

Theme Tracking Sheet

Week 1 of 36

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

GRADE 4 • PREPARE CLUSTER • MODULE 1 • TEKS 4.8(A) • THEME from “Dream”

Name: _____

Date: _____



NOTICE

Monday

Notice the topic.

Write the topic in one or two words. Circle a phrase that hints at a bigger lesson.



CHOOSE

Tuesday

Choose the theme.

Is the march the topic or the theme? Choose a letter and label one trap.



SHOW

Wednesday

Show the theme with evidence.

Explain how two details support the theme that fairness should include everyone.



OWN

Thursday

Own the lesson.

Write a global theme for the whole story.



DEFEND

Friday

Defend against the trap.

The crowd waited near the Lincoln Memorial. Why is this a trap? Name the trap.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Theme Tracking Sheet (Back)

Week 1 of 36

Show what you know and hunt for theme.

GRADE 4 • PREPARE CLUSTER • MODULE 1 • TEKS 4.8(A) • THEME from “Dream”

Your turn.

Write the topic, a full-sentence theme, and one supporting line.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find two lines that support fairness for everyone. Name a topic trap.

LINE FROM THE STORY	HOW IT SUPPORTS THE THEME	A TRAP TO AVOID

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can tell a topic from a theme.			
I can choose a theme that fits the whole story.			
I can use two details as evidence.			
I can name a Topic word, not theme trap.			

Theme Tracking Sheet

Week 2 of 36

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

GRADE 4 • PREPARE CLUSTER • MODULE 2 • TEKS 4.8(A) • THEME from “Dream”

Name: _____

Date: _____



NOTICE

Monday

Notice the narrator's learning.

Write how the narrator feels early and what changes by the ending.



CHOOSE

Tuesday

Choose the lesson learned.

What lesson does the narrator learn? Choose a letter and label one event trap.



SHOW

Wednesday

Show the learning with evidence.

Use two details to explain how the narrator learns that a dream can belong to everyone.



OWN

Thursday

Own the lesson.

Write a global lesson learned by the narrator.



DEFEND

Friday

Defend against the trap.

The narrator went to hear a speech near a memorial. Why is this a trap?

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Theme Tracking Sheet (Back)

Show what you know and hunt for theme.

Week 2 of 36

GRADE 4 • PREPARE CLUSTER • MODULE 2 • TEKS 4.8(A) • THEME from “Dream”

Your turn.

Write the narrator's lesson and copy one ending line as evidence.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find an early detail and an ending detail that show the narrator's change.

LINE FROM THE STORY

HOW IT SHOWS LEARNING

A TRAP TO AVOID

Self-Check

SKILL

I CAN DO
THIS

ALMOST

NOT YET

I can notice a narrator's change.

I can use the ending to find a lesson.

I can explain the lesson with evidence.

I can spot a Setting or event, not theme trap.

Theme Tracking Sheet

Week 3 of 36

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

GRADE 4 • PREPARE CLUSTER • MODULE 3 • TEKS 4.8(A) • THEME from “Serve”

Name: _____

Date: _____



NOTICE

Monday

Notice the message.

Write the topic and circle words that hint at a lesson about giving.



CHOOSE

Tuesday

Choose the full-sentence theme.

Choose the full-sentence theme and label one wrong choice with its trap.



SHOW

Wednesday

Show the theme with lines.

Name two details that support the theme about choosing to serve.



OWN

Thursday

Own the theme.

Write a global theme for Grandpa's story.



DEFEND

Friday

Defend against the trap.

Everyone should join the Peace Corps. Why is this a trap? Name it.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Theme Tracking Sheet (Back)

Week 3 of 36

Show what you know and hunt for theme.

GRADE 4 • PREPARE CLUSTER • MODULE 3 • TEKS 4.8(A) • THEME
from “Serve”

Your turn.

Write the topic, a full-sentence theme, and one supporting line.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find two lines showing that service is a choice to help others.

LINE FROM THE STORY	HOW IT SUPPORTS THE THEME	A TRAP TO AVOID

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can turn a topic into a full-sentence theme.			
I can choose a theme supported by the whole text.			
I can connect several details to one message.			
I can spot a Generic moral that fits many stories trap.			

Theme Tracking Sheet

Week 4 of 36

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

GRADE 4 • PREPARE CLUSTER • MODULE 4 • TEKS 4.8(A) • THEME from “Serve”

Name: _____

Date: _____



NOTICE

Monday

Notice strong evidence.

Copy one line that directly points to the theme about service.



CHOOSE

Tuesday

Choose the strongest support.

Choose the detail that best supports the theme and explain why one setting detail is weak.



SHOW

Wednesday

Show why the evidence works.

Explain how the Peace Corps detail proves the theme about choosing to serve.



OWN

Thursday

Own the proof.

Write a theme and copy one detail that supports it.



DEFEND

Friday

Defend against a weak choice.

People should always be kind. Why is this a trap? Name it.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Theme Tracking Sheet (Back)

Week 4 of 36

Show what you know and hunt for theme.

GRADE 4 • PREPARE CLUSTER • MODULE 4 • TEKS 4.8(A) • THEME
from “Serve”

Your turn.

Write a theme, the best support line, and the connection.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find two details that show people acting on the idea of service.

LINE FROM THE STORY	HOW IT SUPPORTS THE THEME	A TRAP TO AVOID

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can find direct theme evidence.			
I can choose the strongest supporting detail.			
I can explain how evidence proves a message.			
I can spot a Generic moral that fits many stories trap.			

Theme Tracking Sheet

Week 5 of 36

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

GRADE 4 • CLUSTER 1 • MODULE 1 • TEKS 4.8(A) • THEME from “Morning in the Village”

Name: _____

Date: _____



NOTICE

Monday

Notice the character's problem.

Write Tayanita's problem and copy the words that hint at a lesson.



CHOOSE

Tuesday

Choose the lesson.

Choose the theme the problem teaches. Name the trap in one wrong choice.



SHOW

Wednesday

Show what the problem teaches.

Explain how Tayanita's response to her problem supports a theme.



OWN

Thursday

Own the lesson.

Write a whole-story theme in a full sentence.



DEFEND

Friday

Defend against the trap.

The village has a large mound. Why is this not a theme? Name the trap.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Theme Tracking Sheet (Back)

Week 5 of 36

Show what you know and hunt for theme.

GRADE 4 • CLUSTER 1 • MODULE 1 • TEKS 4.8(A) • THEME from “Morning in the Village”

Your turn.

Write Tayanita's problem, a theme, and one support line.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find two lines showing Tayanita learning from her family or community. Name a setting trap.

LINE FROM THE STORY	HOW IT SUPPORTS THE THEME	A TRAP TO AVOID

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can identify a character's problem.			
I can connect a problem to a life lesson.			
I can use an action as theme evidence.			
I can spot a Setting or event, not theme trap.			

Theme Tracking Sheet

Week 6 of 36

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

GRADE 4 • CLUSTER 1 • MODULE 2 • TEKS 4.8(A) • THEME from “Morning in the Village”

Name: _____

Date: _____



NOTICE

Monday

Notice what the character does.

Copy an action by Tayanita and write the value it shows.



CHOOSE

Tuesday

Choose the theme in the actions.

Choose the theme shown by actions. Explain why one character's view is too narrow.



SHOW

Wednesday

Show how actions build the theme.

Name two actions that support the theme about helping a community.



OWN

Thursday

Own the action-based theme.

Write a theme from Tayanita's actions and another person's action.



DEFEND

Friday

Defend against a narrow view.

Tayanita likes her village. Why is this too narrow? Name the trap.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Theme Tracking Sheet (Back)

Week 6 of 36

Show what you know and hunt for theme.

GRADE 4 • CLUSTER 1 • MODULE 2 • TEKS 4.8(A) • THEME from “Morning in the Village”

Your turn.

List two actions, write a theme, and copy a support line.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find three actions that show people helping the village. Mark a one-character trap.

ACTION FROM THE STORY	HOW IT SUPPORTS THE THEME	A TRAP TO AVOID

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice an action that reveals a value.			
I can choose a theme from several actions.			
I can explain how actions support a message.			
I can spot a One character's view, too narrow trap.			

Theme Tracking Sheet

Week 7 of 36

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

GRADE 4 • CLUSTER 1 • MODULE 3 • TEKS 4.8(A) • THEME from “Morning in the Village”

Name: _____

Date: _____



NOTICE

Monday

Notice a supported lesson.

Copy a line that supports cooperation and name another matching detail.



CHOOSE

Tuesday

Choose the supported theme.

Choose the theme supported by the whole story. Label an unsupported life lesson.



SHOW

Wednesday

Show the theme across the story.

Explain how trade supports the theme about cooperation.



OWN

Thursday

Own a supported theme.

Write a whole-story theme and copy one support line.



DEFEND

Friday

Defend against an unsupported lesson.

People should never make mistakes. Why is this unsupported? Name the trap.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Theme Tracking Sheet (Back)

Week 7 of 36

Show what you know and hunt for theme.

GRADE 4 • CLUSTER 1 • MODULE 3 • TEKS 4.8(A) • THEME from “Morning in the Village”

Your turn.

Write a theme, copy one support line, and name another matching detail.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find three details about work, trade, or traditions that support one theme.

LINE FROM THE STORY	HOW IT SUPPORTS THE THEME	A TRAP TO AVOID

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can find a repeated idea in the story.			
I can choose a theme supported by the whole text.			
I can explain how two details connect.			
I can spot a Life lesson not supported by this text trap.			

Theme Tracking Sheet

Week 8 of 36

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

GRADE 4 • CLUSTER 1 • MODULE 4 • TEKS 4.8(A) • THEME from “Morning in the Village”

Name: _____

Date: _____



NOTICE

Monday

Notice evidence for theme.

Copy a line that points directly to the theme about cooperation.



CHOOSE

Tuesday

Choose the theme to prove.

Choose a theme you can prove. Label a generic moral trap.



SHOW

Wednesday

Show the evidence connection.

Use one mound detail and one field detail to prove the theme.



OWN

Thursday

Own the evidence-based theme.

Write a theme and two support lines from different parts of the story.



DEFEND

Friday

Defend against a generic moral.

Always be nice to everyone. Why is this a trap? Name it.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Theme Tracking Sheet (Back)

Week 8 of 36

Show what you know and hunt for theme.

GRADE 4 • CLUSTER 1 • MODULE 4 • TEKS 4.8(A) • THEME from “Morning in the Village”

Your turn.

Write a theme, copy two support lines, and explain their connection.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find three lines that show shared responsibility. Name a generic moral trap someone might choose.

LINE FROM THE STORY	HOW IT SUPPORTS THE THEME	A TRAP TO AVOID

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can find a line that points to theme.			
I can choose a theme I can prove.			
I can connect evidence from two parts of a story.			
I can spot a Generic moral that fits many stories trap.			

Theme Tracking Sheet

Week 9 of 36

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

GRADE 4 • CLUSTER 2 • MODULE 1 • TEKS 4.8(A) • THEME from “Dream”

Name: _____

Date: _____



NOTICE

Monday

Notice the bigger lesson.

Write the topic in one or two words. Circle the words that hint at the lesson.



CHOOSE

Tuesday

Choose the theme.

Choose the theme. Write the letter and label one wrong choice as a trap.



SHOW

Wednesday

Show the theme with evidence.

How do the narrator's thoughts and actions support the theme? Name two details.



OWN

Thursday

Write the theme yourself.

Write a theme for the whole story in a full sentence.



DEFEND

Friday

Defend against the trap.

Dreams and speeches. Why is this Topic word, not theme? Fix the answer.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Theme Tracking Sheet (Back)

Week 9 of 36

Show what you know and hunt for theme.

GRADE 4 • CLUSTER 2 • MODULE 1 • TEKS 4.8(A) • THEME from “Dream”

Your turn.

Write the topic, write the theme, and copy one line that supports it.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find two lines that support the theme. Name one topic trap.

LINE FROM THE STORY	HOW IT SUPPORTS THE THEME	A TRAP TO AVOID

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can tell a topic from a theme.			
I can choose a theme that fits the whole story.			
I can explain how the narrator's choices support a theme.			
I can spot Topic word, not theme.			

Theme Tracking Sheet

Week 10 of 36

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

GRADE 4 • CLUSTER 2 • MODULE 2 • TEKS 4.8(A) • THEME from “Morning in the Village”

Name: _____

Date: _____



NOTICE

Monday

Notice fact versus lesson.

Write one fact from the village. Underline the words that point to a bigger lesson.



CHOOSE

Tuesday

Choose the life lesson.

Choose the theme, not a fact. Label one wrong choice with its trap name.



SHOW

Wednesday

Show how facts build a theme.

Name two facts that support the theme about cooperation.



OWN

Thursday

Write the theme yourself.

Write a theme and one fact that supports it.



DEFEND

Friday

Defend against the trap.

The village has a river for travel. Why is this a Topic-adjacent statement as message? Fix it.

Show What You Know

Circle your answer. Explain your answer on the back.

A **B** **C** **D**

Theme Tracking Sheet (Back)

Show what you know and hunt for theme.

Week 10 of 36

GRADE 4 • CLUSTER 2 • MODULE 2 • TEKS 4.8(A) • THEME from “Morning in the Village”

Your turn.

Write one fact, the theme, and how the fact supports the theme.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find two facts that show the community working together. Name a fact trap.

FACT FROM THE STORY

HOW IT SUPPORTS THE THEME

A TRAP TO AVOID

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can tell a fact from a theme.			
I can choose a life lesson, not a fact.			
I can use facts as evidence.			
I can spot Topic-adjacent statement as message.			

Theme Tracking Sheet

Week 11 of 36

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

GRADE 4 • CLUSTER 2 • MODULE 3 • TEKS 4.8(A) • THEME from “Serve”

Name: _____

Date: _____



NOTICE

Monday

Notice the narrator's first view.

Write the narrator's first view about service. Circle the words that show it.



CHOOSE

Tuesday

Choose the theme from the change.

Choose the theme from the narrator's change. Label one wrong choice with its trap.



SHOW

Wednesday

Show how the view changes.

Write the before view, the after view, and one action that proves the change.



OWN

Thursday

Write the theme yourself.

Write a theme that explains what the narrator learns.



DEFEND

Friday

Defend against the trap.

The narrator thinks service is presidential. Why is this One character's view, too narrow? Fix it.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Theme Tracking Sheet (Back)

Week 11 of 36

Show what you know and hunt for theme.

GRADE 4 • CLUSTER 2 • MODULE 3 • TEKS 4.8(A) • THEME from “Serve”

Your turn.

Write the first view, changed view, theme, and one proof line.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find two lines that show the narrator's change. Name a too-narrow trap.

LINE FROM THE INTERVIEW	HOW IT SHOWS THE CHANGE	A TRAP TO AVOID

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can find a character's first view.			
I can explain the character's change.			
I can write a theme beyond one character.			
I can spot One character's view, too narrow.			

Theme Tracking Sheet

Week 12 of 36

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

GRADE 4 • CLUSTER 2 • MODULE 4 • TEKS 4.8(A) • THEME from “Dream and Serve”

Name: _____

Date: _____



NOTICE

Monday

Notice a shared idea.

Write one idea from Dream that connects to an action in Serve.



CHOOSE

Tuesday

Choose the shared theme.

Choose the shared theme. Write one supporting detail from each story.



SHOW

Wednesday

Show evidence from both stories.

Explain how one action from each story supports the shared theme.



OWN

Thursday

Write the shared theme.

Write a theme that fits both whole stories and label two proof lines.



DEFEND

Friday

Defend the shared theme.

Everyone should become a leader. Why is this Plausible life lesson, unsupported? Fix it with two-text evidence.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Theme Tracking Sheet (Back)

Week 12 of 36

Show what you know and hunt for theme.

GRADE 4 • CLUSTER 2 • MODULE 4 • TEKS 4.8(A) • THEME from “Dream and Serve”

Your turn.

Write the shared theme and copy one supporting line from each story.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one supporting line in each story. Name a plausible but unsupported theme.

LINE AND STORY	HOW IT SUPPORTS THE SHARED THEME	A TRAP TO AVOID

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can find an idea shared by two stories.			
I can choose a theme supported by both texts.			
I can compare evidence from both stories.			
I can spot Plausible life lesson, unsupported.			

Theme Tracking Sheet

Week 13 of 36

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

GRADE 4 • CLUSTER 3 • MODULE 1 • TEKS 4.8(A) • THEME from "A Lone Star Choice"

Name: _____

Date: _____



NOTICE

Monday

Notice the poem's bigger idea.

Write the poem's topic. Copy words that hint at a bigger lesson.



CHOOSE

Tuesday

Choose the poem's theme.

What theme does the poet express? Write the letter and explain one topic trap.



SHOW

Wednesday

Show the theme with poem evidence.

Explain how two poem details support the theme about choices and history.



OWN

Thursday

Write the poem's lesson.

Write a theme for the whole poem in a full sentence.



DEFEND

Friday

Defend against the topic trap.

Texas. Why is this a Topic word, not theme? Revise it into a lesson.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Theme Tracking Sheet (Back)

Week 13 of 36

Show what you know and hunt for theme.

GRADE 4 • CLUSTER 3 • MODULE 1 • TEKS 4.8(A) • THEME from “A Lone Star Choice”

Your turn.

Write the topic, theme, and one supporting poem line.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find two lines that show a choice had lasting effects. Name a Topic word, not theme trap.

LINE FROM THE POEM	HOW IT SUPPORTS THE THEME	A TRAP TO AVOID

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can tell a poem's topic from its theme.			
I can choose a theme that fits the whole poem.			
I can prove a theme with two lines.			
I can spot a Topic word, not theme trap.			

Theme Tracking Sheet

Week 14 of 36

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

GRADE 4 • CLUSTER 3 • MODULE 2 • TEKS 4.8(A) • THEME from “A Lone Star Choice”

Name: _____

Date: _____



NOTICE

Monday

Notice a line that carries meaning.

Copy one line that supports a theme. Explain what the line means.



CHOOSE

Tuesday

Choose the strongest supporting lines.

Which lines best support the theme? Write the letter and explain why the pair is strong.



SHOW

Wednesday

Show how lines build the theme.

Connect one line about the choice to one line about its effects.



OWN

Thursday

Write the theme with proof.

Write a theme and support it with two connected lines.



DEFEND

Friday

Defend against word association.

Soldiers marching under open skies. Why is this Word association from the lines? Replace it with stronger evidence.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Theme Tracking Sheet (Back)

Show what you know and hunt for theme.

Week 14 of 36

GRADE 4 • CLUSTER 3 • MODULE 2 • TEKS 4.8(A) • THEME from “A Lone Star Choice”

Your turn.

Write a theme, two proof lines, and the connection between them.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find an early line and a later line that build the same theme. Name a Word association from the lines trap.

LINE FROM THE POEM	HOW IT SUPPORTS THE THEME	A TRAP TO AVOID

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can find lines that support a theme.			
I can choose evidence by meaning.			
I can connect evidence from two parts of a poem.			
I can spot Word association from the lines.			

Theme Tracking Sheet

Week 15 of 36

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

GRADE 4 • CLUSTER 3 • MODULE 3 • TEKS 4.8(A) • THEME from “Making It Happen”

Name: _____

Date: _____



NOTICE

Monday

Notice the drama's lesson.

Write the lesson hinted by one line of dialogue.



CHOOSE

Tuesday

Choose the drama's theme.

What is a theme of the drama? Write the letter and label one setting or event trap.



SHOW

Wednesday

Show the theme across scenes.

Name two scenes that show effort and support helping an idea grow.



OWN

Thursday

Write the drama's lesson.

Write a theme for the whole drama and two proof details.



DEFEND

Friday

Defend against the detail trap.

The community fair happens at school. Why is this Setting or event, not theme? Fix it.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Theme Tracking Sheet (Back)

Week 15 of 36

Show what you know and hunt for theme.

GRADE 4 • CLUSTER 3 • MODULE 3 • TEKS 4.8(A) • THEME from “Making It Happen”

Your turn.

Write the drama's theme and copy one supporting line.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find two scenes that support the theme. Name a Setting or event, not theme trap.

LINE FROM THE DRAMA	HOW IT SUPPORTS THE THEME	A TRAP TO AVOID

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can find a theme in a drama.			
I can choose a lesson instead of an event.			
I can use evidence from more than one scene.			
I can spot a Setting or event, not theme trap.			

Theme Tracking Sheet

Week 16 of 36

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

GRADE 4 • CLUSTER 3 • MODULE 4 • TEKS 4.8(A) • THEME from “Making It Happen”

Name: _____

Date: _____



NOTICE

Monday

Notice what the ending teaches.

Copy an ending line and write the lesson it suggests.



CHOOSE

Tuesday

Choose the theme the ending confirms.

How does the ending develop the theme? Write the letter and explain why a generic moral is wrong.



SHOW

Wednesday

Show how the ending develops the theme.

Connect one earlier challenge to one ending line and explain the theme.



OWN

Thursday

Own the ending's lesson.

Write a theme and prove it with the ending plus an earlier detail.



DEFEND

Friday

Defend against a generic moral.

Always believe in yourself. Why is this Generic moral that fits many stories? Revise it with text evidence.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Theme Tracking Sheet (Back)

Week 16 of 36

Show what you know and hunt for theme.

GRADE 4 • CLUSTER 3 • MODULE 4 • TEKS 4.8(A) • THEME from “Making It Happen”

Your turn.

Write the theme and copy one ending line and one earlier supporting line.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find an ending line and an earlier challenge that build the same theme. Name a Generic moral that fits many stories trap.

LINE FROM THE DRAMA	HOW IT SUPPORTS THE THEME	A TRAP TO AVOID

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can use an ending to find a theme.			
I can connect the ending to an earlier challenge.			
I can support a theme with text evidence.			
I can spot a Generic moral that fits many stories.			

Theme Tracking Sheet

Week 17 of 36

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

GRADE 4 • CLUSTER 4 • MODULE 1 • TEKS 4.8(A) • THEME from “Four Regions, One Big Adventure”

Name: _____

Date: _____



NOTICE

Monday

Notice the bigger lesson.

Write the topic in one or two words. Copy the ending line that hints at the theme.



CHOOSE

Tuesday

Choose the theme, not the topic.

What is the theme, not the topic? Write the letter and label one trap.



SHOW

Wednesday

Show the theme with evidence.

Name two regions and explain how their different features support one theme.



OWN

Thursday

Own the theme.

Write a theme for the whole story in a full sentence.



DEFEND

Friday

Defend against the trap.

Texas has four regions. Why is this a Topic-adjacent statement as message trap? Revise it.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Theme Tracking Sheet (Back)

Show what you know and hunt for theme.

Week 17 of 36

GRADE 4 • CLUSTER 4 • MODULE 1 • TEKS 4.8(A) • THEME from “Four Regions, One Big Adventure”

Your turn.

Write the topic, the theme, and one copied line that supports the theme.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find two details from different regions that support the same theme. Name a Topic-adjacent statement as message trap.

LINE FROM THE STORY	HOW IT SUPPORTS THE THEME	A TRAP TO AVOID

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can tell the topic from the theme.			
I can choose a lesson that fits the whole trip.			
I can connect details from different regions.			
I can spot a Topic-adjacent statement as message trap.			

Theme Tracking Sheet

Week 18 of 36

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

GRADE 4 • CLUSTER 4 • MODULE 2 • TEKS 4.8(A) • THEME from “Four Regions, One Big Adventure”

Name: _____

Date: _____



NOTICE

Monday

Notice what Xavier learns.

Copy a line from Xavier that compares reading with seeing. Write the lesson it suggests.



CHOOSE

Tuesday

Choose the theme in Xavier's words.

What theme do Xavier's words suggest? Write the letter and explain a word association trap.



SHOW

Wednesday

Show how the words build meaning.

Use one observation and one realization to show how the trip deepened Xavier's learning.



OWN

Thursday

Own the theme.

Write a full-sentence theme about learning from experience.



DEFEND

Friday

Defend against word association.

Green places are the best places. Why is this a Word association from the lines trap? Revise it.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Theme Tracking Sheet (Back)

Show what you know and hunt for theme.

Week 18 of 36

GRADE 4 • CLUSTER 4 • MODULE 2 • TEKS 4.8(A) • THEME from “Four Regions, One Big Adventure”

Your turn.

Write the topic, theme, and one line from Xavier that supports it.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find two lines showing Xavier learn by seeing. Name a Word association from the lines trap.

LINE FROM THE STORY	HOW IT SUPPORTS THE THEME	A TRAP TO AVOID

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can use dialogue as a theme clue.			
I can connect an observation to a realization.			
I can support a theme with text evidence.			
I can spot Word association from the lines.			

Theme Tracking Sheet

Week 19 of 36

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

GRADE 4 • CLUSTER 4 • MODULE 3 • TEKS 4.8(A) • THEME from “Four Regions, One Big Adventure”

Name: _____

Date: _____



NOTICE

Monday

Notice Xavier's change.

Write what Xavier thinks near the beginning and what he understands at the end.



CHOOSE

Tuesday

Choose the theme shown by growth.

What theme is shown by Xavier's change? Write the letter and label a narrow trap.



SHOW

Wednesday

Show the change with evidence.

Use an early detail and a later detail to show how Xavier grows.



OWN

Thursday

Own the growth theme.

Write a theme that Xavier's growth supports.



DEFEND

Friday

Defend against a narrow view.

Xavier likes the Coastal Plains best. Why is this a One character's view, too narrow trap? Revise it.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Theme Tracking Sheet (Back)

Show what you know and hunt for theme.

Week 19 of 36

GRADE 4 • CLUSTER 4 • MODULE 3 • TEKS 4.8(A) • THEME from “Four Regions, One Big Adventure”

Your turn.

Write the topic, theme, and two lines that show Xavier's growth.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one early and one late line that reveal Xavier's change. Name a One character's view, too narrow trap.

LINE FROM THE STORY	HOW IT SUPPORTS THE THEME	A TRAP TO AVOID

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can compare a beginning and ending thought.			
I can infer a theme from character growth.			
I can support the theme with two details.			
I can spot One character's view, too narrow.			

Theme Tracking Sheet

Week 20 of 36

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

GRADE 4 • CLUSTER 4 • MODULE 4 • TEKS 4.8(A) • THEME from “Four Regions, One Big Adventure”

Name: _____

Date: _____



NOTICE

Monday

Notice the theme in the ending.

Copy the ending line and paraphrase its theme.



CHOOSE

Tuesday

Choose a theme with evidence.

Choose a theme supported by the whole story. Write the letter and label one trap.



SHOW

Wednesday

Show the evidence chain.

Use two details from different regions to support one theme.



OWN

Thursday

State and support your theme.

State a theme and explain two pieces of evidence.



DEFEND

Friday

Defend the theme against unsupported advice.

People should travel across every state. Why is this a Life lesson not supported by this text trap? Revise it.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Theme Tracking Sheet (Back)

Show what you know and hunt for theme.

Week 20 of 36

GRADE 4 • CLUSTER 4 • MODULE 4 • TEKS 4.8(A) • THEME from “Four Regions, One Big Adventure”

Your turn.

State a theme, copy two evidence lines, and explain both connections.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find two lines from different regions that support one theme. Name a Life lesson not supported by this text trap.

LINE FROM THE STORY	HOW IT SUPPORTS THE THEME	A TRAP TO AVOID

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can state a global theme.			
I can use evidence from two regions.			
I can explain how evidence supports a theme.			
I can spot a Life lesson not supported by this text.			

Theme Tracking Sheet

Week 21 of 36

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

GRADE 4 • CLUSTER 5 • MODULE 1 • TEKS 4.8(A) • THEME from “Looking Back to Move Forward”

Name: _____

Date: _____



NOTICE

Monday

Notice what Ava discovers.

Write what Ava notices about the painting. Then write the bigger lesson it may suggest.



CHOOSE

Tuesday

Choose the theme from Ava's discovery.

What theme does Ava's discovery about the painting express? Write the letter and label one setting or event trap.



SHOW

Wednesday

Show how Ava's noticing supports the theme.

Explain how two details about Ava's changing view support a theme.



OWN

Thursday

Write the theme in your own words.

Write a whole-text theme that grows from Ava's discovery.



DEFEND

Friday

Defend against the trap.

Ava looks at a painting in her classroom. Why is this a trap? Name the trap.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Theme Tracking Sheet (Back)

Show what you know and hunt for theme.

Week 21 of 36

GRADE 4 • CLUSTER 5 • MODULE 1 • TEKS 4.8(A) • THEME from “Looking Back to Move Forward”

Your turn.

Write what Ava notices, the theme it suggests, and one supporting line.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find two lines that show Ava's thinking changes. Name a setting or event trap someone might choose.

LINE FROM THE STORY	HOW IT SUPPORTS THE THEME	A TRAP TO AVOID

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can use what a character notices as a theme clue.			
I can choose a lesson that fits the whole story.			
I can support a theme with two details.			
I can spot a Setting or event, not theme trap.			

Theme Tracking Sheet

Week 22 of 36

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

GRADE 4 • CLUSTER 5 • MODULE 2 • TEKS 4.8(A) • THEME from “Looking Back to Move Forward”

Name: _____

Date: _____



NOTICE

Monday

Notice the title clue.

Copy a line that explains what looking back means. Write the lesson it suggests.



CHOOSE

Tuesday

Choose how the title connects to theme.

How does the title connect to the theme? Write the letter and label one topic trap.



SHOW

Wednesday

Show how the title is developed.

Use two details to show how the passage develops both halves of the title.



OWN

Thursday

Own the title's lesson.

Write a theme and explain how the title points to it.



DEFEND

Friday

Defend against the trap.

The past and the future. Why is this a trap? Name the trap.

Show What You Know

Circle your answer. Explain your answer on the back.

☐ A ☐ B ☐ C ☐ D

Theme Tracking Sheet (Back)

Show what you know and hunt for theme.

Week 22 of 36

GRADE 4 • CLUSTER 5 • MODULE 2 • TEKS 4.8(A) • THEME from “Looking Back to Move Forward”

Your turn.

Write the theme, explain the title's two actions, and copy one supporting line.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find two lines that connect old ideas to new choices. Name a topic word trap.

LINE FROM THE STORY	HOW IT SUPPORTS THE TITLE AND THEME	A TRAP TO AVOID

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can use a title as a clue to theme.			
I can state the lesson instead of naming title words.			
I can connect the title to evidence.			
I can spot a Topic word, not theme trap.			

Theme Tracking Sheet

Week 23 of 36

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

GRADE 4 • CLUSTER 5 • MODULE 3 • TEKS 4.8(A) • THEME from “Looking Back to Move Forward”

Name: _____

Date: _____



NOTICE

Monday

Notice the whole-text idea.

Copy the line that connects old ideas to new ideas. Write the whole-text lesson it suggests.



CHOOSE

Tuesday

Choose the best theme.

Which sentence best states a theme? Write the letter and label one generic moral trap.



SHOW

Wednesday

Show why the best theme fits.

Use evidence from art and government or learning to prove the best theme.



OWN

Thursday

Own the whole-text theme.

Write a specific theme for the whole story and name two supporting areas.



DEFEND

Friday

Defend against the trap.

People should always be kind. Why is this a trap? Name the trap.

Show What You Know

Circle your answer. Explain your answer on the back.

☐ A ☐ B ☐ C ☐ D

Theme Tracking Sheet (Back)

Show what you know and hunt for theme.

Week 23 of 36

GRADE 4 • CLUSTER 5 • MODULE 3 • TEKS 4.8(A) • THEME from “Looking Back to Move Forward”

Your turn.

Write the topic, best theme, and two lines from different parts of the story.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find two details from different subjects that support the theme. Name a generic moral someone might choose.

LINE FROM THE STORY

HOW IT SUPPORTS THE THEME

A TRAP TO AVOID

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can choose a theme that fits the whole story.			
I can reject a moral that is too generic.			
I can use evidence from more than one part.			
I can name a Generic moral that fits many stories trap.			

Theme Tracking Sheet

Week 24 of 36

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

GRADE 4 • CLUSTER 5 • MODULE 4 • TEKS 4.8(A) • THEME from “Looking Back to Move Forward”

Name: _____

Date: _____



NOTICE

Monday

Notice more than Ava's view.

Copy one character's view. Then write what larger theme that view may support.



CHOOSE

Tuesday

Choose the whole-text theme.

What theme does the author develop? Write the letter and label one narrow trap.



SHOW

Wednesday

Show evidence for the theme.

Use evidence from two voices or moments to support the whole-text theme.



OWN

Thursday

Own your short response.

Write a full theme response with two pieces of evidence and explanations.



DEFEND

Friday

Defend against the trap.

Ava believes people can think for themselves. Why is this too narrow? Name the trap.

Show What You Know

Circle your answer. Explain your answer on the back.

☐ A ☐ B ☐ C ☐ D

Theme Tracking Sheet (Back)

Show what you know and hunt for theme.

Week 24 of 36

GRADE 4 • CLUSTER 5 • MODULE 4 • TEKS 4.8(A) • THEME from “Looking Back to Move Forward”

Your turn.

Answer the short response with a theme, two details, and explanations.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one line from Ava and one from another speaker that support the same theme. Name a narrow trap.

LINE FROM THE STORY	HOW IT SUPPORTS THE THEME	A TRAP TO AVOID

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can write a global theme.			
I can use evidence from more than one voice or moment.			
I can explain how each detail supports the theme.			
I can spot a One character's view, too narrow trap.			

Theme Tracking Sheet

Week 25 of 36

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

GRADE 4 • CLUSTER 6 • MODULE 1 • TEKS 4.8(A) • THEME from "A Day That Changed"

Name: _____

Date: _____



NOTICE

Monday

Notice the turning point.

Copy the turning-point line. Write what changes and what lesson it may begin to reveal.



CHOOSE

Tuesday

Choose the theme from the turning point.

What theme does the storm help develop? Write the letter and label the event trap.



SHOW

Wednesday

Show the lesson in the change.

Explain how Jayden's first guess and later realization support the theme.



OWN

Thursday

Own the turning-point theme.

Write a full-sentence theme and support it with two details from the turning point.



DEFEND

Friday

Defend against the event trap.

The storm interrupted field day. Why is this a trap? Name the trap and improve the answer.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Theme Tracking Sheet (Back)

Show what you know and hunt for theme.

Week 25 of 36

GRADE 4 • CLUSTER 6 • MODULE 1 • TEKS 4.8(A) • THEME from “A Day That Changed”

Your turn.

Write the theme and copy two lines that show how the storm changes Jayden's thinking.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find two lines that show Jayden learning from the weather change. Name an event trap someone might choose.

LINE FROM THE STORY

HOW IT SUPPORTS THE THEME

A TRAP TO AVOID

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can find the turning point.			
I can state a theme as a life lesson.			
I can use the turning point as evidence.			
I can spot a Setting or event, not theme trap.			

Theme Tracking Sheet

Week 26 of 36

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

GRADE 4 • CLUSTER 6 • MODULE 2 • TEKS 4.8(A) • THEME from “A Day That Changed”

Name: _____

Date: _____



NOTICE

Monday

Notice Jayden's choice.

Copy Jayden's choice to observe and compare. Write what lesson it may reveal.



CHOOSE

Tuesday

Choose the lesson in Jayden's choices.

What theme do Jayden's choices express? Write the letter and label the unsupported life lesson.



SHOW

Wednesday

Show what the choices teach.

Compare one early choice with one later choice and explain how they support the theme.



OWN

Thursday

Own the choice-based theme.

Write a full-sentence theme and name two choices that support it.



DEFEND

Friday

Defend against an unsupported lesson.

People should always become experts before having fun. Why is this unsupported? Name the trap.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Theme Tracking Sheet (Back)

Show what you know and hunt for theme.

Week 26 of 36

GRADE 4 • CLUSTER 6 • MODULE 2 • TEKS 4.8(A) • THEME from “A Day That Changed”

Your turn.

Write a theme from Jayden's choices and cite two details from the passage.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find two choices Jayden makes after field day. Explain what lesson they support and name an unsupported trap.

CHOICE FROM THE STORY	HOW IT SUPPORTS THE THEME	A TRAP TO AVOID

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can find a character's important choice.			
I can state a theme in a full sentence.			
I can support the theme with choices from the text.			
I can spot a Life lesson not supported by this text trap.			

Theme Tracking Sheet

Week 27 of 36

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

GRADE 4 • CLUSTER 6 • MODULE 3 • TEKS 4.8(A) • THEME from “A Day That Changed”

Name: _____

Date: _____



NOTICE

Monday

Notice the whole lesson.

Copy the line about many years. Write what specific lesson it adds beyond checking the weather.



CHOOSE

Tuesday

Choose the specific theme.

Why is Always check the weather not the best theme? Write the letter and name the generic moral trap.



SHOW

Wednesday

Show why the generic moral falls short.

Use the one-week notes and many-years detail to explain why the generic moral falls short.



OWN

Thursday

Own a specific theme.

Write a passage-specific theme about weather, climate, and evidence over time.



DEFEND

Friday

Defend against the generic moral trap.

Always check the weather. Why is this a generic moral trap? Name what the passage teaches instead.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Theme Tracking Sheet (Back)

Show what you know and hunt for theme.

Week 27 of 36

GRADE 4 • CLUSTER 6 • MODULE 3 • TEKS 4.8(A) • THEME from “A Day That Changed”

Your turn.

Write a stronger theme and cite two details that make it specific to this passage.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find two details about time or patterns. Explain how they make the theme specific and name a generic trap.

SPECIFIC LINE FROM THE STORY

HOW IT SUPPORTS THE THEME

A TRAP TO AVOID

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can find the passage's repeated ideas.			
I can tell a specific theme from a generic moral.			
I can use details about time and patterns as evidence.			
I can spot a Generic moral that fits many stories trap.			

Theme Tracking Sheet

Week 28 of 36

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

GRADE 4 • CLUSTER 6 • MODULE 4 • TEKS 4.8(A) • THEME from “A Day That Changed”

Name: _____

Date: _____



NOTICE

Monday

Notice evidence for the message.

Copy one evidence line. Write the larger theme it helps support.



CHOOSE

Tuesday

Choose a defensible theme.

What is a theme of the story? Write the letter and label the topic-adjacent trap.



SHOW

Wednesday

Show two pieces of evidence.

Defend the theme with one observation detail and one long-term evidence detail.



OWN

Thursday

Own the evidence response.

Write a theme, two details, and an explanation for each detail.



DEFEND

Friday

Defend against a topic-adjacent answer.

The weather can be sunny, cloudy, and rainy. Why is this a trap? Name the trap and repair it.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Theme Tracking Sheet (Back)

Show what you know and hunt for theme.

Week 28 of 36

GRADE 4 • CLUSTER 6 • MODULE 4 • TEKS 4.8(A) • THEME from “A Day That Changed”

Your turn.

Answer the short response with a theme, two details, and explanations.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find two lines that support a theme about evidence and patterns. Explain each line and name a topic trap.

LINE FROM THE STORY	HOW IT SUPPORTS THE THEME	A TRAP TO AVOID

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can state a global theme.			
I can choose two important details.			
I can explain how each detail supports the theme.			
I can spot a Topic-adjacent statement as message trap.			

Theme Tracking Sheet

Week 29 of 36

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

GRADE 4 • CLUSTER 7 • MODULE 1 • TEKS 4.8(A) • THEME from “The Roads Between Us”

Name: _____

Date: _____



NOTICE

Monday

Notice the poem's big idea.

Write one topic from the poem. Circle two details that hint at a bigger lesson.



CHOOSE

Tuesday

Choose the poem's theme.

What theme does the poet express? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

Show the theme with evidence.

Explain how the poem supports its theme. Use evidence from two different stanzas.



OWN

Thursday

Own the poem's message.

Write a theme for the whole poem in a full sentence and copy one supporting line.



DEFEND

Friday

Defend against the trap.

Gold, salt, and pottery travel on roads. Why is this a trap? Name the trap.

Show What You Know

Circle your answer. Explain your answer on the back.

A **B** **C** **D**

Theme Tracking Sheet (Back)

Show what you know and hunt for theme.

Week 29 of 36

GRADE 4 • CLUSTER 7 • MODULE 1 • TEKS 4.8(A) • THEME from “The Roads Between Us”

Your turn.

Write the topic, a full-sentence theme, and two lines that support it.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find two more lines that support the theme. Write one word association trap to avoid.

LINE FROM THE POEM

HOW IT SUPPORTS THE THEME

A TRAP TO AVOID

Self-Check

SKILL

I CAN DO
THIS

ALMOST

NOT YET

I can tell a poem's topic from its theme.

I can choose a theme that fits the whole poem.

I can connect evidence from more than one stanza.

I can reject Word association from the lines.

Theme Tracking Sheet

Week 30 of 36

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

GRADE 4 • CLUSTER 7 • MODULE 2 • TEKS 4.8(A) • THEME from “The Roads Between Us”

Name: _____

Date: _____



NOTICE

Monday

Notice the images that carry ideas.

Sketch one river or road image. Write what bigger idea it may suggest.



CHOOSE

Tuesday

Choose what the images support.

How do the river and road images support the theme? Write the letter and a trap name for one wrong choice.



SHOW

Wednesday

Show what the images mean.

Explain the theme shown by the poem's routes. Use two image details.



OWN

Thursday

Own the image-based theme.

Write a full-sentence theme and explain how one image supports it.



DEFEND

Friday

Defend against the topic trap.

Roads and rivers. Why is this a trap? Name the trap and revise it.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Theme Tracking Sheet (Back)

Week 30 of 36

Show what you know and hunt for theme.

GRADE 4 • CLUSTER 7 • MODULE 2 • TEKS 4.8(A) • THEME from “The Roads Between Us”

Your turn.

Write the topic, theme, and one river or road image that supports the theme.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find an image from the poem and explain the lesson it helps carry.

IMAGE FROM THE POEM	WHAT IT HELPS SHOW	A TRAP TO AVOID

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can tell a topic word from a theme.			
I can explain what a river or road image means.			
I can use two images as evidence.			
I can reject Topic word, not theme.			

Theme Tracking Sheet

Week 31 of 36

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

GRADE 4 • CLUSTER 7 • MODULE 3 • TEKS 4.8(A) • THEME from “What We Carry Forward”

Name: _____

Date: _____



NOTICE

Monday

Notice the poem's beginning idea.

Write the first idea in the poem. Leave space to add what later stanzas teach.



CHOOSE

Tuesday

Choose the developing theme.

How does the theme build from stanza to stanza? Write the letter and a trap name for one wrong choice.



SHOW

Wednesday

Show how the theme grows.

Explain how an early stanza and a late stanza work together to build the theme.



OWN

Thursday

Own the whole-poem theme.

Write a whole-poem theme and connect one beginning line to one ending line.



DEFEND

Friday

Defend against the one-stanza trap.

The Renaissance helped artists study ancient skills. Why is this a trap? Name the trap.

Show What You Know

Circle your answer. Explain your answer on the back.

☐ A ☐ B ☐ C ☐ D

Theme Tracking Sheet (Back)

Show what you know and hunt for theme.

Week 31 of 36

GRADE 4 • CLUSTER 7 • MODULE 3 • TEKS 4.8(A) • THEME from “What We Carry Forward”

Your turn.

Write the theme and one supporting line from each half of the poem.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find an early, middle, and late line. Explain how each adds to the theme.

LINE AND PLACE IN POEM	HOW IT BUILDS THE THEME	A TRAP TO AVOID

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can track a theme across stanzas.			
I can use beginning and ending evidence.			
I can explain how later ideas deepen a theme.			
I can reject Describes one stanza only.			

Theme Tracking Sheet

Week 32 of 36

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

GRADE 4 • CLUSTER 7 • MODULE 4 • TEKS 4.8(A) • THEME from “What We Carry Forward”

Name: _____

Date: _____



NOTICE

Monday

Notice the poem's central choice.

Circle the action words in the notice line. Write what choice they ask readers to make.



CHOOSE

Tuesday

Choose and defend the strongest theme.

Which theme is best supported by the whole poem, and why? Write the letter and a trap name for one wrong choice.



SHOW

Wednesday

Show why the strongest theme fits.

Defend the strongest theme with one preserving detail and one questioning detail.



OWN

Thursday

Own your strongest theme.

Write a whole-poem theme and explain why it is stronger than blind preservation.



DEFEND

Friday

Defend against an unsupported lesson.

People should follow every tradition because old ways are always best. Why is this a trap? Name the trap.

Show What You Know

Circle your answer. Explain your answer on the back.

A **B** **C** **D**

Theme Tracking Sheet (Back)

Show what you know and hunt for theme.

Week 32 of 36

GRADE 4 • CLUSTER 7 • MODULE 4 • TEKS 4.8(A) • THEME from “What We Carry Forward”

Your turn.

Write the theme and two lines, one about preserving and one about questioning or changing.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find a line that supports learning from the past and a line that warns against blind acceptance.

EVIDENCE LINE	HOW IT SUPPORTS THE THEME	A TRAP TO AVOID

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can choose a theme supported by the whole poem.			
I can use evidence that includes a warning.			
I can explain why a tempting lesson is unsupported.			
I can reject Life lesson not supported by this text.			

Theme Tracking Sheet

Week 33 of 36

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

GRADE 4 • CLUSTER 8 • MODULE 1 • TEKS 4.8(A) • THEME from “The Roads Between Us and What We Carry Forward”

Name: _____

Date: _____



NOTICE

Monday

Notice what travels in both poems.

Underline what the road carries besides goods. Write how that idea might connect to the second poem.



CHOOSE

Tuesday

Choose the shared theme.

What theme do both poems share? Write the letter and a trap name for one wrong choice.



SHOW

Wednesday

Show how both poems support it.

Use one evidence line from each poem to prove the shared theme.



OWN

Thursday

Own the shared theme.

Write a shared theme and explain how each poem supports it.



DEFEND

Friday

Defend against a narrow choice.

Trade routes helped people move goods across the land. Why is this a trap? Name the trap.

Show What You Know

Circle your answer. Explain your answer on the back.

☐ A ☐ B ☐ C ☐ D

Theme Tracking Sheet (Back)

Week 33 of 36

Show what you know and hunt for theme.

GRADE 4 • CLUSTER 8 • MODULE 1 • TEKS 4.8(A) • THEME from “The Roads Between Us and What We Carry Forward”

Your turn.

Write the shared theme and one supporting line from each poem.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one line about a road or pathway and one line about carrying knowledge. Explain their connection.

EVIDENCE LINE AND POEM	HOW IT SUPPORTS THE SHARED THEME	A TRAP TO AVOID

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can find a theme supported by both poems.			
I can connect two evidence lines.			
I can reject a detail from only one poem.			
I can reject One poem only, too narrow.			

Theme Tracking Sheet

Week 34 of 36

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

GRADE 4 • CLUSTER 8 • MODULE 2 • TEKS 4.8(A) • THEME

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

Name: _____

Date: _____



NOTICE

Monday

Notice the poem's lesson about the past.

Circle the action words in the poem line. Write the lesson they suggest.



CHOOSE

Tuesday

Choose the connected message.

How does the poem's theme connect to the article's message? Write the letter and a trap name for one wrong choice.



SHOW

Wednesday

Show the connection across genres.

Use one poem line and one article sentence to explain the shared lesson.



OWN

Thursday

Own the connected life lesson.

Write a cross-genre life lesson and explain how both texts support it.



DEFEND

Friday

Defend against a nearby topic statement.

The texts are about history and old ideas. Why is this a trap? Name the trap.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Theme Tracking Sheet (Back)

Show what you know and hunt for theme.

Week 34 of 36

GRADE 4 • CLUSTER 8 • MODULE 2 • TEKS 4.8(A) • THEME

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

Your turn.

Write the shared life lesson and copy one supporting line from each text.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find a poem detail about choosing what to carry and an article detail about using old ideas in new ways.

EVIDENCE AND TEXT	HOW IT SUPPORTS THE CONNECTION	A TRAP TO AVOID

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can tell a theme from a topic.			
I can connect a poem to an informational text.			
I can support a message with two details.			
I can reject Topic-adjacent statement as message.			

Theme Tracking Sheet

Week 35 of 36

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

GRADE 4 • CLUSTER 8 • MODULE 3 • TEKS 4.8(A) • THEME from “Dream and A Day That Changed”

Name: _____

Date: _____



NOTICE

Monday

Notice the narrator learning to pay attention.

Circle the actions that help the narrator learn. Write how those actions connect to the second story.



CHOOSE

Tuesday

Choose the theme that connects both stories.

Which theme connects both stories? Write the letter and a trap name for one wrong choice.



SHOW

Wednesday

Show what both characters learn.

Use one detail from each story to prove the shared lesson.



OWN

Thursday

Own the connected theme.

Write a shared theme and explain how both characters learn it.



DEFEND

Friday

Defend against a generic moral.

People should always do their best. Why is this a trap? Name the trap.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Theme Tracking Sheet (Back)

Show what you know and hunt for theme.

Week 35 of 36

GRADE 4 • CLUSTER 8 • MODULE 3 • TEKS 4.8(A) • THEME from “Dream and A Day That Changed”

Your turn.

Write the theme and one evidence line from each story.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one line about listening in Dream and one line about observing in A Day That Changed.

EVIDENCE LINE AND STORY	HOW IT SUPPORTS THE SHARED THEME	A TRAP TO AVOID

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can find a theme supported by both stories.			
I can connect different kinds of evidence.			
I can reject a generic moral.			
I can reject Generic moral that fits many stories.			

Theme Tracking Sheet

Week 36 of 36

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

GRADE 4 • CLUSTER 8 • MODULE 4 • TEKS 4.8(A) • THEME

from “Student choice: Looking Back to Move Forward or The Roads Between Us”

Name: _____

Date: _____



NOTICE

Monday

Notice the story's final lesson.

Turn the ending into a full-sentence life lesson. Do not use only the topic word Renaissance.



CHOOSE

Tuesday

Choose the strongest theme.

Which theme is strongest? Write the letter and a trap name for one wrong choice.



SHOW

Wednesday

Show how the theme develops.

Use beginning, middle, and ending evidence to show how the theme develops.



OWN

Thursday

Own the written defense.

Write a theme and two evidence sentences that defend it.



DEFEND

Friday

Defend against a topic answer.

The Renaissance. Why is this a trap? Name the trap and repair the answer.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Theme Tracking Sheet (Back)

Show what you know and hunt for theme.

Week 36 of 36

GRADE 4 • CLUSTER 8 • MODULE 4 • TEKS 4.8(A) • THEME from “Student choice: Looking Back to Move Forward or The Roads Between Us”

Your turn.

State a theme, copy two details, and explain how each supports it.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one early detail about Ava's first view and one late detail about what she understands.

EVIDENCE DETAIL

HOW IT SUPPORTS THE THEME

A TRAP TO AVOID

Self-Check

SKILL

I CAN DO
THIS

ALMOST

NOT YET

I can state a global life lesson.

I can use evidence from across the story.

I can explain evidence in writing.

I can reject Topic word, not theme.