A Children should always listen to adults.**
Stretched or Unsupported: Not in either text. Neither text says children should always listen to adults.
- B Inspiring words can motivate people to work for a better future. Correct.**
Correct. The child in Dream carries the dream forward, and Grandpa in Serve says words can inspire action.
- C People in Washington, D.C. enjoy attending speeches.**
Topic Trap: Shared topic, not shared idea. Washington is a setting, not the idea both texts teach.
- D Every school should teach about famous leaders.**
Stretched or Unsupported: Not in either text. Neither text says schools should teach about leaders.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

A similarity tells how two texts are alike in what they show or teach.

I test every choice against both texts, not just the one I remember better.

A detail from only one text is a trap, even if it sounds important.

THIS WEEK'S FOCUS

Paired Passages

from “Dream and Serve”

This week we look for a **similarity** between **Dream** and **Serve**. A similarity is how the two texts are alike in what they show or teach. STAAR asks: **Which sentence best describes a similarity?** Traps this week: **Only one text**, **Shared topic**, **not shared idea**, and **Not in either text**.

This deck teaches **finding a similarity between two texts** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PAIRED PASSAGES

TODAY'S THINKING JOB

NOTICE

“I can notice an important moment in one text.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Notice what happens in the story.

Read the line from **Dream**. Notice what the child decides. Circle the words that show it.

“I think I will try to help it come true,”

I CAN | I can notice what a character decides and why it matters.



TODAY'S THINKING JOB

CHOOSE

“I can choose a sentence that describes a similarity.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Choose the similarity.

STAAR asks: **Which sentence best describes a similarity** between Dream and Serve?

“Helping, caring, and choosing to give something of yourself.”

A Both texts explain how a law was passed. • **B** Both texts show a young person inspired to help others. • **C** Both texts explain how the Peace Corps works.

I CAN | I can choose a similarity and skip details from only one text.



TODAY'S THINKING JOB

SHOW

“I can show how a second text shares a similarity.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Show the similarity in Serve.

Which sentence from **Serve** best supports the idea that both texts show a young person inspired to help others?

“So the big idea is really about helping?”

I CAN | I can explain how a line in Serve matches what happens in Dream.



TODAY'S THINKING JOB

OWN

“I can write a similarity between two texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the similarity.

Write one sentence that describes a similarity between Dream and Serve. Name both texts.

“Big changes can begin with a dream, and even a child can help carry it forward.”

I CAN | I can write a similarity that fits both texts, not just one.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can defend a similarity and explain why a trap is wrong."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Defend against the trap.

How does the line about the Peace Corps from **Serve** relate to the idea of helping others in **Dream**?

"A few months later, Grandpa watched the same spirit of service grow through the Peace Corps."

I CAN | I can prove why a detail from only one text is not a real similarity.



PAIRED PASSAGES

Find your own similarity.

Go back to both texts. Write one similarity between Dream and Serve. Copy one line from each text that proves it.

Go back to both texts.

Write one similarity in a full sentence.

Copy one line from Dream and one line from Serve that prove it.

I CAN | I can find a similarity and prove it with a line from each text.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The child decides to help the dream come true. This shows a young person choosing to take action after hearing inspiring words.

CHOOSE B. Both texts show a young person inspired to help others. A is Not in either text; neither text explains how a law was passed. C is Only one text; only Serve discusses the Peace Corps.

SHOW The child realizes the big idea is about helping. This supports the similarity because the child in Serve, like the child in Dream, is inspired to help others.

OWN Answers vary. Example: In both Dream and Serve, a young person learns that helping others can start with one choice.

DEFEND Both Dream and Serve connect a young person to helping others. In Dream the child witnesses the speech; in Serve the child records Grandpa's memory. The Peace Corps is an Only one text detail; only Serve discusses it.

YOUR TURN Answers vary. Similarity: Both texts show that a young person can decide to help create a better world. Dream: I think I will try to help it come true. Serve: Helping, caring, and choosing to give something of yourself.



PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

"I think I will try to help it come true, ... Helping, caring, and choosing to give something of yourself."

Which sentence best describes a similarity between "Dream" and "Serve"?

- A** Both texts focus on how a speech changed a law.
- B** Both texts explain how the Peace Corps was created.
- C** Both texts focus on the importance of listening to music.
- D** Both texts show a young person inspired to help others.



PAIRED PASSAGES

The answer is D.

- A Both texts focus on how a speech changed a law.**
Stretched or Unsupported: Not in either text. Neither text describes a speech changing a specific law.
- B Both texts explain how the Peace Corps was created.**
Another Place: Only one text. Only Serve discusses the Peace Corps. Dream never mentions it.
- C Both texts focus on the importance of listening to music.**
Stretched or Unsupported: Not in either text. Neither text focuses on music.
- D Both texts show a young person inspired to help others. Correct.**
Correct. In Dream the child decides to help the dream come true, and in Serve the child learns that service starts with helping.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

A difference tells how two texts are **NOT** alike in what they show or how they show it.

I look for what is true about one text but not the other.

A similarity is not a difference, even if it sounds interesting.

THIS WEEK'S FOCUS

Paired Passages

from “**Dream and Serve**”

This week we look for a **difference** between **Dream** and **Serve**. A difference tells how the two texts are **NOT** alike. STAAR asks: **How is Dream different from Serve?** Traps this week: **Similarity, not a difference, Only one text, and Not in either text.**

This deck teaches **finding a difference between two texts** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PAIRED PASSAGES

TODAY'S THINKING JOB

NOTICE

“I can notice how a character experiences an event.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Notice how the child learns in Dream.

Read the line from **Dream**. Notice how the child experiences the event. Circle the words that show it.

“I was only eight years old, and everything around me seemed important and unforgettable.”

I CAN

I can notice whether a character is present at an event or hearing about it later.



TODAY'S THINKING JOB

CHOOSE

“I can choose a statement that names a real difference.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Choose the difference.

STAAR asks: **How is Dream different from Serve?**

“I thought those words could inspire action,”

A Both texts show children learning from adults. • **B** Dream is about a president; Serve is about a teacher. • **C** Dream shows a firsthand experience; Serve shows an interview.

I CAN | I can choose a difference and skip statements that describe a similarity.



TODAY'S THINKING JOB

SHOW

"I can show how a second text is different."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Show the difference in **Serve**.

Which sentence from **Serve** best supports the idea that the two texts present their events differently?

"For my school project, I was interviewing him about the years he worked in President John F. Kennedy's administration."

I CAN

I can explain how a line in **Serve** shows a different way of learning about an event.



TODAY'S THINKING JOB

OWN

“I can write a difference between two texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the difference.

Write one sentence that tells a difference between Dream and Serve. Name both texts.

“Maybe important changes did not always begin with something enormous.”

I CAN | I can write a difference that is true about one text but not the other.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can defend a difference and explain why a trap is wrong."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Defend against the trap.

How are the children in **Dream** and **Serve** connected even though the texts present events differently?

"A dream can begin as an idea, grow through determination, and become stronger when people share it with others."

I CAN | I can prove why a similarity is not the same as a difference.



PAIRED PASSAGES

Find your own difference.

Go back to both texts. Write one difference between Dream and Serve. Copy one line from each text that proves it.

Go back to both texts.

Write one difference in a full sentence.

Copy one line from Dream and one line from Serve that prove it.

I CAN | I can find a difference and prove it with a line from each text.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The child is physically present at the event. This is different from Serve, where the child learns about the event through an interview.

CHOOSE C. Dream shows a firsthand experience; Serve shows an interview. A is Similarity, not a difference. B is Not in either text; neither story is mainly about a president.

SHOW The child says "for my school project, I was interviewing him," proving the child learns through a recorded conversation. Dream shows a firsthand experience, while Serve shows an interview.

OWN Answers vary. Example: In Dream, the child experiences the speech firsthand, but in Serve, the child learns about the speech through an interview.

DEFEND Both children are inspired to help, but that is how Dream and Serve connect, not how they differ. In Dream the child sees the speech; in Serve the child hears about it later. The Similarity, not a difference trap catches this.

YOUR TURN Answers vary. Difference: Dream shows the child watching the event in person, but Serve shows the child recording an interview. Dream: I was only eight years old, and everything around me seemed important and unforgettable. Serve: For my school project, I was interviewing him.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

"I was only eight years old, and everything around me seemed important and unforgettable. ... For my school project, I was interviewing him about the years he worked in President John F. Kennedy's administration."

How is "Dream" different from "Serve"?

- A** Both texts show children who care about fairness.
- B** Dream is about helping, while Serve is about ignoring others.
- C** Dream describes a large crowd, but Serve describes a quiet conversation.
- D** Both texts describe children who hear about a president.



PAIRED PASSAGES

The answer is C.

- A Both texts show children who care about fairness.**
Pattern Mix-Up: Similarity, not a difference. Both texts do show children who care, but that is a similarity.
- B Dream is about helping, while Serve is about ignoring others.**
Reversed Meaning: Opposite of the text. Serve is about service and helping, not ignoring others.
- C Dream describes a large crowd, but Serve describes a quiet conversation. Correct.**
Correct. Dream's child is at a huge gathering, while Serve's child sits with Grandpa for an interview.
- D Both texts describe children who hear about a president.**
Pattern Mix-Up: Similarity, not a difference. Both children hear about a president's words, so this is a similarity.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

Some ideas appear in one text but not the other.

I have to check both texts before deciding which text an idea belongs to.

A trap can switch the texts so the idea sounds right but comes from the wrong one.

THIS WEEK'S FOCUS

Paired Passages

from “Dream and Serve”

This week we ask which idea is found in **Dream** but **not in Serve**. STAAR sometimes asks what is in one text but not the other. Traps this week: **Texts switched**, **Shared topic**, **not shared idea**, and **Not in either text**.

This deck teaches **finding an idea in one text but not the other** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TODAY'S THINKING JOB

NOTICE

“I can notice an idea that belongs to one text.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Notice what is special about Dream.

Read the line from **Dream**. Notice the moment when the child's feelings change. Circle the words that show it.

“It was not only about grown-ups or laws or things that had happened before I was born.”

I CAN

I can notice a turning point that happens in one text but not the other.



TODAY'S THINKING JOB

CHOOSE

“I can choose an idea that belongs to only one text.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Choose the idea found only in Dream.

STAAR asks: Which idea is found in Dream but not in Serve?

“He did not want Americans only asking what they could receive.”

A One powerful moment can change how a child sees the future. • **B** Children should interview their grandparents. • **C** Adults should give speeches more often.

I CAN | I can choose an idea from the right text and skip ideas that are switched.



TODAY'S THINKING JOB

SHOW

“I can show how a text develops an idea.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Show the idea in Dream.

Which sentence from **Dream** best supports the idea that the child experiences a powerful moment firsthand?

“I imagined a school where every child felt welcome.”

I CAN

I can explain how a line in Dream proves the idea and how Serve does not have it.



TODAY'S THINKING JOB

OWN

“I can write about an idea found in only one text.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the connection.

Write one sentence about an idea that is found in Dream but not in Serve. Name both texts.

“Big changes can begin with a dream, and even a child can help carry it forward.”

I CAN

I can write about an idea and explain why it does not appear in the other text.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can defend my answer and explain why a trap is wrong."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Defend against the trap.

How does the child's experience in **Dream** relate to Grandpa's story in **Serve**?

"For my school project, I was interviewing him about the years when he had worked in President John F. Kennedy's administration."



I can prove why a texts switched trap puts an idea in the wrong text.



PAIRED PASSAGES

Find your own only-one-text idea.

Go back to both texts. Write one idea found in Dream but not in Serve. Copy one line from Dream that proves it.

Go back to both texts.

Write one idea found in Dream but not in Serve.

Copy one line from Dream that proves it and explain why Serve does not have it.

I CAN | I can find an idea in one text and prove it is not in the other.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The child suddenly realizes the speech is also about children. This turning point belongs to Dream, not to Serve.

CHOOSE A. One powerful moment can change how a child sees the future. B is Texts switched; the interview is in Serve. C is Not in either text.

SHOW The child says "I imagined a school where every child felt welcome." This line shows the child picturing a better future, which is the powerful firsthand moment that only Dream provides.

OWN Answers vary. Example: In Dream, the child has a sudden realization during the speech, but Serve shows gradual learning through questions.

DEFEND Both texts connect a child to a powerful moment. In Dream, the speech changes how the child sees the future. In Serve, Grandpa's story inspires giving. Interviewing is a Texts switched trap; only Serve has it.

YOUR TURN Answers vary. Idea: Dream shows that one moment at a speech can suddenly change a child's thinking. Dream: It was not only about grown-ups or laws or things that had happened before I was born. Serve does not have a sudden moment like this.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“It was not only about grown-ups or laws or things that had happened before I was born. It was about children like me. ... For my school project, I was interviewing him about the years when he had worked in President John F. Kennedy’s administration.”

Which idea is found in "Dream" but not in "Serve"?

- A** Learning about history is best done through interviews.
- B** One powerful moment can suddenly change how a child sees the world.
- C** Children should volunteer through the Peace Corps.
- D** Adults should explain politics to children.



PAIRED PASSAGES

The answer is B.

A Learning about history is best done through interviews.

Another Place: Texts switched. The interview is in Serve, not Dream.

One powerful moment can suddenly change how a child sees the world. Correct.

B Correct. In Dream, the child has a sudden shift during the speech. Serve shows gradual learning through conversation.

C Children should volunteer through the Peace Corps.

Another Place: Only one text. The Peace Corps is in Serve, not Dream.

D Adults should explain politics to children.

Stretched or Unsupported: Not in either text. Neither text says adults should explain politics.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

An idea developed in both texts is shown or supported in each one with details.

I prove the idea with evidence from each text, not just a shared word.

A shared topic is not the same as a shared idea.

THIS WEEK’S FOCUS

Paired Passages

from “**Morning in the Village** and **The Roads Between Us**”

This week we read **Morning in the Village** and the poem **The Roads Between Us**. STAAR asks: **What idea is developed in both selections?** A shared idea is supported in both texts. Traps this week: **Shared topic, not shared idea, Only one text, and Not in either text.**

This deck teaches **an idea developed in both texts** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PAIRED PASSAGES

TODAY'S THINKING JOB

NOTICE

"I can notice an idea in one text."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Notice the idea in the story.

Read the line from **Morning in the Village**. Notice what the trading shows. Circle the words that show it.

"It felt like everyone was connected somehow."

I CAN | I can notice what an event shows and the idea behind it.



TODAY'S THINKING JOB

CHOOSE

“I can choose an idea developed in both texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Choose the idea in both.

STAAR asks: **What idea is developed in both** Morning in the Village and the poem The Roads Between Us?

“A road is more than dirt or stone; It reaches farther than we've known.”

A Farming is the most important job in a village. • **B** Rivers are the fastest way to travel. • **C** Trading and sharing connect people across distances.

I CAN | I can choose an idea both texts develop and skip shared topics.



TODAY'S THINKING JOB

SHOW

“I can show how a second text develops an idea.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Show the idea in the poem.

Which sentence from **The Roads Between Us** best supports the idea that both texts develop the theme of connection?

“Neighbors meet and goods are shared, And friendships grow because they cared.”

I CAN

I can explain how a line in the poem matches an idea in the story.



TODAY'S THINKING JOB

OWN

“I can write a connection between two texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the connection.

Write one sentence that tells an idea developed in both texts. Name the story and the poem.

“Her family lived in a Caddo village near a river in the Piney Woods.”

I CAN | I can write an idea that both texts develop, not just mention.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can defend a connection and explain why a trap is wrong."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Defend against the trap.

How are **Morning in the Village** and **The Roads Between Us** connected beyond sharing the topic of community?

"The sun was just starting to come up when Tayanita stepped outside."

I CAN | I can prove why a shared topic is not the same as a shared idea.



PAIRED PASSAGES

Connect the texts on your own.

Go back to both texts. Write one idea they develop. Copy one line from the story and one line from the poem that prove it.

Go back to both texts.

Write one idea they develop in a full sentence.

Copy one line from the story and one line from the poem that prove it.

I CAN | I can connect two texts and prove the connection with a line from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The trading makes Tayanita feel that everyone is connected. The idea: trade and sharing connect different groups of people.

CHOOSE C. Trading and sharing connect people across distances. A is Only one text; only the story describes farming. B is Shared topic, not shared idea.

SHOW The poem says "neighbors meet and goods are shared, and friendships grow because they cared. " This shows people building bonds, which matches the village story's idea of connection through daily work.

OWN Answers vary. Example: In Morning in the Village and The Roads Between Us, trading and sharing help connect different groups of people.

DEFEND Morning in the Village and The Roads Between Us both show people building bonds by working together. Naming the topic community is a Shared topic, not shared idea trap; the idea is deeper.

YOUR TURN Answers vary. Idea: Trade and sharing connect people. Story: It felt like everyone was connected somehow. Poem: Neighbors meet and goods are shared, And friendships grow because they cared.



PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“It felt like everyone was connected somehow. ... A road is more than dirt or stone; It reaches farther than we've known.”

What idea is developed in both "Morning in the Village" and "The Roads Between Us"?

- A** Sharing and trading help connect people across distances.
- B** Farming is the most important work in every community.
- C** Camels are the best animals for long trips.
- D** Rivers are more useful than roads.



PAIRED PASSAGES

The answer is A.

Sharing and trading help connect people across distances. Correct.

- A** Correct. The story shows trading connecting the village, and the poem shows roads and trade linking distant places.

Farming is the most important work in every community.

- B** Another Place: Only one text. The story describes farming, but the poem does not develop that idea.

Camels are the best animals for long trips.

- C** Another Place: Only one text. The poem mentions camels, but the story does not.

Rivers are more useful than roads.

- D** Topic Trap: Shared topic, not shared idea. Rivers appear in both texts, but the idea is connection, not rivers.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

Comparing people means finding how their actions are alike or different.

I look at what people DO, not just who they are.

A right detail with the wrong idea is still a trap.

THIS WEEK'S FOCUS

Paired Passages

from “Morning in the Village and The Roads Between Us”

This week we compare **what people do** in **Morning in the Village** and the poem **The Roads Between Us**. STAAR asks how the people in both texts are similar. Traps this week: **Right detail, wrong idea**, **Only one text**, and **Not in either text**.

This deck teaches **comparing what people do in two texts** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice what people do in one text."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Notice what people do in the story.

Read the line from **Morning in the Village**. Notice what the people do. Circle the words that show their actions.

"Families worked together to plant, water, and harvest the crops."

I CAN | I can notice actions that show cooperation and community.



TODAY'S THINKING JOB

CHOOSE

“I can choose how people in two texts are similar.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Choose how the people are similar.

STAAR asks: How are the people in Morning in the Village similar to the people in The Roads Between Us?

“Each visitor brought something new: A story, skill, or different view.”

A Both groups use canoes to cross oceans. • **B** Both groups share and trade to build connections. • **C** Both groups live in the Piney Woods.

I CAN | I can choose a similarity in actions and skip details with the wrong idea.



TODAY'S THINKING JOB

SHOW

“I can show how people in a second text act similarly.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Show the similarity in the poem.

Which sentence from **The Roads Between Us** best supports the idea that people share and trade to build connections?

“The Caddo traveled riverways, To trade their goods on busy days.”

I CAN | I can explain how a line in the poem matches actions in the story.



TODAY'S THINKING JOB

OWN

“I can write a comparison between people in two texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the comparison.

Write one sentence that compares what people do in both texts. Name the story and the poem.

“She noticed that the visitors were treated with respect.”

I CAN | I can write about similar actions, not just similar details.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can defend a comparison and explain why a trap is wrong."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Defend against the trap.

How does the detail about building in **Morning in the Village** relate to what happens in **The Roads Between Us**?

"Her grandfather told her that many generations of Caddo people had helped build the mound."



I can prove why a detail from one text does not apply to the other.



PAIRED PASSAGES

Compare the people on your own.

Go back to both texts. Write one way the people are similar. Copy one line from each text that proves it.

Go back to both texts.

Write one way the people are similar in a full sentence.

Copy one line from the story and one line from the poem that prove it.

I CAN | I can compare people in two texts and prove it with a line from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE Families work together on the crops. The action: people cooperate to help their community.

CHOOSE B. Both groups share and trade to build connections. A is Right detail, wrong idea; canoes appear but not for crossing oceans. C is Only one text; the Piney Woods is in the story.

SHOW The Caddo traded their goods on busy days, building bonds. This supports the similarity because both texts show sharing and trading to build connections with others.

OWN Answers vary. Example: In Morning in the Village and The Roads Between Us, people share goods and ideas to strengthen their communities.

DEFEND Both texts connect people through sharing. The Caddo trade goods with visitors; the poem shows trading builds bonds. Building mounds is a Right detail, wrong idea trap; the mound is real but points to construction, not trade.

YOUR TURN Answers vary. Similarity: Both groups share goods and build relationships. Story: Families worked together to plant, water, and harvest the crops. Poem: The Caddo traveled riverways, To trade their goods on busy days.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“She noticed that the visitors were treated with respect. ... Each visitor brought something new: A story, skill, or different view.”

How are the people in "Morning in the Village" similar to the people in "The Roads Between Us"?

- A** Both groups build large mounds near their villages.
- B** Both groups use camels to carry goods.
- C** Both groups share and trade to build connections with others.
- D** Both groups live near the Gulf of Mexico.



PAIRED PASSAGES

The answer is C.

Both groups build large mounds near their villages.

- A** Reversed Meaning: Right detail, wrong idea. The mound is a detail in the story, but the poem never mentions mounds.

Both groups use camels to carry goods.

- B** Another Place: Only one text. Camels appear in the poem but not in the story.

Both groups share and trade to build connections with others. Correct.

- C** Correct. The story shows the village trading with visitors, and the poem shows people trading along roads and rivers.

Both groups live near the Gulf of Mexico.

- D** Stretched or Unsupported: Not in either text. Neither text says the people live near the Gulf.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

Two texts can cover the same topic but present ideas in different ways.

I compare **HOW** each text shares its message, not just what the message is.

A similarity in content is not the same as a difference in presentation.

THIS WEEK’S FOCUS

Paired Passages

from “A Promise Written Long Ago and What We Carry Forward”

This week we compare **how** the article **A Promise Written Long Ago** and the poem **What We Carry Forward** present their ideas. STAAR asks: **What is one difference between how the two texts present their ideas?** Traps this week: **Similarity**, not a difference, **Only one text**, and **Not in either text**.

This deck teaches **how each text presents its ideas** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice how a text presents its ideas."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Notice how the article presents its ideas.

Read the line from **A Promise Written Long Ago**. Notice how the article shares information. Circle the words that show it.

"The Magna Carta was important because it limited the king's power."

I CAN

I can notice whether a text uses facts and explanations or rhythm and imagery.





TODAY'S THINKING JOB

CHOOSE

“I can choose a difference in how two texts present ideas.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Choose the difference in presentation.

STAAR asks: **What is one difference between how the article and the poem present their ideas?**

“A rule is written, strong and clear, Its meaning travels year to year.”

- A** Both texts use rhyme to present their ideas. • **B** Both texts mention the Magna Carta. • **C** The article explains with facts; the poem uses rhythm and imagery.

I CAN | I can choose a difference in presentation and skip similarities.



TODAY'S THINKING JOB

SHOW

“I can show how a second text presents ideas differently.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Show the difference in the poem.

Which sentence from **What We Carry Forward** best supports the idea that the poem presents its topic differently from the article?

“At Runnymede in days long past, A written promise came at last.”

I CAN | I can explain how the poem uses a different style from the article.



TODAY'S THINKING JOB

OWN

“I can write a difference in presentation between two texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the difference.

Write one sentence about how the article and the poem present their ideas differently. Name both texts.

“The circumstances at the time helped shape the Magna Carta.”

I CAN | I can write about HOW texts present ideas, not just WHAT they say.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can defend a difference and explain why a trap is wrong."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Defend against the trap.

How does the way the article connects to the poem differ in presentation?

"Even today, the Magna Carta reminds us that rules should apply to everyone and that people deserve to be treated fairly."

I CAN | I can prove why a similarity does not answer a difference question.



PAIRED PASSAGES

Compare the presentations on your own.

Go back to both texts. Write one difference in how they present their ideas. Copy one line from each text that shows the difference.

Go back to both texts.

Write one difference in presentation in a full sentence.

Copy one line from the article and one line from the poem that show it.

I CAN | I can compare how two texts present ideas and prove it with a line from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The article states facts and gives explanations. It tells the reader directly why the Magna Carta was important.

CHOOSE C. The article explains with facts; the poem uses rhythm and imagery. A is Only one text; only the poem rhymes. B is Similarity, not a difference.

SHOW The poem says "at Runnymede in days long past, a written promise came at last," using rhyme and imagery. The article uses facts and dates. This shows a difference in presentation.

OWN Answers vary. Example: A Promise Written Long Ago explains with facts and details, while What We Carry Forward presents the same ideas through rhyme and imagery.

DEFEND Both teach about the past, but differently. The article uses facts and dates, explaining the barons forced King John to agree in 1215. The poem uses rhythm, saying a written promise came at last. Similarity, not a difference.

YOUR TURN Answers vary. Difference: The article states facts directly, while the poem uses rhyme. Article: The Magna Carta was important because it limited the king's power. Poem: A rule is written, strong and clear, Its meaning travels year to year.



PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“The Magna Carta was important because it limited the king's power. ... A rule is written, strong and clear, Its meaning travels year to year.”

What is one difference between how "A Promise Written Long Ago" and "What We Carry Forward" present their ideas?

- A** The article uses facts and explanations; the poem uses rhythm and imagery.
- B** Both texts use the same style to explain the Magna Carta.
- C** The poem includes more historical dates than the article.
- D** Both texts are written as personal stories.



PAIRED PASSAGES

The answer is A.

A The article uses facts and explanations; the poem uses rhythm and imagery. Correct.
Correct. The article explains directly with facts, and the poem presents ideas through rhyme and rhythm.

B Both texts use the same style to explain the Magna Carta.
Pattern Mix-Up: Similarity, not a difference. The texts use different styles: one is factual, the other is poetic.

C The poem includes more historical dates than the article.
Reversed Meaning: Opposite of the text. The article has more dates and facts than the poem.

D Both texts are written as personal stories.
Stretched or Unsupported: Not in either text. Neither text is written as a personal story.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

A message is a lesson or idea that both texts teach.

I prove the message with evidence from each text.

Something true in real life is still a trap if the texts do not say it.

THIS WEEK’S FOCUS

Paired Passages

from “A Promise Written Long Ago and What We Carry Forward”

This week we find a **message** in both **A Promise Written Long Ago** and the poem **What We Carry Forward**. STAAR asks: **What message is found in both texts?** Traps this week: **Not in either text, Shared topic, not shared idea, and Only one text.**

This deck teaches **a message found in both texts** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TODAY'S THINKING JOB

NOTICE

"I can notice a message in one text."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Notice the message in the article.

Read the line from **A Promise Written Long Ago**. Notice what lesson it teaches. Circle the words that show it.

"The influence of the Magna Carta can still be seen today."

I CAN | I can notice a lesson that a text teaches about the past and the present.



TODAY'S THINKING JOB

CHOOSE

"I can choose a message found in both texts."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Choose the message in both.

STAAR asks: **What message** is found in **both** the article and the poem?

"The past provides a sturdy thread, But living hands pull it ahead."

A Ideas from the past can shape and improve the future. • **B** Kings should always be removed from power. • **C** Old documents are no longer important.

I CAN | I can choose a message both texts teach and skip ideas not in the texts.



TODAY'S THINKING JOB

SHOW

“I can show how a second text shares a message.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Show the message in the poem.

Which sentence from **What We Carry Forward** best supports the message that past ideas still matter today?

“The past may place things in our hands, But we help shape where the future stands.”

I CAN | I can explain how a line in the poem matches a message in the article.



TODAY'S THINKING JOB

OWN

“I can write a message that both texts teach.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the message.

Write one sentence that tells a message found in both texts. Name the article and the poem.

“The circumstances at the time helped shape the Magna Carta.”

I CAN | I can write a message that fits both texts, not just one.

PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can defend a message and explain why a trap is wrong."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Defend against the trap.

How does the message in **A Promise Written Long Ago** support the same idea found in **What We Carry Forward**?

"We do not carry all things blind; We question, learn, and change our mind."



I can prove why something not in either text is still a trap if the texts do not teach it.



PAIRED PASSAGES

Find the message on your own.

Go back to both texts. Write one message they share. Copy one line from the article and one from the poem that prove it.

Go back to both texts.

Write one message they share in a full sentence.

Copy one line from the article and one line from the poem that prove it.

I CAN | I can find a shared message and prove it with a line from each text.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The article teaches that ideas from the past can continue to influence the present. This is a message about lasting impact.

CHOOSE A. Ideas from the past can shape and improve the future. B is Not in either text; neither text says kings should always be removed. C is the opposite of both texts.

SHOW The poem says "the past may place things in our hands, but we help shape where the future stands." This supports the shared message that past ideas still guide people, as the article also shows with the Magna Carta.

OWN Answers vary. Example: Both A Promise Written Long Ago and What We Carry Forward teach that ideas from the past can guide and improve the future.

DEFEND Both texts support the same idea. The article shows the Magna Carta influencing later governments. The poem says an early thought can expand over time. Voting is a Not in either text trap; neither text claims it.

YOUR TURN Answers vary. Message: Ideas from the past can shape a better future. Article: The influence of the Magna Carta can still be seen today. Poem: The past may help us understand The future waiting in our hands.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“The influence of the Magna Carta can still be seen today. ... The past may place things in our hands, But we help shape where the future stands.”

What message is found in both "A Promise Written Long Ago" and "What We Carry Forward"?

- A** Kings should never be allowed to rule.
- B** Poems are better than articles for teaching history.
- C** People should avoid studying old documents.
- D** Ideas from the past can shape and improve the future.



PAIRED PASSAGES

The answer is D.

A Kings should never be allowed to rule.

Stretched or Unsupported: Goes too far. The texts limit a king's power but do not say kings should never rule.

B Poems are better than articles for teaching history.

Stretched or Unsupported: Not in either text. Neither text compares poems and articles.

C People should avoid studying old documents.

Reversed Meaning: Opposite of the text. Both texts show that studying the past is valuable.

D Ideas from the past can shape and improve the future. Correct.

Correct. The article shows the Magna Carta still influences governments, and the poem says the past helps us understand the future.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

Comparing people means finding how they are alike in what they do or learn.

I look at the people's actions and experiences in both texts.

A detail from only one text cannot describe both groups.

THIS WEEK'S FOCUS

Paired Passages

from “The Energy We Use Everyday and Four Regions, One Big Adventure”

This week we compare the people in **The Energy We Use Everyday** and **Four Regions, One Big Adventure**. STAAR asks: **How are the main people in both texts alike?** Traps this week: **Only one text**, **Shared topic, not shared idea**, and **Not in either text**.

This deck teaches **comparing people or characters in two texts** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice what the people in one text learn."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Notice what the reader learns in the article.

Read the line from **The Energy We Use Everyday**. Notice what the reader is asked to think about. Circle the key words.

"Understanding the advantages and disadvantages helps build responsibility when making decisions about energy use."

I CAN

I can notice how a text encourages the reader to think carefully about a topic.



TODAY'S THINKING JOB

CHOOSE

“I can choose how people in two texts are alike.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Choose how the people are alike.

STAAR asks: **How are the main people in both texts alike?**

“Each region looked different, but all were important parts of Texas.”

A Both groups study wind energy. • **B** Both learn about resources and how people use the land. • **C** Both groups travel across the Sahara Desert.

I CAN | I can choose a similarity in learning and skip details from only one text.



TODAY'S THINKING JOB

SHOW

“I can show how a second text shares a similarity with the first.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Show the similarity in the second text.

Which sentence from **Four Regions, One Big Adventure** best supports the idea that both texts show people learning about resources?

“His mom explained that people in this region often work in mining and oil because of the natural resources found underground.”

I CAN | I can explain how a character's learning matches the learning in another text.



TODAY'S THINKING JOB

OWN

“I can write a comparison between people in two texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the comparison.

Write one sentence that compares how the people in both texts are alike. Name both texts.

“Have you ever wondered where the energy you use each day comes from?”

I CAN

I can write about what the people have in common, not just what each text says.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can defend a comparison and explain why a trap is wrong."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Defend against the trap.

How does the detail about solar energy in the article relate to what Xavier learns in **Four Regions**?

"Renewable resources can be replaced over time and used again."

I CAN | I can prove why a detail from one text does not apply to the other.



PAIRED PASSAGES

Compare the people on your own.

Go back to both texts. Write one way the people are alike. Copy one line from each text that proves it.

Go back to both texts.

Write one way the people are alike in a full sentence.

Copy one line from The Energy We Use Everyday and one line from Four Regions that prove it.

I CAN | I can compare people in two texts and prove it with a line from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The article asks readers to understand advantages and disadvantages so they can make responsible decisions about energy.

CHOOSE B. Both learn about resources and how people use the land. C is Stretched or Unsupported; the Sahara Desert is not in these texts. A is Only one text; the energy article discusses wind energy but Four Regions does not.

SHOW The story says "his mom explained that people in this region often work in mining and oil." This supports the similarity because the energy article also explains how people use natural resources.

OWN Answers vary. Example: In The Energy We Use Everyday and Four Regions, people learn about natural resources and how they affect the way communities live and work.

DEFEND The energy article teaches about resources and responsible decisions. In Four Regions, Xavier learns each region has resources that shape how people work. Solar energy is an Only one text detail; only the article mentions it.

YOUR TURN Answers vary. Similarity: Both texts show people learning about resources. Energy: Understanding the advantages and disadvantages helps build responsibility. Four Regions: His mom explained that people in this region often work in mining and oil because of the natural resources found underground.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“Understanding the advantages and disadvantages helps build responsibility when making decisions about energy use. ... His mom explained that people in this region often work in mining and oil because of the natural resources found underground.”

How are the main people in "The Energy We Use Everyday" and "Four Regions, One Big Adventure" alike?

- A** Both groups visit national parks.
- B** Both learn about resources that affect how people live and work.
- C** Both groups study renewable energy in classrooms.
- D** Both groups travel by car across Texas.



PAIRED PASSAGES

The answer is B.

A Both groups visit national parks.

Stretched or Unsupported: Not in either text. Neither text describes visiting national parks.

B Both learn about resources that affect how people live and work. Correct.

Correct. The energy article teaches about energy resources, and Xavier learns about natural resources in each Texas region.

C Both groups study renewable energy in classrooms.

Stretched or Unsupported: Not in either text. Neither text describes studying in classrooms.

D Both groups travel by car across Texas.

Another Place: Only one text. Only Four Regions describes a car trip across Texas.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

Both texts show people who are motivated by something to act.

I compare what drives people in each text, not just what they do.

A cause not mentioned in either text is a trap.

THIS WEEK'S FOCUS

Paired Passages

from “The Energy We Use Everyday and Four Regions, One Big Adventure”

This week we ask **what causes the people in both texts to take action**. We read **The Energy We Use Everyday** and **Four Regions, One Big Adventure**. Traps this week: **Not in either text**, **Only one text**, and **Shared topic, not shared idea**.

This deck teaches **what causes people to take action in both texts** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice what motivates people to act in one text.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Notice what motivates people in the article.

Read the line from **The Energy We Use Everyday**. Notice what causes people to act. Circle the key words.

“Scientists, engineers, and community leaders continue to study ways to use energy wisely.”

I CAN

I can notice the cause behind people's actions, not just the actions themselves.



TODAY'S THINKING JOB

CHOOSE

“I can choose what causes people to act in both texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Choose what causes people to act.

STAAR asks: **What causes the people in both selections to take action?**

“Instead of only reading about them in books, Xavier would get to see each region with his own eyes.”

A Both want to understand the world around them and use that knowledge. • **B** Both are trying to win a science competition. • **C** Both want to move to a different part of the state.

I CAN | I can choose a cause that both texts show and skip causes not in the texts.



TODAY'S THINKING JOB

SHOW

“I can show how a second text shares the same cause.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Show the cause in the second text.

Which sentence from **Four Regions, One Big Adventure** best supports the idea that both texts show people motivated to learn about resources?

“He packed a notebook so he could write down interesting facts and compare what made each place special.”

I CAN | I can explain how the cause in one text matches the cause in the other.



TODAY'S THINKING JOB

OWN

“I can write about what causes people to act in both texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the cause.

Write one sentence that tells what causes people in both texts to act. Name both texts.

“Learning about renewable and nonrenewable resources can help people make informed choices that protect Earth's resources for future generations.”

I CAN | I can write about a shared cause, not just shared actions.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can defend a cause and explain why a trap is wrong."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Defend against the trap.

How does the idea of protecting resources in the energy article connect to what happens in **Four Regions**?

"As they headed home, Xavier rethought about what he had seen."

I CAN | I can prove why a cause not in the texts is a trap.



Find the cause on your own.

Go back to both texts. Write what causes people to act. Copy one line from each text that proves it.

Go back to both texts.

Write what causes people to act in a full sentence.

Copy one line from The Energy We Use Everyday and one line from Four Regions that prove it.

I CAN | I can find a shared cause and prove it with a line from each text.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE People study ways to use energy wisely because they want to protect resources and make good decisions. The cause: wanting to understand and use resources responsibly.

CHOOSE A. Both want to understand the world around them and use that knowledge. B is Not in either text. C is Not in either text.

SHOW Xavier says "he packed a notebook so he could write down interesting facts and compare what made each place special." This shows he is motivated to learn, just as the energy article shows people motivated to understand resources.

OWN Answers vary. Example: In The Energy We Use Everyday and Four Regions, people take action because they want to understand resources and how they affect daily life.

DEFEND The Energy We Use Everyday shows people making resource decisions. In Four Regions, Xavier sees resources shape each region. Both texts show people wanting to learn. Endangered animals are a Not in either text trap.

YOUR TURN Answers vary. Cause: Both texts show people motivated by wanting to understand resources. Energy: Scientists, engineers, and community leaders continue to study ways to use energy wisely. Four Regions: He packed a notebook so he could write down interesting facts.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“Scientists, engineers, and community leaders continue to study ways to use energy wisely. ... He packed a notebook so he could write down interesting facts and compare what made each place special.”

What causes the people in both "The Energy We Use Everyday" and "Four Regions, One Big Adventure" to take action?

- A** Both want to understand resources and how they affect people's lives.
- B** Both are trying to win a science contest at school.
- C** Both want to visit every state in the country.
- D** Both are worried about running out of water.



PAIRED PASSAGES

The answer is A.

A Both want to understand resources and how they affect people's lives. Correct.
Correct. The article encourages wise use of resources, and Xavier learns how resources shape each region.

B Both are trying to win a science contest at school.
Stretched or Unsupported: Not in either text. Neither text mentions a science contest.

C Both want to visit every state in the country.
Stretched or Unsupported: Not in either text. Xavier visits Texas regions, and the article is not about visiting states.

D Both are worried about running out of water.
Stretched or Unsupported: Not in either text. Neither text focuses on running out of water as a cause.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

Some details appear in one text but not the other.

I check which text a detail belongs to before choosing.

A texts switched trap puts a real detail in the wrong text.

THIS WEEK'S FOCUS

Paired Passages

from “Columbus's Arrival and The Wealth of Mansa Musa”

This week we find a detail in **The Wealth of Mansa Musa** but not in **Columbus's Arrival**. STAAR asks: **Which detail appears in one text but not the other?** Traps this week: **Texts switched**, **Only one text**, and **Not in either text**.

This deck teaches **details found in only one text** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice a detail in one text."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Notice a detail in Mansa Musa.

Read the line from **The Wealth of Mansa Musa**. Notice what detail it gives about Mali. Circle the key words.

"Trade was one of the most important parts of life in Mali."

I CAN

I can notice a detail and think about whether it appears in the other text too.



TODAY'S THINKING JOB

CHOOSE

“I can choose a detail found in only one text.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Choose the detail in Mansa Musa only.

STAAR asks: **Which detail appears in The Wealth of Mansa Musa but not in Columbus's Arrival?**

“In 1492, Christopher Columbus sailed across the Atlantic Ocean searching for a new route to Asia.”

A Columbus sailed with three ships across the Atlantic. • **B** The Taino showed friendliness toward the newcomers. • **C** Scholars in Timbuktu studied books copied by hand.

I CAN | I can choose a detail from the correct text and skip details that are switched.



TODAY'S THINKING JOB

SHOW

“I can show how a text develops a detail.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Show the detail in Mansa Musa.

Which sentence from **The Wealth of Mansa Musa** best supports the idea that learning and knowledge were important in Timbuktu?

“Students traveled long distances to study with respected teachers.”

I CAN | I can explain how a detail in one text does not appear in the other.



TODAY'S THINKING JOB

OWN

“I can write about a detail found in only one text.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the detail.

Write one sentence about a detail found in The Wealth of Mansa Musa but not in Columbus's Arrival. Name both texts.

“Gold was one of Mali's greatest natural resources.”

I CAN

I can write about a detail and explain why it does not appear in the other text.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can defend my answer and explain why a trap is wrong."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Defend against the trap.

How does the detail about Columbus's three ships connect to what is described in **The Wealth of Mansa Musa**?

"Columbus was born in Genoa, in what is now Italy, but he sailed for Spain."



I can prove why a texts switched trap puts a detail in the wrong text.



PAIRED PASSAGES

Find your own detail.

Go back to both texts. Write one detail found in The Wealth of Mansa Musa but not in Columbus's Arrival. Copy one line from Mansa Musa that proves it.

Go back to both texts.

Write one detail found in Mansa Musa but not in Columbus's Arrival.

Copy one line from Mansa Musa that proves it and explain why the other text does not have it.

I CAN | I can find a detail in one text and prove it is not in the other.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The article explains that trade was central to life in Mali. This detail about Mali's economy is developed in Mansa Musa but not in Columbus's Arrival.

CHOOSE C. Scholars in Timbuktu studied books copied by hand. A is Texts switched; three ships belong to Columbus. B is Texts switched; the Taino are in Columbus's Arrival.

SHOW The text says "students traveled long distances to study with respected teachers." This detail about scholars and learning in Timbuktu supports the idea that knowledge was important there, a detail not found in the Columbus text.

OWN Answers vary. Example: The Wealth of Mansa Musa describes Timbuktu as a center of learning, but Columbus's Arrival does not mention Timbuktu or scholarly education.

DEFEND Both texts describe how people connected distant places. Columbus's Arrival shows Atlantic crossings; Mansa Musa describes scholars in Timbuktu. The three ships are a Texts switched trap; they appear only in Columbus's Arrival.

YOUR TURN Answers vary. Detail: Mansa Musa describes Mansa Musa's pilgrimage to Mecca. Line: During his pilgrimage, Mansa Musa gave away large amounts of gold to people in need. Columbus's Arrival does not mention a pilgrimage.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“In 1492, Christopher Columbus sailed across the Atlantic Ocean searching for a new route to Asia. ... Students traveled long distances to study with respected teachers.”

Which detail appears in "The Wealth of Mansa Musa" but not in "Columbus's Arrival"?

- A** European explorers claimed land for their countries.
- B** Sailors spent weeks at sea without seeing land.
- C** Native American groups traded goods with newcomers.
- D** Scholars in Timbuktu studied handwritten books and shared knowledge.



PAIRED PASSAGES

The answer is D.

- A** **European explorers claimed land for their countries.**
Another Place: Texts switched. Claiming land is described in Columbus's Arrival, not Mansa Musa.
- B** **Sailors spent weeks at sea without seeing land.**
Another Place: Texts switched. Sailing at sea is in Columbus's Arrival, not Mansa Musa.
- C** **Native American groups traded goods with newcomers.**
Another Place: Texts switched. The Taino trading with newcomers is in Columbus's Arrival.
- D** **Scholars in Timbuktu studied handwritten books and shared knowledge. Correct.**
Correct. Timbuktu's scholars are described in Mansa Musa. Columbus's Arrival does not mention Timbuktu.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

A conclusion is a big idea that both texts support with evidence.

I check whether the conclusion matches the evidence in each text.

A conclusion that goes too far stretches beyond what the texts actually say.

THIS WEEK'S FOCUS

Paired Passages

from “Columbus's Arrival and The Wealth of Mansa Musa”

This week we find a **conclusion both texts support**: **Columbus's Arrival** and **The Wealth of Mansa Musa**. STAAR says: **Both selections support the conclusion that...** Traps this week: **Goes too far**, **Only one text**, and **Not in either text**.

This deck teaches **a conclusion both texts support** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice a conclusion one text supports."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Notice a conclusion in the Columbus text.

Read the line from **Columbus's Arrival**. Notice the conclusion it supports. Circle the key words.

"The movement of people, products, and ideas connected different parts of the world in ways that had never happened before."

I CAN | I can notice a big idea that the text's evidence points toward.



TODAY'S THINKING JOB

CHOOSE

“I can choose a conclusion both texts support.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Choose the conclusion both support.

STAAR says: **Both selections support the conclusion that...**

“Merchants filled the marketplaces with colorful goods from many different places.”

A Trade and exploration connect cultures and change lives. • **B** All exploration in history was peaceful and helpful. • **C** Gold is the most important resource in the world.

I CAN | I can choose a conclusion and skip conclusions that go too far.



TODAY'S THINKING JOB

SHOW

“I can show how a second text supports a conclusion.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Show the conclusion in Mansa Musa.

Which sentence from **The Wealth of Mansa Musa** best supports the conclusion that both texts show how exploration changed the world?

“Every new trade journey brought more people, more products, and more opportunities for the kingdom to grow stronger.”

I CAN | I can explain how evidence in the second text matches the conclusion.



TODAY'S THINKING JOB

OWN

“I can write a conclusion both texts support.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the conclusion.

Write one sentence that states a conclusion both texts support. Name both texts.

“His journey showed the world that Mali was rich, organized, and powerful.”

I CAN | I can write a conclusion that matches the evidence in both texts.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can defend a conclusion and explain why a trap is wrong."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Defend against the trap.

How does the conclusion about exploration in **Columbus's Arrival** connect to what **The Wealth of Mansa Musa** shows?

"Land, resources, and power became sources of conflict."

I CAN | I can prove why a conclusion that goes too far is not supported by the texts.



Find the conclusion on your own.

Go back to both texts. Write one conclusion they support. Copy one line from each text that proves it.

Go back to both texts.
Write one conclusion they both support in a full sentence.
Copy one line from Columbus's Arrival and one line from Mansa Musa that prove it.

I CAN | I can find a conclusion both texts support and prove it with a line from each.

Answers, across the five thinking levels.

NOTICE The text shows that Columbus's voyage connected distant parts of the world through trade, ideas, and people. The conclusion: trade and exploration connect different cultures.

CHOOSE A. Trade and exploration connect different cultures and change people's lives. B is Goes too far; Columbus's text shows conflicts, not only peace. C is Goes too far; neither text says gold is the most important resource.

SHOW The text says "every new trade journey brought more people, more products, and more opportunities for the kingdom to grow." This supports the conclusion that exploration changed societies, as both texts show.

OWN Answers vary. Example: Both Columbus's Arrival and The Wealth of Mansa Musa support the conclusion that trade and exploration connect different cultures.

DEFEND Columbus's Arrival and The Wealth of Mansa Musa both show change from exploration, but neither claims everyone benefits equally. That overstatement is a Goes too far trap.

YOUR TURN Answers vary. Conclusion: Trade and exploration connect cultures. Columbus: The movement of people, goods, and ideas connected different parts of the world. Mansa Musa: Every new trade journey brought more people, more products, and more opportunities.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“The movement of people, products, and ideas connected different parts of the world in ways that had never happened before. ... Every new trade journey brought more people, more products, and more opportunities for the kingdom to grow stronger.”

Both selections support the conclusion that

- A** all exploration in history was peaceful and beneficial.
- B** trade and exploration connect cultures and change lives.
- C** gold was equally important to every civilization.
- D** people in the past never had conflicts about land.



PAIRED PASSAGES

The answer is B.

all exploration in history was peaceful and beneficial.

- A** Stretched or Unsupported: Goes too far. Columbus's text describes conflicts, so all and peaceful are too strong.

trade and exploration connect cultures and change lives. Correct.

- B** Correct. Columbus shows exploration connecting continents, and Mansa Musa shows trade connecting cultures.

gold was equally important to every civilization.

- C** Stretched or Unsupported: Goes too far. Gold is important in Mansa Musa but equally important to every civilization is too strong.

people in the past never had conflicts about land.

- D** Reversed Meaning: Opposite of the text. Columbus's text describes conflicts over land and resources.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

A poem and an article can develop the same idea in different ways.

I compare the ideas, not just the format, of two different texts.

A shared topic like government is not the same as a shared idea.

THIS WEEK'S FOCUS

Paired Passages

from “A Lone Star Choice and A Promise Written Long Ago”

This week we compare the poem **A Lone Star Choice** and the article **A Promise Written Long Ago**. STAAR asks: **How does the article develop an idea also found in the poem?** Traps this week: **Shared topic, not shared idea, Only one text, and Not in either text.**

This deck teaches **same idea in different kinds of texts** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice an idea in one text."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Notice the idea in the poem.

Read the lines from **A Lone Star Choice**. Notice what idea they show about choices. Circle the key words.

"Its story still helps people see How choices reshape history."

I CAN | I can notice a lesson about choices and their lasting effects.



TODAY'S THINKING JOB

CHOOSE

"I can choose an idea found in both a poem and an article."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Choose the shared idea.

STAAR asks: How does the article develop an idea that is also found in the poem?

"The Magna Carta was important because it limited the king's power."

- A** Both texts are about the same country. • **B** Both show that important decisions can reshape a nation's future. • **C** Both describe wars fought in the 1800s.

I CAN | I can choose a shared idea and skip shared topics.



TODAY'S THINKING JOB

SHOW

"I can show how an article develops the same idea as a poem."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Show the idea in the article.

Which sentence from **A Promise Written Long Ago** best supports the idea that important decisions can reshape a nation's future?

"Leaders in the United States used similar ideas when creating the U.S. Constitution."

I CAN | I can explain how the article's evidence matches the poem's idea about choices.



TODAY'S THINKING JOB

OWN

“I can write a connection between two different kinds of texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the connection.

Write one sentence about an idea found in both the poem and the article. Name both texts.

“For Texas, the choice had shaped its way, A state in the U.S. from that day.”



I can write about a shared idea, even when the texts use different formats.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can defend a connection and explain why a trap is wrong."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Defend against the trap.

How does the article connect to the poem in showing decisions that reshape nations?

"The barons wanted the king to follow rules."

I CAN | I can prove why a shared topic is not the same as a shared idea.



PAIRED PASSAGES

Connect the texts on your own.

Go back to both texts. Write one idea they share. Copy one line from the poem and one from the article that prove it.

Go back to both texts.

Write one idea they share in a full sentence.

Copy one line from the poem and one line from the article that prove it.

I CAN | I can connect two different kinds of texts and prove the connection with a line from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The poem shows that choices reshape history. The idea: important decisions can change the future of a nation.

CHOOSE B. Both show that important decisions can reshape a nation's future. A is Shared topic, not shared idea; the texts are about different countries. C is Only one text; the poem mentions war, but the article does not focus on 1800s wars.

SHOW The Magna Carta's ideas influenced the U. S. Constitution, reshaping a nation. This supports the shared idea because the poem shows Texas's choice to join the U.S. also reshaped its future.

OWN Answers vary. Example: Both A Lone Star Choice and A Promise Written Long Ago show that important decisions can reshape the future of a nation.

DEFEND Both show decisions reshaping nations. The poem says Texas joined the U.S. in 1845, a choice that stayed. The article says barons forced King John to sign the Magna Carta. Shared topic, not shared idea.

YOUR TURN Answers vary. Idea: Important decisions reshape history. Poem: Its story still helps people see How choices reshape history. Article: The Magna Carta was important because it limited the king's power.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

"Its story still helps people see How choices reshape history. ... The Magna Carta was important because it limited the king's power."

How does "A Promise Written Long Ago" develop an idea that is also found in "A Lone Star Choice"?

- A** Both texts are set in the same country.
- B** Both texts focus on wars fought in the 1800s.
- C** Both texts explain how kings should rule.
- D** Both show that important decisions can reshape a nation's future.



PAIRED PASSAGES

The answer is D.

A Both texts are set in the same country.

Topic Trap: Shared topic, not shared idea. The poem is about Texas and the article is about England.

B Both texts focus on wars fought in the 1800s.

Another Place: Only one text. The poem mentions a war, but the article is about 1215, not the 1800s.

C Both texts explain how kings should rule.

Stretched or Unsupported: Not in either text. Neither text explains how kings should rule.

D Both show that important decisions can reshape a nation's future. Correct.

D Correct. The poem shows Texas's choice reshaping history, and the article shows the Magna Carta reshaping government.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

A line from one text can express the same idea as a line from another text.

I match ideas, not just words, between the two texts.

A detail that is correct but points to the wrong idea is a trap.

THIS WEEK'S FOCUS

Paired Passages

from “A Lone Star Choice and A Promise Written Long Ago”

This week we match lines between the poem **A Lone Star Choice** and the article **A Promise Written Long Ago**. STAAR asks: **Which sentence from the article expresses a similar idea?** Traps this week: **Right detail, wrong idea, Only one text, and Not in either text.**

This deck teaches **matching a line to a similar idea** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PAIRED PASSAGES

TODAY'S THINKING JOB

NOTICE

“I can notice the idea behind a line in one text.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Notice the idea in the poem's lines.

Read the lines from **A Lone Star Choice**. Notice the idea they express. Circle the key words.

“Leaders talked both day and night, About joining the U.S. and what was right.”

I CAN | I can identify the idea a line expresses, not just the facts it states.



TODAY'S THINKING JOB

CHOOSE

“I can choose a line from one text that matches an idea in the other.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Choose the matching line.

STAAR asks: Read the lines from the poem. **Which sentence from the article expresses a similar idea?**

“The barons wanted the king to follow rules.”

A England was very different in the early 1200s. • **B** King John faced many challenges during his time as ruler. • **C** The barons wanted the king to follow rules.

I CAN | I can match ideas between texts and skip lines with the wrong idea.



TODAY'S THINKING JOB

SHOW

“I can show how two lines from different texts share the same idea.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Show the match.

Which sentence from **A Promise Written Long Ago** best supports the idea that people debated important choices, similar to what the poem describes?

“They wanted clear limits on the king’s authority.”

I CAN

I can explain why two lines express the same idea even when they describe different events.



TODAY'S THINKING JOB

OWN

“I can write about how two lines share an idea.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the match.

Write one sentence explaining how a line from the poem and a line from the article share a similar idea. Name both texts.

“Some were hopeful, while others felt hopeless.”

I CAN | I can explain a match between ideas, not just between words.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can defend a match and explain why a trap is wrong."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Defend against the trap.

How does the setting detail about England in **A Promise Written Long Ago** relate to the poem's idea about debating choices?

"Although King John did not like the agreement, he sealed the document because he faced strong pressure from the barons."

I CAN | I can prove why a line with a right detail has the wrong idea.



PAIRED PASSAGES

Match lines on your own.

Go back to both texts. Find one line from the poem and one from the article that share a similar idea. Write the shared idea.

Go back to both texts.

**Find one line from the poem and one from the article that share
a similar idea.**

Write the shared idea in a full sentence.

I CAN | I can match lines between two texts by identifying their shared idea.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The poem shows leaders debating an important decision. The idea: people discuss and weigh choices before taking action.

CHOOSE C. The barons wanted the king to follow rules. A is Right detail, wrong idea; a setting detail, not debating. B is Right detail, wrong idea; challenges, not a debate about choices.

SHOW The article says "they wanted clear limits on the king's authority." This supports the idea that people debated important choices, similar to the poem's leaders who weigh freedom and law.

OWN Answers vary. Example: In A Lone Star Choice, leaders debate joining the U.S., and in A Promise Written Long Ago, barons express concerns about the king. Both show people discussing important choices.

DEFEND Both texts connect people debating important choices. A Promise Written Long Ago shows barons limiting a king; A Lone Star Choice shows Texans choosing to join the U.S. A setting detail is a Right detail, wrong idea trap.

YOUR TURN Answers vary. Poem: Leaders talked both day and night. Article: The meeting at Runnymede was important because it gave the barons an opportunity to express their concerns. Idea: People debate important choices before acting.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“Leaders talked both day and night, About joining the U.S. and what was right. ... The meeting at Runnymede was important because it gave the barons an opportunity to express their concerns.”

Read the lines from "A Lone Star Choice". Which sentence from "A Promise Written Long Ago" expresses a similar idea?

A England was very different in the early 1200s.

B King John faced many challenges during his time as ruler.

C The barons wanted the king to follow rules.

D Most people worked on farms and lived in small villages.



PAIRED PASSAGES

The answer is C.

A England was very different in the early 1200s.

Reversed Meaning: Right detail, wrong idea. This describes a setting, not people debating choices.

B King John faced many challenges during his time as ruler.

Reversed Meaning: Right detail, wrong idea. Challenges are not the same as debating an important decision.

C The barons wanted the king to follow rules. **Correct.**

Correct. The barons wanting the king to follow rules matches the poem's leaders debating what was right for their nation.

D Most people worked on farms and lived in small villages.

Reversed Meaning: Right detail, wrong idea. This describes daily life, not people debating choices.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

Two texts can cover related topics but have different purposes.

Purpose is **WHY** the text was written, not just **WHAT** it says.

A similarity in topic is not the same as a difference in purpose.

THIS WEEK’S FOCUS

Paired Passages

from “**Making It Happen and Looking Back to Move Forward**”

This week we compare the **purposes** of the play **Making It Happen** and the article **Looking Back to Move Forward**. STAAR asks: **How is the purpose of one text different from the other?** Traps this week: **Similarity, not a difference, Only one text, and Not in either text.**

This deck teaches **different purposes in two texts** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PAIRED PASSAGES

TODAY'S THINKING JOB

NOTICE

"I can notice the purpose of a text."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Notice the purpose of the play.

Read the line from **Making It Happen**. Notice why the play was written. Circle the key words.

"Sometimes the biggest accomplishments start with the smallest idea, and someone willing to help make it happen."

I CAN | I can notice why a text was written and what it wants the reader to understand.



TODAY'S THINKING JOB

CHOOSE

"I can choose a difference in purpose between two texts."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Choose the difference in purpose.

STAAR asks: How is the purpose of Making It Happen different from Looking Back to Move Forward?

"Her teacher explained that the Renaissance was a time of change in Europe."

A The play focuses on businesses; the article focuses on history. • **B** Both texts explain how to start a business. • **C** Both texts describe paintings by famous artists.

I CAN | I can choose a difference in purpose and skip similarities.



TODAY'S THINKING JOB

SHOW

"I can show how a second text has a different purpose."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Show the purpose of the article.

Which sentence from **Looking Back to Move Forward** best supports the idea that its purpose is different from the play's purpose?

"The Renaissance showed that people could study the past to create new ideas about art, learning, and government."

I CAN | I can explain how the article's purpose differs from the play's purpose.



TODAY'S THINKING JOB

OWN

**“I can write a difference in purpose
between two texts.”**

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the difference.

Write one sentence about how the purposes of the play and the article are different. Name both texts.

**“Ava leaned forward as her teacher showed a painting on the
board.”**

I CAN | I can write about WHY texts were written, not just WHAT they say.

PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

“I can defend a purpose difference and explain why a trap is wrong.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Defend against the trap.

How does the drama connect to the article in showing different purposes?

“Mrs. Chen, how do people actually turn ideas into real stuff?”

I CAN | I can prove why a similarity does not answer a difference question.



Compare the purposes on your own.

Go back to both texts. Write one difference in purpose. Copy one line from each text that shows its purpose.

Go back to both texts.

Write one difference in purpose in a full sentence.

Copy one line from the play and one line from the article that show the different purposes.

I CAN | I can compare the purposes of two texts and prove it with a line from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The play's purpose is to show that ideas become real when people have support and work hard. It focuses on everyday business and entrepreneurship.

CHOOSE A. The play focuses on businesses; the article focuses on history. B is Similarity, not a difference. C is Only one text; only the article describes a painting.

SHOW The article says "the Renaissance showed that people could study the past to create new ideas about art, learning, and government." This supports the difference because Making It Happen focuses on business, not art and learning.

OWN Answers vary. Example: Making It Happen shows how ideas become businesses, while Looking Back to Move Forward shows how studying the past inspires new ideas.

DEFEND The drama shows characters learning how patrons turned ideas into businesses. The article explains how Renaissance thinkers studied old ideas. Both include learning, but for different reasons. Similarity, not a difference.

YOUR TURN Answers vary. Difference: The play shows how ideas become real with help, while the article shows how past ideas inspire new ones. Play: Sometimes the biggest accomplishments start with the smallest idea. Article: The Renaissance showed that people could study the past to create new ideas.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“Sometimes the biggest accomplishments start with the smallest idea, and someone willing to help make it happen. ... The Renaissance showed that people could study the past to create new ideas about art, learning, and government.”

How is the purpose of "Making It Happen" different from the purpose of "Looking Back to Move Forward"?

- A** The play is about building ideas into reality; the article is about learning from the past.
- B** Both texts explain how to start a small business.
- C** Both texts describe famous paintings from history.
- D** The article teaches science; the play teaches math.



PAIRED PASSAGES

The answer is A.

- A** **The play is about building ideas into reality; the article is about learning from the past. Correct.**

Correct. The play focuses on entrepreneurship and support, while the article focuses on learning from history.

- B** **Both texts explain how to start a small business.**

Pattern Mix-Up: Similarity, not a difference. Only the play discusses starting businesses.

- C** **Both texts describe famous paintings from history.**

Another Place: Only one text. Only the article describes a painting.

- D** **The article teaches science; the play teaches math.**

Stretched or Unsupported: Not in either text. Neither text focuses on science or math.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

Even longer and harder texts can develop the same idea.

I find the idea in each text and prove it with evidence.

Something true in real life is a trap if the texts do not develop it.

THIS WEEK’S FOCUS

Paired Passages

from “Making It Happen and Looking Back to Move Forward”

This week we find an idea developed in **both** the play **Making It Happen** and the article **Looking Back to Move Forward**. STAAR asks: **Which idea is developed in both selections?** Traps this week: **Not in either text, Shared topic, not shared idea, and Only one text.**

This deck teaches **an idea developed in both harder texts** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice an idea in one text."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Notice the idea in the play.

Read the line from **Making It Happen**. Notice what idea the narrator shares. Circle the key words.

"She realizes that every successful business, invention, or work of art began with a simple idea."

I CAN | I can notice a lesson about ideas and support.



TODAY'S THINKING JOB

CHOOSE

“I can choose an idea developed in both texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Choose the idea in both.

STAAR asks: **Which idea is developed in both** the play and the article?

“She liked the thought that people could look backward and forward at the same time.”

A Homework should be shorter for younger students. • **B** Everyone should open their own business. • **C** People can learn from the past to create new ideas.

I CAN | I can choose an idea both texts develop and skip ideas not in the texts.



TODAY'S THINKING JOB

SHOW

“I can show how a second text develops the same idea.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Show the idea in the article.

Which sentence from **Looking Back to Move Forward** best supports the idea that both texts develop the theme of turning ideas into action?

“The Renaissance was not only about copying the past. It was about using the past to create something new.”

I CAN | I can explain how the article's evidence matches the play's idea.





TODAY'S THINKING JOB

OWN

“I can write an idea that both texts develop.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the idea.

Write one sentence about an idea developed in both texts. Name the play and the article.

“So back then, patrons helped artists and learning.”

I CAN | I can write an idea that fits both texts, not just one.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can defend an idea and explain why a trap is wrong."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Defend against the trap.

How does the claim about exercise connect to what the two texts actually develop?

"When people have ideas, determination, and support, they can create amazing things."



I can prove why something not in either text is a trap if the texts do not develop it.



PAIRED PASSAGES

Find the idea on your own.

Go back to both texts. Write one idea they develop. Copy one line from the play and one from the article that prove it.

Go back to both texts.

Write one idea they develop in a full sentence.

Copy one line from the play and one line from the article that prove it.

I CAN | I can find an idea developed in both texts and prove it with a line from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The play teaches that great accomplishments start with a simple idea. People need determination and support to make ideas real.

CHOOSE C. People can learn from the past to create new ideas. A is Not in either text; neither text discusses homework. B is Not in either text; neither text says everyone should open a business.

SHOW The article says "the Renaissance was not only about copying the past." It was about using the past to create something new." Making It Happen also shows turning old ideas into something fresh, so both texts develop this theme.

OWN Answers vary. Example: Both Making It Happen and Looking Back to Move Forward develop the idea that people can learn from the past to create new ideas and opportunities.

DEFEND Both Making It Happen and Looking Back to Move Forward support the same idea. Mrs. Chen explains patrons helped artists; Ava learns artists studied ancient thinkers. Exercise is a Not in either text trap; neither text discusses health.

YOUR TURN Answers vary. Idea: Learning from the past helps create new ideas. Play: So back then, patrons helped artists and learning. Article: The Renaissance was not only about copying the past.



PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“She realizes that every successful business, invention, or work of art began with a simple idea. ... The Renaissance was not only about copying the past. It was about using the past to create something new.”

Which idea is developed in both "Making It Happen" and "Looking Back to Move Forward"?

- A** Schools should teach painting in every class.
- B** Children do not need adults to help with projects.
- C** Everyone should open a small business.
- D** People can learn from the past to create new ideas.



PAIRED PASSAGES

The answer is D.

- A Schools should teach painting in every class.**
Stretched or Unsupported: Not in either text. Neither text says painting should be taught in every class.
- B Children do not need adults to help with projects.**
Reversed Meaning: Opposite of the text. The play shows that support from adults helps ideas succeed.
- C Everyone should open a small business.**
Stretched or Unsupported: Goes too far. The play discusses businesses but does not say everyone should open one.
- D People can learn from the past to create new ideas. Correct.**
Correct. The play shows patrons inspired modern support, and the article shows past thinkers inspiring the Renaissance.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

Two texts about the same topic can present experiences in similar or different ways.

I compare the experiences and feelings, not just the facts.

A detail from only one text cannot describe both.

THIS WEEK’S FOCUS

Paired Passages

from “**Four Regions, One Big Adventure** and **Understanding the Texas Regions**”

This week we compare experiences in **Four Regions, One Big Adventure** and **Understanding the Texas Regions**. STAAR asks: **How are the experiences in both texts similar?** Traps this week: **Only one text, Shared topic, not shared idea, and Not in either text.**

This deck teaches **comparing experiences and feelings in two texts** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice a character's experience in one text.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Notice the experience in the first text.

Read the line from **Four Regions**. Notice what Xavier experiences. Circle the words that show it.

“They were driving across Texas to learn about its different regions.”

I CAN | I can notice how a character interacts with information and why it matters.



TODAY'S THINKING JOB

CHOOSE

“I can choose a similarity in experiences between two texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Choose the similarity in experiences.

STAAR asks: **How are the experiences in both texts similar?**

“Each region has its own landforms, climate, vegetation, and economic activities.”

A Both texts show a family on a road trip. • **B** Both texts help the reader understand how Texas regions differ. • **C** Both texts describe visiting a national park.

I CAN | I can choose an experience both texts share and skip details from only one.



TODAY'S THINKING JOB

SHOW

"I can show how a second text shares a similar experience."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Show the similarity in the second text.

Which sentence from **Understanding the Texas Regions** best supports the idea that both texts help readers understand how Texas regions differ?

"By studying the regions of Texas, people can better understand why communities, jobs, and ways of life are different across the state."

I CAN | I can explain how the informational text's experience matches the story's experience.



TODAY'S THINKING JOB

OWN

“I can write a comparison of experiences.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the comparison.

Write one sentence comparing the experiences in both texts. Name both texts.

“He packed a notebook so he could write down interesting facts and compare what made each place special.”

I CAN | I can write about what both texts help the reader understand.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can defend a comparison and explain why a trap is wrong."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Defend against the trap.

How does the detail about Xavier's feelings in **Four Regions** connect to what is described in **Understanding the Texas Regions**?

"Texas is a very large state, and its land varies from one area to another."



I can prove why a detail from one text does not apply to the other.



Compare the experiences on your own.

Go back to both texts. Write one way the experiences are similar. Copy one line from each text that proves it.

Go back to both texts.

Write one similarity in the experiences in a full sentence.

**Copy one line from Four Regions and one line from
Understanding the Texas Regions that prove it.**

I CAN | I can compare experiences in two texts and prove it with a line from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE **Zavier travels across Texas to learn about each region firsthand.** His experience is hands-on learning about how regions differ.

CHOOSE B. Both texts help the reader understand how Texas regions differ. A is Only one text; only Four Regions shows a road trip. C is Only one text; only the article mentions a national park.

SHOW **The article says "by studying the regions of Texas, people can better understand why communities, jobs, and ways of life differ."** This supports the similarity because Zavier also learns how each region shapes daily life.

OWN **Answers vary.** Example: Both Four Regions, One Big Adventure and Understanding the Texas Regions help the reader understand how Texas regions differ in land, climate, and work.

DEFEND **In Four Regions, Zavier visits each region and notices landforms, climate, and jobs.** The article explains the same regions with geography facts. Zavier's feelings are an Only one text detail; only the story has a character who reacts.

YOUR TURN **Answers vary.** Similarity: Both texts teach that Texas regions differ in land, climate, and work. Four Regions: They were driving across Texas to learn about its different regions. Article: Each region has its own landforms, climate, vegetation, and economic activities.



PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“They were driving across Texas to learn about its different regions. ... Each region has its own landforms, climate, vegetation, and economic activities.”

How are the experiences in "Four Regions, One Big Adventure" and "Understanding the Texas Regions" similar?

- A** Both describe a family driving across the state.
- B** Both texts include a character named Xavier.
- C** Both help the reader understand how Texas regions differ.
- D** Both texts describe visiting Big Bend National Park.



PAIRED PASSAGES

The answer is C.

A Both describe a family driving across the state.
Another Place: Only one text. Only Four Regions describes a family driving across Texas.

B Both texts include a character named Xavier.
Another Place: Only one text. Xavier appears only in Four Regions.

C Both help the reader understand how Texas regions differ. Correct.
Correct. Four Regions teaches through a trip, and the article teaches through facts. Both help the reader understand regional differences.

D Both texts describe visiting Big Bend National Park.
Another Place: Only one text. Only the article mentions Big Bend National Park.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

Two texts about the same topic can show it from different distances: a broad overview or a close, personal view.

I compare the approach, not just the content.

A similarity in topic is not a difference in approach.

THIS WEEK'S FOCUS

Paired Passages

from “Four Regions, One Big Adventure and Understanding the Texas Regions”

This week we compare the **approaches** of **Four Regions, One Big Adventure** and **Understanding the Texas Regions**. STAAR asks: **Which statement describes a difference between the two texts?**
Traps this week: **Similarity, not a difference, Only one text, and Not in either text.**

This deck teaches a **broad view** and a **close view** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PAIRED PASSAGES

TODAY'S THINKING JOB

NOTICE

“I can notice how a text uses a personal perspective.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Notice the close view in the story.

Read the line from **Four Regions**. Notice how the story gives a personal, close-up view. Circle the words that show it.

“Before they left, Xavier spread a large map of Texas across the kitchen table.”

I CAN

I can notice whether a text shows a broad overview or a personal, close experience.



TODAY'S THINKING JOB

CHOOSE

“I can choose a difference in approach between two texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Choose the difference in approach.

STAAR asks: Which statement describes a difference between the two texts?

“The Coastal Plains is the largest region and stretches along the Gulf of Mexico.”

- A** Both texts describe the four Texas regions. • **B** Both texts use facts about climate and landforms. • **C** Four Regions uses a personal story; the article gives an overview.

I CAN | I can choose a difference and skip statements that describe a similarity.



TODAY'S THINKING JOB

SHOW

“I can show how a second text takes a different approach.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Show the broad view in the article.

Which sentence from **Understanding the Texas Regions** best supports the idea that it takes a broader approach than the story?

“Each region has unique features, but all of them play an important role in Texas.”

I CAN | I can explain how an overview approach differs from a personal story.



TODAY'S THINKING JOB

OWN

**“I can write a difference in approach
between two texts.”**

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the difference.

Write one sentence about how the two texts approach the topic differently. Name both texts.

**“These differences help explain how people live and work across
Texas.”**

I CAN | I can write about HOW texts present a topic, not just WHAT they say.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can defend a difference and explain why a trap is wrong."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Defend against the trap.

How does the statement that both texts explain landforms and climate relate to the question about a difference in approach?

"Texas is a very large state, and its land varies from one area to another."

I CAN | I can prove why a similarity does not answer a difference question.



Compare the approaches on your own.

Go back to both texts. Write one difference in approach. Copy one line from each text that shows its approach.

Go back to both texts.

Write one difference in approach in a full sentence.

**Copy one line from Four Regions and one line from the article
that show the different approaches.**

I CAN | I can compare the approaches of two texts and prove it with a line from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The story uses Xavier's personal experience to show what each region is like. This is a close, personal view of the topic.

CHOOSE C. Four Regions uses a personal story; the article gives a broad overview. A is Similarity, not a difference. B is Similarity, not a difference.

SHOW The article says "each region has unique features, but all of them play an important role in Texas." This broad overview supports the difference because the story follows one child's personal journey.

OWN Answers vary. Example: Four Regions shows the Texas regions through Xavier's personal journey, while Understanding the Texas Regions gives a broad factual overview.

DEFEND Both texts connect readers to the Texas regions, while each takes a different approach. Four Regions, One Big Adventure follows one child; Understanding the Texas Regions gives facts. A shared detail is a Similarity, not a difference trap.

YOUR TURN Answers vary. Difference: Four Regions uses a personal story; the article uses a broad overview. Story: Xavier smiled as they loaded the last bags into the car. Article: Each region has unique features, but all of them play an important role in Texas.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“Before they left, Xavier spread a large map of Texas across the kitchen table. ... Each region has unique features, but all of them play an important role in Texas.”

Which statement describes a difference between "Four Regions, One Big Adventure" and "Understanding the Texas Regions"?

- A** Four Regions uses a personal story; the article gives an overview.
- B** Both texts list the four main regions of Texas.
- C** Both texts describe climate, landforms, and jobs.
- D** The article focuses on one region; the story covers all four.



PAIRED PASSAGES

The answer is A.

Four Regions uses a personal story; the article gives an overview. Correct.

- A** Correct. The story shows the regions through Xavier's trip, and the article presents facts about each region directly.

Both texts list the four main regions of Texas.

- B** Pattern Mix-Up: Similarity, not a difference. Both texts do list the four regions.

Both texts describe climate, landforms, and jobs.

- C** Pattern Mix-Up: Similarity, not a difference. Both texts describe these features for each region.

The article focuses on one region; the story covers all four.

- D** Reversed Meaning: Opposite of the text. The article actually covers all four regions, just like the story.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

Two authors can share the same message even when one writes an article and the other writes a poem.

I look for what both texts teach, not just what they both mention.

A trap that goes too far adds something neither author actually said.

THIS WEEK'S FOCUS

Paired Passages

from “The Wealth of Mansa Musa and The Roads Between Us”

This week we read **two texts together**: the article **The Wealth of Mansa Musa** and the poem **The Roads Between Us**. Both texts describe how **trade helped communities grow**. STAAR asks: **What message do both authors share?** Traps this week: **Goes too far**, **Only one text**, and **Shared topic, not shared idea**.

This deck teaches **finding a message both authors share** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice a message in one text."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Notice the message in the article.

Read the line from **The Wealth of Mansa Musa**. Notice what happened because of trade. Circle the words that show the result.

"As a result, cities like Timbuktu became busy and important places."

I CAN

I can notice how trade led to growth and explain the message behind it.



TODAY'S THINKING JOB

CHOOSE

“I can choose a message found in both texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Choose the message in both.

STAAR asks: What message do both authors share?

“The roads helped Mali's cities grow, As people traveled to and fro.”

A Connecting with others can help communities grow. • **B** Trade routes always lead to peace between nations. • **C** Gold is the most important resource in history.

I CAN | I can choose a message both authors share and reject one that goes too far.



TODAY'S THINKING JOB

SHOW

“I can find a sentence that supports a shared message.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Show the message in the poem.

Which sentence from the poem best supports the idea that **trade helps communities by spreading useful things**?

“A basket, story, song, or seed Can travel far to meet a need.”

I CAN | I can explain how a sentence in the poem supports the same message as the article.



TODAY'S THINKING JOB

OWN

“I can write a connection between two texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the connection.

Write one sentence that tells a message both authors share. Name the article and the poem.

“In Timbuktu, both trade and thought Could meet wherever books were brought.”

I CAN | I can write a message that fits both texts, not just one.

PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can defend a connection and explain why a trap is wrong."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Defend against the trap.

How are the two texts connected in the message they share about trade helping communities?

"Traders traveled across the hot Sahara Desert carrying gold and salt, which were very valuable."



I can prove why a statement that goes too far is not supported by both texts.



PAIRED PASSAGES

Connect the texts on your own.

Go back to both texts. Write one message they share. Copy one line from the article and one line from the poem that prove it.

Go back to both texts.

Write one message they share in a full sentence.

Copy one line from the article and one line from the poem that prove it.

I CAN | I can connect two texts and prove the connection with a line from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE Trade helped cities like Timbuktu grow. The message: connections between people can help communities become stronger.

CHOOSE A. Connecting with others can help communities grow. B is Goes too far, the texts never say trade always leads to peace. C is Goes too far, neither text says gold is the most important resource.

SHOW The poem says goods and ideas "travel far to meet a need. " The article says trade brought people to Mali. Both show trade helps communities.

OWN Answers vary. Example: Both the article and the poem show that trade and travel can bring people together and help communities grow.

DEFEND Both show trade helping communities grow. The article says trade brought people and goods into Mali. The poem says customs and ideas travel with the traders too. Trade always makes every community wealthy Goes too far.

YOUR TURN Answers vary. Message: When people trade, they share more than goods. Article: Timbuktu was also known for learning. Poem: A merchant might arrive to trade, Then leave with knowledge someone shared.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

**“He made sure traders could move safely, which brought more people and goods into Mali. ...
A road is more than dirt or stone; Its greatest reach may stay unknown.”**

What message do both authors share in “The Wealth of Mansa Musa” and “The Roads Between Us”?

- A** All rulers should give away their wealth to help others.
- B** Connections through trade can help communities grow and learn.
- C** Poems teach better lessons than articles about history.
- D** Trade is only useful when people exchange gold and salt.



PAIRED PASSAGES

The answer is B.

All rulers should give away their wealth to help others.

- A** Stretched or Unsupported: Goes too far. Only the article mentions Mansa Musa giving away gold, and neither text says all rulers should do this.

Connections through trade can help communities grow and learn. Correct.

- B** Correct. The article shows trade brought people and goods into Mali, and the poem says roads carry more than cargo.

Poems teach better lessons than articles about history.

- C** Stretched or Unsupported: Not in either text. Neither author compares the value of poems to articles.

Trade is only useful when people exchange gold and salt.

- D** Stretched or Unsupported: Goes too far. The article names gold and salt, but the poem shows trade also carries stories, songs, and ideas.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

Two texts on the same topic can include different details and information.

I can tell which information belongs to only one text by checking both carefully.

A Texts switched trap puts details from the wrong text into the answer.

THIS WEEK'S FOCUS

Paired Passages

from “The Wealth of Mansa Musa and The Roads Between Us”

This week we read **two texts together**: the article **The Wealth of Mansa Musa** and the poem **The Roads Between Us**. The article gives **specific facts about Mali**, while the poem describes **trade and travel in a broader way**. STAAR asks: **What information is included in the article but not in the poem?** Traps this week: **Texts switched**, **Shared topic**, **not shared idea**, and **Only one text**.

This deck teaches **finding information in one text but not the other** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice specific information in one text.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Notice a detail in the article.

Read the line from **The Wealth of Mansa Musa**. Notice what specific information the author includes. Circle the key detail.

“Soldiers protected many of the trade routes, making travelers feel safe as they crossed the desert.”

I CAN

I can notice a detail in the article and check whether the poem includes it too.



TODAY'S THINKING JOB

CHOOSE

“I can choose information that is in one text but not the other.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Choose the detail in one text only.

STAAR asks: **What information is in the article but not in the poem?**

“But wealth was not the only prize Those roads could carry under open skies.”

A Gold and salt were traded across the desert. • **B** Soldiers protected the trade routes so travelers felt safe. • **C** Merchants traveled long distances to trade.

I CAN | I can choose a detail from the article that the poem does not include.



TODAY'S THINKING JOB

SHOW

“I can find a sentence that supports a difference between two texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Show what the article adds.

Which sentence from the article best supports the idea that **the article includes details the poem does not?**

“Stories about his kindness and great wealth spread to places far from Africa.”

I CAN | I can explain how a detail in the article adds information the poem does not have.



TODAY'S THINKING JOB

OWN

“I can write about information found in one text but not the other.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the comparison.

Write one sentence that tells what information the article includes that the poem does not. Name both texts.

“Many books were copied by hand so that knowledge could be passed from one generation to the next.”

I CAN

I can write a sentence naming a detail in the article that the poem does not share.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can defend a comparison and explain why a trap is wrong."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Defend against the trap.

How does the article connect to the poem by adding information about trade?

"Salt traveled south and gold went north, As merchants carried treasures forth."



I can prove why a Texts switched trap confuses information between two texts.



PAIRED PASSAGES

Compare the texts on your own.

Go back to both texts. Write one piece of information that is in the article but not in the poem. Copy the line from the article that proves it.

Go back to both texts.

Write one piece of information that is in the article but not in the poem.

Copy the line from the article that proves it and explain why the poem does not include it.

I CAN | I can compare two texts and identify information found in only one.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The article says soldiers protected trade routes. This specific detail does not appear in the poem.

CHOOSE B. Soldiers protected the trade routes so travelers felt safe. A is Shared topic, not shared idea, both texts describe gold and salt being traded. C is Shared topic, not shared idea, both texts describe merchants traveling.

SHOW The article names Mansa Musa and says his wealth spread far from Africa. The poem describes trade in general. This sentence adds specific detail the poem does not.

OWN Answers vary. Example: The article describes how books were copied by hand in Timbuktu, but the poem does not mention this detail.

DEFEND Both texts describe trade, but the article adds details. In The Wealth of Mansa Musa, soldiers protected trade routes. The poem The Roads Between Us never mentions soldiers. Saying the poem gives those details is Texts switched.

YOUR TURN Answers vary. Detail: Mansa Musa's pilgrimage to Mecca. Article: During this journey, he gave away large amounts of gold to people in need. The poem never describes this trip.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“Mansa Musa made smart choices that helped his kingdom grow. He made sure traders could move safely, which brought more people and goods into Mali. ... Through Mali’s markets, wealth could grow Because the trading routes could flow.”

What information is included in "The Wealth of Mansa Musa" but not in "The Roads Between Us"?

- A** Mansa Musa helped his kingdom grow by making sure traders could move safely.
- B** Gold and salt were traded across the Sahara Desert.
- C** Trade routes helped connect distant communities.
- D** Scholars and merchants traveled to share knowledge.



PAIRED PASSAGES

The answer is A.

A **Mansa Musa helped his kingdom grow by making sure traders could move safely. Correct.**
Correct. The article names Mansa Musa and his choices, but the poem never mentions him.

B **Gold and salt were traded across the Sahara Desert.**
Topic Trap: Shared topic, not shared idea. Both the article and the poem mention gold and salt being traded.

C **Trade routes helped connect distant communities.**
Topic Trap: Shared topic, not shared idea. Both texts describe trade routes connecting people.

D **Scholars and merchants traveled to share knowledge.**
Another Place: Texts switched. Both texts mention scholars and merchants sharing knowledge.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

Two texts can show similar ways people solve problems, even in very different situations.

I compare the actions in each text, not just the topics.

A Right detail, wrong idea trap uses a true fact but connects it to the wrong meaning.

THIS WEEK'S FOCUS

Paired Passages

from “Voices That Shaped Texas and What We Carry Forward”

This week we read **two texts together**: the article **Voices That Shaped Texas** and the poem **What We Carry Forward**. Both texts show how people **solved problems by sharing their talents**. STAAR asks: **How are the ways people solve problems alike in both texts?** Traps this week: **Right detail, wrong idea, Only one text, and Shared topic, not shared idea.**

This deck teaches **comparing how people solve problems across texts** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice how someone solved a problem in one text.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Notice how a problem was solved.

Read the line from **Voices That Shaped Texas**. Notice what problem the artists faced and how they solved it. Circle the key words.

“His success showed that talent could break barriers, even when opportunities were limited.”

I CAN | I can notice how an artist used talent to overcome a challenge.



TODAY'S THINKING JOB

CHOOSE

"I can choose how both texts show similar problem solving."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Choose how both texts show problem solving.

STAAR asks: How are the ways people solve problems in both texts alike?

"A dream can travel heart to heart; One helpful choice can make a start."

A People share their talents and ideas to help others. • **B** Artists always become famous by singing loudly. • **C** Laws are the best way to solve every problem.

I CAN | I can choose an idea about problem solving that fits both texts.



TODAY'S THINKING JOB

SHOW

“I can find a sentence that supports a shared approach to solving problems.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Show the approach in the poem.

Which sentence from the poem best supports the idea that **people solve problems by sharing their work across time**?

“A painter's work, a writer's page, Can speak to people age to age.”

I CAN

I can explain how a sentence in the poem supports the same approach described in the article.





TODAY'S THINKING JOB

OWN

“I can write a connection about problem solving between two texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the connection.

Write one sentence that tells how both texts show a similar way people solve problems. Name the article and the poem.

“People felt connected to her music because it sounded like their own experiences.”

I CAN | I can write about a shared approach to solving problems that fits both texts.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

“I can defend a connection and explain why a trap is wrong.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Defend against the trap.

How are the article and the poem connected in showing people solving problems through sharing?

“Their music brought people together and gave others a chance to be heard.”

I CAN | I can prove why a Right detail, wrong idea trap misuses a fact from the text.



PAIRED PASSAGES

Connect the texts on your own.

Go back to both texts. Write one way both texts show similar problem solving. Copy one line from the article and one line from the poem that prove it.

Go back to both texts.

Write one way both texts show similar problem solving.

Copy one line from the article and one line from the poem that prove it.

I CAN | I can connect two texts and prove the connection with a line from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE Bledsoe faced limited opportunities but used his talent to break barriers. The problem was unfair treatment, and the solution was sharing his gift.

CHOOSE A. People share their talents and ideas to help others. B is Right detail, wrong idea, the texts mention artists but never say they always become famous by singing. C is Not in either text, neither text says laws solve every problem.

SHOW The poem says creative work "Can speak to people age to age." The article shows Texans sharing talents. Both show people solve problems by sharing work across time.

OWN Answers vary. Example: Both the article and the poem show that sharing your voice or talents can help solve problems by bringing people together.

DEFEND Both show sharing talents helps. In the article, Mendoza's music brought people together. In the poem, one helpful choice can make a start. Saying opera is the best way is Right detail, wrong idea.

YOUR TURN Answers vary. Approach: Both show sharing talents helps others. Article: Their music brought people together. Poem: A dream can travel heart to heart.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“Their music brought people together and gave others a chance to be heard. ... A dream can travel heart to heart; One helpful choice can make a start.”

How are the ways people solve problems in “Voices That Shaped Texas” and “What We Carry Forward” alike?

- A** Both texts suggest that problems can only be solved by writing laws.
- B** Both texts suggest that all artists become famous quickly.
- C** Both texts show that sharing talents and ideas can help others.
- D** Both texts explain that music is more important than education.



PAIRED PASSAGES

The answer is C.

- A Both texts suggest that problems can only be solved by writing laws.**
Stretched or Unsupported: Not in either text. Neither text says laws are the only way to solve problems.
- B Both texts suggest that all artists become famous quickly.**
Reversed Meaning: Right detail, wrong idea. Artists are mentioned, but neither text says they all become famous quickly.
- C Both texts show that sharing talents and ideas can help others. Correct.**
Correct. The article shows artists bringing people together, and the poem shows ideas and choices making a difference.
- D Both texts explain that music is more important than education.**
Stretched or Unsupported: Not in either text. Neither author compares the importance of music and education.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

Two texts can cover a similar topic but describe different kinds of people or experiences.

I compare who or what each text focuses on to find a real difference.

A Similarity, not a difference trap names something the texts share instead of how they differ.

THIS WEEK'S FOCUS

Paired Passages

from “Voices That Shaped Texas and What We Carry Forward”

This week we read **two texts together**: the article **Voices That Shaped Texas** and the poem **What We Carry Forward**. Both texts discuss how people **pass ideas and culture forward**, but they focus on **different subjects**. STAAR asks: **What is one difference between the people described in each text?** Traps this week: **Similarity, not a difference, Only one text, and Goes too far.**

This deck teaches **finding a difference between the subjects of two texts** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice the subjects in one text."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Notice who the article describes.

Read the line from **Voices That Shaped Texas**. Notice the kind of people the article focuses on. Circle the key words.

"She grew up in a Mexican American family and sang songs in Spanish about hard work, love, and everyday life."

I CAN

I can notice who a text describes and what makes them specific.



TODAY'S THINKING JOB

CHOOSE

“I can choose a real difference between the subjects of two texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Choose a real difference.

STAAR asks: **What is one difference between the people in the two texts?**

“The Caddo passed traditions on, From evening fire to morning dawn.”

A Both texts describe people who shared their culture. • **B** The article is about singers who performed for large crowds. • **C** The article names real artists; the poem describes people in general.

I CAN | I can choose a difference and reject a similarity disguised as a difference.



TODAY'S THINKING JOB

SHOW

“I can find a sentence that supports a difference between two texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Show the difference in the poem.

Which sentence from the poem best supports the idea that **the poem focuses on traditions passed within families?**

“Children watched, then learned to do The work their families taught them too.”

I CAN

I can explain how a sentence in the poem supports a different focus from the article.



TODAY'S THINKING JOB

OWN

“I can write about a difference between the subjects of two texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the comparison.

Write one sentence that tells a difference between the people in the article and the people in the poem. Name both texts.

“Mendoza became known as an important voice in Texas music.”

I CAN | I can write a sentence that clearly states how the subjects differ.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can defend a comparison and explain why a trap is wrong."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Defend against the trap.

How does the difference between people in the article relate to the people in the poem?

"Their songs and stories are still remembered."

I CAN | I can prove why a similarity is not the same as a difference.



PAIRED PASSAGES

Compare the texts on your own.

Go back to both texts. Write one difference between the people described. Copy one line from the article and one line from the poem that prove it.

Go back to both texts.

Write one difference between the people described.

Copy one line from the article and one line from the poem that prove it.

I CAN | I can compare two texts and prove a difference with a line from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The article describes real Texas artists like **Lydia Mendoza**. These are specific, named people who shared their culture through music.

CHOOSE C. The article names real artists; the poem describes people in general. A is Similarity, not a difference, both texts share that trait. B is Only one text, it names a detail from the article but does not compare.

SHOW The poem says children learned from **families**. The article describes public leaders. This sentence shows the poem focuses on family traditions, not public action.

OWN Answers vary. Example: The article describes named Texas artists who performed publicly, while the poem describes unnamed people who pass ideas quietly through families and communities.

DEFEND The article names performers like **Mendoza, Silva, and Bledsoe** who shared music publicly. The poem describes general people like grandparents passing traditions quietly. Both share culture is Similarity, not a difference.

YOUR TURN Answers vary. Difference: The article names specific performers; the poem talks about unnamed people. Article: Lydia Mendoza was one of those artists. Poem: A grandparent shares a family way.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“Mendoza became known as an important voice in Texas music. ... A song is sung, a story told; New hands can carry what is old.”

What is one difference between the people described in “Voices That Shaped Texas” and “What We Carry Forward”?

- A** The article names real artists, while the poem describes unnamed people passing ideas forward.
- B** The article focuses on painters, while the poem focuses on athletes.
- C** Both texts describe famous leaders who changed the government.
- D** The article describes sad events, while the poem describes only happy ones.

PAIRED PASSAGES

The answer is A.

A **The article names real artists, while the poem describes unnamed people passing ideas forward. Correct.**

Correct. The article names Mendoza, Silva, and Bledsoe, while the poem describes general people like grandparents and children.

B **The article focuses on painters, while the poem focuses on athletes.**

Stretched or Unsupported: Not in either text. Neither text focuses on painters or athletes.

C **Both texts describe famous leaders who changed the government.**

Pattern Mix-Up: Similarity, not a difference. This names a shared trait and is also not accurate for either text.

D **The article describes sad events, while the poem describes only happy ones.**

Stretched or Unsupported: Not in either text. Neither text is only about sad or happy events.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

A conclusion is a big idea I can draw from the evidence in both texts.

I check that the conclusion is supported by details in each text, not just one.

A Not in either text trap sounds reasonable but has no evidence in the passages.

THIS WEEK'S FOCUS

Paired Passages

from “Looking Back to Move Forward and A Promise Written Long Ago”

This week we read **two texts together**: the article **Looking Back to Move Forward** and the article **A Promise Written Long Ago**. Both texts show how studying old ideas can lead to important changes. STAAR asks: **Which conclusion is supported by both selections?** Traps this week: **Not in either text**, **Only one text**, and **Shared topic, not shared idea**.

This deck teaches **finding a conclusion supported by both texts** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice a conclusion in one text.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Notice the conclusion in the first article.

Read the line from **Looking Back to Move Forward**. Notice what Ava learns about old ideas. Circle the key words.

“They began to believe that citizens should have a voice.”

I CAN | I can notice what a text teaches about studying old ideas.



TODAY'S THINKING JOB

CHOOSE

“I can choose a conclusion supported by both texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Choose the conclusion in both.

STAAR asks: Which conclusion is supported by both selections?

“The Magna Carta was important because it limited the king's power.”

A All kings in history were unfair rulers. • **B** Studying past ideas can lead to important changes in how people think. • **C** Paintings are the best way to learn about history.

I CAN | I can choose a conclusion that has evidence in both texts and reject traps.



TODAY'S THINKING JOB

SHOW

"I can find a sentence that supports a shared conclusion."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Show the conclusion in the second article.

Which sentence from the second article best supports the conclusion that **old ideas continue to influence new systems**?

"Hundreds of years later, the ideas from the Magna Carta influenced other governments."

I CAN | I can explain how a sentence in the second article supports the same conclusion as the first.

PAIRED PASSAGES

TODAY'S THINKING JOB

OWN

“I can write a conclusion supported by two texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the conclusion.

Write one sentence that states a conclusion supported by both texts. Name both articles.

“It showed a hopeful time when ideas were changing.”

I CAN

I can write a conclusion that has evidence in both texts, not just one.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

“I can defend a conclusion and explain why a trap is wrong.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Defend against the trap.

How do the two articles connect in supporting the conclusion that ideas from the past shape the future?

“People also began to think differently about government.”

I CAN | I can prove why a conclusion is not supported by either text.



PAIRED PASSAGES

Draw a conclusion on your own.

Go back to both texts. Write one conclusion supported by both. Copy one line from each article that proves it.

Go back to both texts.

Write one conclusion supported by both in a full sentence.

Copy one line from each article that proves it.

I CAN | I can draw a conclusion from two texts and prove it with a line from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE During the Renaissance, people studied ideas from Greece and Rome and began to believe citizens should have a voice. Conclusion: looking back at old ideas can inspire new thinking.

CHOOSE B. Studying past ideas can lead to important changes in how people think. A is Not in either text, neither article says all kings were unfair. C is Only one text, only the first article mentions paintings.

SHOW The Magna Carta influenced governments centuries later. The first article also shows past ideas shaping the present. Both support old ideas lasting.

OWN Answers vary. Example: Both articles show that studying ideas from the past can inspire people to make important changes in government and society.

DEFEND Both show past ideas shaping the future. In Looking Back to Move Forward, thinkers studied Greek ideas. In A Promise Written Long Ago, the Magna Carta shaped the Constitution. Artists create the most important changes is Not in either text.

YOUR TURN Answers vary. Conclusion: Ideas from the past can shape the future. Article 1: looking back can help people move forward. Article 2: the ideas from the Magna Carta influenced other governments.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“It showed a hopeful time when ideas were changing. ... Even today, the Magna Carta reminds us that rules should apply to everyone and that people deserve to be treated fairly.”

Which conclusion is supported by both selections?

- A** Old ideas are always better than new ones.
- B** Artists are the most important people in history.
- C** Every country has a document exactly like the Magna Carta.
- D** Studying ideas from the past can inspire meaningful changes.



PAIRED PASSAGES

The answer is D.

A Old ideas are always better than new ones.

Stretched or Unsupported: Not in either text. Neither article says old ideas are always better.

B Artists are the most important people in history.

Stretched or Unsupported: Not in either text. Neither article makes this claim about artists.

C Every country has a document exactly like the Magna Carta.

Stretched or Unsupported: Goes too far. The text says ideas influenced other governments, not that every country has the same document.

D Studying ideas from the past can inspire meaningful changes. Correct.

Correct. The first article shows Renaissance thinkers studied old ideas, and the second shows the Magna Carta influenced later governments.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

Two texts can show different examples of the same idea: change affects people.

I look for how each text shows people responding to change, not just mentioning it.

A Shared topic, not shared idea trap names a subject both texts mention without explaining how they connect.

THIS WEEK'S FOCUS

Paired Passages

from “Looking Back to Move Forward and A Promise Written Long Ago”

This week we read **two texts together**: the article **Looking Back to Move Forward** and the article **A Promise Written Long Ago**. Both texts show how **change affects the way people think and act**. STAAR asks: **How do both selections show that change affects people?** Traps this week: **Shared topic, not shared idea, Only one text, and Not in either text.**

This deck teaches **how both texts show change affecting people** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice how change affects people in one text.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Notice how change affects people.

Read the line from **Looking Back to Move Forward**. Notice how change affected the way people thought. Circle the key words.

“Ava realized that old ideas could become useful again.”

I CAN

I can notice how a change in thinking affected the people in the text.



TODAY'S THINKING JOB

CHOOSE

“I can choose how both texts show change affecting people.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Choose how both show change.

STAAR asks: How do both selections show that change affects people?

“The Magna Carta was important because it limited the king's power.”

A Both texts mention England and Europe. • **B** Both texts describe kings making fair decisions. • **C** Both texts show people rethinking old ideas to create something new.

I CAN | I can choose a connection about change that fits both texts and reject a topic trap.



TODAY'S THINKING JOB

SHOW

“I can find a sentence that supports how change affects people.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Show change in the second article.

Which sentence from the second article best supports the idea that **change affects people across time**?

“Leaders in the United States used similar ideas when creating the U.S. Constitution.”

I CAN

I can explain how a sentence in the second article supports the same idea about change as the first.



PAIRED PASSAGES

TODAY'S THINKING JOB

OWN

“I can write a connection about change from two texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the connection.

Write one sentence that tells how both texts show change affecting people. Name both articles.

“Sometimes people studied the past so they could make better choices in the future.”

I CAN | I can write about how change affects people with evidence from both texts.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can defend a connection and explain why a trap is wrong."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Defend against the trap.

How do the two texts connect in the way they show change affecting people over time?

"Before the Renaissance, many paintings looked flat or simple."

I CAN

I can prove why a shared topic is not the same as a shared idea about change.



PAIRED PASSAGES

Connect the texts on your own.

Go back to both texts. Write one way both show change affecting people. Copy one line from each article that proves it.

Go back to both texts.
Write one way both show change affecting people.
Copy one line from each article that proves it.

I CAN | I can connect two texts and prove the connection with a line from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE Ava realized that studying old ideas could lead to new ways of thinking. The change was people looking at the past to move forward.

CHOOSE C. Both texts show people rethinking old ideas to create something new. A is Shared topic, not shared idea, mentioning the same places is not the same as sharing an idea. B is Not in either text, neither text says kings made fair decisions.

SHOW U. S. leaders used Magna Carta ideas for the Constitution. This shows change traveling across time and place, matching the first article about the past shaping plans.

OWN Answers vary. Example: Both articles show that when people study ideas from the past, those ideas can change how they think about government and fairness.

DEFEND Both show change over time. In Looking Back to Move Forward, artists made paintings look real. In A Promise Written Long Ago, the Magna Carta shaped later governments. Both about England is Only one text.

YOUR TURN Answers vary. Connection: Both show people using old ideas to create new systems. Article 1: They began to believe that citizens should have a voice. Article 2: Leaders in the United States used similar ideas when creating the U.S. Constitution.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“It helped her understand that the past can teach people important lessons. ... Its ideas have shaped governments, inspired leaders, and helped protect the rights of citizens for generations.”

How do both selections show that change affects people?

- A** Both texts show that studying old ideas inspired people to create new ways of thinking about government.
- B** Both texts mention history and kings from long ago.
- C** Both texts show that change only happens when artists create paintings.
- D** Both texts describe how kings always listened to their people.

PAIRED PASSAGES

The answer is A.

A Both texts show that studying old ideas inspired people to create new ways of thinking about government. **Correct.**

Correct. The first article shows Renaissance thinkers studying old ideas, and the second shows the Magna Carta inspiring the U.S. Constitution.

B Both texts mention history and kings from long ago.

Topic Trap: Shared topic, not shared idea. Both mention history and kings, but that is a topic, not the idea they share.

C Both texts show that change only happens when artists create paintings.

Another Place: Only one text. Only the first article mentions artists and paintings.

D Both texts describe how kings always listened to their people.

Reversed Meaning: Opposite of the text. The second article shows King John did not listen, which is why the barons acted.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

Two texts can describe similar effects even when they focus on different topics.

I look for effects that are described in both texts, not just one.

An Only one text trap names an effect from one passage without checking the other.

THIS WEEK'S FOCUS

Paired Passages

from “A Day That Changed and Understanding the Texas Regions”

This week we read **two texts together**: the article **A Day That Changed** and the article **Understanding the Texas Regions**. Both texts describe how **conditions in the environment affect what people experience**. STAAR asks: **What effect is described in both selections?** Traps this week: **Only one text**, **Shared topic**, **not shared idea**, and **Not in either text**.

This deck teaches **comparing causes and effects across two texts** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice an effect in one text."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Notice an effect in the first article.

Read the line from **A Day That Changed**. Notice what effect the weather had on the students. Circle the key words.

"Soon, light rain began to fall, and teachers quickly moved everyone inside."

I CAN | I can notice what happened because of a change in conditions.



TODAY'S THINKING JOB

CHOOSE

"I can choose an effect described in both texts."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Choose the effect in both.

STAAR asks: What effect is described in both selections?

"These differences help explain how people live and work across Texas."

A Environmental conditions affect how people live and what they do. • **B** Field day was canceled because of the weather. • **C** All Texas regions have the same climate.

I CAN | I can choose an effect found in both texts and reject one from only one text.



TODAY'S THINKING JOB

SHOW

“I can find a sentence that supports a shared cause-and-effect idea.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Show the effect in the second article.

Which sentence from the second article best supports the idea that **natural features cause effects on how people live?**

“The climate has warmth and humidity, with frequent rainfall.”

I CAN | I can explain how a sentence in the second article supports the same kind of cause and effect as the first.

TODAY'S THINKING JOB

OWN

“I can write a connection about cause and effect from two texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the connection.

Write one sentence that tells an effect described in both texts. Name both articles.

“After school, the clouds cleared, and the sun returned.”

I CAN | I can write about a shared effect with evidence from both texts.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

“I can defend a connection and explain why a trap is wrong.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Defend against the trap.

How are the two texts connected in the way they describe causes and their effects on communities?

“Each region has its own landforms, climate, vegetation, and economic activities.”

I CAN | I can prove why an effect from one text is not found in the other.



PAIRED PASSAGES

Compare the texts on your own.

Go back to both texts. Write one effect described in both. Copy one line from each article that proves it.

Go back to both texts.
Write one effect described in both in a full sentence.
Copy one line from each article that proves it.

I CAN | I can compare two texts and prove a shared effect with a line from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The weather changed from sunny to rainy, and the effect was that teachers moved everyone inside. Conditions in the environment affected what the students did.

CHOOSE A. Environmental conditions affect how people live and what they do. C is Not in either text, both articles describe different climates. B is Only one text, field day appears only in the first article.

SHOW The second article says the climate has warmth, humidity, and frequent rainfall. This shows natural features affecting life, matching the first article about weather changing a community.

OWN Answers vary. Example: Both articles show that conditions in the environment affect what people do, whether it is moving inside during rain or choosing a job based on climate.

DEFEND Both show natural causes affecting communities. In the story, weather shifts from sunny to rainy, moving students inside. The article shows each region's climate shapes jobs. Field day moved inside is Only one text.

YOUR TURN Answers vary. Effect: Conditions shape what people do. Article 1: the weather changed and students moved inside. Article 2: climate and landforms affect the jobs people have.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“Jayden realized that while the weather had changed throughout the day, the climate where he lived stayed consistent over time. ... These differences help explain how people live and work across Texas.”

What effect is described in both selections?

- A** All students prefer sunny weather over rainy weather.
- B** Environmental conditions shape how people live and what they do.
- C** Every region of Texas has the same amount of rainfall.
- D** Schools should move field day to a different month.



PAIRED PASSAGES

The answer is B.

A All students prefer sunny weather over rainy weather.

Stretched or Unsupported: Not in either text. Neither article says all students prefer sunny weather.

B Environmental conditions shape how people live and what they do. Correct.

Correct. The story shows weather changing a school day, and the second shows climate affecting jobs across Texas.

C Every region of Texas has the same amount of rainfall.

Reversed Meaning: Opposite of the text. The second article explains that regions have different climates.

D Schools should move field day to a different month.

Stretched or Unsupported: Not in either text. No article suggests moving field day to a different month.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

Two texts on similar topics can present their ideas in very different ways.

I compare how each author organizes and delivers information, not just the topics they cover.

A Similarity, not a difference trap names a way both texts are alike instead of how they differ.

THIS WEEK'S FOCUS

Paired Passages

from “A Day That Changed and Understanding the Texas Regions”

This week we read **two texts together**: the article **A Day That Changed** and the article **Understanding the Texas Regions**. Both texts include information about **weather and climate**, but they present their ideas **very differently**. STAAR asks: **How is the way one text presents its ideas different from the other?** Traps this week: **Similarity, not a difference, Only one text, and Goes too far.**

This deck teaches **comparing how two texts present ideas differently** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PAIRED PASSAGES

TODAY'S THINKING JOB

NOTICE

"I can notice how one text presents its ideas."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Notice how the first article presents ideas.

Read the line from **A Day That Changed**. Notice how the author uses a story to teach about weather. Circle the key words.

"Jayden raised his hand. 'So weather is what happens today, but climate is what usually happens over many years?' he asked."

I CAN

I can notice that the author uses a character's experience to teach a concept.



TODAY'S THINKING JOB

CHOOSE

"I can choose a real difference in how two texts present ideas."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Choose the real difference.

STAAR asks: How is the way the first article presents ideas different from the second?

"Many people live in this region because the land and water support different kinds of work."

- A** Both texts use a character named Jayden to explain ideas. • **B** Both texts include information about weather and climate. • **C** The first uses a story to teach; the second organizes facts by region.

I CAN | I can choose a difference in presentation and reject a similarity disguised as one.



TODAY'S THINKING JOB

SHOW

“I can find a sentence that supports a difference in how ideas are presented.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Show the difference in the second article.

Which sentence from the second article best supports the idea that **the article presents information in an organized, factual way?**

“The North Central Plains has rolling hills, grasslands, and more trees than western Texas.”

I CAN

I can explain how a sentence in one article supports a different presentation style from the other.



PAIRED PASSAGES

TODAY'S THINKING JOB

OWN

“I can write about a difference in how two texts present ideas.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the comparison.

Write one sentence that tells how the two articles present their ideas differently. Name both articles.

“The class talked about other examples.”

I CAN | I can write about the different structures of two texts.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can defend a comparison and explain why a trap is wrong."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Defend against the trap.

How does the way the story relates to the article support the idea that authors present topics differently?

"The climate is milder, with moderate rainfall."

I CAN | I can prove why a similarity is not a valid answer to a difference question.



PAIRED PASSAGES

Compare the texts on your own.

Go back to both texts. Write one way the articles present ideas differently. Copy one line from each article that shows the difference.

Go back to both texts.

Write one difference in how the articles present ideas.

Copy one line from each article that shows it.

I CAN | I can compare two texts and prove a difference in presentation with a line from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The author uses Jayden's story to teach about weather and climate. Jayden asks a question, and Ms. Rios explains. The presentation is through a narrative with characters.

CHOOSE C. The first uses a story to teach; the second organizes facts by region. A is Only one text, only the first article has Jayden. B is Similarity, not a difference, both texts do cover weather and climate.

SHOW The second article lists facts about rolling hills and grasslands region by region. The first uses a personal story. This sentence shows a factual, organized style.

OWN Answers vary. Example: A Day That Changed uses a story about Jayden to teach about weather, while Understanding the Texas Regions organizes facts into sections about each region.

DEFEND The story uses Jayden's experience to show weather changing during one school day. The article organizes facts about each region's landforms and climate. Saying both include weather is Similarity, not a difference in presentation.

YOUR TURN Answers vary. Difference: The first article uses dialogue, the second uses descriptions. Article 1: So weather is what happens today. Article 2: The Coastal Plains is the largest region.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“Jayden began to understand that both ideas were connected, but they were not the same. ... Cities such as Houston and Corpus Christi are located in the Coastal Plains.”

How is the way “A Day That Changed” presents its ideas different from the way “Understanding the Texas Regions” does?

- A** The first article is shorter than the second article.
- B** Both articles use the same character to explain their topics.
- C** The first article teaches through a story; the second organizes facts by region.
- D** The first article lists regions; the second tells a story about a student.



PAIRED PASSAGES

The answer is C.

- A** **The first article is shorter than the second article.**
Topic Trap: Shared topic, not shared idea. Length is not the same as a difference in how ideas are presented.
- B** **Both articles use the same character to explain their topics.**
Another Place: Only one text. Only the first article uses a character named Jayden.
- C** **The first article teaches through a story; the second organizes facts by region. Correct.**
Correct. A Day That Changed uses Jayden's experience, while Understanding the Texas Regions lists facts about each region.
- D** **The first article lists regions; the second tells a story about a student.**
Reversed Meaning: Opposite of the text. This reverses which article does what.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

An idea developed in both texts has supporting details and evidence in each one.

I check that the idea is built with details in the texts, not just something I know to be true.

A Not in either text trap names something that sounds right but has no support in the passages.

THIS WEEK'S FOCUS

Paired Passages

from “A Day That Changed and Understanding the Texas Regions”

This week we read **two texts together**: the article **A Day That Changed** and the article **Understanding the Texas Regions**. Both texts develop the idea that **careful observation helps people understand their environment**. STAAR asks: **Which idea is developed in both selections?** Traps this week: **Not in either text**, **Only one text**, and **Shared topic, not shared idea**.

This deck teaches **finding an idea developed in both texts with evidence** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PAIRED PASSAGES

TODAY'S THINKING JOB

NOTICE

“I can notice an idea developed with evidence in one text.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Notice an idea with evidence.

Read the line from **A Day That Changed**. Notice what idea the author develops. Circle the key evidence.

“He watched the direction the clouds moved.”

I CAN | I can notice how the author builds an idea through a character's observations.



TODAY'S THINKING JOB

CHOOSE

“I can choose an idea developed in both texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Choose the idea in both.

STAAR asks: **Which idea is developed in both selections?**

“A region is an area that has certain features in common.”

A Technology makes life easier for everyone. • **B** Understanding the environment requires careful observation. • **C** Rainy days always ruin outdoor events.

I CAN | I can choose an idea supported by evidence in both texts and reject a life-truth trap.



TODAY'S THINKING JOB

SHOW

“I can find a sentence that supports a shared idea about observation.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Show the idea in the second article.

Which sentence from the second article best supports the idea that **observing the land helps people understand their surroundings?**

“Each region also has different weather patterns, plants, and ways people use the land.”

I CAN | I can explain how a sentence in the second article supports the same idea about observation as the first.



TODAY'S THINKING JOB

OWN

“I can write a connection about a shared idea developed in two texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the connection.

Write one sentence that tells an idea developed in both texts. Name both articles.

“Ms. Rios gave each group a weather journal.”

I CAN | I can write an idea that has evidence in both texts, not just one.

PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can defend a connection and explain why a trap is wrong."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Defend against the trap.

How do the two texts connect in supporting the idea that observation helps people make decisions?

"Jayden began to understand that both ideas were connected, but they were not the same."



I can prove why a statement that sounds true but has no text evidence is a trap.



PAIRED PASSAGES

Connect the texts on your own.

Go back to both texts. Write one idea developed in both. Copy one line from each article that proves it.

Go back to both texts.
Write one idea developed in both in a full sentence.
Copy one line from each article that proves it.

I CAN | I can connect two texts and prove the shared idea with a line from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE Jayden watches the clouds carefully to understand the weather. The idea: careful observation helps people understand their environment.

CHOOSE B. Understanding the environment requires careful observation. A is Not in either text. C is Only one text, and always ruining events is not developed.

SHOW The second article says each region has different weather, plants, and land uses. This shows observation reveals patterns, matching the first article about learning from change.

OWN Answers vary. Example: Both articles develop the idea that careful observation of the environment helps people understand their surroundings and make better choices.

DEFEND Both show observation helps. In A Day That Changed, Jayden watches weather shift and learns about climate. In Understanding the Texas Regions, studying features explains how people live and work. Drink more water is Not in either text.

YOUR TURN Answers vary. Idea: Observation helps understanding. Article 1: He felt the air on his face. Article 2: These differences help explain how people live and work across Texas.



PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“He no longer guessed that a sunny morning meant the whole day would stay sunny. Instead, he knew to observe, compare, and think about time. ... By studying the regions of Texas, people can better understand why communities, jobs, and ways of life are different across the state.”

Which idea is developed in both selections?

- A** Schools should teach more science classes.
- B** All Texas regions have identical weather patterns.
- C** Students should read more books about geography.
- D** Careful observation helps people understand their environment.



PAIRED PASSAGES

The answer is D.

- A Schools should teach more science classes.**
Stretched or Unsupported: Not in either text. Neither article develops this idea about school schedules.
- B All Texas regions have identical weather patterns.**
Reversed Meaning: Opposite of the text. The second article explains that regions have different climates.
- C Students should read more books about geography.**
Stretched or Unsupported: Not in either text. Neither article develops this idea about reading.
- D Careful observation helps people understand their environment. Correct.**
Correct. Jayden learns by observing weather, and the second article shows that studying features explains how people live.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

Two texts can suggest the same idea about how people live and work in a community.

I look for what both texts teach about community life, not just what they describe.

A Goes too far trap adds a claim the authors never made.

THIS WEEK'S FOCUS

Paired Passages

from “A Day That Changed and Understanding the Texas Regions”

This week we read **two texts together**: the article **A Day That Changed** and the article **Understanding the Texas Regions**. Both texts suggest that **people adapt to their environment**. STAAR asks: **What do both selections suggest about how people live and work together in a community?** Traps this week: **Goes too far**, **Only one text**, and **Shared topic, not shared idea**.

This deck teaches **connecting both texts to how people live together** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PAIRED PASSAGES

TODAY'S THINKING JOB

NOTICE

“I can notice what a text suggests about community life.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Notice what the text suggests about community.

Read the line from **A Day That Changed**. Notice what the text suggests about how people respond together. Circle the key words.

“Some students were disappointed, but Ms. Rios saw it as a chance to explain.”

I CAN | I can notice how people in a community respond to a shared experience.



TODAY'S THINKING JOB

CHOOSE

“I can choose what both texts suggest about community life.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Choose what both suggest.

STAAR asks: **What do both texts suggest about how people live and work in a community?**

“These differences are important because people often choose where to live based on the land, climate, and resources around them.”

A People in a community adapt to conditions and learn together. • **B** Communities always have perfect weather. • **C** Only large cities have real communities.

I CAN | I can choose an idea about community that fits both texts and reject a Goes too far trap.



TODAY'S THINKING JOB

SHOW

“I can find a sentence that supports how communities relate to their environment.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Show the suggestion in the second article.

Which sentence from the second article best supports the idea that **communities depend on the land around them?**

“Some communities grew because the land was good for farming.”



I can explain how a sentence in the second article supports the same idea about community as the first.



PAIRED PASSAGES

TODAY'S THINKING JOB

OWN

“I can write what both texts suggest about community.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the connection to society.

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

“Jayden compared the graph to his weather journal.”

I CAN | I can connect the community ideas from both texts in one sentence.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can defend a connection and explain why a trap is wrong."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Defend against the trap.

How do the two texts connect in showing people linked to their environment?

"The dry land also makes farming harder than in the wetter regions of Texas."



I can prove why a statement that goes too far is not supported by both texts.



PAIRED PASSAGES

Connect the texts to community.

Go back to both texts. Write what both suggest about community life. Copy one line from each article that proves it.

Go back to both texts.
Write what both suggest about community life in a full sentence.
Copy one line from each article that proves it.

I CAN | I can connect two texts to an idea about how people live and work together.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE When the rain came, the community of students and teachers adapted. Ms. Rios used the change as a learning opportunity. This suggests communities work together when conditions change.

CHOOSE A. People in a community adapt to their environment and help each other learn. B is Goes too far, neither text says communities always have perfect weather. C is Not in either text, neither text says only large cities have communities.

SHOW The second article says communities grew because the land was good for farming. This links land to community life, matching the first article about environment affecting people.

OWN Answers vary. Example: Both articles suggest that people in a community adapt to the conditions around them, whether it is weather changing during a school day or a region's climate shaping the kind of work people do.

DEFEND Both texts show communities linked to environment. In A Day That Changed, students adapt when weather shifts. In Understanding the Texas Regions, each region supports different jobs. Same resources Goes too far.

YOUR TURN Answers vary. Suggestion: Communities adapt to conditions. Article 1: teachers quickly moved everyone inside. Article 2: People often choose where to live based on the land, climate, and resources around them.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“He no longer guessed that a sunny morning meant the whole day would stay sunny. Instead, he knew to observe, compare, and think about time. ... These differences help explain how people live and work across Texas.”

What do both selections suggest about how people live and work together in a community?

- A** Every community in Texas has the same weather and resources.
- B** People in a community adapt to the conditions around them.
- C** Communities can only grow in places with lots of rain.
- D** Teachers are the only people who help a community learn.



PAIRED PASSAGES

The answer is B.

Every community in Texas has the same weather and resources.

- A** Reversed Meaning: Opposite of the text. The second article shows that regions have different weather and resources.

People in a community adapt to the conditions around them. Correct.

- B** Correct. The first article shows a class adapting to weather, and the second shows communities adapting to regional conditions.

Communities can only grow in places with lots of rain.

- C** Reversed Meaning: Opposite of the text. The second article shows communities in dry regions like the Great Plains.

Teachers are the only people who help a community learn.

- D** Stretched or Unsupported: Goes too far. A teacher helps in the story, but neither text says teachers are the only people who help.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

Two poems can share a deeper message even when they use different images and examples.

I look for what both poets want readers to understand, not just what they describe.

A Shared topic, not shared idea trap names a subject both poems mention without identifying the message.

THIS WEEK'S FOCUS

Paired Passages

from “The Roads Between Us and What We Carry Forward”

This week we read **two poems together: The Roads Between Us and What We Carry Forward**. Both poems explore how **connections between people help ideas travel**. STAAR asks: **What message is found in both poems?** Traps this week: **Shared topic, not shared idea, Only one text, and Goes too far**.

This deck teaches **finding a shared message in two poems** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice a message in one poem."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Notice the message in the first poem.

Read the line from **The Roads Between Us**. Notice the message about what travels along roads. Circle the key words.

"A road is more than dirt or stone; It reaches farther than we've known."

I CAN | I can notice that a poem's message goes beyond the surface details.



TODAY'S THINKING JOB

CHOOSE

"I can choose a message found in both poems."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Choose the message in both.

STAAR asks: What message is found in both poems?

"A song is sung, a story told; New hands can carry what is old."

A Camels are the best way to travel long distances. • **B** Roads and rivers are important for trade. • **C** Connections between people help ideas travel beyond borders.

I CAN | I can choose a shared message and reject a topic trap.



TODAY'S THINKING JOB

SHOW

"I can find a sentence that supports a shared message between two poems."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Show the message in the second poem.

Which sentence from the second poem best supports the idea that **both poems share a message about passing something valuable forward?**

"A dream can travel heart to heart; One helpful choice can make a start."

I CAN | I can explain how a sentence in the second poem supports the same message as the first.



TODAY'S THINKING JOB

OWN

“I can write a message shared by two poems.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the message.

Write one sentence that tells a message found in both poems. Name both poems.

“Across the water, ships may sail, Through morning sun or stormy gale.”

I CAN | I can write a message that fits both poems, not just one.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can defend a message and explain why a trap is wrong."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Defend against the trap.

How are the two poems connected in showing valuable things traveling between people?

"The things we learn and things we do May someday travel beyond us too."

I CAN | I can prove why a shared topic is not the same as a shared message.



PAIRED PASSAGES

Connect the poems on your own.

Go back to both poems. Write one message they share. Copy one line from each poem that proves it.

Go back to both poems.
Write one message they share in a full sentence.
Copy one line from each poem that proves it.

I CAN | I can connect two poems and prove the shared message with a line from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The poet says roads carry more than objects. The message: connections between people spread ideas that go beyond what we can see.

CHOOSE C. Connections between people help ideas travel beyond borders. A is Only one text, only the first poem mentions camels. B is Shared topic, not shared idea, both poems mention roads and trade, but the message is deeper.

SHOW The second poem says a dream can travel heart to heart. The first poem shows goods and ideas on roads. Both share a message about passing valuable things forward.

OWN Answers vary. Example: Both poems share the message that connections between people carry more than objects; they carry ideas, traditions, and dreams.

DEFEND Both show valuable things traveling. The first poem says a basket, story, song, or seed can travel far. The second says a grandparent shares a family way and a child remembers. Both about trade routes is Shared topic, not shared idea.

YOUR TURN Answers vary. Message: Connections carry ideas beyond physical goods. Poem 1: New thoughts can travel with our feet. Poem 2: A dream can travel heart to heart.



PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“For when two different pathways meet, New thoughts can travel with our feet. ... We take the past and learn what's true, Then choose what we will say and do.”

What message is found in both "The Roads Between Us" and "What We Carry Forward"?

- A** Camels are stronger than horses for desert travel.
- B** Trade routes should be rebuilt exactly as they were.
- C** Connections between people help carry ideas forward.
- D** All roads eventually lead to the same destination.



PAIRED PASSAGES

The answer is C.

Camels are stronger than horses for desert travel.

- A** Stretched or Unsupported: Not in either text. Camels appear in the first poem, but neither poem compares them to horses.

Trade routes should be rebuilt exactly as they were.

- B** Stretched or Unsupported: Not in either text. Neither poem says trade routes should be rebuilt.

Connections between people help carry ideas forward. Correct.

- C** Correct. The first poem shows roads carrying thoughts, and the second shows people carrying ideas to the future.

All roads eventually lead to the same destination.

- D** Stretched or Unsupported: Goes too far. Neither poem says all roads lead to the same place.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

Poets use different images and details to express the same bigger idea.

I look at what the details show, not just what they describe.

A Right detail, wrong idea trap uses a real detail but connects it to the wrong meaning.

THIS WEEK'S FOCUS

Paired Passages

from “The Roads Between Us and What We Carry Forward”

This week we read **two poems together: The Roads Between Us and What We Carry Forward**. Both poets use different images to express the idea that **knowledge and traditions travel through human connections**. STAAR asks: **How do details in both poems help express a similar idea?** Traps this week: **Right detail, wrong idea, Only one text, and Shared topic, not shared idea.**

This deck teaches **how images and details build one idea across two poems** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PAIRED PASSAGES

TODAY'S THINKING JOB

NOTICE

"I can notice how a detail builds an idea."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Notice a detail that builds an idea.

Read the line from **The Roads Between Us**. Notice how the detail builds a bigger idea. Circle the image the poet uses.

"Each visitor brought something new: A story, skill, or different view."

I CAN | I can notice how an image in a poem supports a bigger message.



TODAY'S THINKING JOB

CHOOSE

“I can choose how details in two poems build one idea.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Choose how details build one idea.

STAAR asks: How do details in both poems help express a similar idea?

“In books and classrooms, knowledge stayed; New thinkers studied what others made.”

- A** Both poems show that trade routes were built from stone. • **B** Both use sharing images to show knowledge travels through people. • **C** Both poems describe classrooms where students read books.

I CAN | I can choose a connection about how details express a shared idea.



TODAY'S THINKING JOB

SHOW

“I can find a sentence that supports a shared idea built from images and details.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Show the idea in the second poem.

Which sentence from the second poem best supports the idea that **knowledge and creativity travel through time**?

“A painting made in years gone by Can still make modern viewers ask why.”

I CAN | I can explain how a sentence in the second poem supports the same idea as the first poem.



TODAY'S THINKING JOB

OWN

“I can write about how details in two poems build one idea.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the connection.

Write one sentence that explains how details in both poems express a similar idea. Name both poems.

“Through Mali's markets, people came, From distant lands with different names.”

I CAN | I can explain the shared idea using details from both poems.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can defend a connection and explain why a trap is wrong."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Defend against the trap.

How do details in both poems support the idea that knowledge travels through sharing?

"A road is more than where we roam; It links a distant place to home."

I CAN | I can prove why a right detail is connected to the wrong idea.



PAIRED PASSAGES

Connect the poems on your own.

Go back to both poems. Write the shared idea and name one detail from each poem that builds it.

Go back to both poems.
Write the shared idea in a full sentence.
Name one detail from each poem that builds it.

I CAN | I can connect two poems and prove the shared idea with a detail from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The poet describes visitors bringing stories and skills. The detail shows that travelers carry knowledge, not just goods. This builds the idea that connections spread learning.

CHOOSE B. Both use sharing images to show knowledge travels through people. A is Not in either text, neither poem mentions building roads from stone. C is Only one text, classrooms appear only in the second poem.

SHOW The second poem says a painting from years ago still makes viewers ask why. The first poem shows stories traveling along roads. Both show creativity reaching new people.

OWN Answers vary. Example: Both poems use images of people sharing to express the idea that knowledge, traditions, and skills travel through human connections across time.

DEFEND Both poems show knowledge traveling. In The Roads Between Us, a scholar shared thoughts and a student listened. In What We Carry Forward, new thinkers studied what others made. Buying and selling is Right detail, wrong idea.

YOUR TURN Answers vary. Idea: Knowledge travels through connections. Poem 1: Each visitor brought something new. Poem 2: In books and classrooms, knowledge stayed.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“Some meetings brought new things to share, While others brought conflict and despair. ... A Texas song can carry pride, Keeping a people's voice alive.”

How do details in "The Roads Between Us" and "What We Carry Forward" help express a similar idea?

- A** Both poems describe wars fought over trade routes.
- B** Both use images of sharing to show knowledge travels through connections.
- C** Both poems focus only on the harm caused by contact between groups.
- D** Both poems celebrate one specific artist's contributions.



PAIRED PASSAGES

The answer is B.

Both poems describe wars fought over trade routes.

- A** Reversed Meaning: Right detail, wrong idea. The first poem mentions conflict, but neither poem is mainly about wars over trade routes.

Both use images of sharing to show knowledge travels through connections. Correct.

- B** Correct. The first poem shows visitors sharing stories, and the second shows songs carrying pride. Both build the idea of knowledge traveling.

Both poems focus only on the harm caused by contact between groups.

- C** Reversed Meaning: Right detail, wrong idea. Harm is mentioned briefly but is not the focus of either poem.

Both poems celebrate one specific artist's contributions.

- D** Stretched or Unsupported: Not in either text. Neither poem focuses on one specific artist or names individual contributions.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

Two poems on a similar topic can reflect different views about that topic.

I analyze what each poet emphasizes to find the difference in their views.

A Similarity, not a difference trap names a view both poets share instead of how they differ.

THIS WEEK’S FOCUS

Paired Passages

from “The Roads Between Us and What We Carry Forward”

This week we read **two poems together: The Roads Between Us and What We Carry Forward**. Both poems discuss **connections across time**, but each poet takes a **different view**. STAAR asks: **How is the view in one poem different from the view in the other?** Traps this week: **Similarity, not a difference, Only one text**, and **Goes too far**.

This deck teaches **a difference between two writers' views** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice the view one poet takes."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Notice the view in the first poem.

Read the line from **The Roads Between Us**. Notice the poet's view about connections. Circle the key idea.

"But contact did not always mean A peaceful or a welcome scene."

I CAN | I can notice that this poet acknowledges both benefits and harm from connections.



TODAY'S THINKING JOB

CHOOSE

“I can choose a real difference between two poets' views.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Choose the real difference.

STAAR asks: How is the view in the first poem different from the view in the second?

“We study history so we know What should remain and what should go.”

- A** The first focuses on routes; the second on choosing what to keep. • **B** Both poets believe only trade matters. • **C** The first poem is shorter than the second poem.

I CAN | I can choose a difference in views and reject a similarity disguised as a difference.



TODAY'S THINKING JOB

SHOW

“I can find a sentence that supports a difference between two poets' views.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Show the different view in the second poem.

Which sentence from the second poem best supports the idea that **the second poem focuses on choosing what to keep from the past?**

“We keep the wisdom, face mistakes, And choose the future that each choice makes.”

I CAN

I can explain how a sentence in the second poem supports a different view from the first.



TODAY'S THINKING JOB

OWN

“I can write about a difference between two poets' views.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the comparison.

Write one sentence that tells how the views in the two poems differ. Name both poems.

“A traveler carries what they've learned, And brings back knowledge in return.”

I CAN | I can write how two poets emphasize different aspects of the same topic.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can defend a comparison and explain why a trap is wrong."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Defend against the trap.

How does the view in the first poem connect differently to the view in the second poem?

"For land and power brought conflict too, And lives were changed by what people chose to do."

I CAN | I can prove why a similarity does not answer a question about different views.



PAIRED PASSAGES

Compare the poets' views on your own.

Go back to both poems. Write one difference between the poets' views. Copy one line from each poem that proves it.

Go back to both poems.
Write one difference between the poets' views.
Copy one line from each poem that proves it.

I CAN | I can compare two poets' views and prove the difference with a line from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The first poem's view includes both positive and negative sides of connection. The poet says contact did not always mean peace. This view is balanced.

CHOOSE A. The first focuses on routes; the second on choosing what to keep. B is Similarity, not a difference, both poems do involve connections but the question asks for a difference. C is Stretched or Unsupported: Not in either text.

SHOW The second poem says we keep wisdom and choose the future. The first poem focuses on physical routes. This shows the second poem emphasizes choosing, not traveling.

OWN Answers vary. Example: The Roads Between Us focuses on how physical connections move goods and ideas, while What We Carry Forward focuses on people deciding which ideas to keep and pass along.

DEFEND The poems view connections differently. The Roads Between Us focuses on routes, saying roads helped cities grow. What We Carry Forward asks which lessons should still last. Both show connections is Similarity, not a difference.

YOUR TURN Answers vary. Difference: The first poet focuses on physical connections; the second on choosing what to keep. Poem 1: A road is more than dirt or stone. Poem 2: We keep the wisdom, face mistakes.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

"A road is more than dirt or stone; Its greatest reach may stay unknown. For every time two pathways meet, New thoughts may travel with our feet. ... Yet carrying forward does not mean That everything before was clean."

How is the view in "The Roads Between Us" different from the view in "What We Carry Forward"?

- A** Both poets view trade as the most important part of history.
- B** The first poem describes only happy connections; the second only sad ones.
- C** The first poem is about rivers; the second is about mountains.
- D** The first poem emphasizes how routes connect people; the second emphasizes choosing what ideas to keep.

PAIRED PASSAGES

The answer is D.

Both poets view trade as the most important part of history.

- A** Pattern Mix-Up: Similarity, not a difference. This names a shared element, and neither poet says trade is the most important part.

The first poem describes only happy connections; the second only sad ones.

- B** Reversed Meaning: Opposite of the text. Both poems include positive and challenging ideas about connections.

The first poem is about rivers; the second is about mountains.

- C** Stretched or Unsupported: Not in either text. The poems are not mainly about rivers or mountains.

The first poem emphasizes how routes connect people; the second emphasizes choosing what ideas to keep. Correct.

- D** Correct. The first poem focuses on physical and idea connections through routes, while the second focuses on deciding what to carry forward.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

An idea from two texts can help a reader facing a similar choice in their own life.

I connect the texts to my experience, but the test question is still about what the texts say.

A Not in either text trap names good advice that has no support in the passages.

THIS WEEK'S FOCUS

Paired Passages

from “The Roads Between Us and What We Carry Forward”

This week we read **two poems together: The Roads Between Us and What We Carry Forward**. Both poems explore how **choices about connections shape the future**. STAAR asks: **Which idea from both could help a reader facing a similar choice?** Own and Your Turn connect to **your own life**, but the test question stays about **both texts**. Traps this week: **Not in either text, Only one text, and Goes too far**.

This deck teaches **connecting both texts to my own life** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TODAY'S THINKING JOB

NOTICE

“I can notice an idea about choices in one poem.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Notice an idea about choices.

Read the line from **The Roads Between Us**. Notice the idea about how choices shape connections. Circle the key words.

“Connections sometimes brought new choice; At other times, they silenced voice.”

I CAN | I can notice how the poet shows that connections bring both good and difficult choices.



TODAY'S THINKING JOB

CHOOSE

“I can choose an idea from both poems that could help in real life.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Choose the idea that could help.

STAAR asks: Which idea from both poems could help a reader facing a similar choice?

“We do not carry all things blind; We question, learn, and change our mind.”

A Every choice a person makes is always correct. • **B** People can study the past to make thoughtful choices about the future. • **C** Connections between people always cause conflict.

I CAN | I can choose an idea supported by both poems and reject a life-truth trap.



TODAY'S THINKING JOB

SHOW

“I can find a sentence that supports connecting a text to my own life.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Show the idea in the second poem.

Which sentence from the second poem best supports the idea that **readers can connect the texts to their own choices?**

“We ask whose story has been told, Whose voice was missing from the old.”

I CAN | I can explain how a sentence in the poem supports a real-life connection.

TODAY'S THINKING JOB

OWN

“I can connect an idea from two poems to my own experience.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Connect to your own life.

Think about a choice you have faced. Write how the idea from both poems could help a reader facing a similar choice.

“We search for facts, examine views, Then make informed and thoughtful choices.”

I CAN | I can explain how an idea from both poems could help someone in real life.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

“I can defend a connection and explain why a trap is wrong.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Defend against the trap.

How do the two poems connect to support the idea that thoughtful choices matter in life?

“The past may place things in our hands, But we help shape where the future stands.”

I CAN | I can prove why true-sounding advice is not in the texts.



PAIRED PASSAGES

Connect the poems to your life.

Go back to both poems. Write one idea from both that could help a reader facing a choice. Copy one line from each poem and explain how it connects to real life.

Go back to both poems.

Write one idea from both that could help a reader.

Copy one line from each poem and explain how it connects to your own life.

I CAN | I can connect two poems to my own life and prove the idea with a line from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The poet says connections bring new choices but can also silence voices. The idea: the choices people make about connections shape what happens next.

CHOOSE B. People can study the past to make thoughtful choices about the future. A is Not in either text, neither poem says every choice is correct. C is Goes too far, both poems show positive connections too.

SHOW The second poem asks whose story has been told and whose voice was missing. This invites readers to think about their own choices, connecting the text to real life.

OWN Answers vary. Example: If I had to decide whether to follow a tradition, both poems would remind me to study why it started, ask if it still helps, and then make a thoughtful choice.

DEFEND Both poems show choices matter. The Roads Between Us says when two pathways meet, new thoughts travel with our feet. What We Carry Forward says we choose what we will do. Eating healthy food is Not in either text.

YOUR TURN Answers vary. Idea: Study the past before choosing. Poem 1: Connections sometimes brought new choice. Poem 2: We question, learn, and change our mind. This could help me decide which traditions to follow.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“To understand the past, we must study whose experience we can trust. ... We question, learn, and change our mind. We study evidence, compare, And listen to the voices there.”

Which idea from both selections could help a reader facing a similar choice?

- A** Exercising every day makes people smarter.
- B** Reading poems is more important than reading articles.
- C** People can study the past to make thoughtful choices about the future.
- D** Connections between people always lead to the same result.



PAIRED PASSAGES

The answer is C.

- A** **Exercising every day makes people smarter.**
Stretched or Unsupported: Not in either text. Neither poem discusses exercise or its effects on intelligence.
- B** **Reading poems is more important than reading articles.**
Stretched or Unsupported: Not in either text. Neither poem compares the value of poems to articles.
- C** **People can study the past to make thoughtful choices about the future. Correct.**
Correct. The first poem shows studying connections, and the second shows questioning the past before choosing what to keep.
- D** **Connections between people always lead to the same result.**
Reversed Meaning: Opposite of the text. The first poem says connections bring different outcomes, not always the same.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

Synthesizing means combining ideas from two texts to find a deeper understanding.

I look for an idea built with evidence in both texts, not just a topic they share.

A Shared topic, not shared idea trap names a subject without identifying the developed idea.

THIS WEEK’S FOCUS

Paired Passages

from “What Shapes a Society? Place, Resources, and Connection and Four Regions, One Big Adventure”

This week we read **two texts together**: the article **What Shapes a Society?** and the article **Four Regions, One Big Adventure**. Both texts develop the idea that **geography shapes how people live and work**. STAAR asks: **What idea is developed in both selections?** Traps this week: **Shared topic, not shared idea, Only one text, and Goes too far.**

This deck teaches **synthesizing an idea developed in both texts** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PAIRED PASSAGES

TODAY'S THINKING JOB

NOTICE

“I can notice an idea developed in one text.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Notice an idea developed with evidence.

Read the line from **What Shapes a Society?**. Notice the idea the author develops. Circle the key evidence.

“The location of a society can affect the food people grow, the homes they build, the work they do, the resources they use, and the ways they travel.”

I CAN | I can notice how the author uses evidence to build an idea about geography.



PAIRED PASSAGES

TODAY'S THINKING JOB

CHOOSE

“I can choose an idea developed in both texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Choose the idea in both.

STAAR asks: **What idea is developed in both selections?**

“He thought about how each region had its own climate, landforms, plants, and types of jobs.”

- A** Both texts describe the Sahara Desert in detail. • **B** Animals are more important than plants in Texas. • **C** Geography shapes how people live and work.

I CAN | I can choose a developed idea and reject a topic trap.



TODAY'S THINKING JOB

SHOW

“I can find a sentence that supports a shared idea between two articles.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Show the idea in the second article.

Which sentence from the second article best supports the idea that **different regions offer different strengths**?

“Although they were all part of Texas, each one offered something different.”

I CAN | I can explain how a sentence in the second article supports the same idea as the first.



PAIRED PASSAGES

TODAY'S THINKING JOB

OWN

“I can write an idea developed in two texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the synthesis.

Write one sentence that states an idea developed in both texts. Name both articles.

“People cannot control every part of climate, but they can study it and make decisions based on what they learn.”

I CAN | I can synthesize the evidence from both texts into one clear statement.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can defend a synthesis and explain why a trap is wrong."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Defend against the trap.

How do the two articles connect in supporting the idea that place shapes a society?

"A community near a river may have water for farming and transportation."



I can prove why a shared topic is not the same as a developed idea.



PAIRED PASSAGES

Synthesize on your own.

Go back to both texts. Write one idea developed in both. Copy one line from each article that proves it.

Go back to both texts.
Write one idea developed in both in a full sentence.
Copy one line from each article that proves it.

I CAN | I can synthesize two texts and prove the shared idea with a line from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The author says location affects many parts of daily life. The idea: geography shapes how people live and work.

CHOOSE C. Geography shapes how people live and work. B is Not in either text, no article makes that comparison. A is Only one text, only the first article discusses the Sahara.

SHOW The second article says each part of Texas offered something different. The first explains how place and resources shape a society. Both show that different regions have different strengths.

OWN Answers vary. Example: Both articles develop the idea that geography, including landforms, climate, and resources, shapes how people live, work, and build communities.

DEFEND Both show place shapes society. In What Shapes a Society, a river community may have water for farming. In Four Regions, One Big Adventure, Xavier sees dry regions have mining. Both about Texas is Shared topic, not shared idea.

YOUR TURN Answers vary. Idea: Geography shapes life. Article 1: The location of a society can affect the food people grow. Article 2: Each region had its own climate, landforms, plants, and types of jobs.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“Places create possibilities. Resources create opportunities and limits. Connections create change. People decide what to do next. ... He realized that learning about the regions from a textbook was helpful, but seeing them in person made the information easier to remember.”

What idea is developed in both selections?

- A** Road trips are the best way to learn about geography.
- B** Texas is the largest state in the United States.
- C** All four Texas regions have the same climate and resources.
- D** Geography shapes how people live, work, and build communities.



PAIRED PASSAGES

The answer is D.

A Road trips are the best way to learn about geography.

Another Place: Only one text. Only the second article describes a road trip.

B Texas is the largest state in the United States.

Stretched or Unsupported: Not in either text. Neither article makes this claim.

C All four Texas regions have the same climate and resources.

Reversed Meaning: Opposite of the text. Both articles show that regions are different.

D Geography shapes how people live, work, and build communities. Correct.

Correct. The first article explains how geography creates possibilities, and the second shows Xavier seeing different features in each region.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

Two texts on the same topic can focus on different aspects of it.

I analyze what each author emphasizes, not just what they mention.

A Similarity, not a difference trap names something both texts share instead of how their focus differs.

THIS WEEK’S FOCUS

Paired Passages

from “What Shapes a Society? Ideas, Choices, and Culture and What We Carry Forward”

This week we read **two texts together**: the article **What Shapes a Society?** and the poem **What We Carry Forward**. Both texts discuss how **ideas, choices, and culture shape societies**, but they have **different focuses**. STAAR asks: **How is the focus of the article different from the focus of the poem?** Traps this week: **Similarity, not a difference, Only one text, and Goes too far.**

This deck teaches **different focus on the same topic** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice what one text focuses on."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Notice the article's focus.

Read the line from **What Shapes a Society?**. Notice what the author focuses on. Circle the key words.

"Yet ideas, decisions, beliefs, laws, art, music, and leadership can change societies just as powerfully as geography."

I CAN

I can notice that the article focuses on explaining how specific forces change societies.



TODAY'S THINKING JOB

CHOOSE

“I can choose a real difference in focus between two texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Choose the real difference in focus.

STAAR asks: **How is the focus of the article different from the focus of the poem?**

“We keep the wisdom, face mistakes, And choose the future that each choice makes.”

A Both texts focus on the same historical events. • **B** The article explains change; the poem reflects on what to keep. • **C** The article is only about Texas; the poem is only about England.

I CAN | I can choose a difference in focus and reject a similarity trap.



TODAY'S THINKING JOB

SHOW

“I can find a sentence that supports a difference in focus between two texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Show the poem's different focus.

Which sentence from the poem best supports the idea that **the poem focuses on choosing what to keep from the past?**

“What we inherit is a start, Not one command we learn by heart.”

I CAN

I can explain how a sentence in the poem supports a different focus from the article.



TODAY'S THINKING JOB

OWN

“I can write about a difference in focus between two texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the comparison.

Write one sentence that tells how the focus of the article differs from the focus of the poem. Name both texts.

“Mansa Musa's leadership helped Mali become remembered for trade, wealth, and learning.”

I CAN | I can write how two texts emphasize different aspects of the same topic.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can defend a comparison and explain why a trap is wrong."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Defend against the trap.

How does the focus of the article relate to the focus of the poem about society and change?

"Their music did more than entertain."

I CAN

I can prove why a shared element does not answer a question about different focuses.



PAIRED PASSAGES

Compare the focuses on your own.

Go back to both texts. Write one difference in focus. Copy one line from each text that proves it.

Go back to both texts.

Write one difference in focus.

Copy one line from the article and one line from the poem that prove it.

I CAN | I can compare two texts' focuses and prove the difference with a line from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The article focuses on explaining **HOW ideas, decisions, and culture change societies**. It names specific forces and gives historical examples like the Magna Carta and Texas annexation.

CHOOSE B. The article explains change; the poem reflects on what to keep. A is Similarity, not a difference. C is Only one text, neither focuses on just one place.

SHOW The poem says what we inherit is a start, not a **command**. The article focuses on how ideas shape society today. The poem focuses on choosing what to keep.

OWN Answers vary. Example: What Shapes a Society explains how specific forces like ideas, leadership, and culture cause change, while What We Carry Forward reflects on choosing what to keep from the past.

DEFEND The article explains how ideas cause **change, saying a new idea can influence people centuries later**. The poem reflects on what to keep, asking which lessons should last. Both mention the Magna Carta is Similarity, not a difference.

YOUR TURN Answers vary. Difference: The article explains how forces cause change; the poem asks what to keep. Article: Ideas can influence people centuries later. Poem: We question, strengthen, change, and mend.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“Human choices create consequences. ... What we carry, what we share, Shows future generations that we care.”

Based on both selections, how is the focus of “What Shapes a Society?” different from “What We Carry Forward”?

- A** Both texts focus equally on the Magna Carta.
- B** The article explains forces that cause change; the poem reflects on choosing what to carry forward.
- C** The article is written as a poem; the poem is written as an article.
- D** The article focuses only on music; the poem focuses only on laws.

PAIRED PASSAGES

The answer is B.

Both texts focus equally on the Magna Carta.

- A** Pattern Mix-Up: Similarity, not a difference. Both mention it, but this names a shared element, not a difference in focus.

The article explains forces that cause change; the poem reflects on choosing what to carry forward. Correct.

- B** Correct. The article explains how ideas, leadership, and culture cause societal change, while the poem reflects on what to preserve.

The article is written as a poem; the poem is written as an article.

- C** Reversed Meaning: Opposite of the text. This reverses the formats of the two texts.

The article focuses only on music; the poem focuses only on laws.

- D** Stretched or Unsupported: Not in either text. Neither text focuses on only one subject.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

The strongest conclusion is the one best supported by evidence in both texts.

I compare the evidence in each text to decide which conclusion has the most support.

A Goes too far trap pushes a conclusion beyond what the evidence supports.

THIS WEEK'S FOCUS

Paired Passages

from “Five Forces That Shape a Society and The Roads Between Us”

This week we read **two texts together**: the article **Five Forces That Shape a Society** and the poem **The Roads Between Us**. Both texts explore how **connections between people create change**. STAAR asks: **Which conclusion is best supported by both selections?** Traps this week: **Goes too far**, **Only one text**, and **Not in either text**.

This deck teaches **finding the strongest conclusion across two texts** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PAIRED PASSAGES

TODAY'S THINKING JOB

NOTICE

“I can notice a conclusion supported by evidence.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Notice a conclusion the evidence supports.

Read the line from **Five Forces That Shape a Society**. Notice the conclusion the evidence leads to. Circle the key words.

“Connections between communities can spread both goods and ideas.”

I CAN | I can notice how the evidence in a text leads to a conclusion about connections.



TODAY'S THINKING JOB

CHOOSE

"I can choose the conclusion best supported by both texts."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Choose the strongest conclusion.

STAAR asks: Which conclusion is best supported by both selections?

"But every road can carry more Than boxes stacked from floor to floor."

A Connections spread more than goods; they also spread ideas. • **B** Every connection leads to the same positive outcome. • **C** Modern roads are always better than ancient ones.

I CAN | I can choose the strongest conclusion and reject one that goes too far.



TODAY'S THINKING JOB

SHOW

“I can find a sentence that supports a conclusion drawn from both texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Show the conclusion in the poem.

Which sentence from the poem best supports the conclusion that **connections spread ideas along with goods?**

“It carries language, thought, and art, And pieces of the human heart.”

I CAN | I can explain how a sentence in the poem supports the same conclusion as the article.



PAIRED PASSAGES

TODAY'S THINKING JOB

OWN

“I can write the strongest conclusion from two texts.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the conclusion.

Write one sentence that states the strongest conclusion supported by both texts. Name both texts.

“Societies are shaped by places, resources, connections, ideas, and people, and these forces often work together.”

I CAN | I can state a conclusion supported by strong evidence in both texts.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

“I can defend a conclusion and explain why a trap is wrong.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Defend against the trap.

How do the two texts connect in supporting the conclusion that connections shape communities?

“Yet history teaches something more: Not every meeting opens a friendly door.”



I can prove why a conclusion that goes too far is not supported by the evidence.



PAIRED PASSAGES

Draw the strongest conclusion on your own.

Go back to both texts. Write the strongest conclusion supported by both. Copy one line from each text that proves it.

Go back to both texts.
Write the strongest conclusion in a full sentence.
Copy one line from each text that proves it.

I CAN | I can draw the strongest conclusion from two texts and prove it with a line from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The article says connections spread both goods and ideas. The conclusion: when communities connect, more than objects move between them.

CHOOSE A. Connections spread more than goods; they also spread ideas. B is Goes too far, the texts show connections can lead to different outcomes, not always the same. C is Stretched or Unsupported: Not in either text.

SHOW The poem says a road carries language, thought, and art. The article says connections shape a society in many ways. Both support the conclusion that connections spread ideas.

OWN Answers vary. Example: Both texts support the conclusion that connections between people carry more than trade goods; they spread ideas, culture, and knowledge.

DEFEND Both show connections shape communities. The article says connections spread goods and ideas. The poem says roads carry language, thought, and art. Always leads to peace Goes too far; the poem warns not every meeting opens a friendly door.

YOUR TURN Answers vary. Conclusion: Connections carry ideas and culture, not just objects. Article: Connections between communities can spread both goods and ideas. Poem: It carries language, thought, and art.



PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“Connections between communities can spread both goods and ideas. ... A road is more than dirt or stone; Its greatest reach may stay unknown. For when two distant pathways meet, The world itself moves with our feet.”

Which conclusion is best supported by both selections?

- A** Connections between people spread ideas and culture alongside physical goods.
- B** All connections in history led to positive outcomes for everyone.
- C** Poems are the best way to learn about trade and geography.
- D** Only the Caddo people used rivers for trade and travel.



PAIRED PASSAGES

The answer is A.

Connections between people spread ideas and culture alongside physical goods. Correct.

- A** Correct. The article says connections spread goods and ideas, and the poem says roads carry language, thought, and art.

All connections in history led to positive outcomes for everyone.

- B** Stretched or Unsupported: Goes too far. The poem says not every meeting opens a friendly door, showing some outcomes were harmful.

Poems are the best way to learn about trade and geography.

- C** Stretched or Unsupported: Not in either text. Neither text compares poems to other learning methods.

Only the Caddo people used rivers for trade and travel.

- D** Stretched or Unsupported: Goes too far. The Caddo used rivers, but the poem also describes rivers and travel, so "only" goes further than the texts support.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

Connecting two texts means finding an idea supported by evidence in both.

Comparing means showing how the texts are similar or different.

Defending means explaining why a trap does not match the evidence in both texts.

THIS WEEK’S FOCUS

Paired Passages

from “The Evidence Room: What Did They Leave Behind? and Looking Back to Move Forward”

This week we read **two texts together**: the article **The Evidence Room** and the article **Looking Back to Move Forward**. Both texts develop the idea that **studying evidence from the past helps people understand and learn**. STAAR asks: **Which idea is found in both selections, and which evidence from each text proves it?** Traps this week: **Only one text**, **Shared topic**, **not shared idea**, and **Goes too far**.

This deck teaches **capstone: connect, compare, and defend** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice an idea about studying evidence.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Notice an idea with evidence.

Read the line from **The Evidence Room**. Notice the idea the author develops about studying evidence. Circle the key words.

“Each piece of evidence can reveal something about the past.”

I CAN

I can notice how the author builds the idea that evidence helps people understand the past.



TODAY'S THINKING JOB

CHOOSE

"I can choose an idea found in both texts."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Choose the idea in both.

STAAR asks: Which idea is found in both selections?

"It helped her understand that the past can teach people important lessons."

A Pottery is the most important type of evidence. • **B** Studying evidence from the past helps people understand and learn. • **C** All paintings look the same.

I CAN | I can choose an idea with evidence in both texts and reject an Only one text trap.



TODAY'S THINKING JOB

SHOW

“I can find a sentence that supports a shared idea between two articles.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Show the idea in the second article.

Which sentence from the second article best supports the idea that **looking at old evidence helps people learn?**

“Ava realized that old ideas could become useful again.”

I CAN

I can explain how a sentence in the second article supports the same idea as the first.



TODAY'S THINKING JOB

OWN

“I can write a connection between two texts and name evidence from each.”

EXACT TEKS WORDING

“make connections to personal experiences, ideas in other texts, and society”

Own the capstone connection.

Write one sentence that states an idea found in both texts. Then name one piece of evidence from each article that proves it.

“Artwork can provide evidence about what people valued.”

I CAN

I can state a shared idea and prove it with specific evidence from both texts.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can defend a connection and explain why a trap is wrong."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Defend against the trap.

How do the two articles connect in supporting the idea that studying the past helps people move forward?

"One painting cannot explain everything people believed during the Renaissance."

I CAN | I can prove why a detail from only one text is not a shared idea.



PAIRED PASSAGES

Capstone: connect, compare, and defend.

Go back to both texts. Write one idea found in both. Copy one line from each article. Then name one trap and explain why it fails.

Go back to both texts.
Write one idea found in both.
Copy one line from each article that proves it.
Name one trap and explain why it fails.

I CAN | I can connect two texts, prove the idea with evidence, and defend against a trap.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The article says each piece of evidence reveals something. The idea: studying evidence from the past helps people learn and understand.

CHOOSE B. Studying evidence from the past helps people understand and learn. C is Not in either text, no article says all paintings look the same. A is Goes too far, the article says one source rarely tells the whole story.

SHOW The second article says Ava realized old ideas could become useful again. The first describes studying evidence left behind. Both show looking at the past helps people learn.

OWN Answers vary. Example: Both articles show that studying the past helps people learn. Evidence Room: Evidence reveals the past. Looking Back: Old ideas can become useful again.

DEFEND Both show studying the past helps. In The Evidence Room, artifacts reveal culture. In Looking Back to Move Forward, Ava learns looking back helps move forward. Pottery is the best way Goes too far.

YOUR TURN Answers vary. Idea: Studying the past helps people learn. Article 1: Each piece of evidence can reveal something. Article 2: Ava realized old ideas could become useful. Trap: Pottery is the best evidence. Only one text.



PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“Each piece of evidence can reveal something about the past. But remember: One source rarely tells the whole story. ... It showed a hopeful time when ideas were changing. It helped her understand that the past can teach people important lessons.”

Which idea is found in both selections?

- A** Pottery is the only reliable type of historical evidence.
- B** Both texts describe pottery and tools found by archaeologists.
- C** Studying evidence from the past helps people understand and learn.
- D** Museums are more important than schools for learning.



PAIRED PASSAGES

The answer is C.

Pottery is the only reliable type of historical evidence.

- A** Stretched or Unsupported: Goes too far. The article says one source rarely tells the whole story, so pottery alone is not the best way.

Both texts describe pottery and tools found by archaeologists.

- B** Another Place: Only one text. Pottery and tools appear only in The Evidence Room.

Studying evidence from the past helps people understand and learn. Correct.

- C** Correct. The first article shows evidence reveals the past, and the second shows Ava learning from a historical painting.

Museums are more important than schools for learning.

- D** Stretched or Unsupported: Not in either text. Neither article compares museums to schools.

