

Paired Passages Tracking Sheet

Week 1 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • PREPARE CLUSTER • MODULE 1 • TEKS 4.6(E) • PAIRED PASSAGES from “Dream and Serve”

Name: _____

Date: _____



NOTICE

Monday

Notice the idea in one text.

What does the child in Dream learn from the speech? Copy the words that show it.



CHOOSE

Tuesday

Choose the idea in both.

What idea is found in both Dream and Serve? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

Show the idea in the second text.

Which sentence from Serve best supports the idea that a young person can choose to help? Copy it.



OWN

Thursday

Own the connection.

Write one sentence that tells an idea found in both texts.



DEFEND

Friday

Defend against the trap.

How are the two stories connected in how they show a young person learning about helping others? Give one detail from each story.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 1 of 36

Show what you know and hunt for paired passages.

GRADE 4 • PREPARE CLUSTER • MODULE 1 • TEKS 4.6(E) • PAIRED PASSAGES from “Dream and Serve”

Your turn.

Write one idea both texts share. Copy one line from Dream and one line from Serve.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more line from each text that shows inspiring words motivating people. Name a trap someone might choose.

LINE FROM DREAM	LINE FROM SERVE	THE IDEA THEY SHARE

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can find an idea in one text.			
I can choose an idea found in both texts.			
I can prove a connection with a line from each text.			
I can name a Shared topic, not shared idea trap.			

Paired Passages Tracking Sheet

Week 2 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • PREPARE CLUSTER • MODULE 2 • TEKS 4.6(E) • PAIRED PASSAGES from “Dream and Serve”

Name: _____

Date: _____



NOTICE

Monday

Notice what happens in the story.

What does the child in Dream decide to do? Copy the words that show it.



CHOOSE

Tuesday

Choose the similarity.

Which sentence describes a similarity? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

Show the similarity in Serve.

Which sentence from Serve best supports the idea that both texts show a young person inspired to help? Copy it.



OWN

Thursday

Own the similarity.

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



DEFEND

Friday

Defend against the trap.

How does the Peace Corps line from Serve relate to the idea of helping in Dream? Explain why it fails as a similarity.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 2 of 36

Show what you know and hunt for paired passages.

GRADE 4 • PREPARE CLUSTER • MODULE 2 • TEKS 4.6(E) • PAIRED PASSAGES from “Dream and Serve”

Your turn.

Write one similarity. Copy one line from Dream and one line from Serve.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more line from each text that shows a young person deciding to help. Name a trap someone might choose.

LINE FROM DREAM	LINE FROM SERVE	THE SIMILARITY

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can find an idea in one text.			
I can choose a similarity found in both texts.			
I can prove a similarity with a line from each text.			
I can name an Only one text trap.			

Paired Passages Tracking Sheet

Week 3 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • PREPARE CLUSTER • MODULE 3 • TEKS 4.6(E) • PAIRED PASSAGES from “Dream and Serve”

Name: _____

Date: _____



NOTICE

Monday

Notice how the child learns in Dream.

How does the child in Dream experience the event? Copy the words that show it.



CHOOSE

Tuesday

Choose the difference.

How is Dream different from Serve? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

Show the difference in Serve.

Which sentence from Serve best supports the idea that the texts present events differently? Copy it.



OWN

Thursday

Own the difference.

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



DEFEND

Friday

Defend against the trap.

How are the children in Dream and Serve connected? Explain why that connection does not answer a difference question.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 3 of 36

Show what you know and hunt for paired passages.

GRADE 4 • PREPARE CLUSTER • MODULE 3 • TEKS 4.6(E) • PAIRED PASSAGES from “Dream and Serve”

Your turn.

Write one difference. Copy one line from Dream and one line from Serve.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more difference between the two texts. Name a trap someone might choose.

LINE FROM DREAM	LINE FROM SERVE	THE DIFFERENCE

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can find how a text presents an event.			
I can choose a difference between two texts.			
I can prove a difference with a line from each text.			
I can name a Similarity, not a difference trap.			

Paired Passages Tracking Sheet

Week 4 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • PREPARE CLUSTER • MODULE 4 • TEKS 4.6(E) • PAIRED PASSAGES from “Dream and Serve”

Name: _____

Date: _____



NOTICE

Monday

Notice what is special about Dream.

What is special about the moment in Dream? Copy the words that show it.



CHOOSE

Tuesday

Choose the idea found only in Dream.

Which idea is found in Dream but not in Serve? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

Show the idea in Dream.

Which sentence from Dream best supports the idea that the child has a powerful firsthand moment? Copy it.



OWN

Thursday

Own the connection.

Write one sentence about an idea found in Dream but not in Serve.



DEFEND

Friday

Defend against the trap.

How does the child's experience in Dream relate to Grandpa's story in Serve? Explain why switching details is a trap.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 4 of 36

Show what you know and hunt for paired passages.

GRADE 4 • PREPARE CLUSTER • MODULE 4 • TEKS 4.6(E) • PAIRED PASSAGES from “Dream and Serve”

Your turn.

Write one idea found in Dream but not in Serve. Copy one line from Dream that proves it.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more idea found in only one text. Name the text it belongs to and a trap someone might choose.

IDEA FROM ONE TEXT	WHICH TEXT?	WHY NOT THE OTHER?

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can find an idea in one text.			
I can prove an idea is not in the other text.			
I can check which text an idea belongs to.			
I can name a Texts switched trap.			

Paired Passages Tracking Sheet

Week 5 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • CLUSTER 1 • MODULE 1 • TEKS 4.6(E) • PAIRED PASSAGES from “Morning in the Village and The Roads Between Us”

Name: _____

Date: _____



NOTICE

Monday

Notice the idea in the story.

What does the trading show in Morning in the Village? Copy the words that show it.



CHOOSE

Tuesday

Choose the idea in both.

What idea is developed in both texts? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

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? Copy it.



OWN

Thursday

Own the connection.

Write one sentence that tells an idea developed in both texts.



DEFEND

Friday

Defend against the trap.

How are the two texts connected beyond sharing the topic of community? Explain.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 5 of 36

Show what you know and hunt for paired passages.

GRADE 4 • CLUSTER 1 • MODULE 1 • TEKS 4.6(E) • PAIRED PASSAGES from “Morning in the Village and The Roads Between Us”

Your turn.

Write one idea both texts develop. Copy one line from the story and one line from the poem.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more line from each text that shows connection through sharing. Name a trap someone might choose.

LINE FROM THE STORY	LINE FROM THE POEM	THE IDEA THEY DEVELOP

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can find an idea in one text.			
I can choose an idea developed in both texts.			
I can prove a connection with a line from each text.			
I can name a Shared topic, not shared idea trap.			

Paired Passages Tracking Sheet

Week 6 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • CLUSTER 1 • MODULE 2 • TEKS 4.6(E) • PAIRED PASSAGES from “Morning in the Village and The Roads Between Us”

Name: _____

Date: _____



NOTICE

Monday

Notice what people do in the story.

What do the people in Morning in the Village do together? Copy the words that show it.



CHOOSE

Tuesday

Choose how the people are similar.

How are the people in both texts similar? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

Show the similarity in the poem.

Which sentence from The Roads Between Us best supports the idea that people in both texts help their community? Copy it.



OWN

Thursday

Own the comparison.

Write one sentence comparing what people do in both texts.



DEFEND

Friday

Defend against the trap.

How does the building detail in Morning in the Village relate to The Roads Between Us? Explain why it points to the wrong idea.

Show What You Know

Circle your answer. Explain your answer on the back.

☐ A ☐ B ☐ C ☐ D

Paired Passages Tracking Sheet (Back)

Week 6 of 36

Show what you know and hunt for paired passages.

GRADE 4 • CLUSTER 1 • MODULE 2 • TEKS 4.6(E) • PAIRED PASSAGES from “Morning in the Village and The Roads Between Us”

Your turn.

Write one similarity between the people. Copy one line from each text.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more line from each text that shows people sharing. Name a trap someone might choose.

LINE FROM THE STORY	LINE FROM THE POEM	HOW THE PEOPLE ARE SIMILAR

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice what people do in one text.			
I can compare people in two texts.			
I can prove a comparison with a line from each text.			
I can name a Right detail, wrong idea trap.			

Paired Passages Tracking Sheet

Week 7 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • CLUSTER 1 • MODULE 3 • TEKS 4.6(E) • PAIRED PASSAGES from “A Promise Written Long Ago and What We Carry Forward”

Name: _____

Date: _____



NOTICE

Monday

Notice how the article presents its ideas.

How does the article present its ideas? Copy words that show its style.



CHOOSE

Tuesday

Choose the difference in presentation.

What is one difference in presentation? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

Show the difference in the poem.

Which sentence from What We Carry Forward best supports the idea that the poem presents ideas differently from the article? Copy it.



OWN

Thursday

Own the difference.

Write one sentence about how the article and the poem present ideas differently.



DEFEND

Friday

Defend against the trap.

How is the way the article presents its ideas different from the way the poem does? Give one example from each text.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 7 of 36

Show what you know and hunt for paired passages.

GRADE 4 • CLUSTER 1 • MODULE 3 • TEKS 4.6(E) • PAIRED PASSAGES from “A Promise Written Long Ago and What We Carry Forward”

Your turn.

Write one difference in presentation. Copy one line from each text.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more line from each text that shows different styles. Name a trap someone might choose.

LINE FROM THE ARTICLE	LINE FROM THE POEM	THE DIFFERENCE IN STYLE

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice how a text presents its ideas.			
I can choose a difference in presentation.			
I can prove the difference with a line from each text.			
I can name a Similarity, not a difference trap.			

Paired Passages Tracking Sheet

Week 8 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • CLUSTER 1 • MODULE 4 • TEKS 4.6(E) • PAIRED PASSAGES from “A Promise Written Long Ago and What We Carry Forward”

Name: _____

Date: _____



NOTICE

Monday

Notice the message in the article.

What message does the article teach about ideas from the past? Copy the words that show it.



CHOOSE

Tuesday

Choose the message in both.

What message is found in both texts? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

Show the message in the poem.

Which sentence from What We Carry Forward best supports the message that past ideas still matter? Copy it.



OWN

Thursday

Own the message.

Write one sentence that tells a message found in both texts.



DEFEND

Friday

Defend against the trap.

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

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 8 of 36

Show what you know and hunt for paired passages.

GRADE 4 • CLUSTER 1 • MODULE 4 • TEKS 4.6(E) • PAIRED PASSAGES from “A Promise Written Long Ago and What We Carry Forward”

Your turn.

Write one message both texts share. Copy one line from the article and one from the poem.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more line from each text that supports the shared message. Name a trap someone might choose.

LINE FROM THE ARTICLE	LINE FROM THE POEM	THE MESSAGE THEY SHARE

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can find a message in one text.			
I can choose a message found in both texts.			
I can prove a message with a line from each text.			
I can name a Not in either text trap.			

Paired Passages Tracking Sheet

Week 9 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • CLUSTER 2 • MODULE 1 • TEKS 4.6(E) • PAIRED PASSAGES from “The Energy We Use Everyday and Four Regions, One Big Adventure”

Name: _____

Date: _____



NOTICE

Monday

Notice what the reader learns in the article.

What does the energy article ask the reader to think about? Copy the words that show it.



CHOOSE

Tuesday

Choose how the people are alike.

How are the people in both texts alike? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

Show the similarity in the second text.

Which sentence from Four Regions best supports the idea that both texts show people learning about resources? Copy it.



OWN

Thursday

Own the comparison.

Write one sentence comparing how the people in both texts are alike.



DEFEND

Friday

Defend against the trap.

How does the solar energy detail in the article relate to what Xavier learns in Four Regions? Explain why it fails.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 9 of 36

Show what you know and hunt for paired passages.

GRADE 4 • CLUSTER 2 • MODULE 1 • TEKS 4.6(E) • PAIRED PASSAGES from “The Energy We Use Everyday and Four Regions, One Big Adventure”

Your turn.

Write one way the people are alike. Copy one line from each text.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more line from each text about resources. Name a trap someone might choose.

LINE FROM THE ENERGY ARTICLE	LINE FROM FOUR REGIONS	HOW THE PEOPLE ARE ALIKE

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice what people learn in one text.			
I can compare people in two texts.			
I can prove a comparison with a line from each text.			
I can name an Only one text trap.			

Paired Passages Tracking Sheet

Week 10 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • CLUSTER 2 • MODULE 2 • TEKS 4.6(E) • PAIRED PASSAGES from “The Energy We Use Everyday and Four Regions, One Big Adventure”

Name: _____

Date: _____



NOTICE

Monday

Notice what motivates people in the article.

What causes people to act in the energy article? Copy the words that show it.



CHOOSE

Tuesday

Choose what causes people to act.

What causes people in both texts to act? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

Show the cause in the second text.

Which sentence from Four Regions best supports the idea that both texts motivate people to learn about resources? Copy it.



OWN

Thursday

Own the cause.

Write one sentence about what causes people in both texts to act.



DEFEND

Friday

Defend against the trap.

How does the idea of protecting resources connect to what happens in Four Regions? Explain why endangered animals do not fit.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 10 of 36

Show what you know and hunt for paired passages.

GRADE 4 • CLUSTER 2 • MODULE 2 • TEKS 4.6(E) • PAIRED PASSAGES from “The Energy We Use Everyday and Four Regions, One Big Adventure”

Your turn.

Write what causes people to act. Copy one line from each text.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more line from each text that shows what motivates people. Name a trap someone might choose.

LINE FROM THE ENERGY ARTICLE	LINE FROM FOUR REGIONS	WHAT CAUSES THEM TO ACT

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice what motivates people in one text.			
I can compare causes in two texts.			
I can prove a shared cause with a line from each text.			
I can name a Not in either text trap.			

Paired Passages Tracking Sheet

Week 11 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • CLUSTER 2 • MODULE 3 • TEKS 4.6(E) • PAIRED PASSAGES from “Columbus's Arrival and The Wealth of Mansa Musa”

Name: _____

Date: _____



NOTICE

Monday

Notice a detail in Mansa Musa.

What detail does The Wealth of Mansa Musa give about Mali's economy? Copy the words.



CHOOSE

Tuesday

Choose the detail in Mansa Musa only.

Which detail is in Mansa Musa but not Columbus? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

Show the detail in Mansa Musa.

Which sentence from The Wealth of Mansa Musa best supports the idea that learning was important in Timbuktu? Copy it.



OWN

Thursday

Own the detail.

Write one sentence about a detail found in Mansa Musa but not Columbus.



DEFEND

Friday

Defend against the trap.

How does the detail about Columbus's ships connect to The Wealth of Mansa Musa? Explain why switching texts is a trap.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 11 of 36

Show what you know and hunt for paired passages.

GRADE 4 • CLUSTER 2 • MODULE 3 • TEKS 4.6(E) • PAIRED PASSAGES from “Columbus’s Arrival and The Wealth of Mansa Musa”

Your turn.

Write one detail found in Mansa Musa only. Copy one line that proves it.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more detail from each text that is unique to it. Name the text each belongs to.

DETAIL FROM ONE TEXT	WHICH TEXT?	WHY NOT THE OTHER?

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can find a detail in one text.			
I can prove a detail is not in the other text.			
I can check which text a detail belongs to.			
I can name a Texts switched trap.			

Paired Passages Tracking Sheet

Week 12 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • CLUSTER 2 • MODULE 4 • TEKS 4.6(E) • PAIRED PASSAGES from “Columbus's Arrival and The Wealth of Mansa Musa”

Name: _____

Date: _____



NOTICE

Monday

Notice a conclusion in the Columbus text.

What conclusion does Columbus's Arrival support about trade and connection? Copy the words.



CHOOSE

Tuesday

Choose the conclusion both support.

Both texts support the conclusion that... Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

Show the conclusion in Mansa Musa.

Which sentence from The Wealth of Mansa Musa best supports the conclusion that exploration changed the world? Copy it.



OWN

Thursday

Own the conclusion.

Write one sentence stating a conclusion both texts support.



DEFEND

Friday

Defend against the trap.

How does the conclusion about exploration in Columbus's Arrival connect to The Wealth of Mansa Musa? Explain why going too far is a trap.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 12 of 36

Show what you know and hunt for paired passages.

GRADE 4 • CLUSTER 2 • MODULE 4 • TEKS 4.6(E) • PAIRED PASSAGES
from “Columbus’s Arrival and The Wealth of Mansa Musa”

Your turn.

Write one conclusion both texts support. Copy one line from each text.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more line from each text that supports a conclusion about trade. Name a trap someone might choose.

LINE FROM COLUMBUS	LINE FROM MANSA MUSA	THE CONCLUSION THEY SUPPORT

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can find a conclusion in one text.			
I can choose a conclusion both texts support.			
I can prove a conclusion with a line from each text.			
I can name a Goes too far trap.			

Paired Passages Tracking Sheet

Week 13 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • CLUSTER 3 • MODULE 1 • TEKS 4.6(E) • PAIRED PASSAGES from “A Lone Star Choice and A Promise Written Long Ago”

Name: _____

Date: _____



NOTICE

Monday

Notice the idea in the poem.

What idea does the poem teach about choices? Copy the words that show it.



CHOOSE

Tuesday

Choose the shared idea.

How does the article develop an idea from the poem? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

Show the idea in the article.

Which sentence from A Promise Written Long Ago best supports the idea that both texts develop the theme of standing up for rights? Copy it.



OWN

Thursday

Own the connection.

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



DEFEND

Friday

Defend against the trap.

How does the article develop the idea that decisions reshape a nation's future, which is also in the poem? Give one detail from each text.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 13 of 36

Show what you know and hunt for paired passages.

GRADE 4 • CLUSTER 3 • MODULE 1 • TEKS 4.6(E) • PAIRED PASSAGES from “A Lone Star Choice and A Promise Written Long Ago”

Your turn.

Write one shared idea. Copy one line from the poem and one from the article.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more line from each text that shows decisions reshaping the future. Name a trap someone might choose.

LINE FROM THE POEM	LINE FROM THE ARTICLE	THE SHARED IDEA

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can find an idea in one text.			
I can choose a shared idea in different text types.			
I can prove the idea with a line from each text.			
I can name a Shared topic, not shared idea trap.			

Paired Passages Tracking Sheet

Week 14 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • CLUSTER 3 • MODULE 2 • TEKS 4.6(E) • PAIRED PASSAGES from “A Lone Star Choice and A Promise Written Long Ago”

Name: _____

Date: _____



NOTICE

Monday

Notice the idea in the poem's lines.

What idea do the poem's lines about leaders express? Copy the key words.



CHOOSE

Tuesday

Choose the matching line.

Which article line expresses a similar idea? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

Show the match.

Which sentence from A Promise Written Long Ago best supports the idea that people debated important choices? Copy it.



OWN

Thursday

Own the match.

Write one sentence explaining how a poem line and an article line share an idea.



DEFEND

Friday

Defend against the trap.

How does the setting detail about England relate to the poem's idea about debating? Explain why it fails as a match.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 14 of 36

Show what you know and hunt for paired passages.

GRADE 4 • CLUSTER 3 • MODULE 2 • TEKS 4.6(E) • PAIRED PASSAGES from “A Lone Star Choice and A Promise Written Long Ago”

Your turn.

Find one line from the poem and one from the article that share an idea. Write the idea.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find another pair of lines that share an idea. Name a trap someone might choose.

LINE FROM THE POEM	LINE FROM THE ARTICLE	THE SHARED IDEA

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice the idea behind a line.			
I can match lines that share the same idea.			
I can prove a match with evidence from both texts.			
I can name a Right detail, wrong idea trap.			

Paired Passages Tracking Sheet

Week 15 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • CLUSTER 3 • MODULE 3 • TEKS 4.6(E) • PAIRED PASSAGES from “Making It Happen and Looking Back to Move Forward”

Name: _____

Date: _____



NOTICE

Monday

Notice the purpose of the play.

What is the purpose of the play? Copy words that show it.



CHOOSE

Tuesday

Choose the difference in purpose.

How are the purposes different? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

Show the purpose of the article.

Which sentence from Looking Back to Move Forward best supports the idea that its purpose differs from the play's? Copy it.



OWN

Thursday

Own the difference.

Write one sentence about how the purposes are different.



DEFEND

Friday

Defend against the trap.

How is the purpose of the drama different from the purpose of the article? Give one detail from each text.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 15 of 36

Show what you know and hunt for paired passages.

GRADE 4 • CLUSTER 3 • MODULE 3 • TEKS 4.6(E) • PAIRED PASSAGES from “Making It Happen and Looking Back to Move Forward”

Your turn.

Write one difference in purpose. Copy one line from each text.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more line from each text that shows its purpose. Name a trap someone might choose.

LINE FROM THE PLAY	LINE FROM THE ARTICLE	THE DIFFERENCE IN PURPOSE

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice the purpose of a text.			
I can compare purposes of two texts.			
I can prove a difference with a line from each text.			
I can name a Similarity, not a difference trap.			

Paired Passages Tracking Sheet

Week 16 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • CLUSTER 3 • MODULE 4 • TEKS 4.6(E) • PAIRED PASSAGES from “Making It Happen and Looking Back to Move Forward”

Name: _____

Date: _____



NOTICE

Monday

Notice the idea in the play.

What idea does the play share about ideas and success? Copy the key words.



CHOOSE

Tuesday

Choose the idea in both.

Which idea is developed in both texts? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

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? Copy it.



OWN

Thursday

Own the idea.

Write one sentence about an idea developed in both texts.



DEFEND

Friday

Defend against the trap.

How does the claim about exercise connect to what the texts develop? Explain why it fails.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 16 of 36

Show what you know and hunt for paired passages.

GRADE 4 • CLUSTER 3 • MODULE 4 • TEKS 4.6(E) • PAIRED PASSAGES from “Making It Happen and Looking Back to Move Forward”

Your turn.

Write one idea both texts develop. Copy one line from each text.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more line from each text that develops the shared idea. Name a trap someone might choose.

LINE FROM THE PLAY	LINE FROM THE ARTICLE	THE SHARED IDEA

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can find an idea in one text.			
I can choose an idea developed in both texts.			
I can prove the idea with a line from each text.			
I can name a Not in either text trap.			

Paired Passages Tracking Sheet

Week 17 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • CLUSTER 4 • MODULE 1 • TEKS 4.6(E) • PAIRED PASSAGES

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

Name: _____

Date: _____



NOTICE

Monday

Notice the experience in the first text.

What does Xavier experience in the first text? Copy the words that show it.



CHOOSE

Tuesday

Choose the similarity in experiences.

How are the experiences similar? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

Show the similarity in the second text.

Which sentence from Understanding the Texas Regions best supports the idea that both texts help readers understand regional differences? Copy it.



OWN

Thursday

Own the comparison.

Write one sentence comparing the experiences in both texts.



DEFEND

Friday

Defend against the trap.

How does Xavier's feelings detail connect to the article? Explain why it fails as a similarity.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 17 of 36

Show what you know and hunt for paired passages.

GRADE 4 • CLUSTER 4 • MODULE 1 • TEKS 4.6(E) • PAIRED PASSAGES from “Four Regions, One Big Adventure and Understanding the Texas Regions”

Your turn.

Write one similarity in experiences. Copy one line from each text.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more line from each text that teaches about regions. Name a trap someone might choose.

LINE FROM FOUR REGIONS	LINE FROM THE ARTICLE	THE SIMILAR EXPERIENCE

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice an experience in one text.			
I can compare experiences in two texts.			
I can prove a similarity with a line from each text.			
I can name an Only one text trap.			

Paired Passages Tracking Sheet

Week 18 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • CLUSTER 4 • MODULE 2 • TEKS 4.6(E) • PAIRED PASSAGES

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

Name: _____

Date: _____



NOTICE

Monday

Notice the close view in the story.

How does the story give a personal, close-up view? Copy the words that show it.



CHOOSE

Tuesday

Choose the difference in approach.

Which statement describes a difference? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

Show the broad view in the article.

Which sentence from Understanding the Texas Regions best supports the idea that it takes a broader approach? Copy it.



OWN

Thursday

Own the difference.

Write one sentence about how the two texts approach the topic differently.



DEFEND

Friday

Defend against the trap.

How does the statement about landforms and climate relate to the difference question? Explain why a similarity fails.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 18 of 36

Show what you know and hunt for paired passages.

GRADE 4 • CLUSTER 4 • MODULE 2 • TEKS 4.6(E) • PAIRED PASSAGES from “Four Regions, One Big Adventure and Understanding the Texas Regions”

Your turn.

Write one difference in approach. Copy one line from each text.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more line from each text that shows its approach. Name a trap someone might choose.

LINE FROM FOUR REGIONS

LINE FROM THE ARTICLE

THE DIFFERENCE IN APPROACH

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice a personal perspective in one text.			
I can compare approaches of two texts.			
I can prove a difference with a line from each text.			
I can name a Similarity, not a difference trap.			

Paired Passages Tracking Sheet

Week 19 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • CLUSTER 4 • MODULE 3 • TEKS 4.6(E) • PAIRED PASSAGES from “The Wealth of Mansa Musa and The Roads Between Us”

Name: _____

Date: _____



NOTICE

Monday

Notice the message in the article.

What happened because of trade in Mali? Copy the words that show it.



CHOOSE

Tuesday

Choose the message in both.

What message do both authors share? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

Show the message in the poem.

Which sentence from the poem best supports the idea that trade helps communities? Copy the sentence.



OWN

Thursday

Own the connection.

Write one sentence that tells a message both authors share.



DEFEND

Friday

Defend against the trap.

How are the two texts connected in the message they share about trade? Give one detail from each text.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 19 of 36

Show what you know and hunt for paired passages.

GRADE 4 • CLUSTER 4 • MODULE 3 • TEKS 4.6(E) • PAIRED PASSAGES from “The Wealth of Mansa Musa and The Roads Between Us”

Your turn.

Write one message both texts share. Copy one line from the article and one line from the poem.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more line from each text that shows how trade helps people. Name a trap someone might choose.

LINE FROM THE ARTICLE	LINE FROM THE POEM	THE MESSAGE THEY SHARE

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can find a message in one text.			
I can choose a message found in both texts.			
I can prove a connection with a line from each text.			
I can name a Goes too far trap.			

Paired Passages Tracking Sheet

Week 20 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • CLUSTER 4 • MODULE 4 • TEKS 4.6(E) • PAIRED PASSAGES from “The Wealth of Mansa Musa and The Roads Between Us”

Name: _____

Date: _____



NOTICE

Monday

Notice a detail in the article.

What specific detail does the article include about trade routes? Copy the words that show it.



CHOOSE

Tuesday

Choose the detail in one text only.

What information is in the article but not the poem? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

Show what the article adds.

Which sentence from the article best supports the idea that the article adds information the poem does not? Copy it.



OWN

Thursday

Own the comparison.

Write one sentence naming information in the article but not the poem.



DEFEND

Friday

Defend against the trap.

What information does the article include that the poem does not? Give one specific detail from the article.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 20 of 36

Show what you know and hunt for paired passages.

GRADE 4 • CLUSTER 4 • MODULE 4 • TEKS 4.6(E) • PAIRED PASSAGES from “The Wealth of Mansa Musa and The Roads Between Us”

Your turn.

Write one detail from the article that is not in the poem. Copy the line that proves it.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more detail in the article that the poem does not include. Explain how you checked.

DETAIL FROM THE ARTICLE	IS IT IN THE POEM?	HOW I CHECKED

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can find specific information in one text.			
I can tell which details are in one text but not the other.			
I can prove a detail is missing from the second text.			
I can name a Texts switched trap.			

Paired Passages Tracking Sheet

Week 21 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • CLUSTER 5 • MODULE 1 • TEKS 4.6(E) • PAIRED PASSAGES from “Voices That Shaped Texas and What We Carry Forward”

Name: _____

Date: _____



NOTICE

Monday

Notice how a problem was solved.

How did someone solve a problem in the article? Copy the words that show it.



CHOOSE

Tuesday

Choose how both texts show problem solving.

How are the ways people solve problems alike in both texts? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

Show the approach in the poem.

Which sentence from the poem best supports the idea that people solve problems by sharing work across time? Copy it.



OWN

Thursday

Own the connection.

Write one sentence about how both texts show similar problem solving.



DEFEND

Friday

Defend against the trap.

How are the ways people solve problems in the article and the poem alike? Give one detail from each text.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 21 of 36

Show what you know and hunt for paired passages.

GRADE 4 • CLUSTER 5 • MODULE 1 • TEKS 4.6(E) • PAIRED PASSAGES from “Voices That Shaped Texas and What We Carry Forward”

Your turn.

Write one shared approach to problem solving. Copy one line from the article and one from the poem.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more line from each text that shows sharing helps others. Name a trap someone might choose.

LINE FROM THE ARTICLE	LINE FROM THE POEM	THE SHARED APPROACH

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can find how someone solves a problem in one text.			
I can choose a shared approach found in both texts.			
I can prove the connection with a line from each text.			
I can name a Right detail, wrong idea trap.			

Paired Passages Tracking Sheet

Week 22 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • CLUSTER 5 • MODULE 2 • TEKS 4.6(E) • PAIRED PASSAGES from “Voices That Shaped Texas and What We Carry Forward”

Name: _____

Date: _____



NOTICE

Monday

Notice who the article describes.

Who does the article describe? Copy words that show a specific person.



CHOOSE

Tuesday

Choose a real difference.

What is one difference between the people in the two texts? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

Show the difference in the poem.

Which sentence from the poem best supports the idea that the poem focuses on family traditions? Copy it.



OWN

Thursday

Own the comparison.

Write one sentence that tells a difference between the people in each text.



DEFEND

Friday

Defend against the trap.

What is one difference between the people described in the article and the poem? Give one detail from each text.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 22 of 36

Show what you know and hunt for paired passages.

GRADE 4 • CLUSTER 5 • MODULE 2 • TEKS 4.6(E) • PAIRED PASSAGES from “Voices That Shaped Texas and What We Carry Forward”

Your turn.

Write one difference between the people described. Copy one line from each text.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more line from each text that shows who the text focuses on. Name a trap someone might choose.

LINE FROM THE ARTICLE	LINE FROM THE POEM	THE DIFFERENCE

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice who a text describes.			
I can choose a real difference between subjects in two texts.			
I can prove the difference with a line from each text.			
I can name a Similarity, not a difference trap.			

Paired Passages Tracking Sheet

Week 23 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • CLUSTER 5 • MODULE 3 • TEKS 4.6(E) • PAIRED PASSAGES from “Looking Back to Move Forward and A Promise Written Long Ago”

Name: _____

Date: _____



NOTICE

Monday

Notice the conclusion in the first article.

What does the first article teach about studying old ideas? Copy the key words.



CHOOSE

Tuesday

Choose the conclusion in both.

Which conclusion is supported by both texts? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

Show the conclusion in the second article.

Which sentence from the second article best supports the conclusion that old ideas influence new systems? Copy it.



OWN

Thursday

Own the conclusion.

Write one conclusion supported by both texts.



DEFEND

Friday

Defend against the trap.

How do the two articles connect in supporting the conclusion that past ideas shape the future? Give one detail from each text.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 23 of 36

Show what you know and hunt for paired passages.

GRADE 4 • CLUSTER 5 • MODULE 3 • TEKS 4.6(E) • PAIRED PASSAGES
from “Looking Back to Move Forward and A Promise Written Long Ago”

Your turn.

Write one conclusion supported by both. Copy one line from each article.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more detail from each text that supports the conclusion. Name a trap someone might choose.

DETAIL FROM ARTICLE 1	DETAIL FROM ARTICLE 2	THE CONCLUSION THEY SUPPORT

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice a conclusion in one text.			
I can choose a conclusion supported by both texts.			
I can prove the conclusion with evidence from each text.			
I can name a Not in either text trap.			

Paired Passages Tracking Sheet

Week 24 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • CLUSTER 5 • MODULE 4 • TEKS 4.6(E) • PAIRED PASSAGES from “Looking Back to Move Forward and A Promise Written Long Ago”

Name: _____

Date: _____



NOTICE

Monday

Notice how change affects people.

How does change affect people in the first article? Copy the key words.



CHOOSE

Tuesday

Choose how both show change.

How do both texts show change affecting people? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

Show change in the second article.

Which sentence from the second article best supports the idea that change affects people across time? Copy it.



OWN

Thursday

Own the connection.

Write one sentence about how both texts show change affecting people.



DEFEND

Friday

Defend against the trap.

How do the two texts connect in showing change affecting people over time? Give one detail from each text.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 24 of 36

Show what you know and hunt for paired passages.

GRADE 4 • CLUSTER 5 • MODULE 4 • TEKS 4.6(E) • PAIRED PASSAGES from “Looking Back to Move Forward and A Promise Written Long Ago”

Your turn.

Write one way both show change affecting people. Copy one line from each article.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more detail from each text about change. Name a trap someone might choose.

DETAIL FROM ARTICLE 1	DETAIL FROM ARTICLE 2	HOW CHANGE AFFECTED PEOPLE

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice how change affects people in one text.			
I can choose a shared idea about change from both texts.			
I can prove the connection with a detail from each text.			
I can name a Shared topic, not shared idea trap.			

Paired Passages Tracking Sheet

Week 25 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • CLUSTER 6 • MODULE 1 • TEKS 4.6(E) • PAIRED PASSAGES from “A Day That Changed and Understanding the Texas Regions”

Name: _____

Date: _____



NOTICE

Monday

Notice an effect in the first article.

What effect did the weather have on the students? Copy the key words.



CHOOSE

Tuesday

Choose the effect in both.

What effect is described in both texts? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

Show the effect in the second article.

Which sentence from the second article best supports the idea that natural features cause effects on life? Copy it.



OWN

Thursday

Own the connection.

Write one sentence about an effect described in both texts.



DEFEND

Friday

Defend against the trap.

How are the two texts connected in describing causes and their effects on communities? Give one detail from each text.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 25 of 36

Show what you know and hunt for paired passages.

GRADE 4 • CLUSTER 6 • MODULE 1 • TEKS 4.6(E) • PAIRED PASSAGES from “A Day That Changed and Understanding the Texas Regions”

Your turn.

Write one shared effect. Copy one line from each article.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more cause and effect from each text. Name a trap someone might choose.

EFFECT FROM ARTICLE 1	EFFECT FROM ARTICLE 2	THE SHARED EFFECT

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice a cause and effect in one text.			
I can choose an effect described in both texts.			
I can prove the shared effect with a detail from each text.			
I can name an Only one text trap.			

Paired Passages Tracking Sheet

Week 26 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • CLUSTER 6 • MODULE 2 • TEKS 4.6(E) • PAIRED PASSAGES from “A Day That Changed and Understanding the Texas Regions”

Name: _____

Date: _____



NOTICE

Monday

Notice how the first article presents ideas.

How does the first article present its ideas? Copy the key words that show it.



CHOOSE

Tuesday

Choose the real difference.

How is the presentation different? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

Show the difference in the second article.

Which sentence from the second article best supports the idea that it presents information in an organized, factual way? Copy it.



OWN

Thursday

Own the comparison.

Write one sentence about how the two articles present ideas differently.



DEFEND

Friday

Defend against the trap.

How is the way the story presents its ideas different from the way the article does? Give one example from each text.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 26 of 36

Show what you know and hunt for paired passages.

GRADE 4 • CLUSTER 6 • MODULE 2 • TEKS 4.6(E) • PAIRED PASSAGES from “A Day That Changed and Understanding the Texas Regions”

Your turn.

Write one difference in presentation. Copy one line from each article that shows it.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more difference in how the articles are structured. Name a trap someone might choose.

HOW ARTICLE 1 PRESENTS IDEAS	HOW ARTICLE 2 PRESENTS IDEAS	THE DIFFERENCE

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice how one text presents its ideas.			
I can choose a real difference in presentation.			
I can prove the difference with a detail from each text.			
I can name a Similarity, not a difference trap.			

Paired Passages Tracking Sheet

Week 27 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • CLUSTER 6 • MODULE 3 • TEKS 4.6(E) • PAIRED PASSAGES from “A Day That Changed and Understanding the Texas Regions”

Name: _____

Date: _____



NOTICE

Monday

Notice an idea with evidence.

What idea does the author develop through Jayden's observations? Copy the key words.



CHOOSE

Tuesday

Choose the idea in both.

Which idea is developed in both texts? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

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? Copy it.



OWN

Thursday

Own the connection.

Write one sentence about an idea developed in both texts.



DEFEND

Friday

Defend against the trap.

How do the two texts connect in supporting the idea that observation helps people make decisions? Give one detail from each text.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 27 of 36

Show what you know and hunt for paired passages.

GRADE 4 • CLUSTER 6 • MODULE 3 • TEKS 4.6(E) • PAIRED PASSAGES from “A Day That Changed and Understanding the Texas Regions”

Your turn.

Write one shared idea. Copy one line from each article that proves it.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more detail from each text that builds the observation idea. Name a trap someone might choose.

DETAIL FROM ARTICLE 1	DETAIL FROM ARTICLE 2	THE IDEA THEY DEVELOP

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice an idea developed in one text.			
I can choose an idea developed in both texts.			
I can prove the idea with evidence from each text.			
I can name a Not in either text trap.			

Paired Passages Tracking Sheet

Week 28 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • CLUSTER 6 • MODULE 4 • TEKS 4.6(E) • PAIRED PASSAGES from “A Day That Changed and Understanding the Texas Regions”

Name: _____

Date: _____



NOTICE

Monday

Notice what the text suggests about community.

What does the first article suggest about how people respond in a community? Copy the key words.



CHOOSE

Tuesday

Choose what both suggest.

What do both texts suggest about community? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

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? Copy it.



OWN

Thursday

Own the connection to society.

Write one sentence about what both texts suggest about community life.



DEFEND

Friday

Defend against the trap.

How do the two texts connect in what they suggest about how people and communities are linked to their environment? Give one detail from each text.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 28 of 36

Show what you know and hunt for paired passages.

GRADE 4 • CLUSTER 6 • MODULE 4 • TEKS 4.6(E) • PAIRED PASSAGES from “A Day That Changed and Understanding the Texas Regions”

Your turn.

Write what both suggest about community. Copy one line from each article.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more detail from each text about community adaptation. Name a trap someone might choose.

DETAIL FROM ARTICLE 1	DETAIL FROM ARTICLE 2	WHAT THEY SUGGEST ABOUT COMMUNITY

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice what a text suggests about community.			
I can choose a shared suggestion about community life.			
I can prove the suggestion with evidence from each text.			
I can name a Goes too far trap.			

Paired Passages Tracking Sheet

Week 29 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • CLUSTER 7 • MODULE 1 • TEKS 4.6(E) • PAIRED PASSAGES from “The Roads Between Us and What We Carry Forward”

Name: _____

Date: _____



NOTICE

Monday

Notice the message in the first poem.

What message does the first poem share about roads? Copy the key words.



CHOOSE

Tuesday

Choose the message in both.

What message is found in both poems? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

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 forward? Copy it.



OWN

Thursday

Own the message.

Write one sentence that tells a message found in both poems.



DEFEND

Friday

Defend against the trap.

How are the two poems connected in showing that valuable things travel from person to person? Give one detail from each poem.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 29 of 36

Show what you know and hunt for paired passages.

GRADE 4 • CLUSTER 7 • MODULE 1 • TEKS 4.6(E) • PAIRED PASSAGES from “The Roads Between Us and What We Carry Forward”

Your turn.

Write one shared message. Copy one line from each poem.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more line from each poem that carries the shared message. Name a trap someone might choose.

LINE FROM POEM 1	LINE FROM POEM 2	THE MESSAGE THEY SHARE

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can find a message in one poem.			
I can choose a message found in both poems.			
I can prove the message with a line from each poem.			
I can name a Shared topic, not shared idea trap.			

Paired Passages Tracking Sheet

Week 30 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • CLUSTER 7 • MODULE 2 • TEKS 4.6(E) • PAIRED PASSAGES from “The Roads Between Us and What We Carry Forward”

Name: _____

Date: _____



NOTICE

Monday

Notice a detail that builds an idea.

How does a detail in the first poem build a bigger idea? Copy the detail and name the idea.



CHOOSE

Tuesday

Choose how details build one idea.

How do details in both poems express a similar idea? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

Show the idea in the second poem.

Which sentence from the second poem best supports the idea that knowledge and creativity travel through time? Copy it.



OWN

Thursday

Own the connection.

Write one sentence about the shared idea and name a detail from each poem.



DEFEND

Friday

Defend against the trap.

How do the details in both poems support the idea that knowledge travels through sharing? Give one detail from each poem.

Show What You Know

Circle your answer. Explain your answer on the back.

☐ A ☐ B ☐ C ☐ D

Paired Passages Tracking Sheet (Back)

Week 30 of 36

Show what you know and hunt for paired passages.

GRADE 4 • CLUSTER 7 • MODULE 2 • TEKS 4.6(E) • PAIRED PASSAGES from “The Roads Between Us and What We Carry Forward”

Your turn.

Write the shared idea. Name one detail from each poem that builds it.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more image from each poem that supports the shared idea. Name a trap someone might choose.

IMAGE FROM POEM 1	IMAGE FROM POEM 2	THE IDEA THEY BUILD

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice how a detail builds an idea.			
I can choose how details in two poems express a shared idea.			
I can prove the idea with a detail from each poem.			
I can name a Right detail, wrong idea trap.			

Paired Passages Tracking Sheet

Week 31 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • CLUSTER 7 • MODULE 3 • TEKS 4.6(E) • PAIRED PASSAGES from “The Roads Between Us and What We Carry Forward”

Name: _____

Date: _____



NOTICE

Monday

Notice the view in the first poem.

What view does the first poet take on connections? Copy the key words.



CHOOSE

Tuesday

Choose the real difference.

How are the poets' views different? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

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? Copy it.



OWN

Thursday

Own the comparison.

Write one sentence about how the two poets' views differ.



DEFEND

Friday

Defend against the trap.

How is the view in the first poem different from the view in the second poem? Give one line from each poem.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 31 of 36

Show what you know and hunt for paired passages.

GRADE 4 • CLUSTER 7 • MODULE 3 • TEKS 4.6(E) • PAIRED PASSAGES
from “The Roads Between Us and What We Carry Forward”

Your turn.

Write one difference in views. Copy one line from each poem that proves it.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more line from each poem that shows the poet's view. Name a trap someone might choose.

VIEW IN POEM 1	VIEW IN POEM 2	THE DIFFERENCE

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice the view a poet takes.			
I can choose a real difference between two views.			
I can prove the difference with a line from each poem.			
I can name a Similarity, not a difference trap.			

Paired Passages Tracking Sheet

Week 32 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • CLUSTER 7 • MODULE 4 • TEKS 4.6(E) • PAIRED PASSAGES from “The Roads Between Us and What We Carry Forward”

Name: _____

Date: _____



NOTICE

Monday

Notice an idea about choices.

What idea about choices does the first poem share? Copy the key words.



CHOOSE

Tuesday

Choose the idea that could help.

Which idea from both poems could help a reader? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

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? Copy it.



OWN

Thursday

Connect to your own life.

Write how the idea from both poems could help you face a real choice.



DEFEND

Friday

Defend against the trap.

How do the two poems connect to support the idea that thoughtful choices matter in life? Give one detail from each poem.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 32 of 36

Show what you know and hunt for paired passages.

GRADE 4 • CLUSTER 7 • MODULE 4 • TEKS 4.6(E) • PAIRED PASSAGES

from “The Roads Between Us and What We Carry Forward”

Your turn.

Write one idea from both poems and explain how it connects to your own life.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more line from each poem that supports the idea. Name a trap someone might choose.

LINE FROM POEM 1	LINE FROM POEM 2	HOW THE IDEA HELPS IN REAL LIFE

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice an idea about choices in one poem.			
I can choose an idea from both poems that helps in real life.			
I can prove the idea with a line from each poem.			
I can name a Not in either text trap.			

Paired Passages Tracking Sheet

Week 33 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • CLUSTER 8 • MODULE 1 • TEKS 4.6(E) • PAIRED PASSAGES

from “What Shapes a Society? Place, Resources, and Connection and Four Regions, One Big Adventure”

Name: _____

Date: _____



NOTICE

Monday

Notice an idea developed with evidence.

What idea does the first article develop? Copy the key evidence.



CHOOSE

Tuesday

Choose the idea in both.

What idea is developed in both texts? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

Show the idea in the second article.

Which sentence from the second article best supports the idea that different regions offer different strengths? Copy it.



OWN

Thursday

Own the synthesis.

Write one sentence that synthesizes the idea from both texts.



DEFEND

Friday

Defend against the trap.

How do the two articles connect in supporting the idea that place shapes a society? Give one detail from each text.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 33 of 36

Show what you know and hunt for paired passages.

GRADE 4 • CLUSTER 8 • MODULE 1 • TEKS 4.6(E) • PAIRED PASSAGES

from “What Shapes a Society? Place, Resources, and Connection and Four Regions, One Big Adventure”

Your turn.

Write one idea developed in both. Copy one line from each article.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more detail from each text that develops the idea. Name a trap someone might choose.

DETAIL FROM ARTICLE 1	DETAIL FROM ARTICLE 2	THE IDEA THEY DEVELOP

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice an idea developed in one text.			
I can choose an idea developed in both texts.			
I can prove the idea with evidence from each text.			
I can name a Shared topic, not shared idea trap.			

Paired Passages Tracking Sheet

Week 34 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • CLUSTER 8 • MODULE 2 • TEKS 4.6(E) • PAIRED PASSAGES

from “What Shapes a Society? Ideas, Choices, and Culture and What We Carry Forward”

Name: _____

Date: _____



NOTICE

Monday

Notice the article's focus.

What does the article focus on? Copy the key words.



CHOOSE

Tuesday

Choose the real difference in focus.

How is the focus different? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

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? Copy it.



OWN

Thursday

Own the comparison.

Write one sentence about how the focuses differ.



DEFEND

Friday

Defend against the trap.

How is the focus of the article different from the focus of the poem? Give one detail from each text.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 34 of 36

Show what you know and hunt for paired passages.

GRADE 4 • CLUSTER 8 • MODULE 2 • TEKS 4.6(E) • PAIRED PASSAGES

from “What Shapes a Society? Ideas, Choices, and Culture and What We Carry Forward”

Your turn.

Write one difference in focus. Copy one line from each text.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more line from each text that shows its focus. Name a trap someone might choose.

ARTICLE'S FOCUS	POEM'S FOCUS	THE DIFFERENCE

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice what one text focuses on.			
I can choose a real difference in focus.			
I can prove the difference with a line from each text.			
I can name a Similarity, not a difference trap.			

Paired Passages Tracking Sheet

Week 35 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • CLUSTER 8 • MODULE 3 • TEKS 4.6(E) • PAIRED PASSAGES from “Five Forces That Shape a Society and The Roads Between Us”

Name: _____

Date: _____



NOTICE

Monday

Notice a conclusion the evidence supports.

What conclusion does the evidence in the article support? Copy the key words.



CHOOSE

Tuesday

Choose the strongest conclusion.

Which conclusion is best supported by both? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

Show the conclusion in the poem.

Which sentence from the poem best supports the conclusion that connections spread ideas along with goods? Copy it.



OWN

Thursday

Own the conclusion.

Write one sentence that states the strongest conclusion from both texts.



DEFEND

Friday

Defend against the trap.

How do the two texts connect in supporting the conclusion that connections shape communities? Give one detail from each text.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 35 of 36

Show what you know and hunt for paired passages.

GRADE 4 • CLUSTER 8 • MODULE 3 • TEKS 4.6(E) • PAIRED PASSAGES
from “Five Forces That Shape a Society and The Roads Between Us”

Your turn.

Write the strongest conclusion. Copy one line from each text that proves it.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more detail from each text that supports the conclusion. Name a trap someone might choose.

EVIDENCE FROM THE ARTICLE	EVIDENCE FROM THE POEM	THE CONCLUSION THEY SUPPORT

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice a conclusion supported by evidence.			
I can choose the strongest conclusion from both texts.			
I can prove the conclusion with evidence from each text.			
I can name a Goes too far trap.			

Paired Passages Tracking Sheet

Week 36 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • CLUSTER 8 • MODULE 4 • TEKS 4.6(E) • PAIRED PASSAGES

from “The Evidence Room: What Did They Leave Behind? and Looking Back to Move Forward”

Name: _____

Date: _____



NOTICE

Monday

Notice an idea with evidence.

What idea does the first article develop about studying evidence? Copy the key words.



CHOOSE

Tuesday

Choose the idea in both.

Which idea is found in both texts? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

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? Copy it.



OWN

Thursday

Own the capstone connection.

Write one idea found in both. Name one piece of evidence from each text.



DEFEND

Friday

Defend against the trap.

How do the two articles connect in supporting the idea that studying the past helps people move forward? Give one detail from each text.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 36 of 36

Show what you know and hunt for paired passages.

GRADE 4 • CLUSTER 8 • MODULE 4 • TEKS 4.6(E) • PAIRED PASSAGES

from “The Evidence Room: What Did They Leave Behind? and Looking Back to Move Forward”

Your turn.

Write one shared idea with evidence from each text. Name one trap and explain why it fails.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more detail from each text that supports the idea. Name a trap someone might choose.

EVIDENCE FROM ARTICLE 1	EVIDENCE FROM ARTICLE 2	THE IDEA THEY SHARE

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can find an idea in both texts.			
I can choose an idea supported by evidence in both.			
I can defend against a trap by checking both texts.			
I can name an Only one text trap.			