



THE WRITING ACADEMY®, LLC



Module 4

Color Coding the Exemplar and Controlling the Whole Paper

Grade 5 • Cluster 5

Very High Reading Load

Tackling TEKS • Reading & Writing

5.11(B)(ii) • 5.11(B)(iii) • 5.12(B)(i) • 5.12(B)(ii) • 5.12(B)(iii)

★ Meet Our Week

★ Daily Deck

Week 4 · Very High Reading Load · Cluster 5 (ECR Paired Passages)

I Will...

- Listen to a complete thought before naming the relationship.
- Speak my comparison before I write it.
- Revise for meaning, organization, coherence, and clarity before editing conventions.
- Use evidence from my own work to name a strength and choose a measurable next step.

I Can...

- Explain a true relationship across two passages instead of writing two separate summaries.
- Use accurate evidence from both passages to develop one central comparison.
- Use transitions to signal similarity, difference, cause and effect, or a shared pattern.
- Explain why an important difference changes the meaning of a comparison.





Both Texts, One Response

★ Daily Deck

Day 1 · Gather & Reveal

Passage 9: “A Difficult Compromise” · Passage 10: “A Visit to the Workshop”

How does color coding help a writer see whether every part of a paired-passage response is doing its job?

Explain how “A Difficult Compromise” and “A Visit to the Workshop” show that lasting change requires people to review results, recognize what remains unresolved, and continue improving their response.

A paired-passage response uses both texts from start to finish. Today we will make the paper visible.





Dot the Tricky Words

Day 1 · Gather

★ Daily Deck

Read both texts. Find a precise detail in each. Mark each source. Put the details into one relationship sentence. Explain what the pair proves.

TRACKS helps students find evidence; color coding helps students explain the job of the sentence that uses it.



Level 1

Foundational

Locate an accurate detail.

Level 2

Emergent

Identify the sentence job.

Level 3

Visible

Connect evidence to an idea.

Level 4

Independent

Explain a relationship across both texts.

Level 5

Reflective

Explain the bigger significance while protecting differences.

HABIT: Blue/Yellow/Green introduction; Green/Yellow/Red body; Green/Yellow/Blue conclusion.

★ Every Sentence Has a Job

Day 1 · Reveal (cont.)

★ Daily Deck

Sentence Job Color Key

Green Idea: What point am I making?

Yellow Evidence: Which exact detail supports it?

Red Explanation: What does the detail prove?

Blue Reflection: Why does the relationship matter?

Conclusion: R1 restates the thesis (central idea) in fresh words. R2 refers to the evidence as a whole. R3 reflects on the bigger picture.

Ask: *Which sentence would be missing if we only listed two details?*

Watch Me!

Modeled Annotation: Both passages show people moving forward after an incomplete result.

Passage 9 shows delegates reaching a compromise that increased political power while leaving enslaved people without rights, while Passage 10 shows workers using failed tests and careful records to decide what to try next.

Together, the details show that a result must be reviewed for both what it changes and what remains unresolved.

★ TRACKS and Source Labels

Day 1

★ Daily Deck

Mark P9 and P10 evidence accurately.

★ Color Code Relay

Day 2 · Attempt · Partner Game

★ Daily Deck

Guide Routine

How to Play

- 1** Read the Passage 9 card.
Success Check: Is it accurate?
- 2** Read the Passage 10 card.
Success Check: Is it accurate?
- 3** Sort Shared Pattern or Important Difference.
Success Check: Can you defend the sort?
- 4** Choose both, however, while, unlike, or because.
Success Check: Does the transition fit?
- 5** Rehearse the complete sentence.
Success Check: Say both sources.
- 6** Write the sentence and color its job.
Success Check: Yellow evidence, red explanation.

Guide Sample

Color Code Relay: take one P9 card and one P10 card, choose a bridge word, say the relationship, and write one connected sentence.

★ Color Code Relay (continued)

Day 2 · Attempt · Partner Game

★ Daily Deck

Guide Routine

How to Play

- 7 Explain what the pair proves.
Success Check: No side-by-side summary.
- 8 Switch roles.
Success Check: Both partners speak and write.

Sample

Sample: Both texts show people continuing after an incomplete result. Passage 9 describes delegates moving forward with a compromise, while Passage 10 describes workers recording failed tests and preparing another bulb.

Teacher guidance: reject a sentence that names only one source. Ask, “Where is the other passage doing work?”

★ Choose the Bridge

Day 2

★ Daily Deck

Both, however, while, unlike, because, and this difference matters because.



Say It Before You Write It

Day 2

★ Daily Deck

Oral rehearsal of the complete relationship sentence.



★ Relationship Web

Day 3 · Discuss

★ Daily Deck

What relationship do these details show, and what important difference must stay visible?

Shared pattern

Difference

Consequence

Unfinished work

Build a relationship web. In the center write: lasting change requires people to review results, recognize what remains unresolved, and continue improving their response. Add one Passage 9 branch and one Passage 10 branch, then add a difference branch.

Directions: “Students speak one complete comparison before writing.”



Does the transition protect the exact difference?

Similarity
both, similarly, in each
passage

Difference
however, while, unlike,
whereas

Cause and effect
because, therefore, as a
result

Significance: this matters because, together, these details show



Build the Whole Paper

Day 3 · Use

STEP 1

Write a thesis (central idea) that answers the relationship prompt.

STEP 2

Build a SET introduction that names both passages.

STEP 3

Add green idea sentences and yellow evidence from both sources.

STEP 4

Add a red explanation of what the pair proves.

STEP 5

Add blue significance and a three-sentence R1/R2/R3 conclusion.

Write a connected comparison. Color every sentence. Check SET, paired evidence, explanation, significance, and R1/R2/R3.





Color Every Sentence

Day 3

★ Daily Deck

Diagnostic color coding.



★ Find the Missing Job

Day 4 · Revise imbalance before conventions.

★ Daily Deck

Student Award

What can I already do? Name one sentence whose color shows a strength and explain why.

Student Target

What do I want to practice next? Name one revision goal, such as adding P10 evidence, explaining the pair, protecting a difference, or finishing R3.



Protect the Difference

Day 4

★ Daily Deck

Political and human consequences versus technical experimentation.





Turn and Teach

Day 5 · Explain

★ Daily Deck

Turn and Teach: explain how the HABIT controls the whole paper.

“Teach your partner what each color lets a writer see. Then defend one revision with evidence from your own response.”

Partners explain the introduction, body, and conclusion colors. They point to one sentence from their response and name its job. The listener asks, “What does this sentence prove?”



★ Transfer Prompt

Day 5 · Transfer

★ Daily Deck

Use both passages to answer: Explain how the two texts show that results must be reviewed and that important work may remain unfinished.

★ Exit Ticket

Day 5 · Transfer

★ Daily Deck

Prompt: Use both passages to explain one shared pattern and one important difference.

1. My Passage 9 detail:
2. My Passage 10 detail:
3. The relationship sentence:
4. This difference matters because:
5. One color that helped me revise was:



Name the Thinking

Small-Group Support

★ Daily Deck

1. Read: Read one P9 card and one P10 card aloud. Restate each detail.

2. Sort: Place the cards under Shared Pattern or Important Difference. Defend the sort.

3. Bridge: Offer both, however, while, unlike, or because. Choose the exact transition.

4. Rehearse: Say the full relationship sentence. Name both sources.

5. Explain: Ask what the pair proves together. Add the red explanation.

6. Write: Color each job. Produce one connected sentence.

7. Retrieve: Cover the cards. Recall the relationship.

Use the frame: Both texts show ____; however, ____.

★ Enrichment: Connect Across Texts

Double-layer comparison: Sentence 1 states a shared pattern. Sentence 2 explains a critical difference. Sentence 3 explains significance.

New prompt: Create a prompt that requires both passages and a relationship.

Model defense: Write a thesis (central idea) and defend how it answers the relationship prompt.

★ My Progress Tracker

Directions: Check one response for each skill after you practice it. Write a piece of evidence from your own response.

I Can...	Not Yet	With Help	Independently	Evidence
Day 1: Gather and Reveal - I can identify the focus and a shared pattern across both passages.				
Day 2: Attempt - I can use both passages and explain my evidence choice.				
Day 3: Discuss and Use - I can apply the HABIT in a complete response.				
Day 4: Award and Target - I can name one strength and one measurable next step.				
Day 5: Explain - I can teach the module idea and answer the overarching question.				

★ Citizenship Connection

- ★ Use accurate evidence, name the source, explain the relationship, and avoid treating different stakes as identical.

Passage 9 reviews representation, government structure, rights, and the consequences of an unjust compromise. Passage 10 shows a team using records and repeated testing to improve electric light. Readers may connect the texts through persistence and results while preserving the unequal human consequences in Passage 9.

Reflect & Discuss

Let's Look at an Answer!

Prompt: Explain how “A Difficult Compromise” and “A Visit to the Workshop” show that lasting change requires people to review results, recognize what remains unresolved, and continue improving their response.

LOW Level 1

“The delegates made a compromise. Edison had a bulb. Both passages are about a problem.”

What is working: The response names both passages and notices that each includes a problem.

What needs improvement: The details are separate, the relationship is broad, and the response does not explain the consequences or what the pair proves.

Color diagnosis: Green topic ideas are present, but yellow evidence, red explanation, and blue significance are not controlled.

Teacher move: ask the student to add one accurate detail from each passage and use both in a single sentence with however or while.

Let's Look at Another Answer!

Prompt: Explain how “A Difficult Compromise” and “A Visit to the Workshop” show that lasting change requires people to review results, recognize what remains unresolved, and continue improving their response.

MEDIUM Level 2-3

“Both passages show people trying to move forward. The delegates made the Three-Fifths Compromise, while workers in the workshop continued working with electric light. However, the texts have different consequences.”

What is working: The response uses both sources, includes a transition, and begins to protect a difference.

What needs improvement: The evidence needs more precision, the explanation must state what the pair proves, and the conclusion is not yet R1, R2, and R3.

Color diagnosis: Green and yellow are visible. Add red explanation and blue significance, then revise the transition so it names the exact difference.

Teacher move: ask, ‘Why does the difference matter?’ Require an answer tied to the denial of rights in Passage 9 and the learning process in Passage 10.

Our Strongest Answer!

Prompt: Explain how “A Difficult Compromise” and “A Visit to the Workshop” show that lasting change requires people to review results, recognize what remains unresolved, and continue improving their response.

HIGH Level 4

“Both passages show people continuing to work after an incomplete result. In “A Difficult Compromise,” delegates created a formula that increased political power for Southern states while enslaved people remained without freedom or representation. In “A Visit to the Workshop,” workers measured, recorded, and revised tests as they worked toward electric light that could be safer and last longer. Together, these details show that results must be reviewed for what they change and what they leave unresolved. The passages differ because the compromise preserved an unjust system, while a failed test gave the workshop team information for another technical attempt. This difference matters because persistence is not automatically beneficial; people must judge the effects of a decision on others. The compromise and the workshop tests both show that work may continue after a result, but the meaning of that result depends on its consequences. The evidence as a whole reminds readers to review outcomes carefully and continue improving what remains unfinished.”

What is working: The response uses both texts accurately, states a relationship, protects a critical difference, explains the pair, and finishes with reflection.

Color diagnosis: Blue, yellow, and green control the introduction. Green, yellow, red, and blue control the body. Green, yellow, and blue control the conclusion.

★ **This is our target!**