

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.



The Writing Academy®, LLC

Grade 4 • Prepare Cluster • Paired Passages

TEKS 4.6(E) • Paired Passages • Week 1 of 36 • Prepare Cluster • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are reading two texts together, the way the STAAR test pairs them. Both are stories about people who hear important words.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice a real STAAR question about both texts, and we will learn to spot answers that fit only one text or only share a topic.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for the Prepare Cluster Module 1 . a class or student copy of “Dream” and “Serve” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name two stories or movies that teach the same lesson.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



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Grade 4 · Prepare Cluster · Paired Passages · Monday

TEKS 4.6(E) · Paired Passages · Week 1 of 36 · Prepare Cluster · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice an idea in one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Before we connect two texts, we find the idea in each one. Watch what the child learns from the speech."

▶ Read the line twice. Students circle dream can belong to everyone on the NOTICE row.

ANSWER KEY: The child learns that a dream for fairness can belong to everyone.

CHECK FOR UNDERSTANDING

Ask a student to explain what dream the child is talking about.

COMMON MISCONCEPTION

Students may say the idea is a speech. A speech is an event, not the idea the text teaches.

POSSIBLE STUDENT QUESTION

Does the idea have to be stated in one sentence? No. Sometimes I put the clues together from several parts.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing an idea in one text. Keep the demand at this level.

RAISE THE THINKING

Ask what Mama means when she says she wants that dream for her child.

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.



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Grade 4 • Prepare Cluster • Paired Passages • Tuesday

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TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose an idea that is in both texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Hold each choice up to Dream, then to Serve. It must fit both."

▶ Students choose privately, then point to one line in each text that proves it.

ANSWER KEY: A. Inspiring words can motivate people to help others.

CHECK FOR UNDERSTANDING

Ask a student to name the line from Serve that proves A.

COMMON MISCONCEPTION

Students may pick C because both texts mention Washington. That is a topic, not the shared idea.

POSSIBLE STUDENT QUESTION

What if a choice sounds true in real life? It still has to be proven with both texts.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting an idea found in both texts. Keep the demand at this level.

RAISE THE THINKING

Ask a student to say the shared idea in their own words.

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.



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Grade 4 · Prepare Cluster · Paired Passages · Wednesday

TEKS 4.6(E) · Paired Passages · Week 1 of 36 · Prepare Cluster · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a second text shares an idea."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We found the idea in Dream. Now prove Serve says it too."

▶ Take two or three answers. Push students to name one line from each text.

ANSWER KEY: "I thought those words could inspire action" shows that words moved Grandpa to serve.

CHECK FOR UNDERSTANDING

Ask a student to match Grandpa's line to something the child in Dream does.

COMMON MISCONCEPTION

Students may only explain Serve. A connection needs both texts.

POSSIBLE STUDENT QUESTION

Do the words have to match exactly? No. The idea is the same, even when different words are used.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two texts share an idea. Keep the demand at this level.

RAISE THE THINKING

Ask which text uses the word dream and which uses the word service to describe the same idea.

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.



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Grade 4 · Prepare Cluster · Paired Passages · Thursday

TEKS 4.6(E) · Paired Passages · Week 1 of 36 · Prepare Cluster · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a connection between two texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Start with the idea, then say where it shows up in each text."

▶ Students write the connection as a full sentence on the OWN row.

ANSWER KEY: Example: Both texts show that powerful words can inspire people to help others.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and prove it with both texts.

COMMON MISCONCEPTION

Students may write a summary of one text. A connection names both.

POSSIBLE STUDENT QUESTION

Can my sentence start with Both? Yes. Both is a strong word for a connection.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a connection independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a time they heard words that made them want to help someone.

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.



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Grade 4 · Prepare Cluster · Paired Passages · Friday

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TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a connection and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A trap can sound right because it names something you remember. Check both texts for the deeper idea."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: Both show a child inspired to help: Dream's child carries the dream; Serve's child learns service starts with noticing a need.

CHECK FOR UNDERSTANDING

Ask a student to explain the difference between a topic and an idea.

COMMON MISCONCEPTION

Students may accept the trap because both texts do mention speeches. The topic is not the idea.

POSSIBLE STUDENT QUESTION

Can a topic ever be the answer? No. STAAR asks what both texts show or teach, not just what they mention.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a connection fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to fix the trap so it becomes a true connection.

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.

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TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Idea first, in a full sentence. Then one proof line from each text.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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?



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TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.



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TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, worded the way the STAAR test words it."

▶ Read the excerpt and the question aloud.

"Read all four choices. Cross out each trap and say its name before you choose."

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing C because both texts mention Washington, without checking whether it is a topic or an idea.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



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TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is B. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



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Grade 4 • Prepare Cluster • Paired Passages

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TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are looking for similarities between Dream and Serve. A similarity tells how two texts are alike.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“We will practice spotting details that come from only one text so we do not fall for a trap.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for the Prepare Cluster Module 2 . a class or student copy of "Dream" and "Serve" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name one similarity between two books they have read.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



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Grade 4 · Prepare Cluster · Paired Passages · Monday

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TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice an important moment in one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A similarity starts with noticing what each text shows. Let us find it in Dream first."

▶ Read the line twice. Students circle try to help it come true on the NOTICE row.

ANSWER KEY: The child decides to take action because the speech inspired hope.

CHECK FOR UNDERSTANDING

Ask a student to explain what the child means by the dream.

COMMON MISCONCEPTION

Students may say the idea is about sleeping dreams. The text means a hope for the future.

POSSIBLE STUDENT QUESTION

Can a similarity be about feelings? Yes, if both texts show the same feeling or response.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing an idea in one text. Keep the demand at this level.

RAISE THE THINKING

Ask what makes the child change from just listening to wanting to act.

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.



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Grade 4 · Prepare Cluster · Paired Passages · Tuesday

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TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is **CHOOSE**. I can choose a sentence that describes a similarity."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Check each choice against both texts. A similarity must be true of both."

▶ Students choose privately, then point to one line in each text that proves it.

ANSWER KEY: B. Both texts show a young person inspired to help others.

CHECK FOR UNDERSTANDING

Ask a student to name the line from Dream that proves C.

COMMON MISCONCEPTION

Students may pick A because Dream describes Washington. Serve describes Washington too, but the trip belongs to Dream.

POSSIBLE STUDENT QUESTION

What if both texts mention the same place? That might be a topic, not a similarity in ideas.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a similarity between two texts. Keep the demand at this level.

RAISE THE THINKING

Ask a student how the young person in Serve is similar to the child in Dream.

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.



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Grade 4 · Prepare Cluster · Paired Passages · Wednesday

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TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a second text shares a similarity."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We found the idea in Dream. Now prove Serve shows the same thing."

▶ Take two or three answers. Push students to name one line from each text.

ANSWER KEY: Grandpa saying kids can serve supports the similarity about young people inspired to help.

CHECK FOR UNDERSTANDING

Ask a student to match Grandpa's line to the child's decision in Dream.

COMMON MISCONCEPTION

Students may explain only Serve. A similarity needs evidence from both texts.

POSSIBLE STUDENT QUESTION

Does the similarity have to use the same words? No. The actions or ideas just need to match.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two texts share a similarity. Keep the demand at this level.

RAISE THE THINKING

Ask which character seems more sure about what to do and why.

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.



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Grade 4 · Prepare Cluster · Paired Passages · Thursday

TEKS 4.6(E) · Paired Passages · Week 2 of 36 · Prepare Cluster · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a similarity between two texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Start with what the two texts have in common, then say how each text shows it."

▶ Students write the similarity as a full sentence on the OWN row.

ANSWER KEY: Example: Both texts show a young person who decides to help others after hearing inspiring words.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and prove it with both texts.

COMMON MISCONCEPTION

Students may write about only one text. A similarity sentence must include both.

POSSIBLE STUDENT QUESTION

Can I compare the characters? Yes, as long as the comparison shows a real similarity.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a similarity independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student what the two young people have in common.

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.



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Grade 4 · Prepare Cluster · Paired Passages · Friday

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TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a similarity and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A trap can sound right because it comes from a text you read. But a similarity must be in both."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: Only one text. The Peace Corps is in Serve only and does not connect to Dream.

CHECK FOR UNDERSTANDING

Ask a student to search Dream for any mention of the Peace Corps.

COMMON MISCONCEPTION

Students may accept the trap because the Peace Corps sounds important. Importance does not make it a similarity.

POSSIBLE STUDENT QUESTION

What if something is in both texts but means different things? Then it might be a topic, not a similarity.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a similarity claim fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to turn the trap into a true similarity between the two texts.

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.

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Grade 4 · Prepare Cluster · Paired Passages



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TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Similarity first, in a full sentence. Then one proof line from each text.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

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Grade 4 · Prepare Cluster · Paired Passages



TEKS 4.6(E) · Paired Passages · Week 2 of 36 · Prepare Cluster · Module 2 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.



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Grade 4 · Prepare Cluster · Paired Passages

TEKS 4.6(E) · Paired Passages · Week 2 of 36 · Prepare Cluster · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, worded the way the STAAR test words it."

▶ Read the excerpt and the question aloud.

"Read all four choices. Cross out each trap and say its name before you choose."

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because speeches are mentioned in both texts, without checking whether either text focuses on changing a law.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



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Grade 4 · Prepare Cluster · Paired Passages

TEKS 4.6(E) · Paired Passages · Week 2 of 36 · Prepare Cluster · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is D. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



The Writing Academy®, LLC

Grade 4 • Prepare Cluster • Paired Passages

TEKS 4.6(E) • Paired Passages • Week 3 of 36 • Prepare Cluster • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are looking for differences between Dream and Serve. A difference tells how the two texts are not alike.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“We will practice spotting answers that name a similarity instead of a difference.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Paired Passages slide deck for the Prepare Cluster Module 3 . a class or student copy of "Dream" and "Serve" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name one difference between a book they read and a movie they watched.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



The Writing Academy®, LLC

Grade 4 · Prepare Cluster · Paired Passages · Monday

TEKS 4.6(E) · Paired Passages · Week 3 of 36 · Prepare Cluster · Module 3 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice how a character experiences an event."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"To find a difference, first notice what makes each text special. How does the child in Dream experience the event?"

▶ Read the line twice. Students circle everything around me seemed important on the NOTICE row.

ANSWER KEY: The child in Dream is at the event, seeing and feeling it firsthand.

CHECK FOR UNDERSTANDING

Ask a student to name one detail that shows the child is physically there.

COMMON MISCONCEPTION

Students may focus on the child's age instead of how the child experiences the event.

POSSIBLE STUDENT QUESTION

Can age be a difference? Only if one text makes a point of it and the other does not.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing how a character experiences an event. Keep the demand at this level.

RAISE THE THINKING

Ask what the child can see, hear, and feel at the event.

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.



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Grade 4 · Prepare Cluster · Paired Passages · Tuesday

TEKS 4.6(E) · Paired Passages · Week 3 of 36 · Prepare Cluster · Module 3 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a statement that names a real difference."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A difference must be true about one text but not the other. A similarity is not a difference."

▶ Students choose privately, then explain why the other choices do not name a difference.

ANSWER KEY: C. Dream shows a firsthand experience; Serve shows an interview.

CHECK FOR UNDERSTANDING

Ask a student to prove that the child in Serve is not at the event.

COMMON MISCONCEPTION

Students may pick B because both texts do show children learning. But that is a similarity, not a difference.

POSSIBLE STUDENT QUESTION

What if something is partly true? If it is true of both texts, it is a similarity, not a difference.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a difference between two texts. Keep the demand at this level.

RAISE THE THINKING

Ask a student how reading about an event is different from being at the event.

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.



The Writing Academy®, LLC

Grade 4 · Prepare Cluster · Paired Passages · Wednesday

TEKS 4.6(E) · Paired Passages · Week 3 of 36 · Prepare Cluster · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a second text is different."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We know how the child in Dream experiences the event. Now let us see how Serve does it differently."

▶ Take two or three answers. Push students to name what makes Serve's approach different.

ANSWER KEY: "I was interviewing him about the years" shows Serve uses an interview, unlike Dream's firsthand view.

CHECK FOR UNDERSTANDING

Ask a student to name a detail from Serve that proves the child was not at the speech.

COMMON MISCONCEPTION

Students may say both children are curious. That is true, but it is a similarity, not the difference.

POSSIBLE STUDENT QUESTION

Can two texts be different in more than one way? Yes. STAAR asks you to find one clear difference.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two texts differ. Keep the demand at this level.

RAISE THE THINKING

Ask whether the child in Serve could have the same feelings as the child in Dream.

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.



The Writing Academy®, LLC

Grade 4 · Prepare Cluster · Paired Passages · Thursday

TEKS 4.6(E) · Paired Passages · Week 3 of 36 · Prepare Cluster · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a difference between two texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Start with what makes one text different, then say how the other text handles it."

▶ Students write the difference as a full sentence on the OWN row.

ANSWER KEY: Example: Dream shows a child at the event, while Serve shows a child hearing about it years later.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and prove the difference with both texts.

COMMON MISCONCEPTION

Students may write about a similarity instead of a difference. Remind them to check.

POSSIBLE STUDENT QUESTION

Can my sentence use the word while? Yes. While is a strong word for showing a difference.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a difference independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student which way of learning feels more powerful and why.

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.



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Grade 4 · Prepare Cluster · Paired Passages · Friday

TEKS 4.6(E) · Paired Passages · Week 3 of 36 · Prepare Cluster · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a difference and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"When the question asks for a difference, a true statement about both texts is still a trap."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: The children share inspiration, which is a similarity, not a difference.

CHECK FOR UNDERSTANDING

Ask a student to explain why a true statement can still be a wrong answer.

COMMON MISCONCEPTION

Students may accept the statement because it is accurate. Being true does not mean it answers the question.

POSSIBLE STUDENT QUESTION

Is a similarity ever the right answer to a difference question? No. The question decides the answer type.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a difference claim fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to turn the similarity into a real difference between the two texts.

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.

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Grade 4 · Prepare Cluster · Paired Passages



TEKS 4.6(E) · Paired Passages · Week 3 of 36 · Prepare Cluster · Module 3 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Difference first, in a full sentence. Then one proof line from each text.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.



TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.



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Grade 4 · Prepare Cluster · Paired Passages

TEKS 4.6(E) · Paired Passages · Week 3 of 36 · Prepare Cluster · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, worded the way the STAAR test words it."

▶ Read the excerpt and the question aloud.

"Read all four choices. Cross out each trap and say its name before you choose."

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because it is true, without noticing that a similarity does not answer a difference question.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



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Grade 4 · Prepare Cluster · Paired Passages

TEKS 4.6(E) · Paired Passages · Week 3 of 36 · Prepare Cluster · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is C. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



The Writing Academy®, LLC

Grade 4 • Prepare Cluster • Paired Passages

TEKS 4.6(E) • Paired Passages • Week 4 of 36 • Prepare Cluster • Module 4 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we ask which idea is in one text but not the other. STAAR sometimes asks what is found in only one selection.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“We will learn to spot texts switched traps, where a real idea is placed in the wrong text.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for the Prepare Cluster Module 4 . a class or student copy of "Dream" and "Serve" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name something they read about in one book that was not in another.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



The Writing Academy®, LLC

Grade 4 · Prepare Cluster · Paired Passages · Monday

TEKS 4.6(E) · Paired Passages · Week 4 of 36 · Prepare Cluster · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice an idea that belongs to one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"When STAAR asks about only one text, start by finding what makes that text special."

▶ Read the line twice. Students circle not only about grown-ups on the NOTICE row.

ANSWER KEY: The child in Dream has a sudden realization during the speech.

CHECK FOR UNDERSTANDING

Ask a student to describe what the child understands after this moment.

COMMON MISCONCEPTION

Students may say both children have a turning point. In Serve, the learning happens through questions, not a sudden shift.

POSSIBLE STUDENT QUESTION

Can an idea be in both texts? Yes, but then it would not answer a question about only one text.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing an idea unique to one text. Keep the demand at this level.

RAISE THE THINKING

Ask what makes the child suddenly feel the speech is about children like her.

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.



The Writing Academy®, LLC

Grade 4 · Prepare Cluster · Paired Passages · Tuesday

TEKS 4.6(E) · Paired Passages · Week 4 of 36 · Prepare Cluster · Module 4 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose an idea that belongs to only one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Check each choice against Dream first. Then check Serve. The right answer must be in Dream only."

▶ Students choose privately, then explain why each wrong choice fails.

ANSWER KEY: A. One powerful moment can change how a child sees the future.

CHECK FOR UNDERSTANDING

Ask a student to prove that Serve does not show a sudden turning point.

COMMON MISCONCEPTION

Students may pick B because interviewing sounds familiar. But the interview is in Serve, not Dream.

POSSIBLE STUDENT QUESTION

What does texts switched mean? It means the idea is real, but it comes from the other text.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting an idea found in only one text. Keep the demand at this level.

RAISE THE THINKING

Ask a student what the child in Dream understands after the turning point.

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.



The Writing Academy®, LLC

Grade 4 · Prepare Cluster · Paired Passages · Wednesday

TEKS 4.6(E) · Paired Passages · Week 4 of 36 · Prepare Cluster · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is **SHOW**. I can show how a text develops an idea."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We need to prove this idea is in Dream. Then we need to show it is missing from Serve."

▶ Take two or three answers. Push students to explain why Serve does not have this moment.

ANSWER KEY: "I imagined a school where every child felt welcome" shows the child experiencing the moment firsthand.

CHECK FOR UNDERSTANDING

Ask a student to name the line in Dream where the child's thinking changes.

COMMON MISCONCEPTION

Students may say the child in Serve also imagines things. In Serve, the child asks questions, not imagines.

POSSIBLE STUDENT QUESTION

Can both texts have imagining? Check carefully. If Serve does not show it, the idea belongs only to Dream.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining an idea found in only one text. Keep the demand at this level.

RAISE THE THINKING

Ask whether asking questions and imagining a future are the same kind of thinking.

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.



The Writing Academy®, LLC

Grade 4 · Prepare Cluster · Paired Passages · Thursday

TEKS 4.6(E) · Paired Passages · Week 4 of 36 · Prepare Cluster · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write about an idea found in only one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Say what the idea is, name the text it belongs to, and say why it does not fit the other."

▶ Students write the idea as a full sentence on the OWN row.

ANSWER KEY: Example: Dream shows that one moment can change how a child sees the future, but Serve does not.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and prove it with both texts.

COMMON MISCONCEPTION

Students may write about an idea that is actually in both texts. That would not answer the question.

POSSIBLE STUDENT QUESTION

How do I know an idea is missing from a text? I search the text carefully and find no evidence.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating an idea unique to one text. Keep the demand at this level.

RAISE THE THINKING

Ask a student how the child in Serve learns differently from the child in Dream.

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



The Writing Academy®, LLC

Grade 4 · Prepare Cluster · Paired Passages · Friday

TEKS 4.6(E) · Paired Passages · Week 4 of 36 · Prepare Cluster · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is **DEFEND**. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A texts switched trap uses a real idea but puts it in the wrong text. Always check which text the idea comes from."

▶ Students write why the answer is a trap and its name on the **DEFEND** row.

ANSWER KEY: The interview belongs to Serve, not Dream. The experiences relate but are not interchangeable.

CHECK FOR UNDERSTANDING

Ask a student to search Dream for any mention of an interview.

COMMON MISCONCEPTION

Students may remember the interview and forget which text it belongs to. That is exactly how the trap works.

POSSIBLE STUDENT QUESTION

What if I forget which text has the detail? Go back and search both texts to be sure.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a texts-switched trap fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name another detail that belongs to only one text.

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.

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Grade 4 · Prepare Cluster · Paired Passages



TEKS 4.6(E) · Paired Passages · Week 4 of 36 · Prepare Cluster · Module 4 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Name the idea, prove it with Dream, and explain why Serve does not have it.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

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Grade 4 · Prepare Cluster · Paired Passages



TEKS 4.6(E) · Paired Passages · Week 4 of 36 · Prepare Cluster · Module 4 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.



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Grade 4 · Prepare Cluster · Paired Passages

TEKS 4.6(E) · Paired Passages · Week 4 of 36 · Prepare Cluster · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, worded the way the STAAR test words it."

▶ Read the excerpt and the question aloud.

"Read all four choices. Cross out each trap and say its name before you choose."

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because the interview sounds familiar, without checking that the interview is in Serve, not Dream.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is B.

A Learning about history is best done through interviews.
Another Place: Texts switched. The interview is in Serve, not Dream.

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



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Grade 4 · Prepare Cluster · Paired Passages

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TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is B. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



The Writing Academy®, LLC

Grade 4 • Cluster 1 • Paired Passages

TEKS 4.6(E) • Paired Passages • Week 5 of 36 • Cluster 1 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we read a story about a Caddo village and a poem about roads and trade. We will find an idea that both texts develop.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“We will practice telling the difference between a shared topic and a shared idea.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 1 Module 1 . a class or student copy of "Morning in the Village" and "The Roads Between Us" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name two places that are connected by something people share.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



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Grade 4 • Cluster 1 • Paired Passages • Monday

TEKS 4.6(E) • Paired Passages • Week 5 of 36 • Cluster 1 • Module 1 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice an idea in one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Before we connect two texts, we find the idea in each one. What does the trading show?"

▶ Read the line twice. Students circle everyone was connected on the NOTICE row.

ANSWER KEY: Trade and sharing make Tayanita feel that people are connected.

CHECK FOR UNDERSTANDING

Ask a student to explain what makes Tayanita feel connected.

COMMON MISCONCEPTION

Students may say the idea is about trading. Trading is a topic; the idea is about connection.

POSSIBLE STUDENT QUESTION

Is trading the idea or the topic? Trading is the topic. The idea is what trading creates: connection.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing an idea in one text. Keep the demand at this level.

RAISE THE THINKING

Ask how trading can make people from different places feel connected.

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.



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Grade 4 • Cluster 1 • Paired Passages • Tuesday

TEKS 4.6(E) • Paired Passages • Week 5 of 36 • Cluster 1 • Module 1 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose an idea developed in both texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Hold each choice up to the story, then to the poem. It must be developed in both."

▶ Students choose privately, then point to one line in each text that proves it.

ANSWER KEY: C. Trading and sharing connect people across distances.

CHECK FOR UNDERSTANDING

Ask a student to name the line from the poem that proves C.

COMMON MISCONCEPTION

Students may pick A because farming is important in the story. But the poem does not develop farming.

POSSIBLE STUDENT QUESTION

What if a choice is true of one text? It still has to be developed in the other text too.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting an idea developed in both texts. Keep the demand at this level.

RAISE THE THINKING

Ask a student to say the shared idea in their own words.

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.



The Writing Academy®, LLC

Grade 4 • Cluster 1 • Paired Passages • Wednesday

TEKS 4.6(E) • Paired Passages • Week 5 of 36 • Cluster 1 • Module 1 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a second text develops an idea."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We found the idea in the story. Now prove the poem develops it too."

▶ Take two or three answers. Push students to name one line from each text.

ANSWER KEY: "Neighbors meet and goods are shared" proves the poem develops the same connection theme as the story.

CHECK FOR UNDERSTANDING

Ask a student to match the poem line to an event in the story.

COMMON MISCONCEPTION

Students may only explain the poem. A connection needs both texts.

POSSIBLE STUDENT QUESTION

Does the poem have to say the same thing? No. It just has to develop the same idea.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two texts develop the same idea. Keep the demand at this level.

RAISE THE THINKING

Ask which text shows the idea through a character and which shows it through description.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 1 · Paired Passages · Thursday

TEKS 4.6(E) · Paired Passages · Week 5 of 36 · Cluster 1 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a connection between two texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Start with the idea, then say where it appears in each text."

▶ Students write the connection as a full sentence on the OWN row.

ANSWER KEY: Example: Both texts develop the idea that trade creates connections between communities.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and prove it with both texts.

COMMON MISCONCEPTION

Students may write a summary of one text. A connection names both.

POSSIBLE STUDENT QUESTION

Can my sentence mention trading? Yes, as long as I also say the idea, not just the topic.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a connection independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name something people share besides goods.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 1 · Paired Passages · Friday

TEKS 4.6(E) · Paired Passages · Week 5 of 36 · Cluster 1 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a connection and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A trap can sound right because it names something from both texts. Check whether it is a topic or an idea."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: The real connection is about building bonds, not just the topic of community.

CHECK FOR UNDERSTANDING

Ask a student to explain the difference between a topic and an idea.

COMMON MISCONCEPTION

Students may accept the trap because both texts do mention rivers. But a topic is not an idea.

POSSIBLE STUDENT QUESTION

Is a topic ever the right answer? No. STAAR asks what both texts develop, not what they mention.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a connection fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to fix the trap so it names the real shared idea.

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.

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Grade 4 · Cluster 1 · Paired Passages



TEKS 4.6(E) · Paired Passages · Week 5 of 36 · Cluster 1 · Module 1 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Idea first, in a full sentence. Then one proof line from each text.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.



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Grade 4 · Cluster 1 · Paired Passages

TEKS 4.6(E) · Paired Passages · Week 5 of 36 · Cluster 1 · Module 1 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.



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Grade 4 · Cluster 1 · Paired Passages

TEKS 4.6(E) · Paired Passages · Week 5 of 36 · Cluster 1 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, worded the way the STAAR test words it."

▶ Read the excerpt and the question aloud.

"Read all four choices. Cross out each trap and say its name before you choose."

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing D because both texts mention rivers, without checking whether rivers are a topic or an idea.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



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Grade 4 · Cluster 1 · Paired Passages

TEKS 4.6(E) · Paired Passages · Week 5 of 36 · Cluster 1 · Module 1 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



The Writing Academy®, LLC

Grade 4 • Cluster 1 • Paired Passages

TEKS 4.6(E) • Paired Passages • Week 6 of 36 • Cluster 1 • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we compare what people do in Morning in the Village and the poem The Roads Between Us.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“We will learn to spot traps that use a real detail but attach the wrong idea to it.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 1 Module 2 . a class or student copy of "Morning in the Village" and "The Roads Between Us" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name two groups of people who share or trade with each other.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



The Writing Academy®, LLC

Grade 4 • Cluster 1 • Paired Passages • Monday

TEKS 4.6(E) • Paired Passages • Week 6 of 36 • Cluster 1 • Module 2 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice what people do in one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"To compare people, first notice what they do in each text. What do families do in the story?"

▶ Read the line twice. Students circle worked together on the NOTICE row.

ANSWER KEY: Families in the story cooperate by planting, watering, and harvesting.

CHECK FOR UNDERSTANDING

Ask a student to name one more thing people work on together in the village.

COMMON MISCONCEPTION

Students may focus on what crops are grown instead of what the people DO together.

POSSIBLE STUDENT QUESTION

Does the action have to be the same in both texts? No. The actions just need to show the same idea.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing what people do in one text. Keep the demand at this level.

RAISE THE THINKING

Ask why working together on crops matters to the village.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 1 · Paired Passages · Tuesday

TEKS 4.6(E) · Paired Passages · Week 6 of 36 · Cluster 1 · Module 2 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose how people in two texts are similar."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Compare what people DO in each text. The similarity is in their actions, not just in a detail."

▶ Students choose privately, then point to one line in each text that proves it.

ANSWER KEY: B. Both groups share and trade to build connections.

CHECK FOR UNDERSTANDING

Ask a student to name the line from the poem that proves B.

COMMON MISCONCEPTION

Students may pick A because canoes appear in both. Canoes are a detail; the idea is about connection.

POSSIBLE STUDENT QUESTION

What makes a detail different from an idea? A detail is one fact. An idea is the bigger meaning.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting how people in two texts are similar. Keep the demand at this level.

RAISE THE THINKING

Ask a student what the visitors in the story and the travelers in the poem have in common.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 1 · Paired Passages · Wednesday

TEKS 4.6(E) · Paired Passages · Week 6 of 36 · Cluster 1 · Module 2 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how people in a second text act similarly."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We saw what people do in the story. Now prove the poem shows people doing something similar."

▶ Take two or three answers. Push students to name one action from each text.

ANSWER KEY: People maintaining connections in the poem supports the similarity about community work.

CHECK FOR UNDERSTANDING

Ask a student to match the poem line to a scene in the story.

COMMON MISCONCEPTION

Students may only explain the poem. A comparison needs both texts.

POSSIBLE STUDENT QUESTION

Do the actions have to be identical? No. They just need to show the same kind of behavior.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how people in two texts act similarly. Keep the demand at this level.

RAISE THE THINKING

Ask whether the people in the poem and the people in the story trade for the same reasons.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 1 · Paired Passages · Thursday

TEKS 4.6(E) · Paired Passages · Week 6 of 36 · Cluster 1 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a comparison between people in two texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Start with the similar action, then say where each text shows it."

▶ Students write the comparison as a full sentence on the OWN row.

ANSWER KEY: Example: Both texts show people trading and sharing to build connections.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and prove it with both texts.

COMMON MISCONCEPTION

Students may describe only one group. A comparison must include both.

POSSIBLE STUDENT QUESTION

Can I compare the way they trade? Yes, as long as the comparison includes both texts.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a comparison independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student what happens to a community when people share and trade.

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



The Writing Academy®, LLC

Grade 4 · Cluster 1 · Paired Passages · Friday

TEKS 4.6(E) · Paired Passages · Week 6 of 36 · Cluster 1 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a comparison and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A trap can use a real detail from one text and make it sound like both texts show it."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: The building detail is real but points to the wrong idea about the connection.

CHECK FOR UNDERSTANDING

Ask a student to search the poem for any mention of mounds.

COMMON MISCONCEPTION

Students may accept the trap because the mound is real. A real detail is still a trap if it applies to only one text.

POSSIBLE STUDENT QUESTION

Can a real fact be a trap? Yes. If it applies to only one text, it does not answer a comparison question.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a comparison claim fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to turn the trap into a true comparison between both texts.

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.

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Grade 4 · Cluster 1 · Paired Passages



TEKS 4.6(E) · Paired Passages · Week 6 of 36 · Cluster 1 · Module 2 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to use the question on your own."

▶ Read the Your Turn task. Students work independently on the tracking sheet.

"Similarity first, in a full sentence. Then one proof line from each text."

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

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Grade 4 · Cluster 1 · Paired Passages



TEKS 4.6(E) · Paired Passages · Week 6 of 36 · Cluster 1 · Module 2 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.



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Grade 4 · Cluster 1 · Paired Passages

TEKS 4.6(E) · Paired Passages · Week 6 of 36 · Cluster 1 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because mounds appear in the story, without checking whether the poem mentions mounds.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is C. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



The Writing Academy®, LLC

Grade 4 • Cluster 1 • Paired Passages

TEKS 4.6(E) • Paired Passages • Week 7 of 36 • Cluster 1 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we compare how two texts present the same topic in different ways. One is an article and one is a poem.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the *What does this mean to me* box in your own warm voice.

“We will learn that a similarity in content is not a difference in presentation.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 1 Module 3 . a class or student copy of "A Promise Written Long Ago" and "What We Carry Forward" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name one difference between how an article and a poem share ideas.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



The Writing Academy®, LLC

Grade 4 • Cluster 1 • Paired Passages • Monday

TEKS 4.6(E) • Paired Passages • Week 7 of 36 • Cluster 1 • Module 3 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice how a text presents its ideas."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Before comparing, notice how each text presents its ideas. The article uses facts and explanations."

▶ Read the line twice. Students circle *limited the king's power* on the NOTICE row.

ANSWER KEY: The article uses facts and explanations to share its ideas directly.

CHECK FOR UNDERSTANDING

Ask a student to name another fact the article states.

COMMON MISCONCEPTION

Students may focus on WHAT the article says instead of HOW it says it.

POSSIBLE STUDENT QUESTION

What does presentation mean? It means the way a text shares its ideas, such as facts versus rhythm.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing how a text presents its ideas. Keep the demand at this level.

RAISE THE THINKING

Ask what makes the article's style different from a poem.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 1 · Paired Passages · Tuesday

TEKS 4.6(E) · Paired Passages · Week 7 of 36 · Cluster 1 · Module 3 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a difference in how two texts present ideas."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The question asks how the texts are different in style. A similarity is not a difference."

▶ Students choose privately, then explain why each wrong choice fails.

ANSWER KEY: C. The article explains with facts; the poem uses rhythm and imagery.

CHECK FOR UNDERSTANDING

Ask a student to name one line from the poem that shows rhythm or imagery.

COMMON MISCONCEPTION

Students may pick B because both texts do mention the Magna Carta. That is a similarity, not a difference.

POSSIBLE STUDENT QUESTION

Can two texts share a topic but present it differently? Yes. That is exactly what this question tests.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a difference in presentation. Keep the demand at this level.

RAISE THE THINKING

Ask a student which style helps them understand the Magna Carta better and why.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 1 · Paired Passages · Wednesday

TEKS 4.6(E) · Paired Passages · Week 7 of 36 · Cluster 1 · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a second text presents ideas differently."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We saw how the article presents ideas. Now show how the poem does it differently."

▶ Take two or three answers. Push students to compare the styles of the two texts.

ANSWER KEY: "At Runnymede in days long past, a written promise came at last" uses imagery, unlike the article's factual approach.

CHECK FOR UNDERSTANDING

Ask a student to read a line from the poem and a sentence from the article to hear the difference.

COMMON MISCONCEPTION

Students may say both texts talk about the Magna Carta. That is true, but it is a similarity in content, not a difference in style.

POSSIBLE STUDENT QUESTION

Is content the same as presentation? No. Content is what the text says. Presentation is how it says it.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two texts present ideas differently. Keep the demand at this level.

RAISE THE THINKING

Ask whether a poem or an article would be better for explaining a law and why.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 1 · Paired Passages · Thursday

TEKS 4.6(E) · Paired Passages · Week 7 of 36 · Cluster 1 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a difference in presentation between two texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Say how each text presents its ideas, then explain what makes them different."

▶ Students write the difference as a full sentence on the OWN row.

ANSWER KEY: Example: The article uses facts; the poem uses rhythm and imagery.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and point to evidence in both texts.

COMMON MISCONCEPTION

Students may write about what the texts say instead of how they say it.

POSSIBLE STUDENT QUESTION

Can I mention both styles in my sentence? Yes. Naming both styles makes the difference clear.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a difference in presentation. Keep the demand at this level.

RAISE THE THINKING

Ask a student when a poem might be a better way to share an idea than an article.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 1 · Paired Passages · Friday

TEKS 4.6(E) · Paired Passages · Week 7 of 36 · Cluster 1 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a difference and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A statement can be completely true and still be a trap if the question asks for a difference."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: The article uses facts and dates about 1215; the poem uses rhythm and imagery. That is the difference in presentation.

CHECK FOR UNDERSTANDING

Ask a student to explain why a true statement about both texts is still a trap here.

COMMON MISCONCEPTION

Students may accept it because it is accurate. Being true does not make it the right answer type.

POSSIBLE STUDENT QUESTION

Is a similarity always wrong? Only when the question asks for a difference. Match the answer to the question.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a similarity does not answer a difference question. Keep the demand at this level.

RAISE THE THINKING

Ask a student to turn this similarity into a real difference in presentation.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 1 · Paired Passages



TEKS 4.6(E) · Paired Passages · Week 7 of 36 · Cluster 1 · Module 3 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Difference first, in a full sentence. Then one proof line from each text.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

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Grade 4 · Cluster 1 · Paired Passages



TEKS 4.6(E) · Paired Passages · Week 7 of 36 · Cluster 1 · Module 3 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.



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Grade 4 · Cluster 1 · Paired Passages

TEKS 4.6(E) · Paired Passages · Week 7 of 36 · Cluster 1 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, worded the way the STAAR test words it."

▶ Read the excerpt and the question aloud.

"Read all four choices. Cross out each trap and say its name before you choose."

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because both texts cover the Magna Carta, without noticing that the question asks for a difference.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



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Grade 4 · Cluster 1 · Paired Passages

TEKS 4.6(E) · Paired Passages · Week 7 of 36 · Cluster 1 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



The Writing Academy®, LLC

Grade 4 • Cluster 1 • Paired Passages

TEKS 4.6(E) • Paired Passages • Week 8 of 36 • Cluster 1 • Module 4 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we find a message that both the article and the poem teach. A message is a lesson or idea the text wants the reader to understand.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the *What does this mean to me* box in your own warm voice.

“We will learn that something can sound true in real life but still be a trap if the texts do not teach it.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 1 Module 4 . a class or student copy of “A Promise Written Long Ago” and “What We Carry Forward” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name one lesson they learned from a book that also applies to real life.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 1 · Paired Passages · Monday

TEKS 4.6(E) · Paired Passages · Week 8 of 36 · Cluster 1 · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a message in one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A message is a lesson the text teaches. What lesson does this line share?"

▶ Read the line twice. Students circle can still be seen today on the NOTICE row.

ANSWER KEY: Ideas from long ago can still shape the world today.

CHECK FOR UNDERSTANDING

Ask a student to name one way the Magna Carta's influence is still seen.

COMMON MISCONCEPTION

Students may say the message is about the Magna Carta specifically. The message is broader: ideas from the past last.

POSSIBLE STUDENT QUESTION

Is a message the same as a fact? No. A fact tells what happened. A message tells what we can learn from it.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a message in one text. Keep the demand at this level.

RAISE THE THINKING

Ask why an idea from 800 years ago would still matter today.

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.



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Grade 4 · Cluster 1 · Paired Passages · Tuesday

TEKS 4.6(E) · Paired Passages · Week 8 of 36 · Cluster 1 · Module 4 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a message found in both texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A message must be proven with both texts. Something not in either text is still a trap if the texts do not teach it."

▶ Students choose privately, then point to one line in each text that proves it.

ANSWER KEY: A. Ideas from the past can shape and improve the future.

CHECK FOR UNDERSTANDING

Ask a student to name the line from the poem that proves A.

COMMON MISCONCEPTION

Students may pick B because it sounds reasonable. But neither text teaches that kings should always be removed.

POSSIBLE STUDENT QUESTION

What if a choice sounds true? It still must be proven with both texts, not just with common sense.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a message found in both texts. Keep the demand at this level.

RAISE THE THINKING

Ask a student to say the shared message in their own words.

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.



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Grade 4 · Cluster 1 · Paired Passages · Wednesday

TEKS 4.6(E) · Paired Passages · Week 8 of 36 · Cluster 1 · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a second text shares a message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We found the message in the article. Now prove the poem teaches it too."

▶ Take two or three answers. Push students to name one line from each text.

ANSWER KEY: "The past may place things in our hands, but we help shape where the future stands" proves the poem shares the article's message.

CHECK FOR UNDERSTANDING

Ask a student to match the poem line to evidence in the article.

COMMON MISCONCEPTION

Students may only explain the poem. A message connection needs both texts.

POSSIBLE STUDENT QUESTION

Does the poem have to use the same words? No. The message is the same even when the words differ.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two texts share a message. Keep the demand at this level.

RAISE THE THINKING

Ask which text presents the message more directly and which uses imagery.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 1 · Paired Passages · Thursday

TEKS 4.6(E) · Paired Passages · Week 8 of 36 · Cluster 1 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a message that both texts teach."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Start with the message, then say where each text teaches it."

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: Both texts teach that past ideas can shape a better future.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and prove it with both texts.

COMMON MISCONCEPTION

Students may write a summary of one text. A message sentence must include both.

POSSIBLE STUDENT QUESTION

Can my sentence use the word both? Yes. Both is a strong word for a shared message.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a shared message independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name one idea from the past that still matters today.

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



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Grade 4 · Cluster 1 · Paired Passages · Friday

TEKS 4.6(E) · Paired Passages · Week 8 of 36 · Cluster 1 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a message and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A message must be proven with evidence from the texts. Something that sounds not in either text is not enough."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: The shared message is about past ideas shaping the present, not about voting.

CHECK FOR UNDERSTANDING

Ask a student to search both texts for any mention of voting being the most important right.

COMMON MISCONCEPTION

Students may accept the trap because voting does matter. But the texts do not teach that specific message.

POSSIBLE STUDENT QUESTION

Can something be true AND a trap? Yes. If the texts do not say it, it is a trap on the test.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a real-life truth is not a text-based message. Keep the demand at this level.

RAISE THE THINKING

Ask a student what message the texts actually teach.

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.

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Grade 4 · Cluster 1 · Paired Passages



TEKS 4.6(E) · Paired Passages · Week 8 of 36 · Cluster 1 · Module 4 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Message first, in a full sentence. Then one proof line from each text.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

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Grade 4 · Cluster 1 · Paired Passages



TEKS 4.6(E) · Paired Passages · Week 8 of 36 · Cluster 1 · Module 4 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.



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Grade 4 · Cluster 1 · Paired Passages

TEKS 4.6(E) · Paired Passages · Week 8 of 36 · Cluster 1 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, worded the way the STAAR test words it."

▶ Read the excerpt and the question aloud.

"Read all four choices. Cross out each trap and say its name before you choose."

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because kings losing power sounds reasonable, without checking whether the texts actually teach that kings should never rule.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



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Grade 4 · Cluster 1 · Paired Passages

TEKS 4.6(E) · Paired Passages · Week 8 of 36 · Cluster 1 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is D. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



The Writing Academy®, LLC

Grade 4 • Cluster 2 • Paired Passages

TEKS 4.6(E) • Paired Passages • Week 9 of 36 • Cluster 2 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we compare the people in an article about energy and a story about Texas regions. We will find how they are alike.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the *What does this mean to me* box in your own warm voice.

“We will practice spotting details that come from only one text.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 2 Module 1 . a class or student copy of "The Energy We Use Everyday" and "Four Regions, One Big Adventure" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name two things they have learned about in school that are related to resources.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



The Writing Academy®, LLC

Grade 4 • Cluster 2 • Paired Passages • Monday

TEKS 4.6(E) • Paired Passages • Week 9 of 36 • Cluster 2 • Module 1 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice what the people in one text learn."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"To compare people, first notice what each text asks people to learn or do."

▶ Read the line twice. Students circle helps build responsibility on the NOTICE row.

ANSWER KEY: The article encourages careful thinking about how we use resources.

CHECK FOR UNDERSTANDING

Ask a student to name one advantage and one disadvantage of an energy source.

COMMON MISCONCEPTION

Students may focus on the type of energy instead of the reader's responsibility to think carefully.

POSSIBLE STUDENT QUESTION

Can a comparison be about what people learn? Yes, if both texts show people learning something similar.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing what people learn in one text. Keep the demand at this level.

RAISE THE THINKING

Ask why understanding advantages and disadvantages matters when making decisions.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 2 · Paired Passages · Tuesday

TEKS 4.6(E) · Paired Passages · Week 9 of 36 · Cluster 2 · Module 1 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose how people in two texts are alike."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Check each choice against both texts. The similarity must be true of both."

▶ Students choose privately, then point to one line in each text that proves it.

ANSWER KEY: B. Both learn about resources and how people use the land.

CHECK FOR UNDERSTANDING

Ask a student to name the line from Four Regions that proves B.

COMMON MISCONCEPTION

Students may pick A because the energy article discusses wind turbines. But Four Regions does not focus on wind turbines.

POSSIBLE STUDENT QUESTION

What if a detail appears in one text? It still has to appear in both to be a similarity.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting how people in two texts are alike. Keep the demand at this level.

RAISE THE THINKING

Ask a student what Xavier learns about resources in his trip.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 2 · Paired Passages · Wednesday

TEKS 4.6(E) · Paired Passages · Week 9 of 36 · Cluster 2 · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a second text shares a similarity with the first."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We found the learning in the energy article. Now prove Four Regions shows something similar."

▶ Take two or three answers. Push students to name one line from each text.

ANSWER KEY: "His mom explained that people in this region often work in mining and oil" matches the article's point about resource use.

CHECK FOR UNDERSTANDING

Ask a student to match Xavier's learning to the article's main point.

COMMON MISCONCEPTION

Students may only explain Xavier's trip. A comparison needs both texts.

POSSIBLE STUDENT QUESTION

Does the learning have to be about the same subject? No, but the kind of learning should be similar.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how learning in two texts is similar. Keep the demand at this level.

RAISE THE THINKING

Ask whether Xavier and the article's reader learn about resources in the same way.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 2 · Paired Passages · Thursday

TEKS 4.6(E) · Paired Passages · Week 9 of 36 · Cluster 2 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a comparison between people in two texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Start with what the people have in common, then say how each text shows it."

▶ Students write the comparison as a full sentence on the OWN row.

ANSWER KEY: Example: Both texts show people learning about resources and how they shape daily life.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and prove it with both texts.

COMMON MISCONCEPTION

Students may describe only one text. A comparison must include both.

POSSIBLE STUDENT QUESTION

Can I mention resources in my sentence? Yes, as long as I say what makes the people similar.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a comparison independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student what they would want to learn about resources in their own community.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 2 · Paired Passages · Friday

TEKS 4.6(E) · Paired Passages · Week 9 of 36 · Cluster 2 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a comparison and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A trap can use a real detail from one text and make it sound like both texts share it."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: Only one text. Solar energy appears in the article but not in Four Regions.

CHECK FOR UNDERSTANDING

Ask a student to search Four Regions for any mention of solar energy.

COMMON MISCONCEPTION

Students may accept the trap because solar energy is in the energy article. A detail from one text is not a similarity.

POSSIBLE STUDENT QUESTION

Can a real detail be a trap? Yes. If it applies to only one text, it cannot answer a comparison question.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a detail from one text is not a comparison. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a detail that is actually in both texts.

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.

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Grade 4 · Cluster 2 · Paired Passages



TEKS 4.6(E) · Paired Passages · Week 9 of 36 · Cluster 2 · Module 1 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to use the question on your own."

▶ Read the Your Turn task. Students work independently on the tracking sheet.

"Similarity first, in a full sentence. Then one proof line from each text."

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.



TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.



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Grade 4 · Cluster 2 · Paired Passages

TEKS 4.6(E) · Paired Passages · Week 9 of 36 · Cluster 2 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing C because the energy article discusses renewable energy, without checking whether Four Regions also describes studying in classrooms.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is B. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



The Writing Academy®, LLC

Grade 4 • Cluster 2 • Paired Passages

TEKS 4.6(E) • Paired Passages • Week 10 of 36 • Cluster 2 • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we find what causes people in both texts to take action. We compare the energy article with the story about Texas regions.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“We will learn that a cause not mentioned in either text is always a trap.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 2 Module 2 . a class or student copy of "The Energy We Use Everyday" and "Four Regions, One Big Adventure" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name something that motivates them to learn about new places.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



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Grade 4 · Cluster 2 · Paired Passages · Monday

TEKS 4.6(E) · Paired Passages · Week 10 of 36 · Cluster 2 · Module 2 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice what motivates people to act in one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"To compare causes, first notice what drives people to act in each text."

▶ Read the line twice. Students circle study ways to use energy wisely on the NOTICE row.

ANSWER KEY: People are motivated by the need to understand and use resources responsibly.

CHECK FOR UNDERSTANDING

Ask a student to explain why scientists study how to use energy wisely.

COMMON MISCONCEPTION

Students may focus on what scientists do instead of WHY they do it.

POSSIBLE STUDENT QUESTION

Is a cause the same as an action? No. The cause is why people act. The action is what they do.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing what motivates people in one text. Keep the demand at this level.

RAISE THE THINKING

Ask what might happen if people did not study how to use energy wisely.

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.



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Grade 4 • Cluster 2 • Paired Passages • Tuesday

TEKS 4.6(E) • Paired Passages • Week 10 of 36 • Cluster 2 • Module 2 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose what causes people to act in both texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Check each choice against both texts. The cause must be shown in both."

▶ Students choose privately, then point to one line in each text that proves it.

ANSWER KEY: A. Both want to understand the world around them and use that knowledge.

CHECK FOR UNDERSTANDING

Ask a student to name the line from the energy article that proves A.

COMMON MISCONCEPTION

Students may pick B because studying sounds like a competition. Neither text mentions a competition.

POSSIBLE STUDENT QUESTION

What if a cause sounds reasonable? It still must be proven with both texts.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting what causes people to act in both texts. Keep the demand at this level.

RAISE THE THINKING

Ask a student how wanting to understand the world motivates both the reader and Xavier.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 2 · Paired Passages · Wednesday

TEKS 4.6(E) · Paired Passages · Week 10 of 36 · Cluster 2 · Module 2 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is **SHOW**. I can show how a second text shares the same cause."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We found the cause in the energy article. Now prove **Four Regions** shows the same cause."

▶ Take two or three answers. Push students to name what drives people in each text.

ANSWER KEY: "He packed a notebook so he could write down interesting facts" shows the same motivation to learn as the energy article.

CHECK FOR UNDERSTANDING

Ask a student to match Xavier's motivation to the article's main message.

COMMON MISCONCEPTION

Students may only explain the trip. A comparison of causes needs both texts.

POSSIBLE STUDENT QUESTION

Does the cause have to be the same exact reason? No, but it should be the same kind of motivation.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two texts share the same cause for action. Keep the demand at this level.

RAISE THE THINKING

Ask whether Xavier's curiosity is similar to a scientist's curiosity.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 2 · Paired Passages · Thursday

TEKS 4.6(E) · Paired Passages · Week 10 of 36 · Cluster 2 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write about what causes people to act in both texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Start with the cause, then say where each text shows it."

▶ Students write the cause as a full sentence on the OWN row.

ANSWER KEY: Example: Both texts show people motivated by a desire to understand resources.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and prove it with both texts.

COMMON MISCONCEPTION

Students may describe actions instead of causes. Focus on WHY people act.

POSSIBLE STUDENT QUESTION

Can I use the word because? Yes. Because is a strong word for showing a cause.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a shared cause independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student what motivates them to learn about new things.

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.



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Grade 4 · Cluster 2 · Paired Passages · Friday

TEKS 4.6(E) · Paired Passages · Week 10 of 36 · Cluster 2 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a cause and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A cause that sounds good in real life is still a trap if the texts never mention it."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: Endangered animals are not in either text. The connection is about understanding resources.

CHECK FOR UNDERSTANDING

Ask a student to search both texts for any mention of endangered animals.

COMMON MISCONCEPTION

Students may accept the trap because protecting animals sounds important. But neither text says it.

POSSIBLE STUDENT QUESTION

Can something be important and still be a trap? Yes. If the texts do not include it, it is a trap.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a cause not in the texts is a trap. Keep the demand at this level.

RAISE THE THINKING

Ask a student what the texts actually say causes people to act.

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.

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Grade 4 · Cluster 2 · Paired Passages



TEKS 4.6(E) · Paired Passages · Week 10 of 36 · Cluster 2 · Module 2 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to use the question on your own."

▶ Read the Your Turn task. Students work independently on the tracking sheet.

"Cause first, in a full sentence. Then one proof line from each text."

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

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Grade 4 · Cluster 2 · Paired Passages



TEKS 4.6(E) · Paired Passages · Week 10 of 36 · Cluster 2 · Module 2 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.



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Grade 4 · Cluster 2 · Paired Passages

TEKS 4.6(E) · Paired Passages · Week 10 of 36 · Cluster 2 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because studying sounds like a contest, without checking whether either text mentions a contest.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 2 · Paired Passages

TEKS 4.6(E) · Paired Passages · Week 10 of 36 · Cluster 2 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



The Writing Academy®, LLC

Grade 4 • Cluster 2 • Paired Passages

TEKS 4.6(E) • Paired Passages • Week 11 of 36 • Cluster 2 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we find details that appear in one text but not the other. We read about Columbus and Mansa Musa.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“We will learn to spot texts switched traps, where a real detail is placed in the wrong text.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 2 Module 3 . a class or student copy of "Columbus's Arrival" and "The Wealth of Mansa Musa" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name one fact they know about Columbus or Mansa Musa.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 2 · Paired Passages · Monday

TEKS 4.6(E) · Paired Passages · Week 11 of 36 · Cluster 2 · Module 3 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a detail in one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"When STAAR asks about one text, start by finding details that belong to that text only."

▶ Read the line twice. Students circle most important parts of life in Mali on the NOTICE row.

ANSWER KEY: Trade was central to Mali's way of life.

CHECK FOR UNDERSTANDING

Ask a student to name one thing that was traded in Mali.

COMMON MISCONCEPTION

Students may say both texts mention trade. Check whether Columbus's Arrival develops Mali's trade routes.

POSSIBLE STUDENT QUESTION

Can trade appear in both texts? Yes, but specific details about Mali's trade appear only in Mansa Musa.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a detail in one text. Keep the demand at this level.

RAISE THE THINKING

Ask what made gold and salt so valuable in Mali.

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.



The Writing Academy®, LLC

Grade 4 • Cluster 2 • Paired Passages • Tuesday

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TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a detail found in only one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Check each choice against both texts. The right answer must be in Mansa Musa only."

▶ Students choose privately, then explain why each wrong choice fails.

ANSWER KEY: C. Scholars in Timbuktu studied books copied by hand.

CHECK FOR UNDERSTANDING

Ask a student to prove that Columbus's Arrival does not mention Timbuktu scholars.

COMMON MISCONCEPTION

Students may pick A because three ships sounds familiar. But the three ships belong to Columbus's Arrival, not Mansa Musa.

POSSIBLE STUDENT QUESTION

What does texts switched mean? It means the detail is real but belongs to the other text.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a detail found in only one text. Keep the demand at this level.

RAISE THE THINKING

Ask a student why books copied by hand were so important in Timbuktu.

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.



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Grade 4 • Cluster 2 • Paired Passages • Wednesday

TEKS 4.6(E) • Paired Passages • Week 11 of 36 • Cluster 2 • Module 3 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is **SHOW**. I can show how a text develops a detail."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We need to prove this detail is in **Mansa Musa** and prove it is missing from **Columbus's Arrival**."

▶ Take two or three answers. Push students to explain why *Columbus's text* does not have this detail.

ANSWER KEY: "Students traveled long distances to study with respected teachers" proves learning was valued in Timbuktu.

CHECK FOR UNDERSTANDING

Ask a student to search *Columbus's Arrival* for any mention of scholars or Timbuktu.

COMMON MISCONCEPTION

Students may think both texts discuss learning. *Columbus's Arrival* discusses exploration, not scholarly learning.

POSSIBLE STUDENT QUESTION

Can a topic like learning appear in both texts? Check whether the specific detail is in both.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining a detail found in only one text. Keep the demand at this level.

RAISE THE THINKING

Ask what Timbuktu shows about Mali besides its wealth.

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.



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Grade 4 · Cluster 2 · Paired Passages · Thursday

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TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write about a detail found in only one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Say what the detail is, name the text it belongs to, and explain why the other text does not have it."

▶ Students write the detail as a full sentence on the OWN row.

ANSWER KEY: Example: Timbuktu's scholarly learning appears in Mansa Musa but not in Columbus's text.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and prove it with both texts.

COMMON MISCONCEPTION

Students may write about a detail that appears in both texts. That would not answer the question.

POSSIBLE STUDENT QUESTION

How do I know a detail is missing? I search the other text carefully and find no evidence.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a detail unique to one text. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a detail from Columbus's Arrival that does not appear in Mansa Musa.

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



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Grade 4 · Cluster 2 · Paired Passages · Friday

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TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A texts switched trap uses a real detail but says it belongs to the wrong text. Always check which text has the detail."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: Texts switched. The three ships belong to Columbus's Arrival, not the Mansa Musa text.

CHECK FOR UNDERSTANDING

Ask a student to find the three ships in Columbus's Arrival.

COMMON MISCONCEPTION

Students may remember the ships but forget which text describes them. That is how the trap works.

POSSIBLE STUDENT QUESTION

What if I remember a detail but not the text? Go back and search both texts to be sure.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a texts-switched trap fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name another detail that could be switched between the two texts.

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.

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TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to use the question on your own."

▶ Read the Your Turn task. Students work independently on the tracking sheet.

"Name the detail, prove it with Mansa Musa, and explain why Columbus does not have it."

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.



TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.



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TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, worded the way the STAAR test words it."

▶ Read the excerpt and the question aloud.

"Read all four choices. Cross out each trap and say its name before you choose."

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because claiming land sounds familiar, without checking that it belongs to Columbus, not Mansa Musa.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



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TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is D. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



The Writing Academy®, LLC

Grade 4 • Cluster 2 • Paired Passages

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TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we find a conclusion that both texts support. We read about Columbus and Mansa Musa.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“We will learn that a conclusion can go too far if it stretches beyond what the texts actually say.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 2 Module 4 . a class or student copy of "Columbus's Arrival" and "The Wealth of Mansa Musa" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name one way trade has connected people from different places.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



The Writing Academy®, LLC

Grade 4 • Cluster 2 • Paired Passages • Monday

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TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a conclusion one text supports."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A conclusion is a big idea that the evidence supports. What big idea does this line point to?"

▶ Read the line twice. Students circle connected different parts of the world on the NOTICE row.

ANSWER KEY: Columbus's voyage connected different parts of the world.

CHECK FOR UNDERSTANDING

Ask a student to name one way the voyage connected people.

COMMON MISCONCEPTION

Students may focus on the voyage itself instead of the conclusion about connection.

POSSIBLE STUDENT QUESTION

Is a conclusion the same as a summary? No. A conclusion is a bigger idea that the details support.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a conclusion supported by one text. Keep the demand at this level.

RAISE THE THINKING

Ask what kinds of things moved between continents after the voyage.

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.



The Writing Academy®, LLC

Grade 4 • Cluster 2 • Paired Passages • Tuesday

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TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a conclusion both texts support."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A conclusion that sounds right can still go too far. Check whether both texts truly support it."

▶ Students choose privately, then point to one line in each text that supports it.

ANSWER KEY: A. Trade and exploration connect different cultures and change people's lives.

CHECK FOR UNDERSTANDING

Ask a student to name the line from Mansa Musa that supports A.

COMMON MISCONCEPTION

Students may pick B because exploration sounds positive. But Columbus's text shows that not all contact was peaceful.

POSSIBLE STUDENT QUESTION

What does goes too far mean? It means the conclusion makes a claim bigger than the texts support.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a conclusion both texts support. Keep the demand at this level.

RAISE THE THINKING

Ask a student how trade changed people's lives in both texts.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 2 · Paired Passages · Wednesday

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TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a second text supports a conclusion."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We found the conclusion in Columbus. Now prove Mansa Musa supports it too."

▶ Take two or three answers. Push students to name one line from each text.

ANSWER KEY: "Every new trade journey brought more people, more products, and more opportunities" supports the shared conclusion.

CHECK FOR UNDERSTANDING

Ask a student to match the Mali trade evidence to the conclusion.

COMMON MISCONCEPTION

Students may only explain Mansa Musa. A supported conclusion needs evidence from both texts.

POSSIBLE STUDENT QUESTION

Does the evidence have to be identical? No. Different evidence can support the same conclusion.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two texts support the same conclusion. Keep the demand at this level.

RAISE THE THINKING

Ask whether the trade in Mansa Musa and the exploration in Columbus had similar effects.

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.



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Grade 4 · Cluster 2 · Paired Passages · Thursday

TEKS 4.6(E) · Paired Passages · Week 12 of 36 · Cluster 2 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a conclusion both texts support."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Start with the conclusion, then name both texts and explain how each supports it."

▶ Students write the conclusion as a full sentence on the OWN row.

ANSWER KEY: Example: Both texts support the conclusion that trade connects people across distances.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and prove it with both texts.

COMMON MISCONCEPTION

Students may write a conclusion that only one text supports. A valid conclusion needs both.

POSSIBLE STUDENT QUESTION

Can my conclusion mention trade? Yes, as long as both texts support it.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a conclusion independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student what the world would be like without trade between distant places.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 2 · Paired Passages · Friday

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TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a conclusion and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Words like always, everyone, and best can push a conclusion beyond what the texts actually say."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: Goes too far. Neither text says exploration always benefits everyone equally.

CHECK FOR UNDERSTANDING

Ask a student to find evidence in Columbus's text that shows exploration was not always beneficial.

COMMON MISCONCEPTION

Students may accept the trap because trade did help people. But always and equally are too strong.

POSSIBLE STUDENT QUESTION

Can a mostly true statement be a trap? Yes. If the texts show exceptions, the conclusion goes too far.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a conclusion goes too far. Keep the demand at this level.

RAISE THE THINKING

Ask a student how to rewrite the trap so it does not go too far.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 2 · Paired Passages



TEKS 4.6(E) · Paired Passages · Week 12 of 36 · Cluster 2 · Module 4 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Conclusion first, in a full sentence. Then one proof line from each text.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 2 · Paired Passages



TEKS 4.6(E) · Paired Passages · Week 12 of 36 · Cluster 2 · Module 4 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 2 · Paired Passages

TEKS 4.6(E) · Paired Passages · Week 12 of 36 · Cluster 2 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because exploration sounds positive, without checking whether Columbus's text shows that all exploration was peaceful.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is B. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



The Writing Academy®, LLC

Grade 4 • Cluster 3 • Paired Passages

TEKS 4.6(E) • Paired Passages • Week 13 of 36 • Cluster 3 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we read a poem about Texas and an article about the Magna Carta. We will find an idea they both develop.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the *What does this mean to me* box in your own warm voice.

“We will learn that a shared topic like government is not the same as a shared idea.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 3 Module 1 . a class or student copy of "A Lone Star Choice" and "A Promise Written Long Ago" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name one decision that changed the future of a group of people.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



The Writing Academy®, LLC

Grade 4 • Cluster 3 • Paired Passages • Monday

TEKS 4.6(E) • Paired Passages • Week 13 of 36 • Cluster 3 • Module 1 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice an idea in one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Before we connect two different kinds of texts, we find the idea in each one."

▶ Read the lines twice. Students circle choices reshape history on the NOTICE row.

ANSWER KEY: The poem teaches that choices can reshape history.

CHECK FOR UNDERSTANDING

Ask a student to name the choice Texas made in the poem.

COMMON MISCONCEPTION

Students may say the idea is about Texas. Texas is the topic; the idea is about how choices reshape history.

POSSIBLE STUDENT QUESTION

Can a poem teach an idea? Yes. Poems can develop ideas just like articles do.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing an idea in one text. Keep the demand at this level.

RAISE THE THINKING

Ask how one choice can change the future of an entire state.

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.



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Grade 4 • Cluster 3 • Paired Passages • Tuesday

TEKS 4.6(E) • Paired Passages • Week 13 of 36 • Cluster 3 • Module 1 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose an idea found in both a poem and an article."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The question asks for a shared idea, not a shared topic. A topic is not an idea."

▶ Students choose privately, then point to one line in each text that proves it.

ANSWER KEY: B. Both show that important decisions can reshape a nation's future.

CHECK FOR UNDERSTANDING

Ask a student to name the line from the article that supports B.

COMMON MISCONCEPTION

Students may pick A because both texts involve government. But being about different countries means it is not a true similarity.

POSSIBLE STUDENT QUESTION

Can two texts about different places share the same idea? Yes. The idea crosses topics.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a shared idea in different text types. Keep the demand at this level.

RAISE THE THINKING

Ask a student how the barons' decision and Texas's decision are alike.

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.



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Grade 4 · Cluster 3 · Paired Passages · Wednesday

TEKS 4.6(E) · Paired Passages · Week 13 of 36 · Cluster 3 · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how an article develops the same idea as a poem."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We found the idea in the poem. Now prove the article develops it too."

▶ Take two or three answers. Push students to name one line from each text.

ANSWER KEY: The Magna Carta influenced the Constitution, showing how one decision reshaped a nation.

CHECK FOR UNDERSTANDING

Ask a student to match the barons' decision to Texas's decision.

COMMON MISCONCEPTION

Students may only explain the article. A connection needs both texts.

POSSIBLE STUDENT QUESTION

Does the article have to be about the same event? No. The idea is the same even when the events differ.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how different texts develop the same idea. Keep the demand at this level.

RAISE THE THINKING

Ask which decision had a bigger impact and why.

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



The Writing Academy®, LLC

Grade 4 · Cluster 3 · Paired Passages · Thursday

TEKS 4.6(E) · Paired Passages · Week 13 of 36 · Cluster 3 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a connection between two different kinds of texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Start with the shared idea, then say how each text shows it."

▶ Students write the connection as a full sentence on the OWN row.

ANSWER KEY: Example: Both texts develop the idea that important choices reshape history.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and prove it with both texts.

COMMON MISCONCEPTION

Students may describe the events instead of the idea. Focus on the idea, not the story.

POSSIBLE STUDENT QUESTION

Can I mention both events? Yes, as long as I connect them to the shared idea.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a connection independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a decision that has shaped their school or community.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 3 · Paired Passages · Friday

TEKS 4.6(E) · Paired Passages · Week 13 of 36 · Cluster 3 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a connection and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A topic is what both texts are about. An idea is what both texts teach or show."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: Both show decisions reshaping nations: Texas joining the U.S. and the Magna Carta limiting royal power.

CHECK FOR UNDERSTANDING

Ask a student to explain the difference between the topic government and the idea about reshaping the future.

COMMON MISCONCEPTION

Students may accept the trap because both texts do involve government. But a topic is not the idea.

POSSIBLE STUDENT QUESTION

Is a topic ever the right answer? No. STAAR asks for an idea, not a topic.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a shared topic is not an idea. Keep the demand at this level.

RAISE THE THINKING

Ask a student to restate the shared idea without using the word government.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 3 · Paired Passages



TEKS 4.6(E) · Paired Passages · Week 13 of 36 · Cluster 3 · Module 1 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to use the question on your own."

▶ Read the Your Turn task. Students work independently on the tracking sheet.

"Idea first, in a full sentence. Then one proof line from each text."

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

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Grade 4 · Cluster 3 · Paired Passages



TEKS 4.6(E) · Paired Passages · Week 13 of 36 · Cluster 3 · Module 1 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 3 · Paired Passages

TEKS 4.6(E) · Paired Passages · Week 13 of 36 · Cluster 3 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, worded the way the STAAR test words it."

▶ Read the excerpt and the question aloud.

"Read all four choices. Cross out each trap and say its name before you choose."

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because both texts involve government, without checking whether that is a topic or an idea.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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



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Grade 4 · Cluster 3 · Paired Passages

TEKS 4.6(E) · Paired Passages · Week 13 of 36 · Cluster 3 · Module 1 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is D. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



The Writing Academy®, LLC

Grade 4 • Cluster 3 • Paired Passages

TEKS 4.6(E) • Paired Passages • Week 14 of 36 • Cluster 3 • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we match lines between a poem about Texas and an article about the Magna Carta by finding shared ideas.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the *What does this mean to me* box in your own warm voice.

“We will learn that a correct detail with the wrong idea is still a trap.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 3 Module 2 . a class or student copy of "A Lone Star Choice" and "A Promise Written Long Ago" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name two events from different times that share the same idea.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 3 · Paired Passages · Monday

TEKS 4.6(E) · Paired Passages · Week 14 of 36 · Cluster 3 · Module 2 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice the idea behind a line in one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"To match lines between texts, first understand the idea behind the poem's line."

▶ Read the lines twice. Students circle talked both day and night on the NOTICE row.

ANSWER KEY: The poem shows leaders debating an important choice.

CHECK FOR UNDERSTANDING

Ask a student to explain what the leaders were debating.

COMMON MISCONCEPTION

Students may focus on joining the U.S. as a fact. The idea is about people debating before making a big decision.

POSSIBLE STUDENT QUESTION

Is the fact the same as the idea? No. The fact tells what happened. The idea tells what it means.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the idea behind a line. Keep the demand at this level.

RAISE THE THINKING

Ask why talking day and night shows how seriously the leaders took the decision.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 3 · Paired Passages · Tuesday

TEKS 4.6(E) · Paired Passages · Week 14 of 36 · Cluster 3 · Module 2 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a line from one text that matches an idea in the other."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The question asks which line expresses a similar IDEA. A true fact with the wrong idea is a trap."

▶ Students choose privately, then explain how the matched lines share an idea.

ANSWER KEY: C. The barons wanted the king to follow rules. Both lines show people debating what is right for their nation.

CHECK FOR UNDERSTANDING

Ask a student to explain how the barons' meeting matches the leaders' debate in the poem.

COMMON MISCONCEPTION

Students may pick B because King John had challenges. That is a fact, not the same idea as debating a choice.

POSSIBLE STUDENT QUESTION

Can a true statement still be the wrong match? Yes, if it does not express the same idea.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a line that matches an idea from another text. Keep the demand at this level.

RAISE THE THINKING

Ask a student how the barons expressing concerns is similar to Texas leaders debating.

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.



The Writing Academy®, LLC

Grade 4 • Cluster 3 • Paired Passages • Wednesday

TEKS 4.6(E) • Paired Passages • Week 14 of 36 • Cluster 3 • Module 2 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is **SHOW**. I can show how two lines from different texts share the same idea."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The events are different, but the idea is the same. People debated before acting."

▶ Take two or three answers. Push students to name the shared idea.

ANSWER KEY: "They wanted clear limits on the king's authority" shows people debating choices, matching the poem.

CHECK FOR UNDERSTANDING

Ask a student to state the shared idea in their own words.

COMMON MISCONCEPTION

Students may describe the events instead of the idea. The idea is about debating choices.

POSSIBLE STUDENT QUESTION

Do the events have to be the same? No. Different events can express the same idea.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two lines from different texts share an idea. Keep the demand at this level.

RAISE THE THINKING

Ask whether the barons and the Texas leaders had similar reasons for debating.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 3 · Paired Passages · Thursday

TEKS 4.6(E) · Paired Passages · Week 14 of 36 · Cluster 3 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write about how two lines share an idea."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Start with the idea both lines share, then say how each text shows it."

▶ Students write the match as a full sentence on the OWN row.

ANSWER KEY: Example: Both lines show people debating choices that will reshape their nation.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and prove it with both texts.

COMMON MISCONCEPTION

Students may write about only one text. A match needs both.

POSSIBLE STUDENT QUESTION

Can I compare two different events? Yes, as long as I focus on the shared idea.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a match independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a time their class debated a decision.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 3 · Paired Passages · Friday

TEKS 4.6(E) · Paired Passages · Week 14 of 36 · Cluster 3 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a match and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A line can be completely true and still not match the idea from the other text."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: Right detail, wrong idea. A setting detail does not relate to the idea of debating.

CHECK FOR UNDERSTANDING

Ask a student to explain why a true setting detail does not match an idea about debating.

COMMON MISCONCEPTION

Students may accept the line because it is true. Being true does not mean it matches the idea.

POSSIBLE STUDENT QUESTION

Can a setting detail match a character's action? Usually not, because they express different ideas.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a right detail has the wrong idea. Keep the demand at this level.

RAISE THE THINKING

Ask a student to find an article line that truly matches the poem's idea.

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.

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Grade 4 · Cluster 3 · Paired Passages



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TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to use the question on your own."

▶ Read the Your Turn task. Students work independently on the tracking sheet.

"One line from the poem, one from the article, and the shared idea in a sentence."

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

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Grade 4 · Cluster 3 · Paired Passages



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TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.



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Grade 4 · Cluster 3 · Paired Passages

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TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because it is true of the article, without checking whether it expresses the same idea as the poem.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



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TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is C. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



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Grade 4 • Cluster 3 • Paired Passages

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TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we compare the purposes of a play about starting businesses and an article about the Renaissance.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“We will learn that two texts can share a topic but have very different purposes.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 3 Module 3 . a class or student copy of "Making It Happen" and "Looking Back to Move Forward" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name one difference between a play and an article.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



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Grade 4 • Cluster 3 • Paired Passages • Monday

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TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice the purpose of a text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Purpose is why the author wrote the text. What does this play want you to understand?"

▶ Read the line twice. Students circle *biggest accomplishments start with the smallest idea* on the NOTICE row.

ANSWER KEY: The play shows that ideas become real through hard work and support.

CHECK FOR UNDERSTANDING

Ask a student to name one example from the play that supports this purpose.

COMMON MISCONCEPTION

Students may say the purpose is to entertain. The play entertains, but its main purpose is to show how ideas become reality.

POSSIBLE STUDENT QUESTION

Can a play have more than one purpose? Yes, but STAAR asks for the main purpose.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the purpose of a text. Keep the demand at this level.

RAISE THE THINKING

Ask how the play shows that support helps ideas succeed.

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.



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TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a difference in purpose between two texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A difference in purpose means each text was written for a different reason. A similarity is not a difference."

▶ Students choose privately, then explain why each wrong choice fails.

ANSWER KEY: A. The play focuses on businesses; the article focuses on history.

CHECK FOR UNDERSTANDING

Ask a student to name the play's purpose and the article's purpose separately.

COMMON MISCONCEPTION

Students may pick B because both texts discuss ideas. But having a shared topic does not mean they have the same purpose.

POSSIBLE STUDENT QUESTION

Can two texts share a topic but have different purposes? Yes. That is exactly what this question tests.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a difference in purpose. Keep the demand at this level.

RAISE THE THINKING

Ask a student which text would help someone start a business and which would help someone learn about history.

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.



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Grade 4 • Cluster 3 • Paired Passages • Wednesday

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TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a second text has a different purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We know the play's purpose. Now let us see how the article's purpose is different."

▶ Take two or three answers. Push students to compare the two purposes.

ANSWER KEY: "People could study the past to create new ideas about art, learning, and government" shows a different purpose from the play.

CHECK FOR UNDERSTANDING

Ask a student to name the key difference between the two purposes.

COMMON MISCONCEPTION

Students may say both texts are about ideas. That is a similarity in topic, not a difference in purpose.

POSSIBLE STUDENT QUESTION

Is topic the same as purpose? No. Topic is what the text is about. Purpose is why it was written.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two texts have different purposes. Keep the demand at this level.

RAISE THE THINKING

Ask which text is more about the past and which is more about the present.

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.



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TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a difference in purpose between two texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Start with one text's purpose, then say how the other text's purpose is different."

▶ Students write the difference as a full sentence on the OWN row.

ANSWER KEY: Example: The play is about building ideas into reality; the article is about learning from the past.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and prove it with both texts.

COMMON MISCONCEPTION

Students may write about what the texts say instead of why they were written.

POSSIBLE STUDENT QUESTION

Can I use the word while to show a difference? Yes. While is a strong word for contrasting purposes.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a difference in purpose. Keep the demand at this level.

RAISE THE THINKING

Ask a student when they might read each text and why.

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.



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Grade 4 · Cluster 3 · Paired Passages · Friday

TEKS 4.6(E) · Paired Passages · Week 15 of 36 · Cluster 3 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a purpose difference and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A true statement about both texts is a similarity, not a difference. Match your answer to the question."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: The drama focuses on turning ideas into businesses; the article focuses on learning from history. Different purposes.

CHECK FOR UNDERSTANDING

Ask a student to explain why a true similarity does not answer a difference question.

COMMON MISCONCEPTION

Students may accept it because it is accurate. Being true does not make it the right answer type.

POSSIBLE STUDENT QUESTION

Is a similarity always wrong? Only when the question asks for a difference.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a similarity is not a difference. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name one way the two texts' purposes are actually different.

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.

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Grade 4 · Cluster 3 · Paired Passages



TEKS 4.6(E) · Paired Passages · Week 15 of 36 · Cluster 3 · Module 3 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to use the question on your own."

▶ Read the Your Turn task. Students work independently on the tracking sheet.

"Difference in purpose first, in a full sentence. Then one proof line from each text."

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.



TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.



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Grade 4 · Cluster 3 · Paired Passages

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TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ *Read the excerpt and the question aloud.*

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because both texts discuss ideas, without noticing that the question asks for a difference in purpose.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 3 · Paired Passages

TEKS 4.6(E) · Paired Passages · Week 15 of 36 · Cluster 3 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



The Writing Academy®, LLC

Grade 4 • Cluster 3 • Paired Passages

TEKS 4.6(E) • Paired Passages • Week 16 of 36 • Cluster 3 • Module 4 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we find an idea developed in both a play about business and an article about the Renaissance.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“We will learn that something true in real life is a trap if the texts do not develop it.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 3 Module 4 . a class or student copy of "Making It Happen" and "Looking Back to Move Forward" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name one idea that people have studied from the past.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 3 · Paired Passages · Monday

TEKS 4.6(E) · Paired Passages · Week 16 of 36 · Cluster 3 · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice an idea in one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Before we connect two texts, we find the idea in each one. What lesson does this line share?"

▶ Read the line twice. Students circle every successful business began with a simple idea on the NOTICE row.

ANSWER KEY: Great things start with a simple idea combined with effort and support.

CHECK FOR UNDERSTANDING

Ask a student to name one example from the play that supports this idea.

COMMON MISCONCEPTION

Students may focus on the specific business instead of the broader idea about how ideas grow.

POSSIBLE STUDENT QUESTION

Is the idea about one specific business? No. The idea is that all accomplishments start with a simple idea.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing an idea in one text. Keep the demand at this level.

RAISE THE THINKING

Ask what turns a simple idea into something real.

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.



The Writing Academy®, LLC

Grade 4 • Cluster 3 • Paired Passages • Tuesday

TEKS 4.6(E) • Paired Passages • Week 16 of 36 • Cluster 3 • Module 4 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose an idea developed in both texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"An idea that sounds not in either text is still a trap if the texts do not develop it."

▶ Students choose privately, then point to one line in each text that proves it.

ANSWER KEY: C. People can learn from the past to create new ideas.

CHECK FOR UNDERSTANDING

Ask a student to name the line from the play that proves C.

COMMON MISCONCEPTION

Students may pick B because the play discusses businesses. But neither text says everyone should open one.

POSSIBLE STUDENT QUESTION

What if a choice sounds like good advice? It still must be proven with both texts.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting an idea developed in both texts. Keep the demand at this level.

RAISE THE THINKING

Ask a student how the play and the article each show learning from the past.

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.



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Grade 4 · Cluster 3 · Paired Passages · Wednesday

TEKS 4.6(E) · Paired Passages · Week 16 of 36 · Cluster 3 · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a second text develops the same idea."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We found the idea in the play. Now prove the article develops it too."

▶ Take two or three answers. Push students to name one line from each text.

ANSWER KEY: "The Renaissance was not only about copying the past" proves the article shares the play's theme of building on old ideas.

CHECK FOR UNDERSTANDING

Ask a student to match the Renaissance approach to the play's approach.

COMMON MISCONCEPTION

Students may only explain the article. A connection needs both texts.

POSSIBLE STUDENT QUESTION

Do the past lessons have to be about the same subject? No. The idea about learning from the past is the same.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two texts develop the same idea. Keep the demand at this level.

RAISE THE THINKING

Ask how Mrs. Chen's lesson about patrons connects to the Renaissance.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 3 · Paired Passages · Thursday

TEKS 4.6(E) · Paired Passages · Week 16 of 36 · Cluster 3 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write an idea that both texts develop."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Start with the idea, then say how each text develops it."

▶ Students write the idea as a full sentence on the OWN row.

ANSWER KEY: Example: Both texts develop the idea that past lessons help people create new things.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and prove it with both texts.

COMMON MISCONCEPTION

Students may describe one text only. An idea sentence must include both.

POSSIBLE STUDENT QUESTION

Can my sentence compare different subjects? Yes, as long as the idea is the same.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a shared idea independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name something they learned from the past that helped them try something new.

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



The Writing Academy®, LLC

Grade 4 · Cluster 3 · Paired Passages · Friday

TEKS 4.6(E) · Paired Passages · Week 16 of 36 · Cluster 3 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend an idea and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Something that sounds true can still be a trap if neither text says it."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: Not in either text. Neither text discusses exercise.

CHECK FOR UNDERSTANDING

Ask a student to search both texts for any mention of exercise.

COMMON MISCONCEPTION

Students may accept the trap because it sounds like good advice. But the texts never discuss exercise.

POSSIBLE STUDENT QUESTION

Can good advice be a trap? Yes. If the texts do not include it, it is a trap on the test.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a real-life truth is not a text-based idea. Keep the demand at this level.

RAISE THE THINKING

Ask a student what idea the texts actually develop.

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.

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Grade 4 · Cluster 3 · Paired Passages



TEKS 4.6(E) · Paired Passages · Week 16 of 36 · Cluster 3 · Module 4 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to use the question on your own."

▶ Read the Your Turn task. Students work independently on the tracking sheet.

"Idea first, in a full sentence. Then one proof line from each text."

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

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Grade 4 · Cluster 3 · Paired Passages



TEKS 4.6(E) · Paired Passages · Week 16 of 36 · Cluster 3 · Module 4 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.



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Grade 4 · Cluster 3 · Paired Passages

TEKS 4.6(E) · Paired Passages · Week 16 of 36 · Cluster 3 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, worded the way the STAAR test words it."

▶ Read the excerpt and the question aloud.

"Read all four choices. Cross out each trap and say its name before you choose."

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing C because starting a business sounds good, without checking whether both texts actually say everyone should do it.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



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Grade 4 · Cluster 3 · Paired Passages

TEKS 4.6(E) · Paired Passages · Week 16 of 36 · Cluster 3 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is D. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



The Writing Academy®, LLC

Grade 4 • Cluster 4 • Paired Passages

TEKS 4.6(E) • Paired Passages • Week 17 of 36 • Cluster 4 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we compare the experiences in a story about a road trip and an article about Texas regions.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“We will learn that a character from one text does not automatically appear in the other.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 4 Module 1 . a class or student copy of "Four Regions, One Big Adventure" and "Understanding the Texas Regions" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name one thing they know about a Texas region.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 4 · Paired Passages · Monday

TEKS 4.6(E) · Paired Passages · Week 17 of 36 · Cluster 4 · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a character's experience in one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"To compare experiences, first notice how each text shows people learning about Texas regions."

▶ Read the line twice. Students circle driving across Texas to learn on the NOTICE row.

ANSWER KEY: Xavier learns about regions by traveling through them.

CHECK FOR UNDERSTANDING

Ask a student to name one thing Xavier noticed during his trip.

COMMON MISCONCEPTION

Students may focus on the trip itself instead of what Xavier learned from the experience.

POSSIBLE STUDENT QUESTION

Is driving the experience? The experience is learning about regions. Driving is how he does it.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing an experience in one text. Keep the demand at this level.

RAISE THE THINKING

Ask how traveling to a place helps someone understand it better than reading about it.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 4 · Paired Passages · Tuesday

TEKS 4.6(E) · Paired Passages · Week 17 of 36 · Cluster 4 · Module 1 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a similarity in experiences between two texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The similarity must be true of both texts. A detail from only one text is a trap."

▶ Students choose privately, then point to one line in each text that proves it.

ANSWER KEY: B. Both texts help the reader understand how Texas regions differ.

CHECK FOR UNDERSTANDING

Ask a student to name the line from Understanding the Texas Regions that proves B.

COMMON MISCONCEPTION

Students may pick A because Four Regions shows a road trip. But Understanding the Texas Regions does not have a road trip.

POSSIBLE STUDENT QUESTION

Can a similarity be about learning? Yes, if both texts show people learning about the same topic.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a similarity in experiences. Keep the demand at this level.

RAISE THE THINKING

Ask a student which text feels more like a personal story and which feels more like a textbook.

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.



The Writing Academy®, LLC

Grade 4 • Cluster 4 • Paired Passages • Wednesday

TEKS 4.6(E) • Paired Passages • Week 17 of 36 • Cluster 4 • Module 1 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a second text shares a similar experience."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We saw how Xavier learns in the story. Now prove the article gives a similar experience."

▶ Take two or three answers. Push students to compare what each text teaches.

ANSWER KEY: "By studying the regions of Texas, people can better understand why communities, jobs, and ways of life differ" matches the story.

CHECK FOR UNDERSTANDING

Ask a student to match the article's teaching approach to Xavier's learning approach.

COMMON MISCONCEPTION

Students may say the article does not have an experience. Learning through reading is an experience too.

POSSIBLE STUDENT QUESTION

Does an experience have to involve a trip? No. Learning through reading is also an experience.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two texts share a similar learning experience. Keep the demand at this level.

RAISE THE THINKING

Ask which way of learning about regions sounds more interesting and why.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 4 · Paired Passages · Thursday

TEKS 4.6(E) · Paired Passages · Week 17 of 36 · Cluster 4 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a comparison of experiences."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Start with what the experiences have in common, then say how each text shows it."

▶ Students write the comparison as a full sentence on the OWN row.

ANSWER KEY: Example: Both texts help the reader understand how Texas regions are unique.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and prove it with both texts.

COMMON MISCONCEPTION

Students may describe only the story. A comparison must include both texts.

POSSIBLE STUDENT QUESTION

Can I mention both texts by name? Yes. Naming both texts makes the comparison clear.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a comparison independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student which region from the texts they would most like to visit.

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



The Writing Academy®, LLC

Grade 4 · Cluster 4 · Paired Passages · Friday

TEKS 4.6(E) · Paired Passages · Week 17 of 36 · Cluster 4 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a comparison and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A character from one text cannot appear in both unless both texts actually include that character."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: Only one text. Xavier appears only in Four Regions, not in the article.

CHECK FOR UNDERSTANDING

Ask a student to search the article for any mention of Xavier.

COMMON MISCONCEPTION

Students may assume Xavier appears in both because both texts cover the same topic. Characters belong to specific texts.

POSSIBLE STUDENT QUESTION

Can two texts share a topic but not a character? Yes. The topic is the same; the characters are different.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a character detail applies to only one text. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name one thing the article teaches that is similar to Xavier's experience.

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.

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Grade 4 · Cluster 4 · Paired Passages



TEKS 4.6(E) · Paired Passages · Week 17 of 36 · Cluster 4 · Module 1 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Similarity first, in a full sentence. Then one proof line from each text.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE Xavier 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 Xavier 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, Xavier visits each region and notices landforms, climate, and jobs. The article explains the same regions with geography facts. Xavier'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.



TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 4 · Paired Passages

TEKS 4.6(E) · Paired Passages · Week 17 of 36 · Cluster 4 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because the road trip is memorable, without checking whether the article also describes a family driving.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is C. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



The Writing Academy®, LLC

Grade 4 • Cluster 4 • Paired Passages

TEKS 4.6(E) • Paired Passages • Week 18 of 36 • Cluster 4 • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we compare how two texts approach the same topic: one uses a personal story and the other uses an overview.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“We will learn that a similarity in content is not a difference in approach.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 4 Module 2 . a class or student copy of "Four Regions, One Big Adventure" and "Understanding the Texas Regions" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name one difference between reading a story and reading a textbook about the same topic.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



The Writing Academy®, LLC

Grade 4 • Cluster 4 • Paired Passages • Monday

TEKS 4.6(E) • Paired Passages • Week 18 of 36 • Cluster 4 • Module 2 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice how a text uses a personal perspective."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Some texts zoom in with a character. Others zoom out with facts. Notice the approach in this story."

▶ Read the line twice. Students circle Xavier smiled on the NOTICE row.

ANSWER KEY: The story gives a close, personal view through Xavier's trip.

CHECK FOR UNDERSTANDING

Ask a student to name one detail Xavier experiences personally.

COMMON MISCONCEPTION

Students may focus on what Xavier sees instead of noticing the personal, close-up approach.

POSSIBLE STUDENT QUESTION

What makes a view personal? The reader experiences the topic through a character's eyes.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a personal perspective in one text. Keep the demand at this level.

RAISE THE THINKING

Ask how Xavier's feelings add to the reader's understanding of the regions.

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.



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Grade 4 • Cluster 4 • Paired Passages • Tuesday

TEKS 4.6(E) • Paired Passages • Week 18 of 36 • Cluster 4 • Module 2 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a difference in approach between two texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Both texts cover the same topic, but they approach it differently. A similarity is not a difference."

▶ Students choose privately, then explain why each wrong choice fails.

ANSWER KEY: C. Four Regions uses a personal story; the article gives a broad overview.

CHECK FOR UNDERSTANDING

Ask a student to prove that the article does not use a character.

COMMON MISCONCEPTION

Students may pick A because it is true. But a true similarity does not answer a difference question.

POSSIBLE STUDENT QUESTION

Can two texts share a topic but have different approaches? Yes. That is what this question tests.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a difference in approach. Keep the demand at this level.

RAISE THE THINKING

Ask a student which approach helps them learn better and why.

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.



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Grade 4 · Cluster 4 · Paired Passages · Wednesday

TEKS 4.6(E) · Paired Passages · Week 18 of 36 · Cluster 4 · Module 2 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is **SHOW**. I can show how a second text takes a different approach."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We saw the close view in the story. Now see how the article zooms out to a broad view."

▶ Take two or three answers. Push students to compare the two approaches.

ANSWER KEY: "Each region has unique features, but all of them play an important role" shows the article's broad approach.

CHECK FOR UNDERSTANDING

Ask a student to name the key difference between the article's style and the story's style.

COMMON MISCONCEPTION

Students may say both texts give facts. That is true, but the **APPROACH** is different: personal vs. broad.

POSSIBLE STUDENT QUESTION

Can both texts contain facts? Yes, but one wraps them in a story and the other presents them directly.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two texts take different approaches. Keep the demand at this level.

RAISE THE THINKING

Ask what a reader gets from a personal story that they might not get from a factual overview.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 4 · Paired Passages · Thursday

TEKS 4.6(E) · Paired Passages · Week 18 of 36 · Cluster 4 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a difference in approach between two texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Start with one text's approach, then say how the other text's approach is different."

▶ Students write the difference as a full sentence on the OWN row.

ANSWER KEY: Example: The story takes a close, personal approach; the article takes a broad, factual approach.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and prove it with both texts.

COMMON MISCONCEPTION

Students may write about what the texts say instead of how they say it.

POSSIBLE STUDENT QUESTION

Can I use the word while to show the difference? Yes. While is a strong word for contrasting approaches.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a difference in approach. Keep the demand at this level.

RAISE THE THINKING

Ask a student if they would rather learn about regions from a trip or a textbook.

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.



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Grade 4 · Cluster 4 · Paired Passages · Friday

TEKS 4.6(E) · Paired Passages · Week 18 of 36 · Cluster 4 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a difference and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A true statement about both texts is a similarity. When the question asks for a difference, a similarity is a trap."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: Similarity, not a difference. Covering the same facts is shared, not a difference.

CHECK FOR UNDERSTANDING

Ask a student to explain why a true similarity is wrong for a difference question.

COMMON MISCONCEPTION

Students may accept it because it is accurate. Being true does not make it the right answer type.

POSSIBLE STUDENT QUESTION

Is a similarity always wrong? Only when the question asks for a difference.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a similarity does not answer a difference question. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name one way the texts truly differ in approach.

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.

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Grade 4 · Cluster 4 · Paired Passages



TEKS 4.6(E) · Paired Passages · Week 18 of 36 · Cluster 4 · Module 2 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Difference in approach first, in a full sentence. Then one proof line from each text.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

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Grade 4 · Cluster 4 · Paired Passages



TEKS 4.6(E) · Paired Passages · Week 18 of 36 · Cluster 4 · Module 2 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.



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Grade 4 · Cluster 4 · Paired Passages

TEKS 4.6(E) · Paired Passages · Week 18 of 36 · Cluster 4 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because both texts do list four regions, without noticing that the question asks for a difference.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



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Grade 4 · Cluster 4 · Paired Passages

TEKS 4.6(E) · Paired Passages · Week 18 of 36 · Cluster 4 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



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Grade 4 • Cluster 4 • Paired Passages

TEKS 4.6(E) • Paired Passages • Week 19 of 36 • Cluster 4 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are reading two texts together: an article about Mansa Musa and a poem about trade routes.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice finding a message both authors share, and we will learn to spot answers that go too far.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 4 Module 3 . a class or student copy of "The Wealth of Mansa Musa" and "The Roads Between Us" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name two things people can share besides objects.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



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Grade 4 • Cluster 4 • Paired Passages • Monday

TEKS 4.6(E) • Paired Passages • Week 19 of 36 • Cluster 4 • Module 3 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a message in one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Before we compare two texts, we find the message in each one. Look at what trade did for Mali."

▶ Read the line together. Students circle busy and important places on the NOTICE row.

ANSWER KEY: Trade made Timbuktu busy and important. Message: connecting with others helps a community grow.

CHECK FOR UNDERSTANDING

Ask a student to explain why Timbuktu became important.

COMMON MISCONCEPTION

Students may say the message is about gold. Gold is a detail, not the message.

POSSIBLE STUDENT QUESTION

Does the message have to be about trade? No. The message is what the author wants me to learn from the trade.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a message in one text. Keep the demand at this level.

RAISE THE THINKING

Ask what Mansa Musa did to help traders move safely.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 4 · Paired Passages · Tuesday

TEKS 4.6(E) · Paired Passages · Week 19 of 36 · Cluster 4 · Module 3 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a message found in both texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Test each choice against the article, then the poem. The message must fit both."

▶ Students choose privately, then name one line from each text that supports it.

ANSWER KEY: A. Connecting with others can help communities grow.

CHECK FOR UNDERSTANDING

Ask a student to point to the line in the poem that supports A.

COMMON MISCONCEPTION

Students may pick B because both texts mention trade routes. But B says always, which goes too far.

POSSIBLE STUDENT QUESTION

What if a choice sounds true in real life? It still has to match what both authors actually wrote.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a message found in both texts. Keep the demand at this level.

RAISE THE THINKING

Ask a student to explain the shared message in their own words.

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.



The Writing Academy®, LLC

Grade 4 • Cluster 4 • Paired Passages • Wednesday

TEKS 4.6(E) • Paired Passages • Week 19 of 36 • Cluster 4 • Module 3 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can find a sentence that supports a shared message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We found the message in the article. Now prove the poem shares it."

▶ Students name a poem line and connect it to the article's message in writing.

ANSWER KEY: "A basket, story, song, or seed Can travel far to meet a need" shows goods traveling to help others, matching the article.

CHECK FOR UNDERSTANDING

Ask a student to match the poem line to a detail in the article.

COMMON MISCONCEPTION

Students may explain only the poem. A connection needs evidence from both texts.

POSSIBLE STUDENT QUESTION

Can the words be different if the message is the same? Yes. Two authors can say it differently.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two texts share a message. Keep the demand at this level.

RAISE THE THINKING

Ask which text focuses more on the things people trade and which focuses more on the results.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 4 · Paired Passages · Thursday

TEKS 4.6(E) · Paired Passages · Week 19 of 36 · Cluster 4 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a connection between two texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Start with the message, then tell where it shows up in each text."

▶ Students write the connection as a full sentence on the OWN row.

ANSWER KEY: Example: Both texts share the message that connecting with others through trade helps communities become stronger.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and prove it with evidence from both texts.

COMMON MISCONCEPTION

Students may write about only one text. A connection names both.

POSSIBLE STUDENT QUESTION

Can I start with Both texts? Yes. That helps show the connection right away.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a connection independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student what might happen to a community that has no trade routes.

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 | I can prove why a statement that goes too far is not supported by both texts.



The Writing Academy®, LLC

Grade 4 · Cluster 4 · Paired Passages · Friday

TEKS 4.6(E) · Paired Passages · Week 19 of 36 · Cluster 4 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a connection and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A trap can sound right because it uses words from the text. Check whether the claim goes further than what the authors say."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: Both show trade helping communities grow: Mali's cities thrived, and the poem says ideas travel with traders.

CHECK FOR UNDERSTANDING

Ask a student to find the word in the trap that makes it go too far.

COMMON MISCONCEPTION

Students may accept the trap because trade did help Mali. But always and every go beyond the texts.

POSSIBLE STUDENT QUESTION

How do I know if something goes too far? Look for words like always, every, or never that the author did not use.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a connection fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to rewrite the trap so it becomes a true connection.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 4 · Paired Passages



TEKS 4.6(E) · Paired Passages · Week 19 of 36 · Cluster 4 · Module 3 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Message first, in a full sentence. Then one proof line from each text.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

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Grade 4 · Cluster 4 · Paired Passages



TEKS 4.6(E) · Paired Passages · Week 19 of 36 · Cluster 4 · Module 3 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.

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Grade 4 · Cluster 4 · Paired Passages



TEKS 4.6(E) · Paired Passages · Week 19 of 36 · Cluster 4 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, worded the way the STAAR test words it."

▶ Read the excerpt and the question aloud.

"Read all four choices. Cross out each trap and say its name before you choose."

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because Mansa Musa gave away gold, without checking whether the poem says rulers should give away wealth.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is B. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



The Writing Academy®, LLC

Grade 4 • Cluster 4 • Paired Passages

TEKS 4.6(E) • Paired Passages • Week 20 of 36 • Cluster 4 • Module 4 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are reading two texts about trade and growth. One is an article with specific facts and one is a poem with broader ideas.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice finding information that is in one text but not the other, and we will learn to spot Texts switched traps.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 4 Module 4 . a class or student copy of "The Wealth of Mansa Musa" and "The Roads Between Us" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain why two texts on the same topic might include different details.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



The Writing Academy®, LLC

Grade 4 • Cluster 4 • Paired Passages • Monday

TEKS 4.6(E) • Paired Passages • Week 20 of 36 • Cluster 4 • Module 4 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice specific information in one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"When STAAR asks what is in one text but not the other, I need to check both. Let us start by finding details in the article."

▶ Read the line twice. Students circle soldiers protected on the NOTICE row.

ANSWER KEY: Soldiers protected the routes. The poem never mentions soldiers.

CHECK FOR UNDERSTANDING

Ask a student to explain what the soldiers did and why it mattered.

COMMON MISCONCEPTION

Students may think any trade detail is only in the article. Some trade ideas appear in both texts.

POSSIBLE STUDENT QUESTION

What if the poem talks about trade too? Then I need to look for details the poem does not include.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing specific information in one text. Keep the demand at this level.

RAISE THE THINKING

Ask what might happen to traders if no one protected the routes.

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.



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Grade 4 • Cluster 4 • Paired Passages • Tuesday

TEKS 4.6(E) • Paired Passages • Week 20 of 36 • Cluster 4 • Module 4 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose information that is in one text but not the other."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Hold each choice against both texts. If the poem includes it too, that choice is wrong."

▶ Students choose privately, then check whether their choice appears in the poem.

ANSWER KEY: B. Soldiers protected the trade routes so travelers felt safe.

CHECK FOR UNDERSTANDING

Ask a student to prove the poem does not mention soldiers protecting roads.

COMMON MISCONCEPTION

Students may pick A because gold and salt are in the article. But the poem also mentions them.

POSSIBLE STUDENT QUESTION

What if both texts mention a similar topic? Then I need a detail that only one author includes.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting information found in only one text. Keep the demand at this level.

RAISE THE THINKING

Ask a student why the article includes more specific facts than the poem.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 4 · Paired Passages · Wednesday

TEKS 4.6(E) · Paired Passages · Week 20 of 36 · Cluster 4 · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can find a sentence that supports a difference between two texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The article has facts the poem leaves out. Find one and prove the poem does not say it."

▶ Take two or three answers. Push students to check both texts before answering.

ANSWER KEY: "Stories about his kindness and great wealth spread" adds detail about Mansa Musa that the poem leaves out.

CHECK FOR UNDERSTANDING

Ask a student to search the poem for any mention of Mansa Musa's reputation.

COMMON MISCONCEPTION

Students may name a detail that is actually in both texts. Always double check the poem.

POSSIBLE STUDENT QUESTION

Do I need to explain why the detail is missing from the poem? No. I just need to prove it is not there.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how one text adds information. Keep the demand at this level.

RAISE THE THINKING

Ask which kind of text usually includes more specific facts, an article or a poem.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 4 · Paired Passages · Thursday

TEKS 4.6(E) · Paired Passages · Week 20 of 36 · Cluster 4 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·
Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write about information found in one text but not the other."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Name the detail, name both texts, and say which one includes it."

▶ Students write the comparison as a full sentence on the OWN row.

ANSWER KEY: Example: The article tells about hand-copied books in Timbuktu, which is not in the poem.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and confirm the detail is not in the poem.

COMMON MISCONCEPTION

Students may write about a topic shared by both texts. The task is to find what only one includes.

POSSIBLE STUDENT QUESTION

Can the poem still talk about Timbuktu? Yes. But the poem does not mention books being copied by hand.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a comparison independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name one detail the poem includes that the article does not.

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 | I can prove why a Texts switched trap confuses information between two texts.



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Grade 4 • Cluster 4 • Paired Passages • Friday

TEKS 4.6(E) • Paired Passages • Week 20 of 36 • Cluster 4 • Module 4 • slide 6 of 10

TEACHER SAYS & DOES • SLIDE 6 OF 10 •

Friday • DEFEND • Reflective

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a comparison and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A trap can confuse which text says what. Always check both before accepting an answer."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: The article adds that soldiers protected trade routes. The poem never mentions that, so claiming it does switches the texts.

CHECK FOR UNDERSTANDING

Ask a student to read the poem line that mentions gold.

COMMON MISCONCEPTION

Students may accept the trap because gold is a memorable detail from the article. But the poem mentions it too.

POSSIBLE STUDENT QUESTION

How do I avoid a Texts switched trap? Always search the other text before I say a detail is only in one.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a comparison fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a detail that really is only in the article.

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.

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Grade 4 · Cluster 4 · Paired Passages



TEKS 4.6(E) · Paired Passages · Week 20 of 36 · Cluster 4 · Module 4 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to use the question on your own."

▶ Read the Your Turn task. Students work independently on the tracking sheet.

"Name the detail, copy the article line, and explain why the poem does not include it."

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

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Grade 4 · Cluster 4 · Paired Passages



TEKS 4.6(E) · Paired Passages · Week 20 of 36 · Cluster 4 · Module 4 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 4 · Paired Passages



TEKS 4.6(E) · Paired Passages · Week 20 of 36 · Cluster 4 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because camels are mentioned in the article, without checking that the poem mentions them too.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 4 · Paired Passages

TEKS 4.6(E) · Paired Passages · Week 20 of 36 · Cluster 4 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



The Writing Academy®, LLC

Grade 4 • Cluster 5 • Paired Passages

TEKS 4.6(E) • Paired Passages • Week 21 of 36 • Cluster 5 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are reading two texts that show how people use their talents to solve problems and help others.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will compare how both texts show problem solving, and we will learn to spot Right detail, wrong idea traps.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 5 Module 1 . a class or student copy of "Voices That Shaped Texas" and "What We Carry Forward" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name a talent they could share to help someone.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



The Writing Academy®, LLC

Grade 4 • Cluster 5 • Paired Passages • Monday

TEKS 4.6(E) • Paired Passages • Week 21 of 36 • Cluster 5 • Module 1 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice how someone solved a problem in one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Before we compare two texts, we find how each one shows problem solving. Look at what Bledsoe did."

▶ Read the line twice. Students circle talent could break barriers on the NOTICE row.

ANSWER KEY: Bledsoe solved the problem of limited opportunities by sharing his talent.

CHECK FOR UNDERSTANDING

Ask a student to describe the barrier Bledsoe faced.

COMMON MISCONCEPTION

Students may say the problem was that he wanted to be famous. The text says the problem was limited opportunities.

POSSIBLE STUDENT QUESTION

Does solving a problem always mean fixing it completely? No. Sometimes it means making progress.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing how a problem is solved in one text. Keep the demand at this level.

RAISE THE THINKING

Ask why Bledsoe's success was considered a big achievement.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 5 · Paired Passages · Tuesday

TEKS 4.6(E) · Paired Passages · Week 21 of 36 · Cluster 5 · Module 1 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose how both texts show similar problem solving."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Test each choice against both texts. The answer must describe problem solving in both."

▶ Students choose privately, then name evidence from each text.

ANSWER KEY: A. People share their talents and ideas to help others.

CHECK FOR UNDERSTANDING

Ask a student to name how the poem shows people sharing ideas to help.

COMMON MISCONCEPTION

Students may pick B because the article talks about singers. But B says always and loudly, which is not in the texts.

POSSIBLE STUDENT QUESTION

What if only one text talks about singing? Then singing is not the shared way of solving problems.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a shared approach to problem solving. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a time they shared a talent to help someone.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 5 · Paired Passages · Wednesday

TEKS 4.6(E) · Paired Passages · Week 21 of 36 · Cluster 5 · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can find a sentence that supports a shared approach to solving problems."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We found the approach in the article. Now prove the poem shows it too."

▶ Take two or three answers. Push students to connect the poem line to the article.

ANSWER KEY: "A painter's work, a writer's page, Can speak to people age to age" shows ideas solving problems across time.

CHECK FOR UNDERSTANDING

Ask a student to match the poem line to a specific artist from the article.

COMMON MISCONCEPTION

Students may only explain what the poem says. A comparison needs both texts.

POSSIBLE STUDENT QUESTION

Do the people in both texts have to face the same exact problem? No. The approach to solving it can be similar.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two texts share an approach to problems. Keep the demand at this level.

RAISE THE THINKING

Ask which text gives specific names and which talks about people in general.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 5 · Paired Passages · Thursday

TEKS 4.6(E) · Paired Passages · Week 21 of 36 · Cluster 5 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·
Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a connection about problem solving between two texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Start with the shared approach, then give evidence from each text."

▶ Students write the connection as a full sentence on the OWN row.

ANSWER KEY: Example: Both texts show that sharing creative work helps people feel connected and understood.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and prove it with both texts.

COMMON MISCONCEPTION

Students may write about only one artist. A connection covers both texts.

POSSIBLE STUDENT QUESTION

Can I talk about more than one artist? Yes, but your sentence should describe what they have in common.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a connection about problem solving independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student how sharing a song could solve a problem in a community.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 5 · Paired Passages · Friday

TEKS 4.6(E) · Paired Passages · Week 21 of 36 · Cluster 5 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a connection and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A trap can use a real detail but connect it to the wrong conclusion. Check both texts carefully."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: Both show sharing talents helps: Texas artists brought people together, and the poem says helpful choices make a start.

CHECK FOR UNDERSTANDING

Ask a student to name other ways the texts show people helping besides opera.

COMMON MISCONCEPTION

Students may accept the trap because Bledsoe really did sing opera. But the claim about best way is wrong.

POSSIBLE STUDENT QUESTION

How do I spot a Right detail, wrong idea trap? The fact is true, but the conclusion does not match the texts.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a connection fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to rewrite the trap so it becomes a true connection.

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.



TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to use the question on your own."

▶ Read the Your Turn task. Students work independently on the tracking sheet.

"Name the shared approach first. Then one proof line from each text."

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 5 · Paired Passages



TEKS 4.6(E) · Paired Passages · Week 21 of 36 · Cluster 5 · Module 1 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 5 · Paired Passages

TEKS 4.6(E) · Paired Passages · Week 21 of 36 · Cluster 5 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, worded the way the STAAR test words it."

▶ Read the excerpt and the question aloud.

"Read all four choices. Cross out each trap and say its name before you choose."

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because the article mentions artists, without checking that the text never says they all become famous quickly.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



The Writing Academy®, LLC

Grade 4 • Cluster 5 • Paired Passages

TEKS 4.6(E) • Paired Passages • Week 21 of 36 • Cluster 5 • Module 1 • slide 10 of 10

TEACHER SAYS & DOES • SLIDE 10 OF 10 •

The Answer, and Why

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"The answer is C. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



The Writing Academy®, LLC

Grade 4 • Cluster 5 • Paired Passages

TEKS 4.6(E) • Paired Passages • Week 22 of 36 • Cluster 5 • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are reading two texts about how people pass culture and ideas forward. One names specific artists and the other talks about people in general.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice finding differences between the subjects, and we will learn to spot Similarity, not a difference traps.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 5 Module 2 . a class or student copy of "Voices That Shaped Texas" and "What We Carry Forward" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain the difference between describing a specific person and describing people in general.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



The Writing Academy®, LLC

Grade 4 • Cluster 5 • Paired Passages • Monday

TEKS 4.6(E) • Paired Passages • Week 22 of 36 • Cluster 5 • Module 2 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice the subjects in one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Before we compare, we study who each text describes. Today we look at the article."

▶ Read the line twice. Students circle Mexican American family and sang songs in Spanish on the NOTICE row.

ANSWER KEY: The article describes specific Texas artists who shared culture through music.

CHECK FOR UNDERSTANDING

Ask a student to name the artists mentioned in the article.

COMMON MISCONCEPTION

Students may say the article is about music. Music is the topic, but the subjects are the specific artists.

POSSIBLE STUDENT QUESTION

Are subjects the same as topics? No. Subjects are the specific people or things a text describes.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the subjects in one text. Keep the demand at this level.

RAISE THE THINKING

Ask why the author chose to name specific artists instead of just talking about music.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 5 · Paired Passages · Tuesday

TEKS 4.6(E) · Paired Passages · Week 22 of 36 · Cluster 5 · Module 2 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a real difference between the subjects of two texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A difference tells how the subjects are NOT alike. Watch for answers that name similarities."

▶ Students choose privately, then explain why their choice is a difference, not a similarity.

ANSWER KEY: C. The article names real artists; the poem describes people in general.

CHECK FOR UNDERSTANDING

Ask a student to prove the poem does not name specific artists.

COMMON MISCONCEPTION

Students may pick A because it is true. But A names a similarity, not a difference.

POSSIBLE STUDENT QUESTION

Can something be true about both texts and still be a wrong answer? Yes, if the question asks for a difference.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a difference between subjects in two texts. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name one specific person from the article and explain what they did.

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.



The Writing Academy®, LLC

Grade 4 • Cluster 5 • Paired Passages • Wednesday

TEKS 4.6(E) • Paired Passages • Week 22 of 36 • Cluster 5 • Module 2 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can find a sentence that supports a difference between two texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We found who the article describes. Now look at who the poem describes and how they differ."

▶ Take two or three answers. Push students to name a specific comparison.

ANSWER KEY: "Children watched, then learned to do The work their families taught them too" shows the poem's family focus.

CHECK FOR UNDERSTANDING

Ask a student to point to a poem line that mentions unnamed people.

COMMON MISCONCEPTION

Students may describe only the poem. A comparison must name both texts.

POSSIBLE STUDENT QUESTION

Can the poem's subjects still be important even without names? Yes. The poem shows that anyone can pass ideas forward.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two texts focus on different subjects. Keep the demand at this level.

RAISE THE THINKING

Ask whether a grandparent sharing a tradition is similar to or different from an artist performing on stage.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 5 · Paired Passages · Thursday

TEKS 4.6(E) · Paired Passages · Week 22 of 36 · Cluster 5 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write about a difference between the subjects of two texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"State the difference clearly and name both texts."

▶ Students write the comparison as a full sentence on the OWN row.

ANSWER KEY: Example: The article focuses on specific performers, but the poem describes everyday people who share traditions.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and prove it names a real difference.

COMMON MISCONCEPTION

Students may write a similarity instead of a difference. Reread the question carefully.

POSSIBLE STUDENT QUESTION

What if both texts mention culture? That is a similarity. I need to find how they handle it differently.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a difference between subjects independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student which text would be more helpful for a research report about a specific person.

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.



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TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a comparison and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A trap can name something true about both texts. But if the question asks for a difference, a similarity is wrong."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: The article names public performers; the poem describes everyday people passing traditions. That is the difference.

CHECK FOR UNDERSTANDING

Ask a student to explain why this answer would be correct for a similarity question but wrong here.

COMMON MISCONCEPTION

Students may accept the answer because it is true. But true does not mean it fits the question.

POSSIBLE STUDENT QUESTION

Is it ever correct to choose a similarity when the question asks for a difference? No. The question decides what kind of answer fits.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a similarity is not a valid difference. Keep the demand at this level.

RAISE THE THINKING

Ask a student to turn the similarity into a true difference by changing the sentence.

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.

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TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to use the question on your own."

▶ Read the Your Turn task. Students work independently on the tracking sheet.

"Name the difference first. Then one proof line from each text."

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

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TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.

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TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing C because both texts mention people who influenced others, without noticing that C names a similarity, not a difference.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



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TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



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TEKS 4.6(E) • Paired Passages • Week 23 of 36 • Cluster 5 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are reading two articles about how ideas from the past led to important changes.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice drawing conclusions from both texts, and we will learn to spot answers that sound good but have no evidence.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 5 Module 3 . a class or student copy of "Looking Back to Move Forward" and "A Promise Written Long Ago" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain what a conclusion is in their own words.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



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Grade 4 • Cluster 5 • Paired Passages • Monday

TEKS 4.6(E) • Paired Passages • Week 23 of 36 • Cluster 5 • Module 3 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a conclusion in one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A conclusion is a big idea I can draw from the evidence. Let us find one in this article."

▶ Read the line twice. Students circle citizens should have a voice on the NOTICE row.

ANSWER KEY: People studied old ideas and started thinking about citizens having a voice.

CHECK FOR UNDERSTANDING

Ask a student to explain what the Renaissance thinkers learned from Greece and Rome.

COMMON MISCONCEPTION

Students may think the conclusion is about art. Art is a detail, but the bigger idea is about learning from the past.

POSSIBLE STUDENT QUESTION

Does a conclusion have to be stated directly? No. Sometimes I figure it out from the details.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a conclusion in one text. Keep the demand at this level.

RAISE THE THINKING

Ask why Ava was surprised that people would look back at the past.

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.



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TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a conclusion supported by both texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Hold each conclusion against both texts. It must be supported by evidence in each one."

▶ Students choose privately, then name one detail from each text that supports it.

ANSWER KEY: B. Studying past ideas can lead to important changes in how people think.

CHECK FOR UNDERSTANDING

Ask a student to name the evidence from the second article that supports A.

COMMON MISCONCEPTION

Students may pick B because King John was unfair. But B says all kings, which goes beyond both texts.

POSSIBLE STUDENT QUESTION

What if a conclusion sounds true in real life? It still needs evidence from both texts.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a conclusion supported by both texts. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name an old idea that still matters today.

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.



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Grade 4 • Cluster 5 • Paired Passages • Wednesday

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TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can find a sentence that supports a shared conclusion."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We found the conclusion in the first article. Now prove the second article supports it too."

▶ Take two or three answers. Push students to name a specific detail from the second article.

ANSWER KEY: "Hundreds of years later, the ideas from the Magna Carta influenced other governments" proves old ideas last.

CHECK FOR UNDERSTANDING

Ask a student to explain how the Magna Carta connects to the U.S. Constitution.

COMMON MISCONCEPTION

Students may only summarize the second article. A connection needs the conclusion from both texts.

POSSIBLE STUDENT QUESTION

Do both texts have to mention the exact same event? No. They can show the same conclusion through different examples.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two texts support the same conclusion. Keep the demand at this level.

RAISE THE THINKING

Ask what the barons and the Renaissance thinkers have in common.

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.



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TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a conclusion supported by two texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"State the conclusion, then tell where it shows up in each text."

▶ Students write the conclusion as a full sentence on the OWN row.

ANSWER KEY: Example: Both articles show that old ideas can inspire new ways of thinking about fairness and government.

CHECK FOR UNDERSTANDING

Ask a student to read their conclusion and name evidence from each text.

COMMON MISCONCEPTION

Students may state a fact from one text. A conclusion is a bigger idea supported by both.

POSSIBLE STUDENT QUESTION

Can my conclusion cover more than one detail? Yes. A strong conclusion connects the big ideas from both texts.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a conclusion independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student why it matters that people study old documents like the Magna Carta.

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.



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TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a conclusion and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A trap can sound reasonable but have no evidence in the texts. Always check for proof."

▶ Students write why the conclusion is a trap and its name on the DEFEND row.

ANSWER KEY: Renaissance thinkers studied old ideas; the Magna Carta influenced the U.S. Constitution. Both show the past shaping the future.

CHECK FOR UNDERSTANDING

Ask a student to search both texts for evidence about artists being most important.

COMMON MISCONCEPTION

Students may accept the trap because artists are mentioned in the first article. But neither text says they create the most important changes.

POSSIBLE STUDENT QUESTION

What makes a conclusion unsupported? There is no evidence in the texts to prove it.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a conclusion fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a conclusion that is actually supported by both texts.

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.

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TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“State the conclusion first. Then one proof line from each article.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

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TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.



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TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because both texts discuss old ideas, without noticing that neither text says old ideas are always better.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



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TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is D. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



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Grade 4 • Cluster 5 • Paired Passages

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TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are reading two articles that show how studying old ideas can lead to big changes in how people think.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will compare how both texts show change affecting people, and we will learn to spot Shared topic traps.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 5 Module 4 . a class or student copy of "Looking Back to Move Forward" and "A Promise Written Long Ago" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name a time when something they learned changed the way they thought.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 5 · Paired Passages · Monday

TEKS 4.6(E) · Paired Passages · Week 24 of 36 · Cluster 5 · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice how change affects people in one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Before we compare, we find how each text shows change affecting people. Look at what Ava learns."

▶ Read the line twice. Students circle old ideas could become useful again on the NOTICE row.

ANSWER KEY: Ava learned that change happens when people study old ideas and apply them in new ways.

CHECK FOR UNDERSTANDING

Ask a student to explain what changed for Ava during the lesson.

COMMON MISCONCEPTION

Students may say the change is about a painting. The painting is a detail; the change is in how people think.

POSSIBLE STUDENT QUESTION

Does change always mean something bad happened? No. Change can mean people started thinking in a new way.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing how change affects people in one text. Keep the demand at this level.

RAISE THE THINKING

Ask why Ava was surprised that looking back could help people move forward.

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.



The Writing Academy®, LLC

Grade 4 • Cluster 5 • Paired Passages • Tuesday

TEKS 4.6(E) • Paired Passages • Week 24 of 36 • Cluster 5 • Module 4 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose how both texts show change affecting people."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Test each choice against both texts. The answer must explain HOW change affects people."

▶ Students choose privately, then name one detail from each text that supports it.

ANSWER KEY: C. Both texts show people rethinking old ideas to create something new.

CHECK FOR UNDERSTANDING

Ask a student to name the old idea in each text that people rethought.

COMMON MISCONCEPTION

Students may pick A because both texts mention Europe. But naming the same place is just a shared topic.

POSSIBLE STUDENT QUESTION

What is the difference between a shared topic and a shared idea? A topic is what they mention; an idea is what they teach.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a shared idea about change from both texts. Keep the demand at this level.

RAISE THE THINKING

Ask a student how the Magna Carta shows people rethinking the way power works.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 5 · Paired Passages · Wednesday

TEKS 4.6(E) · Paired Passages · Week 24 of 36 · Cluster 5 · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can find a sentence that supports how change affects people."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We found change in the first article. Now prove the second one shows it too."

▶ Take two or three answers. Push students to name a specific change in the second article.

ANSWER KEY: "Leaders in the United States used similar ideas when creating the U.S. Constitution" shows change traveling across time.

CHECK FOR UNDERSTANDING

Ask a student to explain how the barons wanting to limit King John's power is connected to the Constitution.

COMMON MISCONCEPTION

Students may only summarize the article. A connection needs to explain how change affected people.

POSSIBLE STUDENT QUESTION

Can changes from long ago still affect people today? Yes. Both articles show ideas traveling across centuries.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how a second text shows change affecting people. Keep the demand at this level.

RAISE THE THINKING

Ask what might be different today if the Magna Carta had never been written.

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.



The Writing Academy®, LLC

Grade 4 • Cluster 5 • Paired Passages • Thursday

TEKS 4.6(E) • Paired Passages • Week 24 of 36 • Cluster 5 • Module 4 • slide 5 of 10

TEACHER SAYS & DOES • SLIDE 5 OF 10 •

Thursday • OWN • Advanced

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a connection about change from two texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Start with how change affects people, then give evidence from each text."

▶ Students write the connection as a full sentence on the OWN row.

ANSWER KEY: Example: Both texts show that old ideas can change how people build governments and understand fairness.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and name the change in each text.

COMMON MISCONCEPTION

Students may write about change in only one text. A connection covers both.

POSSIBLE STUDENT QUESTION

Can I combine the changes from both texts into one sentence? Yes. That is what a connection does.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a connection about change independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a change from history that still affects people today.

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.



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Grade 4 · Cluster 5 · Paired Passages · Friday

TEKS 4.6(E) · Paired Passages · Week 24 of 36 · Cluster 5 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a connection and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A trap can name something both texts mention. But a shared topic is not the same as a shared idea."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: Renaissance art changed how people saw the world; the Magna Carta's ideas traveled to later governments. Both show change over time.

CHECK FOR UNDERSTANDING

Ask a student to explain why naming a shared place does not answer the question.

COMMON MISCONCEPTION

Students may accept the answer because England really is in both texts. But the question asks about change.

POSSIBLE STUDENT QUESTION

Is a shared place ever a good answer? Only if the question asks what places both texts mention.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a topic is not an idea about change. Keep the demand at this level.

RAISE THE THINKING

Ask a student to fix the trap by naming how change affected people in both texts.

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.



TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Name the connection first. Then one proof line from each article.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

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Grade 4 · Cluster 5 · Paired Passages



TEKS 4.6(E) · Paired Passages · Week 24 of 36 · Cluster 5 · Module 4 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.

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Grade 4 · Cluster 5 · Paired Passages



TEKS 4.6(E) · Paired Passages · Week 24 of 36 · Cluster 5 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing C because the first article mentions paintings, without checking that the second article does not.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



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Grade 4 · Cluster 5 · Paired Passages

TEKS 4.6(E) · Paired Passages · Week 24 of 36 · Cluster 5 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



The Writing Academy®, LLC

Grade 4 • Cluster 6 • Paired Passages

TEKS 4.6(E) • Paired Passages • Week 25 of 36 • Cluster 6 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are reading two articles that show how conditions in the environment affect what people experience.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will compare causes and effects across both texts, and we will learn to spot Only one text traps.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 6 Module 1 . a class or student copy of "A Day That Changed" and "Understanding the Texas Regions" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name a cause and its effect from their own day.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



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Grade 4 • Cluster 6 • Paired Passages • Monday

TEKS 4.6(E) • Paired Passages • Week 25 of 36 • Cluster 6 • Module 1 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice an effect in one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Before we compare two texts, we find causes and effects in each one. Look at what happened when the weather changed."

▶ Read the line twice. Students circle light rain and moved everyone inside on the NOTICE row.

ANSWER KEY: The rain caused the teachers to move students inside. Weather conditions affected their day.

CHECK FOR UNDERSTANDING

Ask a student to name the cause and the effect in this line.

COMMON MISCONCEPTION

Students may say the effect is that it rained. Rain is the cause, not the effect. The effect is what changed because of rain.

POSSIBLE STUDENT QUESTION

Is rain the cause or the effect? Rain is the cause. What happened because of rain is the effect.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing an effect in one text. Keep the demand at this level.

RAISE THE THINKING

Ask what the students were doing before the rain started.

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.



The Writing Academy®, LLC

Grade 4 • Cluster 6 • Paired Passages • Tuesday

TEKS 4.6(E) • Paired Passages • Week 25 of 36 • Cluster 6 • Module 1 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose an effect described in both texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Test each effect against both texts. The effect must be described in each one."

▶ Students choose privately, then name one detail from each text that supports it.

ANSWER KEY: A. Environmental conditions affect how people live and what they do.

CHECK FOR UNDERSTANDING

Ask a student to name how conditions affect people in the second article.

COMMON MISCONCEPTION

Students may pick B because field day is memorable. But the second article never mentions field day.

POSSIBLE STUDENT QUESTION

What if an effect only shows up in one text? Then it is not a shared effect.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting an effect described in both texts. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a condition in Texas that affects what people do.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 6 · Paired Passages · Wednesday

TEKS 4.6(E) · Paired Passages · Week 25 of 36 · Cluster 6 · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is **SHOW**. I can find a sentence that supports a shared cause-and-effect idea."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We found the effect in the first article. Now prove the second one shows it too."

▶ Take two or three answers. Push students to name both the condition and the effect.

ANSWER KEY: "The climate has warmth and humidity, with frequent rainfall" shows natural features causing effects on life.

CHECK FOR UNDERSTANDING

Ask a student to explain how climate in the Great Plains creates a different effect.

COMMON MISCONCEPTION

Students may only describe a region. A connection needs the effect from both texts.

POSSIBLE STUDENT QUESTION

Can the same kind of effect show up in different situations? Yes. Both texts show conditions changing what people do.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two texts describe a similar effect. Keep the demand at this level.

RAISE THE THINKING

Ask why the Mountains and Basins region has different jobs than the Coastal Plains.

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.



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Grade 4 · Cluster 6 · Paired Passages · Thursday

TEKS 4.6(E) · Paired Passages · Week 25 of 36 · Cluster 6 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a connection about cause and effect from two texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Start with the shared effect, then give evidence from each text."

▶ Students write the connection as a full sentence on the OWN row.

ANSWER KEY: Example: Both texts show that environmental conditions affect daily choices and long-term work.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and name the effect in each text.

COMMON MISCONCEPTION

Students may describe a cause without naming the effect. An effect is what happened because of the cause.

POSSIBLE STUDENT QUESTION

Can I name two different effects? It is better to name one effect that appears in both texts.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a shared effect independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student how their own daily choices are affected by the weather.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 6 · Paired Passages · Friday

TEKS 4.6(E) · Paired Passages · Week 25 of 36 · Cluster 6 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a connection and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A trap can name a real detail from one text. Always check whether it appears in the other text too."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: Weather changes a school day in the story; climate shapes work across regions in the article. Both show natural causes affecting people.

CHECK FOR UNDERSTANDING

Ask a student to search the second article for any mention of field day.

COMMON MISCONCEPTION

Students may accept the trap because field day is a vivid detail. But it only appears in one text.

POSSIBLE STUDENT QUESTION

How do I know if a detail is in only one text? I read both texts and look for it.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an effect from one text does not apply to both. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name an effect that really is in both texts.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 6 · Paired Passages



TEKS 4.6(E) · Paired Passages · Week 25 of 36 · Cluster 6 · Module 1 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Name the shared effect first. Then one proof line from each article.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 6 · Paired Passages



TEKS 4.6(E) · Paired Passages · Week 25 of 36 · Cluster 6 · Module 1 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 6 · Paired Passages

TEKS 4.6(E) · Paired Passages · Week 25 of 36 · Cluster 6 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing D because field day is memorable from the first article, without checking that the second article never mentions it.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 6 · Paired Passages

TEKS 4.6(E) · Paired Passages · Week 25 of 36 · Cluster 6 · Module 1 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is B. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



The Writing Academy®, LLC

Grade 4 • Cluster 6 • Paired Passages

TEKS 4.6(E) • Paired Passages • Week 26 of 36 • Cluster 6 • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are reading two articles that cover similar topics but present their ideas in very different ways.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will compare how the articles are structured, and we will learn to spot Similarity, not a difference traps.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 6 Module 2 . a class or student copy of "A Day That Changed" and "Understanding the Texas Regions" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name two different ways an author could teach the same idea.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 6 · Paired Passages · Monday

TEKS 4.6(E) · Paired Passages · Week 26 of 36 · Cluster 6 · Module 2 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice how one text presents its ideas."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"How an author presents ideas matters just as much as the ideas themselves. Look at how this article teaches."

▶ Read the line twice. Students circle Jayden and weather is what happens today on the NOTICE row.

ANSWER KEY: The first article uses a story about Jayden to teach about weather and climate.

CHECK FOR UNDERSTANDING

Ask a student to explain why the author chose to use a character instead of just listing facts.

COMMON MISCONCEPTION

Students may focus only on what Jayden said. The task is to notice how the author presents the idea.

POSSIBLE STUDENT QUESTION

Can a story teach facts? Yes. Some authors teach through characters and events instead of lists.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing how one text presents its ideas. Keep the demand at this level.

RAISE THE THINKING

Ask what kind of text uses a character to teach a lesson.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 6 · Paired Passages · Tuesday

TEKS 4.6(E) · Paired Passages · Week 26 of 36 · Cluster 6 · Module 2 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a real difference in how two texts present ideas."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A difference in presentation is about HOW the authors deliver their ideas, not WHAT the ideas are."

▶ Students choose privately, then explain why their choice names a difference, not a similarity.

ANSWER KEY: C. The first uses a story to teach; the second organizes facts by region.

CHECK FOR UNDERSTANDING

Ask a student to describe the structure of the second article.

COMMON MISCONCEPTION

Students may pick B because it is true. But B names a similarity, not a difference in presentation.

POSSIBLE STUDENT QUESTION

Can two texts cover the same topic in different ways? Yes. That is exactly what a difference in presentation means.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a difference in how two texts present ideas. Keep the demand at this level.

RAISE THE THINKING

Ask a student which article they would use to study for a test about Texas regions and why.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 6 · Paired Passages · Wednesday

TEKS 4.6(E) · Paired Passages · Week 26 of 36 · Cluster 6 · Module 2 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can find a sentence that supports a difference in how ideas are presented."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We noticed the first article uses a story. Now describe how the second article is different."

▶ Take two or three answers. Push students to compare the structures, not just the topics.

ANSWER KEY: "The North Central Plains has rolling hills, grasslands, and more trees" shows an organized, factual approach.

CHECK FOR UNDERSTANDING

Ask a student to name the sections they see in the second article.

COMMON MISCONCEPTION

Students may describe what the second article is about. The task is to describe how it presents ideas.

POSSIBLE STUDENT QUESTION

Is one way of presenting ideas better than the other? Not necessarily. Each structure serves a different purpose.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two texts present ideas differently. Keep the demand at this level.

RAISE THE THINKING

Ask which article would be more fun to read and which would be more useful for research.

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.



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Grade 4 · Cluster 6 · Paired Passages · Thursday

TEKS 4.6(E) · Paired Passages · Week 26 of 36 · Cluster 6 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write about a difference in how two texts present ideas."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Describe how each article delivers its ideas and what makes them different."

▶ Students write the comparison as a full sentence on the OWN row.

ANSWER KEY: Example: The first article teaches through a character's experience; the second lists facts by region.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and confirm it names a difference, not a similarity.

COMMON MISCONCEPTION

Students may write about the topics instead of the presentation. Focus on how, not what.

POSSIBLE STUDENT QUESTION

What does presentation mean? It means how the author organizes and delivers the information.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a difference in presentation independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student to describe an article they have read that uses a story to teach.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 6 · Paired Passages · Friday

TEKS 4.6(E) · Paired Passages · Week 26 of 36 · Cluster 6 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a comparison and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A trap can name something true about both texts. But if the question asks for a difference, a similarity does not answer it."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: The story uses a character's experience; the article organizes facts by region. That is the difference in presentation.

CHECK FOR UNDERSTANDING

Ask a student to explain why a shared topic does not answer a question about differences.

COMMON MISCONCEPTION

Students may accept this because both texts really do mention weather. But the question asks how they are different.

POSSIBLE STUDENT QUESTION

Can something true about both texts be the wrong answer? Yes, if the question asks for a difference.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a similarity does not answer a difference question. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name one specific way the two articles present weather information differently.

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.

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Grade 4 · Cluster 6 · Paired Passages



TEKS 4.6(E) · Paired Passages · Week 26 of 36 · Cluster 6 · Module 2 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Name the difference in presentation first. Then one proof line from each article.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

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Grade 4 · Cluster 6 · Paired Passages



TEKS 4.6(E) · Paired Passages · Week 26 of 36 · Cluster 6 · Module 2 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.



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Grade 4 · Cluster 6 · Paired Passages

TEKS 4.6(E) · Paired Passages · Week 26 of 36 · Cluster 6 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because both texts include information about weather, without noticing that B names a similarity, not a difference.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



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Grade 4 · Cluster 6 · Paired Passages

TEKS 4.6(E) · Paired Passages · Week 26 of 36 · Cluster 6 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is C. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



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Grade 4 • Cluster 6 • Paired Passages

TEKS 4.6(E) • Paired Passages • Week 27 of 36 • Cluster 6 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are reading two articles that both develop the idea that careful observation helps people understand the world around them.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will find evidence for a shared idea, and we will learn to spot Not in either text traps.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 6 Module 3 . a class or student copy of "A Day That Changed" and "Understanding the Texas Regions" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain the difference between something not in either text and an idea developed in a text.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



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Grade 4 • Cluster 6 • Paired Passages • Monday

TEKS 4.6(E) • Paired Passages • Week 27 of 36 • Cluster 6 • Module 3 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice an idea developed with evidence in one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"An idea developed in a text has evidence that builds it. Look at what Jayden learns by observing."

▶ Read the line twice. Students circle watched the direction the clouds moved on the NOTICE row.

ANSWER KEY: Jayden observes cloud direction. The idea: observation helps people understand what is happening.

CHECK FOR UNDERSTANDING

Ask a student to explain what Jayden learned by watching the clouds.

COMMON MISCONCEPTION

Students may say the idea is about clouds. Clouds are the detail; the idea is about careful observation.

POSSIBLE STUDENT QUESTION

How do I find the idea behind a detail? I ask what the detail teaches or proves.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing an idea developed in one text. Keep the demand at this level.

RAISE THE THINKING

Ask what else Jayden observed besides cloud direction.

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.



The Writing Academy®, LLC

Grade 4 • Cluster 6 • Paired Passages • Tuesday

TEKS 4.6(E) • Paired Passages • Week 27 of 36 • Cluster 6 • Module 3 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose an idea developed in both texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Each choice must have evidence in both texts. A true-sounding statement with no text evidence is a trap."

▶ Students choose privately, then name evidence from each text that builds the idea.

ANSWER KEY: B. Understanding the environment requires careful observation.

CHECK FOR UNDERSTANDING

Ask a student to name the evidence in the second article that supports B.

COMMON MISCONCEPTION

Students may pick A because technology seems important. But neither text develops an idea about technology.

POSSIBLE STUDENT QUESTION

What if something is true in real life but not in the texts? Then it is a trap called Not in either text.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting an idea developed in both texts. Keep the demand at this level.

RAISE THE THINKING

Ask a student how observation helps people in the second article about Texas regions.

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.



The Writing Academy®, LLC

Grade 4 • Cluster 6 • Paired Passages • Wednesday

TEKS 4.6(E) • Paired Passages • Week 27 of 36 • Cluster 6 • Module 3 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can find a sentence that supports a shared idea about observation."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We found the idea in the first article. Now prove the second article develops it too."

▶ Take two or three answers. Push students to connect the observation idea to specific details.

ANSWER KEY: "Each region also has different weather patterns, plants, and ways people use the land" shows observation matters.

CHECK FOR UNDERSTANDING

Ask a student to name what someone would observe in the Great Plains.

COMMON MISCONCEPTION

Students may summarize the regions. A connection needs to explain how observation builds understanding.

POSSIBLE STUDENT QUESTION

Does the second article use the word observe? Not always. But describing features to explain life is the same idea.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two texts develop the same idea. Keep the demand at this level.

RAISE THE THINKING

Ask what a farmer in the Great Plains would need to observe before planting crops.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 6 · Paired Passages · Thursday

TEKS 4.6(E) · Paired Passages · Week 27 of 36 · Cluster 6 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a connection about a shared idea developed in two texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Start with the idea, then explain where it shows up in each text."

▶ Students write the connection as a full sentence on the OWN row.

ANSWER KEY: Example: Both texts show that observing environmental conditions helps people understand their world.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and name the evidence from each text.

COMMON MISCONCEPTION

Students may name only the topics. An idea is what the details teach, not just what the texts mention.

POSSIBLE STUDENT QUESTION

Can both texts develop an idea even if they focus on different topics? Yes. The topics differ, but the idea can be the same.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a shared idea independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name something they learned by observing their own environment.

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 | I can prove why a statement that sounds true but has no text evidence is a trap.



The Writing Academy®, LLC

Grade 4 · Cluster 6 · Paired Passages · Friday

TEKS 4.6(E) · Paired Passages · Week 27 of 36 · Cluster 6 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a connection and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A trap can sound like good advice. But if the texts do not develop the idea with evidence, it is not the answer."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: Jayden observes weather changes; the article shows studying regions explains decisions. Both connect observation to understanding.

CHECK FOR UNDERSTANDING

Ask a student to search both texts for evidence about drinking water.

COMMON MISCONCEPTION

Students may accept the trap because drinking water is good advice. But the texts do not say it.

POSSIBLE STUDENT QUESTION

How do I tell a real idea from a true-in-life trap? I look for evidence in the texts, not in my own knowledge.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a life truth does not match the texts. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name an idea that both texts actually develop with evidence.

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.

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Grade 4 · Cluster 6 · Paired Passages



TEKS 4.6(E) · Paired Passages · Week 27 of 36 · Cluster 6 · Module 3 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to use the question on your own."

▶ Read the Your Turn task. Students work independently on the tracking sheet.

"Name the idea first. Then one proof line from each article."

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

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Grade 4 · Cluster 6 · Paired Passages



TEKS 4.6(E) · Paired Passages · Week 27 of 36 · Cluster 6 · Module 3 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.



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Grade 4 · Cluster 6 · Paired Passages

TEKS 4.6(E) · Paired Passages · Week 27 of 36 · Cluster 6 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because it sounds like good advice, without checking that neither text develops the idea.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



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Grade 4 · Cluster 6 · Paired Passages

TEKS 4.6(E) · Paired Passages · Week 27 of 36 · Cluster 6 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is D. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



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Grade 4 • Cluster 6 • Paired Passages

TEKS 4.6(E) • Paired Passages • Week 28 of 36 • Cluster 6 • Module 4 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are connecting two articles to the idea of community: how people live and work together and adapt to conditions around them.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will find what both texts suggest about community life, and we will learn to spot Goes too far traps.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 6 Module 4 . a class or student copy of "A Day That Changed" and "Understanding the Texas Regions" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name one way their community adapts to the weather.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



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Grade 4 • Cluster 6 • Paired Passages • Monday

TEKS 4.6(E) • Paired Passages • Week 28 of 36 • Cluster 6 • Module 4 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice what a text suggests about community life."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Both texts show people living and working together. Today we notice what the first text suggests about community."

▶ Read the line twice. Students circle Ms. Rios saw it as a chance to explain on the NOTICE row.

ANSWER KEY: Ms. Rios helped the class learn from a change. Communities adapt together.

CHECK FOR UNDERSTANDING

Ask a student to explain how Ms. Rios turned a disappointment into a learning moment.

COMMON MISCONCEPTION

Students may focus on the students being disappointed. The key is what Ms. Rios did next.

POSSIBLE STUDENT QUESTION

Is a classroom a community? Yes. People who share a space and work together are a community.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing what a text suggests about community life. Keep the demand at this level.

RAISE THE THINKING

Ask how the students' day changed because of the way Ms. Rios responded.

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.



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Grade 4 · Cluster 6 · Paired Passages · Tuesday

TEKS 4.6(E) · Paired Passages · Week 28 of 36 · Cluster 6 · Module 4 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose what both texts suggest about community life."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The answer must describe how people live and work together, based on both texts."

▶ Students choose privately, then name evidence from each text.

ANSWER KEY: A. People in a community adapt to their environment and help each other learn.

CHECK FOR UNDERSTANDING

Ask a student to explain how the second article shows communities adapting.

COMMON MISCONCEPTION

Students may pick B because it sounds nice. But always and perfect go too far beyond the texts.

POSSIBLE STUDENT QUESTION

What does adapt mean? It means changing what you do to fit the conditions around you.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting what both texts suggest about community life. Keep the demand at this level.

RAISE THE THINKING

Ask a student how their own community adapts to weather changes.

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 | I can explain how a sentence in the second article supports the same idea about community as the first.



The Writing Academy®, LLC

Grade 4 · Cluster 6 · Paired Passages · Wednesday

TEKS 4.6(E) · Paired Passages · Week 28 of 36 · Cluster 6 · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is **SHOW**. I can find a sentence that supports how communities relate to their environment."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We found the suggestion in the first article. Now prove the second article suggests it too."

▶ Take two or three answers. Push students to connect a community detail to the shared idea.

ANSWER KEY: "Some communities grew because the land was good for farming" shows communities depend on the land.

CHECK FOR UNDERSTANDING

Ask a student why fewer communities formed in the Mountains and Basins region.

COMMON MISCONCEPTION

Students may only list facts about regions. A connection needs the community idea from both texts.

POSSIBLE STUDENT QUESTION

Does the second article talk about a classroom community? No. But it shows how geographic communities adapt.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two texts suggest the same idea about community. Keep the demand at this level.

RAISE THE THINKING

Ask what resources a community in the Coastal Plains depends on.

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.



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Grade 4 · Cluster 6 · Paired Passages · Thursday

TEKS 4.6(E) · Paired Passages · Week 28 of 36 · Cluster 6 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write what both texts suggest about community."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Tell what both texts suggest about how people live and work together."

▶ Students write the connection as a full sentence on the OWN row.

ANSWER KEY: Example: Both texts suggest that communities adapt to their environment and learn from the conditions around them.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and name evidence from each text.

COMMON MISCONCEPTION

Students may write about only one text. A connection covers both.

POSSIBLE STUDENT QUESTION

Can I connect a small community like a classroom to a bigger community like a region? Yes. Both show people adapting together.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a community connection independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student to describe how their own community adapts to the local environment.

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 | I can prove why a statement that goes too far is not supported by both texts.



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Grade 4 · Cluster 6 · Paired Passages · Friday

TEKS 4.6(E) · Paired Passages · Week 28 of 36 · Cluster 6 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a connection and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A trap can use words like every, always, or all to push a claim beyond what the texts support."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: Students adapt to weather in the story; regions shape work in the article. Both link communities to environment.

CHECK FOR UNDERSTANDING

Ask a student to find the word in the trap that makes it go too far.

COMMON MISCONCEPTION

Students may accept the trap because both texts discuss Texas. But every and same go beyond the texts.

POSSIBLE STUDENT QUESTION

How do I spot a Goes too far trap? Look for absolute words that the authors did not use.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a community claim goes too far. Keep the demand at this level.

RAISE THE THINKING

Ask a student to rewrite the trap so it becomes a true connection.

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.

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Grade 4 · Cluster 6 · Paired Passages



TEKS 4.6(E) · Paired Passages · Week 28 of 36 · Cluster 6 · Module 4 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Name what both suggest about community first. Then one proof line from each article.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

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Grade 4 · Cluster 6 · Paired Passages



TEKS 4.6(E) · Paired Passages · Week 28 of 36 · Cluster 6 · Module 4 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.



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Grade 4 · Cluster 6 · Paired Passages

TEKS 4.6(E) · Paired Passages · Week 28 of 36 · Cluster 6 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because both texts discuss Texas, without noticing that every and same go beyond what the texts say.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is B. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



The Writing Academy®, LLC

Grade 4 • Cluster 7 • Paired Passages

TEKS 4.6(E) • Paired Passages • Week 29 of 36 • Cluster 7 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are reading two poems about connections, one about the roads between us and one about what we carry forward.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will find the shared message beneath the surface, and we will learn to spot Shared topic traps.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 7 Module 1 . a class or student copy of "The Roads Between Us" and "What We Carry Forward" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain the difference between a poem's topic and its message.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



The Writing Academy®, LLC

Grade 4 • Cluster 7 • Paired Passages • Monday

TEKS 4.6(E) • Paired Passages • Week 29 of 36 • Cluster 7 • Module 1 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a message in one poem."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A poem's message is what the poet wants us to learn, not just what the poem describes. Look deeper."

▶ Read the line twice. Students circle more than dirt or stone on the NOTICE row.

ANSWER KEY: Roads carry more than physical things. The message is about invisible connections.

CHECK FOR UNDERSTANDING

Ask a student to explain what a road might carry besides objects.

COMMON MISCONCEPTION

Students may say the message is about roads. Roads are the topic; the message is about connections.

POSSIBLE STUDENT QUESTION

Is the topic the same as the message? No. The topic is what the poem talks about; the message is what it teaches.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a message in one poem. Keep the demand at this level.

RAISE THE THINKING

Ask what kind of things can travel along a road without being carried in a box.

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.



The Writing Academy®, LLC

Grade 4 • Cluster 7 • Paired Passages • Tuesday

TEKS 4.6(E) • Paired Passages • Week 29 of 36 • Cluster 7 • Module 1 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a message found in both poems."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The message must be found in both poems. A shared topic is not the same as a shared message."

▶ Students choose privately, then name one line from each poem that supports it.

ANSWER KEY: C. Connections between people help ideas travel beyond borders.

CHECK FOR UNDERSTANDING

Ask a student to name the line in the second poem that shows ideas traveling.

COMMON MISCONCEPTION

Students may pick B because both poems mention roads. But roads are the topic, not the message.

POSSIBLE STUDENT QUESTION

How do I tell the difference between a topic and a message? The topic is what the poem is about; the message is what it teaches.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a shared message in two poems. Keep the demand at this level.

RAISE THE THINKING

Ask a student to explain the shared message in their own words.

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.



The Writing Academy®, LLC

Grade 4 • Cluster 7 • Paired Passages • Wednesday

TEKS 4.6(E) • Paired Passages • Week 29 of 36 • Cluster 7 • Module 1 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can find a sentence that supports a shared message between two poems."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We found the message in the first poem. Now prove the second poem shares it."

▶ Take two or three answers. Push students to connect the second poem's line to the shared message.

ANSWER KEY: "A dream can travel heart to heart" shows the same message about passing things forward.

CHECK FOR UNDERSTANDING

Ask a student to compare the traveling idea in both poems.

COMMON MISCONCEPTION

Students may only explain the second poem. A connection needs both poems.

POSSIBLE STUDENT QUESTION

Do the poems have to use the same words? No. The message can be shared even with different images.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two poems share a message. Keep the demand at this level.

RAISE THE THINKING

Ask which poem uses physical roads and which uses ideas as the road.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 7 · Paired Passages · Thursday

TEKS 4.6(E) · Paired Passages · Week 29 of 36 · Cluster 7 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a message shared by two poems."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"State the message, then tell how each poem shows it."

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: Both poems show that connections between people help ideas travel far beyond physical goods.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and prove it with both poems.

COMMON MISCONCEPTION

Students may write about only one poem. A shared message must cover both.

POSSIBLE STUDENT QUESTION

Can I say both poems in my sentence? Yes. That helps make the connection clear.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a shared message independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name an idea that traveled to them from someone in the past.

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.



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Grade 4 · Cluster 7 · Paired Passages · Friday

TEKS 4.6(E) · Paired Passages · Week 29 of 36 · Cluster 7 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a message and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A trap can name something both poems talk about. But a topic is not the same as a message."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: The first poem shows stories traveling with trade; the second shows traditions passing through families. Both show valuable things traveling.

CHECK FOR UNDERSTANDING

Ask a student to explain what the poems teach beyond the topic of trade routes.

COMMON MISCONCEPTION

Students may accept the trap because trade routes really are in both poems. But the question asks for the message.

POSSIBLE STUDENT QUESTION

Is a topic ever the right answer to a message question? No. The message goes beyond the topic.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a topic is not a message. Keep the demand at this level.

RAISE THE THINKING

Ask a student to turn the topic into a true message by adding what the poems teach.

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.

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Grade 4 · Cluster 7 · Paired Passages



TEKS 4.6(E) · Paired Passages · Week 29 of 36 · Cluster 7 · Module 1 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Message first, in a full sentence. Then one proof line from each poem.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

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Grade 4 · Cluster 7 · Paired Passages



TEKS 4.6(E) · Paired Passages · Week 29 of 36 · Cluster 7 · Module 1 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.

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Grade 4 · Cluster 7 · Paired Passages



TEKS 4.6(E) · Paired Passages · Week 29 of 36 · Cluster 7 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, worded the way the STAAR test words it."

▶ Read the excerpt and the question aloud.

"Read all four choices. Cross out each trap and say its name before you choose."

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because trade routes are in both poems, without realizing the question asks for the message, not the topic.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is C. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



The Writing Academy®, LLC

Grade 4 • Cluster 7 • Paired Passages

TEKS 4.6(E) • Paired Passages • Week 30 of 36 • Cluster 7 • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are reading two poems that use different images to build the same idea about how knowledge and traditions travel.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will study how details express a shared idea, and we will learn to spot Right detail, wrong idea traps.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 7 Module 2 . a class or student copy of "The Roads Between Us" and "What We Carry Forward" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name an image from a poem they have read and explain the bigger idea behind it.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



The Writing Academy®, LLC

Grade 4 • Cluster 7 • Paired Passages • Monday

TEKS 4.6(E) • Paired Passages • Week 30 of 36 • Cluster 7 • Module 2 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice how a detail builds an idea."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Poets choose details carefully. Each image helps build the bigger idea. Look at what this detail shows."

▶ Read the line twice. Students circle story, skill, or different view on the NOTICE row.

ANSWER KEY: Visitors brought stories and skills. The detail builds the idea that connections spread knowledge.

CHECK FOR UNDERSTANDING

Ask a student to explain what the visitor brought that was not a physical object.

COMMON MISCONCEPTION

Students may say the detail is about visitors. The deeper idea is about knowledge traveling through people.

POSSIBLE STUDENT QUESTION

Can a detail about visitors teach me about knowledge? Yes. The detail shows what visitors carry besides goods.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing how a detail builds a bigger idea. Keep the demand at this level.

RAISE THE THINKING

Ask what a visitor to our school might bring besides a suitcase.

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.



The Writing Academy®, LLC

Grade 4 • Cluster 7 • Paired Passages • Tuesday

TEKS 4.6(E) • Paired Passages • Week 30 of 36 • Cluster 7 • Module 2 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose how details in two poems build one idea."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Look at what the details SHOW, not just what they NAME. Both poems use sharing images to build the same idea."

▶ Students choose privately, then name a sharing image from each poem.

ANSWER KEY: B. Both use sharing images to show knowledge travels through people.

CHECK FOR UNDERSTANDING

Ask a student to name one sharing image from each poem.

COMMON MISCONCEPTION

Students may pick A because roads are a real detail. But the idea about stone is not in the poems.

POSSIBLE STUDENT QUESTION

What is the difference between a detail and an idea? A detail is specific; the idea is the bigger point the detail supports.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting how details express a shared idea. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name another image from either poem that shows knowledge traveling.

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.



The Writing Academy®, LLC

Grade 4 • Cluster 7 • Paired Passages • Wednesday

TEKS 4.6(E) • Paired Passages • Week 30 of 36 • Cluster 7 • Module 2 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is **SHOW**. I can find a sentence that supports a shared idea built from images and details."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We found the idea in the first poem. Now show how the second poem's details build it too."

▶ Take two or three answers. Push students to connect a detail to the shared idea.

ANSWER KEY: "A painting made in years gone by Can still make modern viewers ask why" shows creativity traveling through time.

CHECK FOR UNDERSTANDING

Ask a student to explain how an old painting connects to roads carrying knowledge.

COMMON MISCONCEPTION

Students may describe Runnymede without connecting it to the shared idea. The task is to show the connection.

POSSIBLE STUDENT QUESTION

Can an old idea be like a traveler? Yes. Both poems show ideas moving from person to person across time.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how details in two poems express a similar idea. Keep the demand at this level.

RAISE THE THINKING

Ask how the Magna Carta's idea traveled to a different country centuries later.

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.



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Grade 4 · Cluster 7 · Paired Passages · Thursday

TEKS 4.6(E) · Paired Passages · Week 30 of 36 · Cluster 7 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write about how details in two poems build one idea."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Name the shared idea and explain how each poem's details support it."

▶ Students write the connection as a full sentence on the OWN row.

ANSWER KEY: Example: Both poems show that ideas travel through people, whether along roads or across generations.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and name a detail from each poem.

COMMON MISCONCEPTION

Students may describe two separate details without connecting them to one idea.

POSSIBLE STUDENT QUESTION

Can I use details from both poems in one sentence? Yes. That shows how they build the same idea.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating how details express a shared idea independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student how a detail about a traveler carrying a story is similar to a grandparent sharing a tradition.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 7 · Paired Passages · Friday

TEKS 4.6(E) · Paired Passages · Week 30 of 36 · Cluster 7 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a connection and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A trap can use a real detail and attach the wrong meaning to it. Check what the poems actually teach."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: The first poem shows scholars sharing thoughts; the second shows knowledge staying in books and classrooms. Both show knowledge traveling.

CHECK FOR UNDERSTANDING

Ask a student to name what both poems say travels **BESIDES** goods.

COMMON MISCONCEPTION

Students may accept the trap because trade really is in both poems. But the idea goes deeper than buying and selling.

POSSIBLE STUDENT QUESTION

Can a correct detail lead to the wrong idea? Yes. That is how Right detail, wrong idea traps work.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a detail is connected to the wrong idea. Keep the demand at this level.

RAISE THE THINKING

Ask a student what the first poem says a road carries that is more than cargo.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 7 · Paired Passages



TEKS 4.6(E) · Paired Passages · Week 30 of 36 · Cluster 7 · Module 2 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Name the shared idea first. Then one detail from each poem that builds it.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

The Writing Academy®, LLC

Grade 4 · Cluster 7 · Paired Passages



TEKS 4.6(E) · Paired Passages · Week 30 of 36 · Cluster 7 · Module 2 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.



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Grade 4 · Cluster 7 · Paired Passages

TEKS 4.6(E) · Paired Passages · Week 30 of 36 · Cluster 7 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because conflict is mentioned in the first poem, without noticing that wars over trade routes is not the focus of either poem.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



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Grade 4 · Cluster 7 · Paired Passages

TEKS 4.6(E) · Paired Passages · Week 30 of 36 · Cluster 7 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is B. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



The Writing Academy®, LLC

Grade 4 • Cluster 7 • Paired Passages

TEKS 4.6(E) • Paired Passages • Week 31 of 36 • Cluster 7 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are reading two poems that discuss connections across time, but each poet takes a different view.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will analyze the poets' different views, and we will learn to spot Similarity, not a difference traps.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 7 Module 3 . a class or student copy of "The Roads Between Us" and "What We Carry Forward" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain what a poet's view means.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



The Writing Academy®, LLC

Grade 4 • Cluster 7 • Paired Passages • Monday

TEKS 4.6(E) • Paired Passages • Week 31 of 36 • Cluster 7 • Module 3 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice the view one poet takes."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A poet's view is the angle they take on a topic. Notice what this poet emphasizes about connections."

▶ Read the line twice. Students circle *did not always mean a peaceful or a welcome scene* on the NOTICE row.

ANSWER KEY: The poet's view includes the negative side of connections, not just the positive.

CHECK FOR UNDERSTANDING

Ask a student to explain what the poet means by not always a welcome scene.

COMMON MISCONCEPTION

Students may think the poem is only about bad connections. The poet shows both sides.

POSSIBLE STUDENT QUESTION

Can a poem have more than one view? A poem can show different sides, but the overall view is what the poet emphasizes most.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the view in one poem. Keep the demand at this level.

RAISE THE THINKING

Ask a student what positive connection the first poem describes alongside the negative.

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.



The Writing Academy®, LLC

Grade 4 • Cluster 7 • Paired Passages • Tuesday

TEKS 4.6(E) • Paired Passages • Week 31 of 36 • Cluster 7 • Module 3 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a real difference between two poets' views."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A difference in views is about what each poet emphasizes, not just what they mention."

▶ Students choose privately, then explain what each poet emphasizes.

ANSWER KEY: A. The first focuses on routes; the second on choosing what to keep.

CHECK FOR UNDERSTANDING

Ask a student to name what the second poet emphasizes.

COMMON MISCONCEPTION

Students may pick B because trade appears in both poems. But B names a similarity, and it is inaccurate.

POSSIBLE STUDENT QUESTION

Can two poems share a topic but have different views? Yes. That is exactly what this week explores.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a difference between two poets' views. Keep the demand at this level.

RAISE THE THINKING

Ask a student what the second poet thinks people should do with harmful customs from the past.

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.



The Writing Academy®, LLC

Grade 4 • Cluster 7 • Paired Passages • Wednesday

TEKS 4.6(E) • Paired Passages • Week 31 of 36 • Cluster 7 • Module 3 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can find a sentence that supports a difference between two poets' views."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We noticed the first poem's view. Now look at what the second poet emphasizes differently."

▶ Take two or three answers. Push students to compare the emphasis in each poem.

ANSWER KEY: "We keep the wisdom, face mistakes, And choose the future" shows the second poem's focus on choosing.

CHECK FOR UNDERSTANDING

Ask a student to name a line from each poem that shows the different emphasis.

COMMON MISCONCEPTION

Students may describe only the second poem. A comparison needs both poems.

POSSIBLE STUDENT QUESTION

Can both poems still agree on something? Yes. They can share ideas and still have different views.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two poets take different views. Keep the demand at this level.

RAISE THE THINKING

Ask which poem would be more useful for a lesson about making decisions.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 7 · Paired Passages · Thursday

TEKS 4.6(E) · Paired Passages · Week 31 of 36 · Cluster 7 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write about a difference between two poets' views."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Name each poet's emphasis and explain how they differ."

▶ Students write the comparison as a full sentence on the OWN row.

ANSWER KEY: Example: The first poem emphasizes routes connecting places; the second emphasizes choosing what to carry forward.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and confirm it names a difference, not a similarity.

COMMON MISCONCEPTION

Students may describe only one view. A comparison needs both.

POSSIBLE STUDENT QUESTION

Is one view better than the other? Not necessarily. Each poet has a valid emphasis.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a difference in views independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student which poem's view they agree with more and why.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 7 · Paired Passages · Friday

TEKS 4.6(E) · Paired Passages · Week 31 of 36 · Cluster 7 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a comparison and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A trap can name something true about both poems. But if the question asks for a difference, a similarity is wrong."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: The first poem focuses on routes that carry goods and ideas; the second focuses on choosing which ideas to keep. That is the difference.

CHECK FOR UNDERSTANDING

Ask a student to turn the similarity into a true difference.

COMMON MISCONCEPTION

Students may accept this because it is true. But true does not mean it answers the question.

POSSIBLE STUDENT QUESTION

Can I use a similarity as evidence for a difference? Only if I explain what makes the views different beyond it.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a similarity does not answer a difference question. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name what the first poem says about connections that the second poem does not emphasize.

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.

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Grade 4 · Cluster 7 · Paired Passages



TEKS 4.6(E) · Paired Passages · Week 31 of 36 · Cluster 7 · Module 3 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to use the question on your own."

▶ Read the Your Turn task. Students work independently on the tracking sheet.

"Name the different views first. Then one proof line from each poem."

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

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Grade 4 · Cluster 7 · Paired Passages



TEKS 4.6(E) · Paired Passages · Week 31 of 36 · Cluster 7 · Module 3 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.

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Grade 4 · Cluster 7 · Paired Passages



TEKS 4.6(E) · Paired Passages · Week 31 of 36 · Cluster 7 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, worded the way the STAAR test words it."

▶ Read the excerpt and the question aloud.

"Read all four choices. Cross out each trap and say its name before you choose."

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because trade appears in both poems, without noticing that A names a similarity, not a difference.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is D. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



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Grade 4 • Cluster 7 • Paired Passages

TEKS 4.6(E) • Paired Passages • Week 32 of 36 • Cluster 7 • Module 4 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are connecting two poems to our own lives, exploring how ideas about choices and connections can help us.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice finding an idea in both poems that could help a reader, and we will learn to spot Not in either text traps.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 7 Module 4 . a class or student copy of "The Roads Between Us" and "What We Carry Forward" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name a choice they made recently and what helped them decide.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 7 · Paired Passages · Monday

TEKS 4.6(E) · Paired Passages · Week 32 of 36 · Cluster 7 · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice an idea about choices in one poem."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Both poems teach about choices. Today we start by finding the idea in the first poem."

▶ Read the line twice. Students circle brought new choice and silenced voice on the NOTICE row.

ANSWER KEY: Connections bring choices. Some are positive and some are difficult.

CHECK FOR UNDERSTANDING

Ask a student to explain what it means when a connection silences a voice.

COMMON MISCONCEPTION

Students may focus only on the positive side. The poet shows that choices can lead to harm too.

POSSIBLE STUDENT QUESTION

Can a connection be both helpful and harmful? Yes. The poet says connections bring different outcomes.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing an idea about choices in one poem. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a time when a connection led to a choice they had to make.

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.



The Writing Academy®, LLC

Grade 4 • Cluster 7 • Paired Passages • Tuesday

TEKS 4.6(E) • Paired Passages • Week 32 of 36 • Cluster 7 • Module 4 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose an idea from both poems that could help in real life."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The idea must come from both poems. Even when connecting to my life, I check the texts first."

▶ Students choose privately, then name one line from each poem that supports it.

ANSWER KEY: B. People can study the past to make thoughtful choices about the future.

CHECK FOR UNDERSTANDING

Ask a student to explain how the second poem supports B.

COMMON MISCONCEPTION

Students may pick A because it sounds encouraging. But the poems never say every choice is correct.

POSSIBLE STUDENT QUESTION

Can an idea from a poem help me in real life? Yes. But I still prove it comes from the texts first.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting an idea from both poems that could help a reader. Keep the demand at this level.

RAISE THE THINKING

Ask a student to describe a choice they faced and how studying the past might have helped.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 7 · Paired Passages · Wednesday

TEKS 4.6(E) · Paired Passages · Week 32 of 36 · Cluster 7 · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can find a sentence that supports connecting a text to my own life."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We found the idea in the first poem. Now prove the second poem supports it too."

▶ Take two or three answers. Push students to connect the line to the idea of thoughtful choices.

ANSWER KEY: "We ask whose story has been told, Whose voice was missing from the old" connects to readers' own choices.

CHECK FOR UNDERSTANDING

Ask a student to explain what it means to notice whose voice is missing.

COMMON MISCONCEPTION

Students may only describe the line. A connection needs to explain how it supports the shared idea.

POSSIBLE STUDENT QUESTION

Can asking questions about the past help someone make better choices? Yes. That is what both poems suggest.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two poems support the same idea about choices. Keep the demand at this level.

RAISE THE THINKING

Ask a student whose voice might be missing from a story they know.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 7 · Paired Passages · Thursday

TEKS 4.6(E) · Paired Passages · Week 32 of 36 · Cluster 7 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can connect an idea from two poems to my own experience."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Start with the idea from both poems, then explain how it could help someone facing a real choice."

▶ Students write the connection to their own life on the OWN row.

ANSWER KEY: Example: The poems teach me to study the past before choosing what to carry forward in my own life.

CHECK FOR UNDERSTANDING

Ask a student to share their personal connection and name the poems.

COMMON MISCONCEPTION

Students may write advice without connecting it to the poems. The idea must come from the texts.

POSSIBLE STUDENT QUESTION

Can I use my own experience? Yes. But the idea must start with what the poems say.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about connecting a shared idea to personal experience. Keep the demand at this level.

RAISE THE THINKING

Ask a student what tradition they would want to carry forward and why.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 7 · Paired Passages · Friday

TEKS 4.6(E) · Paired Passages · Week 32 of 36 · Cluster 7 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a connection and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A trap can sound like good advice. But if the poems do not develop the idea, it is not the answer."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: The first poem shows choices about connections; the second shows choosing what to keep from the past. Both show thoughtful choices matter.

CHECK FOR UNDERSTANDING

Ask a student to search both poems for any mention of food or health.

COMMON MISCONCEPTION

Students may accept the trap because eating healthy is good advice. But the poems do not say it.

POSSIBLE STUDENT QUESTION

Is good advice always the right answer? No. The answer must come from what the texts actually say.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why life advice does not match the texts. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name an idea from the poems that really could help with choices.

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.

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Grade 4 · Cluster 7 · Paired Passages



TEKS 4.6(E) · Paired Passages · Week 32 of 36 · Cluster 7 · Module 4 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to use the question on your own."

▶ Read the Your Turn task. Students work independently on the tracking sheet.

"Name the idea from both poems first. Then one proof line from each and your personal connection."

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

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Grade 4 · Cluster 7 · Paired Passages



TEKS 4.6(E) · Paired Passages · Week 32 of 36 · Cluster 7 · Module 4 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.



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Grade 4 · Cluster 7 · Paired Passages

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TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because exercising is good advice, without checking that neither poem discusses exercise.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



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TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is C. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



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Grade 4 • Cluster 8 • Paired Passages

TEKS 4.6(E) • Paired Passages • Week 33 of 36 • Cluster 8 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are synthesizing two articles that both develop the idea that geography shapes how people live and work.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will combine evidence from both texts, and we will learn to spot Shared topic traps.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 8 Module 1 . a class or student copy of "What Shapes a Society? Place, Resources, and Connection" and "Four Regions, One Big Adventure" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain what synthesize means in their own words.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



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Grade 4 • Cluster 8 • Paired Passages • Monday

TEKS 4.6(E) • Paired Passages • Week 33 of 36 • Cluster 8 • Module 1 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice an idea developed in one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"An idea developed in a text is built with evidence across the passage. Look at how this author builds the idea."

▶ Read the line twice. Students circle food people grow, homes they build, work they do on the NOTICE row.

ANSWER KEY: Location affects food, homes, work, resources, and travel. Geography shapes daily life.

CHECK FOR UNDERSTANDING

Ask a student to name three things geography affects according to this line.

COMMON MISCONCEPTION

Students may say the text is about geography. Geography is the topic; the idea is about how it shapes life.

POSSIBLE STUDENT QUESTION

What is the difference between a topic and an idea? The topic is what the text is about; the idea is what it teaches.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing an idea developed in one text. Keep the demand at this level.

RAISE THE THINKING

Ask how geography might affect a family's choice of work.

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.



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Grade 4 • Cluster 8 • Paired Passages • Tuesday

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TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose an idea developed in both texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The idea must be built with evidence in both texts. A topic they mention is not the same as a developed idea."

▶ Students choose privately, then name evidence from each text.

ANSWER KEY: C. Geography shapes how people live and work.

CHECK FOR UNDERSTANDING

Ask a student to name the evidence from the second article that develops C.

COMMON MISCONCEPTION

Students may pick A because the Sahara sounds specific. But only one text describes it in detail.

POSSIBLE STUDENT QUESTION

Can two texts develop the same idea with different examples? Yes. Different evidence can build the same idea.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting an idea developed in both texts. Keep the demand at this level.

RAISE THE THINKING

Ask a student how geography shaped what Xavier saw on his road trip.

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.



The Writing Academy®, LLC

Grade 4 · Cluster 8 · Paired Passages · Wednesday

TEKS 4.6(E) · Paired Passages · Week 33 of 36 · Cluster 8 · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can find a sentence that supports a shared idea between two articles."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We found the idea in the first article. Now prove the second article develops it too."

▶ Take two or three answers. Push students to name specific evidence from the second article.

ANSWER KEY: "Although they were all part of Texas, each one offered something different" shows regions offer different strengths.

CHECK FOR UNDERSTANDING

Ask a student to name how geography affected the Coastal Plains differently from the Great Plains.

COMMON MISCONCEPTION

Students may summarize the trip without connecting it to the idea. Name the idea explicitly.

POSSIBLE STUDENT QUESTION

Does Xavier say the word geography? Not directly. But his observations develop the idea.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two texts develop the same idea. Keep the demand at this level.

RAISE THE THINKING

Ask which region Xavier described as having few plants because of the dry climate.

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.



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Grade 4 · Cluster 8 · Paired Passages · Thursday

TEKS 4.6(E) · Paired Passages · Week 33 of 36 · Cluster 8 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write an idea developed in two texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"State the idea and explain how both texts build it."

▶ Students write the synthesized idea as a full sentence on the OWN row.

ANSWER KEY: Example: Both texts show that the features of a place affect the kind of life people can build there.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and name evidence from each text.

COMMON MISCONCEPTION

Students may name only the topic. An idea is what the evidence teaches, not just what the text mentions.

POSSIBLE STUDENT QUESTION

What does synthesize mean? It means combining ideas from different sources into one understanding.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about synthesizing an idea from two texts independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student how the geography around their own community affects daily life.

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



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Grade 4 · Cluster 8 · Paired Passages · Friday

TEKS 4.6(E) · Paired Passages · Week 33 of 36 · Cluster 8 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a synthesis and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A trap can name the topic correctly. But a topic is not the same as an idea developed with evidence."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: The first article explains geography creates possibilities; the second shows Xavier seeing different features in each region. Both show place shaping society.

CHECK FOR UNDERSTANDING

Ask a student to state the developed idea instead of just naming the topic.

COMMON MISCONCEPTION

Students may accept the answer because Texas really is in both texts. But the question asks for a developed idea.

POSSIBLE STUDENT QUESTION

Is naming the topic ever enough? No. A developed idea explains what the evidence teaches about the topic.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a topic is not a developed idea. Keep the demand at this level.

RAISE THE THINKING

Ask a student to turn the topic into a true idea by adding what the texts teach.

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.

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Grade 4 · Cluster 8 · Paired Passages



TEKS 4.6(E) · Paired Passages · Week 33 of 36 · Cluster 8 · Module 1 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“State the idea first. Then one proof line from each article.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

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Grade 4 · Cluster 8 · Paired Passages



TEKS 4.6(E) · Paired Passages · Week 33 of 36 · Cluster 8 · Module 1 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.



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Grade 4 · Cluster 8 · Paired Passages

TEKS 4.6(E) · Paired Passages · Week 33 of 36 · Cluster 8 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because the second article describes a road trip, without checking that the first article does not.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



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Grade 4 · Cluster 8 · Paired Passages

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TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is D. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



The Writing Academy®, LLC

Grade 4 • Cluster 8 • Paired Passages

TEKS 4.6(E) • Paired Passages • Week 34 of 36 • Cluster 8 • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are comparing the focus of an article that explains how forces cause change with a poem that reflects on choosing what to carry forward.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will analyze how their focuses differ, and we will learn to spot Similarity, not a difference traps.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 8 Module 2 . a class or student copy of "What Shapes a Society? Ideas, Choices, and Culture" and "What We Carry Forward" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain the difference between explaining something and reflecting on it.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



The Writing Academy®, LLC

Grade 4 • Cluster 8 • Paired Passages • Monday

TEKS 4.6(E) • Paired Passages • Week 34 of 36 • Cluster 8 • Module 2 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice what one text focuses on."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Two texts can share a topic but emphasize different things. Today we notice what the article focuses on."

▶ Read the line twice. Students circle *Ideas, decisions, beliefs, laws, art, music, and leadership* on the NOTICE row.

ANSWER KEY: The article focuses on explaining specific forces that change societies.

CHECK FOR UNDERSTANDING

Ask a student to name two forces the article discusses.

COMMON MISCONCEPTION

Students may say the article is about society. Society is the topic; the focus is on specific forces that cause change.

POSSIBLE STUDENT QUESTION

What is the difference between a topic and a focus? The topic is the broad subject; the focus is the specific angle the author takes.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing what one text focuses on. Keep the demand at this level.

RAISE THE THINKING

Ask which historical example the article uses to explain how ideas become rules.

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.



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Grade 4 • Cluster 8 • Paired Passages • Tuesday

TEKS 4.6(E) • Paired Passages • Week 34 of 36 • Cluster 8 • Module 2 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a real difference in focus between two texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A difference in focus is about what each author emphasizes, not what they mention."

▶ Students choose privately, then explain each text's focus.

ANSWER KEY: B. The article explains change; the poem reflects on what to keep.

CHECK FOR UNDERSTANDING

Ask a student to describe the poem's focus in their own words.

COMMON MISCONCEPTION

Students may pick A because both texts mention historical events. But the question asks how their focus differs.

POSSIBLE STUDENT QUESTION

Can two texts share some events and still have different focuses? Yes. The focus is the angle, not the events.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a difference in focus between two texts. Keep the demand at this level.

RAISE THE THINKING

Ask a student what the poem encourages the reader to do with ideas from the past.

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.



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Grade 4 • Cluster 8 • Paired Passages • Wednesday

TEKS 4.6(E) • Paired Passages • Week 34 of 36 • Cluster 8 • Module 2 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can find a sentence that supports a difference in focus between two texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We noticed the article's focus on explaining change. Now look at what the poem emphasizes instead."

▶ Take two or three answers. Push students to compare the two focuses.

ANSWER KEY: "What we inherit is a start, Not one command we learn by heart" shows the poem's focus on choosing.

CHECK FOR UNDERSTANDING

Ask a student to name one way the poem asks the reader to respond to the past.

COMMON MISCONCEPTION

Students may describe only the poem. A comparison needs both texts.

POSSIBLE STUDENT QUESTION

Can both texts be valuable even with different focuses? Yes. Each teaches something different about the same topic.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two texts focus on different aspects. Keep the demand at this level.

RAISE THE THINKING

Ask which text a student would read to understand what caused a change and which to think about what to keep.

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.



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Grade 4 · Cluster 8 · Paired Passages · Thursday

TEKS 4.6(E) · Paired Passages · Week 34 of 36 · Cluster 8 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write about a difference in focus between two texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Name each text's focus and explain how they differ."

▶ Students write the comparison as a full sentence on the OWN row.

ANSWER KEY: Example: The article explains causes of change; the poem reflects on choosing what ideas to carry forward.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and confirm it names a difference, not a similarity.

COMMON MISCONCEPTION

Students may write about the topic instead of the focus. Focus is about emphasis, not subject.

POSSIBLE STUDENT QUESTION

Can I mention what both texts share? Yes, but the main point should be the difference in focus.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a difference in focus independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student which text would be more helpful for understanding a specific historical event.

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.



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Grade 4 · Cluster 8 · Paired Passages · Friday

TEKS 4.6(E) · Paired Passages · Week 34 of 36 · Cluster 8 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a comparison and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A trap can name something true about both texts. But if the question asks for a difference, a similarity is wrong."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: The article explains how forces cause change; the poem reflects on choosing what to keep. That is the difference in focus.

CHECK FOR UNDERSTANDING

Ask a student to turn the similarity into a difference by describing each text's focus.

COMMON MISCONCEPTION

Students may accept the trap because the Magna Carta and artists really are in both texts. But the question asks how their focuses differ.

POSSIBLE STUDENT QUESTION

Can two texts mention the same things but focus on them differently? Yes. That is what this week explores.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a similarity does not answer a focus question. Keep the demand at this level.

RAISE THE THINKING

Ask a student to describe how the article uses the Magna Carta differently from how the poem does.

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.

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Grade 4 · Cluster 8 · Paired Passages



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TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to use the question on your own."

▶ Read the Your Turn task. Students work independently on the tracking sheet.

"Name each text's focus first. Then one proof line from each."

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

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Grade 4 · Cluster 8 · Paired Passages



TEKS 4.6(E) · Paired Passages · Week 34 of 36 · Cluster 8 · Module 2 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.

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Grade 4 · Cluster 8 · Paired Passages



TEKS 4.6(E) · Paired Passages · Week 34 of 36 · Cluster 8 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, worded the way the STAAR test words it."

▶ Read the excerpt and the question aloud.

"Read all four choices. Cross out each trap and say its name before you choose."

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because both texts mention the Magna Carta, without noticing that A names a similarity, not a difference.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is B. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



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Grade 4 • Cluster 8 • Paired Passages

TEKS 4.6(E) • Paired Passages • Week 35 of 36 • Cluster 8 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are finding the strongest conclusion across an article about five forces of change and a poem about the roads between us.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will test conclusions against evidence in both texts, and we will learn to spot Goes too far traps.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 8 Module 3 . a class or student copy of "Five Forces That Shape a Society" and "The Roads Between Us" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain what makes one conclusion stronger than another.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



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Grade 4 • Cluster 8 • Paired Passages • Monday

TEKS 4.6(E) • Paired Passages • Week 35 of 36 • Cluster 8 • Module 3 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a conclusion supported by evidence."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A conclusion is a big idea supported by evidence. Look at what this evidence leads to."

▶ Read the line twice. Students circle spread both goods and ideas on the NOTICE row.

ANSWER KEY: Connections spread goods and ideas. Conclusion: connections create more change than just trade.

CHECK FOR UNDERSTANDING

Ask a student to name something besides goods that can spread through connections.

COMMON MISCONCEPTION

Students may say the conclusion is about trade. Trade is the topic; the conclusion is about what connections spread.

POSSIBLE STUDENT QUESTION

Is a conclusion the same as a fact? No. A conclusion is a bigger idea I draw from the facts.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a conclusion supported by evidence. Keep the demand at this level.

RAISE THE THINKING

Ask what happened when Caddo communities connected according to the article.

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.



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Grade 4 • Cluster 8 • Paired Passages • Tuesday

TEKS 4.6(E) • Paired Passages • Week 35 of 36 • Cluster 8 • Module 3 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the conclusion best supported by both texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The strongest conclusion has the most evidence in both texts. Watch for conclusions that push too far."

▶ Students choose privately, then name evidence from each text.

ANSWER KEY: A. Connections spread more than goods; they also spread ideas.

CHECK FOR UNDERSTANDING

Ask a student to name evidence from the poem that supports A.

COMMON MISCONCEPTION

Students may pick B because connections sound positive. But the texts show connections can bring harm too.

POSSIBLE STUDENT QUESTION

What makes one conclusion stronger than another? More evidence from both texts supports it.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the strongest conclusion from both texts. Keep the demand at this level.

RAISE THE THINKING

Ask a student what the poem says about connections that were not positive.

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.



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Grade 4 • Cluster 8 • Paired Passages • Wednesday

TEKS 4.6(E) • Paired Passages • Week 35 of 36 • Cluster 8 • Module 3 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is **SHOW**. I can find a sentence that supports a conclusion drawn from both texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We found evidence in the article. Now prove the poem supports the same conclusion."

▶ Take two or three answers. Push students to match the poem evidence to the conclusion.

ANSWER KEY: "It carries language, thought, and art, And pieces of the human heart" shows connections spread ideas.

CHECK FOR UNDERSTANDING

Ask a student to compare what the article says connections spread and what the poem says.

COMMON MISCONCEPTION

Students may describe only the poem. A connection needs evidence from both texts.

POSSIBLE STUDENT QUESTION

Can a poem provide evidence for a conclusion? Yes. Poems use images and details as evidence.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two texts support the same conclusion. Keep the demand at this level.

RAISE THE THINKING

Ask what pieces of the human heart might mean in the poem.

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.



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Grade 4 · Cluster 8 · Paired Passages · Thursday

TEKS 4.6(E) · Paired Passages · Week 35 of 36 · Cluster 8 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write the strongest conclusion from two texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"State the conclusion and explain what evidence from each text supports it."

▶ Students write the conclusion as a full sentence on the OWN row.

ANSWER KEY: Example: Both texts show that connections spread ideas and culture alongside physical goods.

CHECK FOR UNDERSTANDING

Ask a student to read their conclusion and name one piece of evidence from each text.

COMMON MISCONCEPTION

Students may state a fact instead of a conclusion. A conclusion is the bigger idea the facts support.

POSSIBLE STUDENT QUESTION

Can my conclusion cover ideas from both texts? Yes. A strong conclusion synthesizes evidence from both.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating the strongest conclusion independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student what conclusion they would draw from both texts about the value of connections.

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



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Grade 4 • Cluster 8 • Paired Passages • Friday

TEKS 4.6(E) • Paired Passages • Week 35 of 36 • Cluster 8 • Module 3 • slide 6 of 10

TEACHER SAYS & DOES • SLIDE 6 OF 10 •

Friday • DEFEND • Reflective

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a conclusion and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A trap can push a conclusion past what the evidence supports. Watch for words like always and never."

▶ Students write why the conclusion is a trap and its name on the DEFEND row.

ANSWER KEY: The article shows Caddo trade spreading goods and ideas; the poem shows roads carrying thought and art. Both show connections shaping communities.

CHECK FOR UNDERSTANDING

Ask a student to find the line in the poem that disproves the trap.

COMMON MISCONCEPTION

Students may accept the trap because connections often are positive. But the texts show both sides.

POSSIBLE STUDENT QUESTION

How do I know a conclusion goes too far? It uses absolute words the evidence does not support.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a conclusion goes too far. Keep the demand at this level.

RAISE THE THINKING

Ask a student to rewrite the trap so it matches what the texts actually show.

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.

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Grade 4 · Cluster 8 · Paired Passages



TEKS 4.6(E) · Paired Passages · Week 35 of 36 · Cluster 8 · Module 3 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“State the conclusion first. Then one proof line from each text.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

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Grade 4 · Cluster 8 · Paired Passages



TEKS 4.6(E) · Paired Passages · Week 35 of 36 · Cluster 8 · Module 3 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.



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Grade 4 · Cluster 8 · Paired Passages

TEKS 4.6(E) · Paired Passages · Week 35 of 36 · Cluster 8 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because connections sound positive, without checking that the poem shows some connections caused harm.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.



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Grade 4 • Cluster 8 • Paired Passages

TEKS 4.6(E) • Paired Passages • Week 36 of 36 • Cluster 8 • Module 4 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This is our capstone week. We are reading two articles that both develop the idea that studying evidence from the past helps people learn.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the *What does this mean to me* box in your own warm voice.

“Each day we will connect, compare, and defend, using all the skills we have built this year.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 8 Module 4 . a class or student copy of "The Evidence Room: What Did They Leave Behind?" and "Looking Back to Move Forward" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name the three things we do in a capstone week: connect, compare, and defend.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

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.



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Grade 4 • Cluster 8 • Paired Passages • Monday

TEKS 4.6(E) • Paired Passages • Week 36 of 36 • Cluster 8 • Module 4 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice an idea about studying evidence."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This is our capstone week. We connect, compare, and defend. Start by finding the idea in the first text."

▶ Read the line twice. Students circle evidence can reveal something about the past on the NOTICE row.

ANSWER KEY: Evidence reveals something about the past. Studying it helps people learn.

CHECK FOR UNDERSTANDING

Ask a student to name one type of evidence the article describes.

COMMON MISCONCEPTION

Students may say the idea is about museums. Museums are the setting; the idea is about studying evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? The article lists artifacts, maps, documents, artwork, and more.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing an idea about studying evidence. Keep the demand at this level.

RAISE THE THINKING

Ask why one source rarely tells the whole story, according to the article.

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.



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Grade 4 · Cluster 8 · Paired Passages · Tuesday

TEKS 4.6(E) · Paired Passages · Week 36 of 36 · Cluster 8 · Module 4 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose an idea found in both texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The idea must have evidence in both texts. An idea from only one text is a trap."

▶ Students choose privately, then name evidence from each text.

ANSWER KEY: B. Studying evidence from the past helps people understand and learn.

CHECK FOR UNDERSTANDING

Ask a student to name the evidence from the second article that supports B.

COMMON MISCONCEPTION

Students may pick A because pottery is interesting. But the second article does not discuss pottery.

POSSIBLE STUDENT QUESTION

What if only one text mentions a detail? Then the detail is not a shared idea.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting an idea found in both texts. Keep the demand at this level.

RAISE THE THINKING

Ask a student what Ava learned by studying the painting in the second article.

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.



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Grade 4 • Cluster 8 • Paired Passages • Wednesday

TEKS 4.6(E) • Paired Passages • Week 36 of 36 • Cluster 8 • Module 4 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can find a sentence that supports a shared idea between two articles."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We found the idea in the first article. Now prove the second one develops it too."

▶ Take two or three answers. Push students to name specific evidence from the second article.

ANSWER KEY: "Ava realized that old ideas could become useful again" shows looking at old evidence helps people learn.

CHECK FOR UNDERSTANDING

Ask a student what the painting taught Ava about the past.

COMMON MISCONCEPTION

Students may only summarize the second article. A connection needs the shared idea from both.

POSSIBLE STUDENT QUESTION

Does studying a painting count as studying evidence? Yes. The first article lists artwork as a type of evidence.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two texts develop the same idea. Keep the demand at this level.

RAISE THE THINKING

Ask what the Renaissance thinkers and the museum exhibits have in common.

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.



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Grade 4 · Cluster 8 · Paired Passages · Thursday

TEKS 4.6(E) · Paired Passages · Week 36 of 36 · Cluster 8 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a connection between two texts and name evidence from each."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"State the idea, then name one piece of evidence from each text."

▶ Students write the connection with evidence on the OWN row.

ANSWER KEY: Example: Both texts show that studying the past through evidence helps people learn and grow.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and name their evidence from each text.

COMMON MISCONCEPTION

Students may write about only one text. A capstone connection covers both.

POSSIBLE STUDENT QUESTION

Can I name different types of evidence from each text? Yes. The idea is the same even if the evidence is different.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a capstone connection with evidence. Keep the demand at this level.

RAISE THE THINKING

Ask a student what type of evidence from the first article could help Ava learn more.

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.



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Grade 4 · Cluster 8 · Paired Passages · Friday

TEKS 4.6(E) · Paired Passages · Week 36 of 36 · Cluster 8 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a connection and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A trap can name something real from one text. Always check whether it appears in the other text too."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: The Evidence Room shows artifacts revealing the past; Ava learns that studying old ideas helps people move forward. Both connect past study to progress.

CHECK FOR UNDERSTANDING

Ask a student to search the second article for any mention of pottery.

COMMON MISCONCEPTION

Students may accept the trap because pottery is memorable from the first article. But the second never mentions it.

POSSIBLE STUDENT QUESTION

How do I defend against an Only one text trap? I search the other text for the detail.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a detail from one text is not shared. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name an idea that really is supported by both texts.

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.

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Grade 4 · Cluster 8 · Paired Passages



TEKS 4.6(E) · Paired Passages · Week 36 of 36 · Cluster 8 · Module 4 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Idea first. Then one proof line from each text. Then name a trap and explain why it fails.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.



TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.



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Grade 4 · Cluster 8 · Paired Passages

TEKS 4.6(E) · Paired Passages · Week 36 of 36 · Cluster 8 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because pottery is memorable from the first article, without checking that the second article never mentions it.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.



TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is C. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.