

PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Two texts can share the same big idea even when one is a mystery and one is a group project.

I analyze every answer against **BOTH** texts before I choose it.

STAAR traps use a shared topic or an idea from only one text, so I prove the idea is in both.

THIS WEEK’S FOCUS

Paired Passages

from “**The Great Chocolate Chip Cookie Mystery** and **The Fifth-Grade Cookie Commission**”

This week we read **two texts together**: the article **The Great Chocolate Chip Cookie Mystery** and the article **The Fifth-Grade Cookie Commission**. A **shared topic** is a subject both texts mention. A **shared idea** is something both texts teach or show. STAAR asks: **What idea is found in both selections?** Traps this week: **Shared topic, not shared idea, Only one text, and Not in either text.**

This deck teaches **analyzing what two texts share beyond a common topic** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PAIRED PASSAGES

TODAY'S THINKING JOB

NOTICE

"I can notice an idea in one text."

EXACT TEKS WORDING

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

Notice the idea in the first article.

Read the line from **The Great Chocolate Chip Cookie Mystery**. Notice what Lucia learns. Circle the words that show it.

"Your first ideas weren't the problem."

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



TODAY'S THINKING JOB

CHOOSE

"I can choose an idea that is in both texts."

EXACT TEKS WORDING

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

Choose the idea in both.

STAAR asks: What idea is found in both articles?

"Before this becomes a dessert-based constitutional crisis, perhaps you should gather some evidence."

A Cookies are the most popular school dessert. • **B** Teachers should let students solve every problem. • **C** Gathering evidence leads to better decisions than guessing.

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



TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

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

Show the idea in the second article.

Which sentence from the Commission article best supports the idea that **gathering evidence leads to better decisions**?

“And we couldn't just choose based on what we personally wanted.”

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



PAIRED PASSAGES

TODAY'S THINKING JOB

OWN

“I can write a connection between two texts.”

EXACT TEKS WORDING

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

Own the connection.

Write one sentence that tells an idea found in both articles. Name each article.

“Maybe it was: ‘What does the evidence show?’”

I CAN

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



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

How are the two texts connected by the idea that **gathering evidence leads to better decisions?**

"They compared several sources instead of stopping after the first one."

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



PAIRED PASSAGES

Connect the texts on your own.

Go back to both articles. Write one idea they share. Copy one line from each article that proves it.

Go back to both articles.
Write one idea they share in a full sentence.
Copy one line from each article that proves it.

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

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE Mrs. Delgado explains that forming ideas is normal. The important thing is what you do next: gather evidence.

CHOOSE C. Gathering evidence leads to better decisions than guessing. A is Not in either text. B is Shared topic, not shared idea.

SHOW The line "we couldn't just choose based on what we personally wanted" shows the Commission needed evidence. In the Cookie Mystery, Lucia learns evidence matters more than exciting stories. Both show gathering facts leads to better choices.

OWN Answers vary. Example: In both articles, the students learn that gathering evidence leads to stronger decisions than relying on guesses or opinions.

DEFEND In The Great Chocolate Chip Cookie Mystery, students compare sources and learn the invention story left out details. In The Fifth-Grade Cookie Commission, the class checks costs before recommending a plan. Both show evidence helps.

YOUR TURN Answers vary. Idea: People make better decisions when they gather evidence instead of guessing. Mystery: What does the evidence show? Commission: We needed information.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“the most exciting version of a story isn't always the most accurate one ... And we couldn't just choose based on what we personally wanted. We needed information.”

What idea is found in both "The Great Chocolate Chip Cookie Mystery" and "The Fifth-Grade Cookie Commission"?

A Gathering evidence helps people make stronger decisions.

B Sixth graders always take more than their share.

C Schools should let students plan every meal.

D Cookies are the best choice for a Friday treat.



PAIRED PASSAGES

The answer is A.

Gathering evidence helps people make stronger decisions. Correct.

- A** Correct. The Mystery class learns to check sources, and the Commission gathers surveys and cost data before recommending a plan.

Sixth graders always take more than their share.

- B** Another Place: Only one text. Jordan mentions sixth grade in the Mystery, but the Commission never does.

Schools should let students plan every meal.

- C** Stretched or Unsupported: Goes too far. The Commission plans one Friday treat, not every meal.

Cookies are the best choice for a Friday treat.

- D** Topic Trap: Shared topic, not shared idea. Cookies are the topic, not the idea both articles teach.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

A similarity is something both texts show, not just a topic they mention.

I analyze both texts to prove that a sentence describes what they share.

STAAR traps may use a detail from only one text, so I check each choice against both.

THIS WEEK’S FOCUS

Paired Passages

from “The Great Chocolate Chip Cookie Mystery and The Fifth-Grade Cookie Commission”

This week we continue with **The Great Chocolate Chip Cookie Mystery** and **The Fifth-Grade Cookie Commission**. STAAR asks: **Which sentence best describes a similarity?** A similarity means both texts show the same idea or pattern. Traps this week: **Only one text, Shared topic, not shared idea, and Not in either text.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PAIRED PASSAGES

TODAY'S THINKING JOB

NOTICE

"I can notice a pattern in one text."

EXACT TEKS WORDING

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

Notice how the class acts in the first article.

Read the line from **The Great Chocolate Chip Cookie Mystery**. Notice what the students do before gathering evidence.

"Within thirty seconds, the investigation had already gone completely out of control."

I CAN | I can notice how characters behave and what that pattern shows.



TODAY'S THINKING JOB

CHOOSE

"I can choose a sentence that describes a similarity."

EXACT TEKS WORDING

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

Choose the similarity.

STAAR asks: **Which sentence best describes a similarity** between the two articles?

"Before this becomes a dessert-based constitutional crisis, perhaps you should gather some evidence."

- A** Both articles describe how sixth grade caused a problem. • **B** In both articles, students start with assumptions and gather evidence. • **C** Both articles show that cookies are the most popular dessert.

I CAN | I can choose a similarity that fits both texts and skip details from only one.



TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

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

Show the similarity in the second article.

Which detail from the Commission best supports the idea that **people jump to conclusions before gathering evidence**?

“Jordan whispered to Tessa, ‘This is the greatest moment in American democracy.’”

I CAN | I can explain how a line in one article matches a pattern in the other.



TODAY'S THINKING JOB

OWN

“I can write a similarity between two texts.”

EXACT TEKS WORDING

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

Own the similarity.

Write one sentence that describes a similarity between the two articles. Name each article.

“They got the most votes, but more than half the students voted for something else.”

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



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

How does the pattern of **checking evidence before deciding** connect the Mystery and the Commission?

"I heard Jordan say it yesterday."

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



PAIRED PASSAGES

Find a similarity on your own.

Go back to both articles. Write one similarity between them. Copy one line from each article that proves it.

Go back to both articles.
Write one similarity between them in a full sentence.
Copy one line from each article that proves it.

I CAN | I can find a similarity between two texts and prove it with a line from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The students jump to conclusions before they have facts. They spread rumors about who took the cookies.

CHOOSE B. In both articles, students start with assumptions and gather evidence. A is Only one text. C is Shared topic, not shared idea.

SHOW Jordan whispered to Tessa that this was "the greatest moment in American democracy," celebrating before the survey results were in. In the Mystery, students spread rumors before checking facts. Both show people jump to conclusions.

OWN Answers vary. Example: In both articles, the students begin with strong opinions but learn that gathering evidence leads to better answers.

DEFEND Both show checking evidence first. In The Great Chocolate Chip Cookie Mystery, students guess but the order sheet shows the cafeteria predicted wrong. In The Fifth-Grade Cookie Commission, Tessa proves most voted for something else.

YOUR TURN Answers vary. Similarity: Both articles show students learning to use evidence. Mystery: What does the evidence show? Commission: We needed information.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“People form possible explanations all the time. The important question is what you do next. ... And we couldn't just choose based on what we personally wanted. We needed information.”

Which sentence best describes a similarity between “The Great Chocolate Chip Cookie Mystery” and “The Fifth-Grade Cookie Commission”?

- A** Both articles explain the history of chocolate chip cookies.
- B** Both articles describe a cafeteria manager who hides desserts.
- C** Both articles show that students need to listen to the principal.
- D** Both articles show that checking evidence leads to better decisions than guessing.



PAIRED PASSAGES

The answer is D.

- A Both articles explain the history of chocolate chip cookies.**
Another Place: Only one text. The Mystery covers cookie history, but the Commission does not.
- B Both articles describe a cafeteria manager who hides desserts.**
Stretched or Unsupported: Not in either text. Ms. Ruiz never hides desserts in either article.
- C Both articles show that students need to listen to the principal.**
Topic Trap: Shared topic, not shared idea. Both texts mention a principal, but neither says students need to listen to the principal.
- D Both articles show that checking evidence leads to better decisions than guessing. Correct.**
Correct. The Mystery class learns that evidence beats rumors, and the Commission learns that data beats opinions.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

I analyze each text separately before I decide what makes them different.

STAAR traps may describe a similarity instead of a difference, so I check carefully.

THIS WEEK’S FOCUS

Paired Passages

from “The Great Chocolate Chip Cookie Mystery and The Fifth-Grade Cookie Commission”

This week we continue with **The Great Chocolate Chip Cookie Mystery** and **The Fifth-Grade Cookie Commission**. STAAR asks: **How is one text different from the other?** A difference means each text does something the other does not. Traps this week: **Similarity, not a difference, Only one text, and Not in either text.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PAIRED PASSAGES

TODAY'S THINKING JOB

NOTICE

"I can notice what one text focuses on."

EXACT TEKS WORDING

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

Notice what the Mystery article focuses on.

Read the line from **The Great Chocolate Chip Cookie Mystery**. Notice what the class investigates.

"She thought the pieces would melt into the dough, but they didn't."

I CAN | I can notice the focus of one text and describe it clearly.



TODAY'S THINKING JOB

CHOOSE

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

EXACT TEKS WORDING

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

Choose the difference.

STAAR asks: **How is the Mystery different from the Commission?**

“You will recommend one Friday treat plan.”

A Both articles show students gathering evidence to solve a problem. • **B** Both articles feature Mrs. Delgado as the classroom teacher. • **C** The Mystery investigates the past; the Commission plans ahead.

I CAN | I can choose a difference between two texts and skip answers that name a similarity.



TODAY'S THINKING JOB

SHOW

“I can show how a second text differs from the first.”

EXACT TEKS WORDING

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

Show the difference in the second article.

Which sentence from the Commission best supports the idea that **the Commission asks students to plan ahead**, unlike the Mystery?

“Your job is to decide how to make a reasonable recommendation.”

I CAN | I can explain how a line in one article shows a different focus than the other.



TODAY'S THINKING JOB

OWN

“I can write a difference between two texts.”

EXACT TEKS WORDING

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

Own the difference.

Write one sentence that explains how the two articles are different. Name each article.

“A week earlier, she would have repeated the famous invention story without thinking twice.”

I CAN | I can write a difference that shows what each text does separately.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

How are the Mystery and the Commission connected differently in the way each **uses information**?

"The chocolate chip cookie was connected to a woman named Ruth Wakefield, who ran the Toll House Inn in Massachusetts with her husband during the 1930s."

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



PAIRED PASSAGES

Find a difference on your own.

Go back to both articles. Write one difference between them. Copy one line from each article that proves it.

Go back to both articles.
Write one difference between them in a full sentence.
Copy one line from each article that proves it.

I CAN | I can find a difference between two texts and prove it with a line from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The Mystery focuses on investigating what happened in the past, including the history of the chocolate chip cookie and the cafeteria shortage.

CHOOSE C. The Mystery investigates the past; the Commission plans ahead. A is Similarity, not a difference. B is Similarity, not a difference.

SHOW Mrs. Delgado says "your job is to decide how to make a reasonable recommendation," pointing the Commission forward. The Mystery class investigates what already happened. The Commission looks ahead while the Mystery looks back.

OWN Answers vary. Example: The Mystery investigates past events, while the Commission asks students to plan a solution for the future.

DEFEND In The Great Chocolate Chip Cookie Mystery, the team investigates past events. In The Fifth-Grade Cookie Commission, the class plans a future treat. Both using evidence is a Similarity, not a difference.

YOUR TURN Answers vary. Difference: The Mystery solves a puzzle about the past, while the Commission creates a plan for the future. Mystery: What happened to today's chocolate chip cookies? Commission: You will recommend one Friday treat plan.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“the most exciting version of a story isn't always the most accurate one ... I'm giving fifth grade a challenge.”

How is “The Great Chocolate Chip Cookie Mystery” different from “The Fifth-Grade Cookie Commission”?

- A** Both articles show students working as a team.
- B** The Mystery investigates past events, while the Commission plans a future recommendation.
- C** The Mystery includes surveys while the Commission does not.
- D** The Mystery includes Mrs. Delgado while the Commission does not.

PAIRED PASSAGES

The answer is B.

Both articles show students working as a team.

- A** Pattern Mix-Up: Similarity, not a difference. Teamwork is something both articles share, not a difference between them.

The Mystery investigates past events, while the Commission plans a future recommendation. Correct.

- B** Correct. The Mystery looks into history and a shortage that already happened, while the Commission creates a plan for future treats.

The Mystery includes surveys while the Commission does not.

- C** Pattern Mix-Up: Similarity, not a difference. Both articles include surveys, so this choice does not describe a real difference.

The Mystery includes Mrs. Delgado while the Commission does not.

- D** Stretched or Unsupported: Not in either text. Mrs. Delgado appears in both articles, so this is false.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Even texts about the same topic can include ideas that belong to only one.

I analyze each text carefully to prove the idea appears in one and not the other.

STAAR traps may switch which text contains the idea, so I check both.

THIS WEEK’S FOCUS

Paired Passages

from “The Great Chocolate Chip Cookie Mystery and The Fifth-Grade Cookie Commission”

This week we continue with **The Great Chocolate Chip Cookie Mystery** and **The Fifth-Grade Cookie Commission**. STAAR asks: **Which idea is found in one text but not the other?** Traps this week: **Texts switched, Shared topic, not shared idea, and Not in either text.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

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

EXACT TEKS WORDING

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

Notice an idea in the Mystery.

Read the line from **The Great Chocolate Chip Cookie Mystery**. Notice what the class learns about famous stories.

“So the accident story might not be completely true?”

I CAN | I can notice an idea and check whether it appears in only one text.



TODAY'S THINKING JOB

CHOOSE

“I can choose an idea found in one text but not the other.”

EXACT TEKS WORDING

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

Choose the idea in only one text.

STAAR asks: Which idea is found in the Mystery but not the Commission?

“It might be an oversimplified version,”

A Popular stories should be checked because they may leave out details. • **B** The majority vote should always decide the outcome. • **C** Students learn better when they work with their teacher.

I CAN | I can choose an idea that belongs to one text and skip ideas that are switched.



TODAY'S THINKING JOB

SHOW

“I can show that an idea is missing from a second text.”

EXACT TEKS WORDING

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

Show that the idea is missing from the Commission.

Which sentence from the Mystery best supports the idea that **popular stories may leave out important details**?

“Wakefield was an experienced baker who developed recipes carefully, and evidence suggested the creation was more deliberate than the popular ‘happy accident’ story made it sound.”

I CAN | I can explain what the second text focuses on instead of the idea in the first text.



TODAY'S THINKING JOB

OWN

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

EXACT TEKS WORDING

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

Own the distinction.

Write one sentence that names an idea found in the Mystery but not the Commission.

“She thought the pieces would melt into the dough, but they didn't.”

I CAN

I can write an idea that belongs to one text and explain why it is not in the other.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can defend against a trap and explain which text the idea belongs to."

EXACT TEKS WORDING

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

Defend against the trap.

How does the Mystery relate to the idea that **popular stories may leave out important details**?

"They got the most votes, but more than half the students voted for something else."

I CAN | I can prove that an idea has been placed in the wrong text.



PAIRED PASSAGES

Find an idea in only one text.

Go back to both articles. Write one idea found in only one of them. Copy one line from that article and explain why the idea is missing from the other.

Go back to both articles.
Write one idea found in only one of them.
Copy one line from that article and explain why the idea is missing from the other.

I CAN | I can find an idea in only one text and prove it is missing from the other.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The Mystery class discovers that a popular story may be oversimplified. This idea about questioning famous stories does not appear in the Commission.

CHOOSE A. Popular stories should be checked because they may leave out details. B is Texts switched. C is Not in either text.

SHOW The text says "evidence suggested the creation was more deliberate than the popular" story. Lucia finds the cookie story left out facts about Ruth Wakefield. This supports the idea that popular stories may oversimplify.

OWN Answers vary. Example: The Mystery explores whether a popular story about cookie invention is accurate, an idea the Commission never addresses.

DEFEND In the Mystery, Lucia finds the famous cookie story oversimplifies Ruth Wakefield. The Commission never questions a popular story. Both use evidence, but only the Mystery checks whether a well-known version is accurate.

YOUR TURN Answers vary. Idea: A popular story may leave out important details. Mystery: the most exciting version of a story isn't always the most accurate one. The Commission never discusses whether a story is accurate.



PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“the most exciting version of a story isn't always the most accurate one ... Whatever you recommend should include a choice they can safely enjoy.”

Which idea is found in "The Great Chocolate Chip Cookie Mystery" but not in "The Fifth-Grade Cookie Commission"?

- A** Students should form committees to solve problems.
- B** A rotating schedule helps satisfy different preferences.
- C** A popular version of a story may leave out important details.
- D** Survey results can change a group's plan.



PAIRED PASSAGES

The answer is C.

A Students should form committees to solve problems.

Another Place: Texts switched. The Commission forms a committee, not the Mystery.

B A rotating schedule helps satisfy different preferences.

Another Place: Texts switched. The rotating schedule idea comes from the Commission.

C A popular version of a story may leave out important details. Correct.

Correct. The Mystery class discovers that the famous cookie invention story may be oversimplified. The Commission never questions a popular story.

D Survey results can change a group's plan.

Pattern Mix-Up: Similarity, not a difference. Both texts use surveys that change plans, so this idea is not unique to the Mystery.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Two texts can develop the same idea even when one is an article and one is a drama.

I analyze how each text builds the idea, not just whether both mention the same topic.

STAAR traps may name a topic both texts share instead of the idea they develop.

THIS WEEK’S FOCUS

Paired Passages

from “From Tension to Revolution and A Voice of Their Own”

This week we read **two texts together**: the article **From Tension to Revolution** and the drama **A Voice of Their Own**. STAAR asks: **What idea is developed in both selections?** Developed means both texts build on it, not just mention it. Traps this week: **Shared topic, not shared idea, Only one text, and Not in either text.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice an idea in one text."

EXACT TEKS WORDING

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

Notice the idea in the article.

Read the line from **From Tension to Revolution**. Notice what the colonists wanted.

"They argued that it was unfair to be taxed without a voice, which led to the phrase 'taxation without representation.'"

I CAN | I can notice what people wanted and the idea it develops.



TODAY'S THINKING JOB

CHOOSE

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

EXACT TEKS WORDING

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

Choose the idea in both.

STAAR asks: **What idea is developed in both** the article and the drama?

“If we live here and follow these laws, we should have a part in making them.”

A Both texts are about British taxes on the colonies. • **B** War is the only way to solve disagreements. • **C** People deserve a voice in the decisions that affect their lives.

I CAN | I can choose an idea both texts develop and skip answers that name only a topic.



TODAY'S THINKING JOB

SHOW

"I can show how a second text develops a shared idea."

EXACT TEKS WORDING

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

Show the idea in the drama.

Which sentence from the drama best supports the idea that **people deserve a voice in the decisions that affect them?**

"I didn't understand before, but now I do. People want to be heard."

I CAN | I can explain how a line in the drama matches an idea in the article.



TODAY'S THINKING JOB

OWN

“I can write a connection between two texts.”

EXACT TEKS WORDING

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

Own the connection.

Write one sentence that tells an idea developed in both texts. Name the article and the drama.

“And once people start thinking that way, it's hard to go back.”

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

PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

How are the two texts connected by the idea that **people affected by laws should have a say?**

“Because the king and Parliament make the rules.”

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



PAIRED PASSAGES

Connect the texts on your own.

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

Go back to both texts.

Write one idea they both develop in a full sentence.

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

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

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The colonists argued they should not be taxed without a voice in Parliament. The idea: people deserve to participate in the decisions that affect them.

CHOOSE C. People deserve a voice in the decisions that affect their lives. B is Not in either text. A is Only one text: taxes appear only in From Tension to Revolution.

SHOW Thomas says people want to be heard. The article shows colonists protesting taxes made without their input. Both texts develop the idea that people want a say in the rules that affect them.

OWN Answers vary. Example: Both the article and the drama develop the idea that people who live under certain laws should have a voice in making those laws.

DEFEND Both show people wanting a voice. In From Tension to Revolution, colonists called taxes without a say unfair. In A Voice of Their Own, Mr. Harris says people here should help make laws. Colonies alone are a Shared topic, not shared idea.

YOUR TURN Answers vary. Idea: People should have a voice in the laws that affect them. Article: taxation without representation. Drama: If we live here and follow these laws, we should have a part in making them.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“it was unfair to be taxed without a voice ... If we live here and follow these laws, we should have a part in making them.”

What idea is developed in both "From Tension to Revolution" and "A Voice of Their Own"?

- A** People who are affected by laws should have a say in making them.
- B** The Boston Tea Party was the most important colonial protest.
- C** Great Britain always treated the colonists fairly.
- D** Teachers should tell students what to believe.



PAIRED PASSAGES

The answer is A.

People who are affected by laws should have a say in making them. Correct.

- A** Correct. The article shows colonists demanding representation, and the drama shows Thomas learning that people want to be heard.

The Boston Tea Party was the most important colonial protest.

- B** Another Place: Only one text. The Boston Tea Party is mentioned only in the article, not in the drama.

Great Britain always treated the colonists fairly.

- C** Reversed Meaning: Opposite of the text. Both texts show that colonists felt British rule was unfair.

Teachers should tell students what to believe.

- D** Stretched or Unsupported: Not in either text. Neither the article nor the drama discusses teachers.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

People in two texts can act in similar ways even when the texts tell different parts of history.

I analyze what the people do, not just who they are, to find the similarity.

STAAR traps may use a real detail but attach the wrong idea to it.

THIS WEEK'S FOCUS

Paired Passages

from “From Tension to Revolution and A Voice of Their Own”

This week we continue with **From Tension to Revolution** and **A Voice of Their Own**. STAAR asks: **How are the people in both texts similar?** We analyze what they do and why, not just what they talk about. Traps this week: **Right detail, wrong idea**, **Only one text**, and **Shared topic, not shared idea**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice what people do in one text.”

EXACT TEKS WORDING

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

Notice what the people do in the article.

Read the line from **From Tension to Revolution**. Notice how the colonists respond to the laws.

“Colonists strongly opposed this law because they had no representatives in Parliament.”

I CAN

I can notice how people act and explain the reason behind their actions.



TODAY'S THINKING JOB

CHOOSE

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

EXACT TEKS WORDING

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

Choose how the people are similar.

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

“Many people have started asking that same question.”

- A** In both texts, soldiers protect the missions and settlements. • **B** In both texts, people question rules made without their input. • **C** In both texts, people prefer to follow the king's rules.

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



TODAY'S THINKING JOB

SHOW

“I can show how people in a second text act like people in the first.”

EXACT TEKS WORDING

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

Show the similarity in the drama.

Which sentence from the drama best supports the idea that **people question rules made without their input**?

“Mr. Harris, why do we follow laws from people who don't live here?”

I CAN | I can explain how a line in the drama matches a pattern in the article.



TODAY'S THINKING JOB

OWN

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

EXACT TEKS WORDING

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

Own the comparison.

Write one sentence that explains how the people in both texts are similar. Name the article and the drama.

“Change does not happen all at once, but every conversation matters.”

I CAN | I can write a similarity that fits the people in both texts.

PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

How are the people in the article and the drama connected by the way they **challenge rules made without their input**?

"In the colonies, most laws were made far away in Great Britain."

I CAN | I can prove why a correct detail does not support the right idea.



PAIRED PASSAGES

Compare the people on your own.

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

Go back to both texts.

Write one sentence about how the people are similar.

Copy one line from each text that proves it.

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

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The colonists opposed the Stamp Act because they had no voice in Parliament. Their actions show they believed people should have a say in the laws that affect them.

CHOOSE B. In both texts, people question rules made without their input. A is Only one text. C is Right detail, wrong idea.

SHOW Thomas asks "why do we follow laws from people who don't live here," questioning distant rule. The colonists in From Tension to Revolution protest taxation without representation. Both speak up because they want a voice.

OWN Answers vary. Example: In both texts, people question laws made far away and argue that those who follow the rules should help make them.

DEFEND In From Tension to Revolution, colonists opposed the Stamp Act with no representatives. In A Voice of Their Own, Thomas asks why they follow laws from people not living there. Both lived in the colonies is Right detail, wrong idea.

YOUR TURN Answers vary. Similarity: People in both texts question distant lawmakers. Article: no representatives in Parliament. Drama: why do we follow laws from people who don't live here?

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“it was unfair to be taxed without a voice ... Mr. Harris, why do we follow laws from people who don't live here?”

How are the people in "From Tension to Revolution" similar to the people in "A Voice of Their Own"?

- A** Both groups of people prefer to follow the king without question.
- B** Both groups of people question rules made without their input and want a voice.
- C** Both groups of people organize protests like the Boston Tea Party.
- D** Both groups of people are soldiers who guard the settlements.



PAIRED PASSAGES

The answer is B.

Both groups of people prefer to follow the king without question.

- A** Reversed Meaning: Opposite of the text. Both texts show people questioning the king's rules, not following them without question.

Both groups of people question rules made without their input and want a voice. Correct.

- B** Correct. The colonists protest taxation without representation, and Thomas and Mr. Harris question laws made far away.

Both groups of people organize protests like the Boston Tea Party.

- C** Another Place: Only one text. The Boston Tea Party appears only in the article.

Both groups of people are soldiers who guard the settlements.

- D** Stretched or Unsupported: Not in either text. The article mentions soldiers briefly, but neither text focuses on soldiers guarding settlements.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Two texts can teach about similar topics but present their ideas in different ways.

I analyze how each text is organized and how it shares information.

STAAR traps may describe a similarity instead of a difference in how texts present ideas.

THIS WEEK’S FOCUS

Paired Passages

from “The Ocean Lesson and The Garden That Wouldn't Grow”

This week we read **The Ocean Lesson** and **The Garden That Wouldn't Grow**. STAAR asks: **What is one difference between how the texts present their ideas?** We analyze how each text is organized and delivers its message. Traps this week: **Similarity, not a difference, Only one text, and Not in either text.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PAIRED PASSAGES

TODAY'S THINKING JOB

NOTICE

"I can notice how a text is organized."

EXACT TEKS WORDING

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

Notice how the first text is organized.

Read the line from **The Ocean Lesson**. Notice how the text uses two different animals to present its ideas.

"The turtles relied on instinct to act quickly without guidance."

I CAN | I can notice the structure a text uses to present its ideas.



TODAY'S THINKING JOB

CHOOSE

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

EXACT TEKS WORDING

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

Choose the difference in presentation.

STAAR asks: **What is one difference between how the texts present their ideas?**

“Kendrix realized that her actions had changed the condition of the soil, which affected the plants' health.”

A Both texts use a person's experience to teach a lesson. • **B** Both texts describe animals that live in the ocean. • **C** The Ocean Lesson compares two examples; the Garden follows one.

I CAN | I can choose a difference in structure and skip answers that describe a similarity.



TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

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

Show the difference in the second text.

Which detail from the Garden best supports the idea that **the Garden follows one problem from cause to solution?**

“She had believed that adding more water would help the plants grow stronger.”

I CAN | I can explain how one text's structure differs from the other's.



PAIRED PASSAGES

TODAY'S THINKING JOB

OWN

“I can write about a difference in how texts present ideas.”

EXACT TEKS WORDING

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

Own the difference in presentation.

Write one sentence that explains how the two texts present their ideas differently. Name each text.

“Unlike the turtles, the orcas did not depend only on instinct.”

I CAN | I can write a difference in structure that shows how each text is built.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can defend against a trap about structure."

EXACT TEKS WORDING

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

Defend against the trap.

How are the structures of **The Ocean Lesson** and **The Garden That Wouldn't Grow** connected to different ways of **presenting ideas**?

"Nyla thought about what she had seen."



I can prove why a similarity is not the same as a difference in presentation.



PAIRED PASSAGES

Compare the structures on your own.

Go back to both texts. Write one difference in how they present their ideas. Copy one detail from each text that proves it.

Go back to both texts.

Write one difference in how they present their ideas in a full sentence.

Copy one detail from each text that proves it.

I CAN | I can compare how two texts present their ideas and prove the difference with a detail from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The Ocean Lesson compares two animals to present its ideas. It shows turtles using instinct and orcas using learned behavior. This comparison is the way the text teaches about animal survival.

CHOOSE C. The Ocean Lesson compares two examples; the Garden follows one. A is Similarity, not a difference. B is Only one text.

SHOW Kendrix "had believed that adding more water would help the plants grow stronger," showing the Garden follows one wrong idea from cause to correction. The Ocean Lesson compares two animals side by side. The Garden has a different structure.

OWN Answers vary. Example: The Ocean Lesson compares two animals to teach about instinct and learned behavior, while the Garden follows one student solving a single problem.

DEFEND In The Ocean Lesson, Nyla compares turtles on instinct with orcas learning from their pod. In The Garden That Wouldn't Grow, Kendrix follows one problem from overwatering to recovery. A learning character in both is not a difference.

YOUR TURN Answers vary. Difference: The Ocean Lesson compares two animals, while the Garden follows one problem. Ocean: turtles relied on instinct. Garden: Kendrix suggested that the plants needed more water.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“The turtles relied on instinct to act quickly without guidance. ... Thinking she understood the problem, Kendrix suggested that the plants needed more water.”

What is one difference between how "The Ocean Lesson" and "The Garden That Wouldn't Grow" present their ideas?

- A** The Ocean Lesson compares two types of behavior, while the Garden follows one problem from cause to solution.
- B** Both texts use a character's personal experience to teach a lesson about nature.
- C** The Garden uses scientific words, while the Ocean Lesson does not.
- D** The Ocean Lesson tells a true story, while the Garden tells a fiction.

PAIRED PASSAGES

The answer is A.

A **The Ocean Lesson compares two types of behavior, while the Garden follows one problem from cause to solution. Correct.**

Correct. The Ocean Lesson uses a comparison of instinct and learned behavior, while the Garden traces a single gardening problem.

Both texts use a character's personal experience to teach a lesson about nature.

B Pattern Mix-Up: Similarity, not a difference. Both texts do use a character's experience, so this is what they share.

The Garden uses scientific words, while the Ocean Lesson does not.

C Reversed Meaning: Opposite of the text. The Ocean Lesson also uses scientific terms like instinct and learned behavior.

D **The Ocean Lesson tells a true story, while the Garden tells a fiction.**

Stretched or Unsupported: Not in either text. Neither text states whether it is true or fictional.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Two texts can share the same message even when one is about animals and one is about a garden.

I analyze what each text teaches, not just what it describes, to find the shared message.

STAAR traps may state something that sounds not in either text but is not supported by both texts.

THIS WEEK'S FOCUS

Paired Passages

from “The Ocean Lesson and The Garden That Wouldn't Grow”

This week we continue with **The Ocean Lesson** and **The Garden That Wouldn't Grow**. STAAR asks: **What message is found in both texts?** A message is a lesson the text teaches. Traps this week: **Not in either text**, **Only one text**, and **Shared topic**, not shared idea.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice a message in one text."

EXACT TEKS WORDING

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

Notice the message in the first text.

Read the line from **The Ocean Lesson**. Notice what Nyla learns from watching the animals.

"Both types of behavior helped animals survive in their environments, even though they developed in different ways."

I CAN | I can notice what a text teaches and state the message clearly.



TODAY'S THINKING JOB

CHOOSE

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

EXACT TEKS WORDING

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

Choose the message in both.

STAAR asks: What message is found in both texts?

"She learned that healthy plants depend on a balance of sunlight, water, air, and good soil."

A Careful observation helps people understand and solve problems. • **B** Everyone should study marine biology. • **C** Gardens always need more water during warm weather.

I CAN | I can choose a message both texts teach and skip ideas that are only not in either text.



TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

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

Show the message in the second text.

Which sentence from the Garden best supports the message that **careful observation leads to better understanding**?

“Kendrix quietly observed the garden, paying closer attention to the soil and leaves than before.”

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



TODAY'S THINKING JOB

OWN

“I can write a message found in both texts.”

EXACT TEKS WORDING

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

Own the message.

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

“Their instinct guided them through the transition from sand to ocean, increasing their chances of survival during a dangerous moment.”

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



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

How are the two texts connected by the message that **observation leads to better understanding?**

"Her grandmother examined the soil and explained that while water is necessary for plant growth, too much water can prevent roots from getting enough air."



I can prove why a statement that sounds true is not supported by both texts.



PAIRED PASSAGES

Find the message on your own.

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

Go back to both texts.
Write one message they share in a full sentence.
Copy one line from each text that proves it.

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

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE Nyla learns that observing different animals helps her understand how they survive. The message: careful observation leads to understanding.

CHOOSE A. Careful observation helps people understand and solve problems. B is Not in either text. C is Not in either text.

SHOW Kendrix "quietly observed the garden, paying closer attention to the soil and leaves" instead of guessing. Nyla in The Ocean Lesson also learns by watching carefully. Both characters discover that observation leads to understanding.

OWN Answers vary. Example: Both texts teach that taking time to observe carefully leads to a stronger understanding of how things work.

DEFEND Both show observation leads to understanding. In The Ocean Lesson, Nyla watches turtles and orcas and learns each survives differently. In The Garden That Wouldn't Grow, the grandmother examines the soil and finds too much water hurt roots.

YOUR TURN Answers vary. Message: Careful observation leads to understanding. Ocean Lesson: Nyla thought about what she had seen. Garden: Kendrix quietly observed the garden, paying closer attention.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“Nyla realized that survival could look different for different animals. ... She learned that healthy plants depend on a balance of sunlight, water, air, and good soil.”

What message is found in both "The Ocean Lesson" and "The Garden That Wouldn't Grow"?

- A** Animals are more interesting than plants.
- B** People should always water their gardens more.
- C** Careful observation helps people understand how things work.
- D** Every problem has a simple solution.



PAIRED PASSAGES

The answer is C.

- A** **Animals are more interesting than plants.**
Stretched or Unsupported: Not in either text. Neither text compares the interest level of animals and plants.
- B** **People should always water their gardens more.**
Reversed Meaning: Opposite of the text. The Garden shows that more water made the problem worse.
- C** **Careful observation helps people understand how things work. Correct.**
Correct. Nyla learns about survival by watching animals, and Kendrix learns about plants by observing the garden carefully.
- D** **Every problem has a simple solution.**
Stretched or Unsupported: Not in either text. Neither text claims that every problem has a simple solution.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

People in two different historical periods can face similar challenges.

I analyze what the people do, not just when or where they lived, to find the similarity.

STAAR traps may describe a detail that belongs to only one text.

THIS WEEK’S FOCUS

Paired Passages

from “Spanish Rule in Early Texas and A Harvest to Remember”

This week we read **Spanish Rule in Early Texas** and **A Harvest to Remember**. STAAR asks: **How are the main people alike?** We compare what the people did, not just their time periods. Traps this week: **Only one text**, **Shared topic**, **not shared idea**, and **Not in either text**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice what people do in one text.”

EXACT TEKS WORDING

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

Notice what the people do in the first article.

Read the line from **Spanish Rule in Early Texas**. Notice how the Spanish settlers used missions.

“Their main goal was to convert Native Americans to Catholicism.”

I CAN | I can notice what the people did and explain their goals.



TODAY'S THINKING JOB

CHOOSE

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

EXACT TEKS WORDING

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

Choose how the people are alike.

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

“Things began to improve when Native Americans from the Wampanoag tribe helped them.”

- A** Both groups of settlers built presidios for protection. • **B** Both groups relied on help from others to survive. • **C** Both groups of settlers celebrated by sharing food.

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



TODAY'S THINKING JOB

SHOW

“I can show how people in a second text share a pattern.”

EXACT TEKS WORDING

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

Show the similarity in the second text.

Which detail from the Harvest text best supports the idea that **the Pilgrims relied on help from others?**

“With this help, the Pilgrims were able to grow enough food for a productive harvest.”

I CAN | I can explain how people in one text act like people in the other.



TODAY'S THINKING JOB

OWN

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

EXACT TEKS WORDING

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

Own the comparison.

Write one sentence about how the people in both texts are alike. Name each text.

“Missions and presidios were often built close together so they could support each other.”

I CAN | I can write a similarity that fits the people in both texts.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can defend against a trap and name it."

EXACT TEKS WORDING

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

Defend against the trap.

How are the main people in the two texts connected by the way they **relied on others to survive**?

"After gathering their crops, the Pilgrims decided to celebrate."

I CAN

I can prove why a detail from only one text does not describe a true similarity.



PAIRED PASSAGES

Compare the people on your own.

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

Go back to both texts.

Write one sentence about how the people are alike.

Copy one line from each text that proves it.

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

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The Spanish used missions to spread their religion, customs, and skills. Their goals shaped how they settled in Texas.

CHOOSE B. Both groups relied on help from others to survive. A is Only one text. C is Only one text.

SHOW The text says "with this help, the Pilgrims were able to grow enough food" for a harvest, showing they relied on the Wampanoag. In Spanish Rule in Early Texas, missionaries also taught skills. Both groups relied on cooperation.

OWN Answers vary. Example: In both texts, settlers in an unfamiliar land relied on cooperation and outside help to survive.

DEFEND In A Harvest to Remember, the Pilgrims relied on the Wampanoag to learn farming. In Spanish Rule in Early Texas, missionaries spread skills like farming and building. Both show settlers cooperating with others in a new place.

YOUR TURN Answers vary. Similarity: Both groups needed help to survive. Spanish: missionaries helped transfer Spanish customs and skills. Harvest: Squanto taught the Pilgrims how to grow crops.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“missionaries helped transfer Spanish customs and skills such as farming, cooking, and building. ... A man named Squanto taught the Pilgrims how to grow crops like corn, catch fish, and find food in the area.”

How are the main people in "Spanish Rule in Early Texas" and "A Harvest to Remember" alike?

- A** Both groups built forts called presidios for protection.
- B** Both groups relied on cooperation and new skills to survive in an unfamiliar place.
- C** Both groups celebrated a harvest feast with Native Americans.
- D** Both groups settled in present-day Texas.



PAIRED PASSAGES

The answer is B.

A Both groups built forts called presidios for protection.

Another Place: Only one text. Presidios appear only in the Spanish text, not in the Pilgrim text.

B Both groups relied on cooperation and new skills to survive in an unfamiliar place. Correct.

B Correct. The Spanish missionaries spread skills, and the Wampanoag taught the Pilgrims to farm. Both groups needed help.

C Both groups celebrated a harvest feast with Native Americans.

Another Place: Only one text. Only the Pilgrim text describes a harvest celebration.

D Both groups settled in present-day Texas.

Another Place: Only one text. Only the Spanish text discusses Texas. The Pilgrims settled in Massachusetts.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

People in two texts can take action for the same kinds of reasons.

I analyze the cause behind their actions, not just what they do.

STAAR traps may state a cause that sounds true but is not in either text.

THIS WEEK'S FOCUS

Paired Passages

from “Spanish Rule in Early Texas and A Harvest to Remember”

This week we continue with **Spanish Rule in Early Texas** and **A Harvest to Remember**. STAAR asks: **What causes the people in both texts to take action?** We look for the reason behind their actions. Traps this week: **Not in either text**, **Only one text**, and **Shared topic, not shared idea**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice what causes people to take action.”

EXACT TEKS WORDING

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

Notice what causes the Spanish to act.

Read the line from **Spanish Rule in Early Texas**. Notice what motivated the Spanish to build settlements.

“Spanish leaders wanted to expand their empire, spread the Catholic religion, and protect their land from other countries.”

I CAN | I can notice the motivation behind people's actions and explain it.



TODAY'S THINKING JOB

CHOOSE

"I can choose a cause that is in both texts."

EXACT TEKS WORDING

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

Choose the shared cause.

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

"Many did not have enough food, and some became sick during the long winter."

A Both groups took action because they wanted to explore the ocean. • **B** Both groups took action because they enjoyed traveling. • **C** Both groups faced challenges that pushed them to act.

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



TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

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

Show the cause in the second text.

Which sentence from the Harvest text best supports the idea that **survival needs caused people to take action**?

“The Pilgrims were not used to the cold climate or the new land.”

I CAN | I can explain how both groups of people were motivated by the same need.

TODAY'S THINKING JOB

OWN

“I can write about a shared cause in two texts.”

EXACT TEKS WORDING

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

Own the shared cause.

Write one sentence about what caused the people in both texts to take action. Name each text.

“Over time, Spanish settlement affected how people lived, worked, worshiped, and traded.”

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



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can defend against a trap about causes."

EXACT TEKS WORDING

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

Defend against the trap.

How does the cause of action in the Harvest text relate to the cause of action in the Spanish text?

"The celebration showed how cooperation can help people overcome difficult times."



I can prove why a cause that sounds true is not supported by the texts.



PAIRED PASSAGES

Find the shared cause on your own.

Go back to both texts. Write what caused the people in both to take action. Copy one line from each text that proves it.

Go back to both texts.
Write what caused the people in both to take action.
Copy one line from each text that proves it.

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

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The Spanish were motivated by the need to grow their empire, spread religion, and protect their land. These needs caused them to build missions and presidios.

CHOOSE C. Both groups faced challenges that pushed them to act. A is Not in either text. B is Not in either text.

SHOW The text says "the Pilgrims were not used to the cold climate or the new land," showing survival needs drove action. In Spanish Rule in Early Texas, the Spanish also faced challenges. Both groups acted because surviving required effort.

OWN Answers vary. Example: In both texts, settlers took action because they needed to build a life in an unfamiliar place.

DEFEND In Spanish Rule in Early Texas, the Spanish built missions to expand and protect their land. In A Harvest to Remember, the Pilgrims struggled with cold and hunger. Both groups faced serious challenges that pushed them to take action.

YOUR TURN Answers vary. Cause: Both groups needed to survive in a new place. Spanish: they built missions and presidios across the region. Harvest: With this help, the Pilgrims were able to grow enough food.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“To reach these goals, they built missions and presidios across the region. ... The Pilgrims were not used to the cold climate or the new land.”

What causes the people in both selections to take action?

- A** Both groups wanted to win a war against their neighbors.
- B** Both groups hoped to discover gold in new territory.
- C** Both groups faced challenges in a new place that required them to take action.
- D** Both groups wanted to return to their home countries.



PAIRED PASSAGES

The answer is C.

Both groups wanted to win a war against their neighbors.

- A** Stretched or Unsupported: Not in either text. Neither text says the people were trying to win a war against neighbors.

Both groups hoped to discover gold in new territory.

- B** Stretched or Unsupported: Not in either text. Neither text mentions gold or treasure as a motivation.

Both groups faced challenges in a new place that required them to take action. Correct.

- C** Correct. The Spanish needed to expand and protect their land. The Pilgrims struggled through a harsh winter. Both took action because their situation demanded it.

Both groups wanted to return to their home countries.

- D** Reversed Meaning: Opposite of the text. Both groups were working to stay in their new locations, not return home.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

A detail found in only one text cannot be claimed about both.

I analyze each text to confirm where a detail actually appears.

STAAR traps may switch which text the detail belongs to.

THIS WEEK’S FOCUS

Paired Passages

from “Spanish Rule in Early Texas and A Harvest to Remember”

This week we continue with **Spanish Rule in Early Texas** and **A Harvest to Remember**. STAAR asks: **Which detail appears in one text but not the other?** Traps this week: **Texts switched**, **Shared topic**, **not shared idea**, and **Not in either text**.

This deck teaches **identifying a detail in only one text** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice a detail in one text."

EXACT TEKS WORDING

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

Notice a detail in the Harvest text.

Read the line from **A Harvest to Remember**. Notice a detail about who helped the Pilgrims.

"He also understood the geography of the area and showed them how to use the land in ways that worked best."

I CAN | I can notice a specific detail and check whether it is in only one text.



TODAY'S THINKING JOB

CHOOSE

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

EXACT TEKS WORDING

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

Choose the detail in only one text.

STAAR asks: Which detail appears in the Harvest but not in the Spanish text?

“Missions and presidios were often built close together so they could support each other.”

- A** Spanish soldiers guarded the area and kept control. • **B** A specific person taught settlers to use local resources. • **C** The settlers spread the Catholic religion.

I CAN | I can choose a detail in one text and skip details from the other.



TODAY'S THINKING JOB

SHOW

“I can show that a detail is missing from a second text.”

EXACT TEKS WORDING

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

Show that the detail is missing.

Which detail from the Harvest text best supports the idea that **a specific person helped the settlers learn?**

“A man named Squanto taught the Pilgrims how to grow crops like corn, catch fish, and find food in the area.”

I CAN | I can explain what the second text focuses on instead of the missing detail.



TODAY'S THINKING JOB

OWN

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

EXACT TEKS WORDING

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

Own the distinction.

Write one sentence that names a detail found in the Harvest but not the Spanish text.

“The story also teaches that geography matters.”

I CAN

I can write a detail that belongs to one text and explain why it is not in the other.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can defend against a trap and name it."

EXACT TEKS WORDING

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

Defend against the trap.

How is the Harvest text different from the Spanish text in the way it **connects settlers to specific people**?

"Presidios were forts built by Spanish soldiers."

I CAN | I can prove that a detail has been placed in the wrong text.



Find a detail in only one text.

Go back to both texts. Write one detail found in only one of them. Name the text and explain why the detail is missing from the other.

Go back to both texts.

Write one detail found in only one of them.

Name the text and explain why the detail is missing from the other.

I CAN | I can find a detail in only one text and prove it is missing from the other.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The Harvest text names a specific person who helped the Pilgrims learn about the land. This kind of named detail helps readers see a personal connection.

CHOOSE B. A specific person taught settlers to use local resources. A is Texts switched. C is Texts switched.

SHOW The text says "a man named Squanto taught the Pilgrims how to grow crops" and find food. Spanish Rule in Early Texas describes missionaries teaching farming but never names one specific person. This detail is only in the Harvest.

OWN Answers vary. Example: The Harvest describes a specific person who taught settlers to use local land and resources, a detail not found in the Spanish text.

DEFEND A Harvest to Remember names Squanto, who taught Pilgrims to grow crops and fish. Spanish Rule in Early Texas says missionaries spread skills but names no individual. Both describe help, but the named person is only in the Harvest.

YOUR TURN Answers vary. Detail: Squanto taught the Pilgrims to farm. Text: A Harvest to Remember. The Spanish text never mentions Squanto or learning from a specific person.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

"Squanto taught the Pilgrims how to grow crops like corn, catch fish, and find food in the area. ... Their purpose was to serve as a protective force for the missions and nearby settlements."

Which detail appears in "A Harvest to Remember" but not in "Spanish Rule in Early Texas"?

- A** A named individual taught settlers how to use local resources to survive.
- B** Soldiers guarded the settlements and kept control of the land.
- C** The settlers spread the Catholic religion to the people they met.
- D** Forts were built close to the missions for protection.



PAIRED PASSAGES

The answer is A.

A named individual taught settlers how to use local resources to survive. Correct.

- A** Correct. Squanto is named in the Harvest as teaching the Pilgrims to farm and fish. The Spanish text never names one person who taught settlers.

B Soldiers guarded the settlements and kept control of the land.

- B** Another Place: Texts switched. This detail is in the Spanish text, not the Harvest.

C The settlers spread the Catholic religion to the people they met.

- C** Another Place: Texts switched. Spreading Catholicism is in the Spanish text, not the Harvest.

D Forts were built close to the missions for protection.

- D** Another Place: Texts switched. Forts and missions are in the Spanish text, not the Harvest.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Two texts can lead to the same conclusion even when they describe different events.

I analyze what both texts prove together, not what one text says alone.

STAAR traps may go too far by claiming more than the texts actually support.

THIS WEEK'S FOCUS

Paired Passages

from “Spanish Rule in Early Texas and A Harvest to Remember”

This week we continue with **Spanish Rule in Early Texas** and **A Harvest to Remember**. STAAR asks: **Both texts support the conclusion that...** A supported conclusion must be backed by evidence in both texts. Traps this week: **Goes too far**, **Only one text**, and **Shared topic, not shared idea**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice a conclusion one text supports."

EXACT TEKS WORDING

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

Notice a conclusion the first text supports.

Read the line from **Spanish Rule in Early Texas**. Notice what conclusion the text supports about early settlement.

"These early settlements played an important role in shaping the history, culture, and development of the region."

I CAN | I can notice what a text proves and state the conclusion clearly.



TODAY'S THINKING JOB

CHOOSE

“I can choose a conclusion both texts support.”

EXACT TEKS WORDING

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

Choose the conclusion both texts support.

STAAR asks: **Both texts support the conclusion that...**

“The harvest celebration reminded them that cooperation could help people overcome hard times.”

- A** Early settlements had lasting effects on the cultures that followed. • **B** All settlers in American history were treated fairly. • **C** The Pilgrims invented modern Thanksgiving traditions.

I CAN | I can choose a conclusion backed by evidence in both texts and skip claims that go too far.



TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

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

Show the conclusion in the second text.

Which sentence from the Harvest text best supports the conclusion that **early settlements had lasting effects**?

“The holiday is often connected to this early gathering and the idea of giving thanks.”

I CAN | I can explain how evidence in one text supports a conclusion also found in the other.



TODAY'S THINKING JOB

OWN

“I can write a conclusion both texts support.”

EXACT TEKS WORDING

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

Own the conclusion.

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

“They also remind us that history includes different points of view.”

I CAN | I can write a conclusion backed by evidence in both texts.



TODAY'S THINKING JOB

DEFEND

"I can defend against a trap about conclusions."

EXACT TEKS WORDING

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

Defend against the trap.

How do both texts support the conclusion that **early settlements had lasting effects on American life**?

"Native Americans lost land and freedom, which caused tension between groups."



I can prove why a conclusion stretches beyond what the texts support.



PAIRED PASSAGES

Find a conclusion on your own.

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

Go back to both texts.

Write one conclusion they both support in a full sentence.

Copy one line from each text that supports it.

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

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The Spanish text shows that early settlements shaped the history and culture of a region. This conclusion is about how people's actions in a new place had lasting effects.

CHOOSE A. Early settlements had lasting effects on the cultures that followed. B is Goes too far. C is Only one text.

SHOW The text says "the holiday is often connected to this early gathering and the idea of giving thanks," proving lasting effects. Spanish Rule in Early Texas shows missions shaped Texas culture. Both prove early actions had lasting effects.

OWN Answers vary. Example: Both texts support the conclusion that the actions of early settlers created lasting traditions and cultural influences.

DEFEND Spanish Rule in Early Texas says missions shaped Texas history and culture. A Harvest to Remember connects the Pilgrim celebration to modern Thanksgiving. Both prove that early settlements had lasting effects on American life.

YOUR TURN Answers vary. Conclusion: Early settlements had lasting effects. Spanish: Many place names and traditions in Texas today reflect this influence. Harvest: The holiday is often connected to this early gathering.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“These early settlements played an important role in shaping the history, culture, and development of the region. ... The holiday is often connected to this early gathering and the idea of giving thanks.”

Both "Spanish Rule in Early Texas" and "A Harvest to Remember" support the conclusion that

- A** all early settlers enjoyed peaceful relationships with native peoples.
- B** early American history had no lasting effects on modern life.
- C** the actions of early settlers shaped traditions and culture that continue today.
- D** Spanish missions were more important than the Pilgrim settlement.



PAIRED PASSAGES

The answer is C.

all early settlers enjoyed peaceful relationships with native peoples.

- A** Stretched or Unsupported: Goes too far. The Spanish text mentions conflict and loss of land for Native Americans.

early American history had no lasting effects on modern life.

- B** Reversed Meaning: Opposite of the text. Both texts show that early events created lasting traditions and cultural influences.

the actions of early settlers shaped traditions and culture that continue today. Correct.

- C** Correct. The Spanish text shows missions shaped Texas culture, and the Harvest text connects the celebration to modern Thanksgiving.

Spanish missions were more important than the Pilgrim settlement.

- D** Stretched or Unsupported: Not in either text. Neither text compares the importance of the two settlements.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

A poem and a drama can develop the same idea even though they use different forms.

I analyze what each text teaches, not just its format, to find the shared idea.

STAAR traps may name a topic both texts share instead of the idea they develop.

THIS WEEK’S FOCUS

Paired Passages

from “Our Rights, Our Voices and A Voice of Their Own”

This week we read **two different kinds of texts**: the poem **Our Rights, Our Voices** and the drama **A Voice of Their Own**. STAAR asks: **How does one text develop an idea that is also found in the other?** Traps this week: **Shared topic, not shared idea, Only one text, and Not in either text.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice an idea in one text."

EXACT TEKS WORDING

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

Notice the idea in the poem.

Read the line from **Our Rights, Our Voices**. Notice what the poem says about people's freedoms.

"They wrote down rights to make things fair, So people's freedoms would be there."

I CAN | I can notice what a poem teaches and state the idea clearly.



TODAY'S THINKING JOB

CHOOSE

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

EXACT TEKS WORDING

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

Choose the idea in both.

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

“If we live here and follow these laws, we should have a part in making them.”

- A** Both texts describe the ten amendments in the Bill of Rights. • **B** Both texts are about the colonies and Great Britain. • **C** Both texts develop the idea that people deserve a voice.

I CAN | I can choose a shared idea and skip answers that name a topic or detail from only one text.



TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

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

Show the idea in the drama.

Which sentence from the drama best supports the idea that **people deserve a voice in the rules that affect them?**

“I didn't understand before, but now I do. People want to be heard.”

I CAN | I can explain how a drama develops the same idea as a poem.



TODAY'S THINKING JOB

OWN

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

EXACT TEKS WORDING

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

Own the connection.

Write one sentence that tells an idea found in both the poem and the drama. Name each text.

“Those beliefs would become an important part of American history.”

I CAN | I can write an idea that both a poem and a drama develop.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

How does the drama connect to the poem through the idea that **people deserve a voice**?

“These rights protect us every day, And help guide laws in every way.”

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



PAIRED PASSAGES

Connect the texts on your own.

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

Go back to both texts.

Write one idea they both develop in a full sentence.

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

I CAN | I can connect a poem and a drama and prove the connection with a line from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The poem says leaders wrote down rights to protect people's freedoms. The idea: people deserve protections that keep their freedoms safe.

CHOOSE C. Both texts develop the idea that people deserve a voice. A is Only one text. B is Only one text.

SHOW Thomas says people want to be heard, which connects to the poem's idea that rights protect people's voices. Both texts develop the idea that people deserve protections for their freedoms.

OWN Answers vary. Example: Both the poem and the drama develop the idea that people deserve a voice in the rules that affect their lives.

DEFEND In *Our Rights, Our Voices*, leaders wrote down rights to make things fair. In *A Voice of Their Own*, Mr. Harris says people who follow laws should help make them. Saying both mention government is the Shared topic, not shared idea trap.

YOUR TURN Answers vary. Idea: People deserve protected rights. Poem: They wrote down rights to make things fair. Drama: If we live here and follow these laws, we should have a part in making them.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“They wrote down rights to make things fair, So people's freedoms would be there. ... If we live here and follow these laws, we should have a part in making them.”

How does "A Voice of Their Own" develop an idea that is also found in "Our Rights, Our Voices"?

- A** Both texts list the first ten amendments to the Constitution.
- B** Both texts describe the Boston Tea Party.
- C** Both texts explain why soldiers were not allowed in homes.
- D** Both texts develop the idea that people deserve a voice in the rules that affect them.



PAIRED PASSAGES

The answer is D.

- A Both texts list the first ten amendments to the Constitution.**
Another Place: Only one text. The poem lists the amendments, but the drama never does.
- B Both texts describe the Boston Tea Party.**
Stretched or Unsupported: Not in either text. Neither the poem nor the drama describes the Boston Tea Party.
- C Both texts explain why soldiers were not allowed in homes.**
Another Place: Only one text. The poem mentions the Third Amendment about soldiers, but the drama does not.
- D Both texts develop the idea that people deserve a voice in the rules that affect them. Correct.**
Correct. The poem says rights protect freedoms, and the drama shows Thomas learning that people want to be heard.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

I analyze the meaning of each line, not just the words, to find the match.

STAAR traps may use a real detail but attach it to the wrong idea.

THIS WEEK’S FOCUS

Paired Passages

from “Our Rights, Our Voices and A Voice of Their Own”

This week we continue with **Our Rights, Our Voices** and **A Voice of Their Own**. STAAR asks: **Which sentence from the drama expresses a similar idea to lines from the poem?** We match lines by meaning, not by exact words. Traps this week: **Right detail, wrong idea, Only one text, and Shared topic, not shared idea.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice what a line means."

EXACT TEKS WORDING

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

Notice a line in the poem about protection.

Read the line from **Our Rights, Our Voices**. Notice what the poem says about how rights help people.

"They remind the government what it can do, While protecting the rights of me and you."

I CAN | I can notice the idea a line expresses and explain its meaning.



TODAY'S THINKING JOB

CHOOSE

"I can choose a line that expresses a similar idea."

EXACT TEKS WORDING

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

Choose the matching line.

STAAR asks: **Which sentence from the drama expresses a similar idea?**

"They wanted fair laws, safe communities, and leaders who understood their daily lives."

A The king and Parliament make the rules. • **B** People deserve a say in the laws that affect them. • **C** News traveled slowly from one colony to another.

I CAN | I can match lines by meaning and skip lines that have the right detail but the wrong idea.



TODAY'S THINKING JOB

SHOW

“I can show why two lines from different texts match.”

EXACT TEKS WORDING

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

Show why the match works.

Which sentence from the drama best supports a similar idea to the poem line about **rights protecting freedoms**?

“Then it seems fair for those people to have a voice.”

I CAN | I can explain how the meaning of one line connects to the meaning of another.



TODAY'S THINKING JOB

OWN

“I can write about how two lines match in meaning.”

EXACT TEKS WORDING

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

Own the match.

Write one sentence that explains how a line from the poem and a line from the drama express the same idea.

“Many colonists believed those people deserved to have a voice.”

I CAN | I can explain a match between lines from different text types.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can defend against a trap about matching lines."

EXACT TEKS WORDING

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

Defend against the trap.

How does the drama line about people wanting a voice relate to the poem line about **rights protecting freedoms**?

"Because the king and Parliament make the rules."

I CAN | I can prove why a real detail does not support the right idea.



PAIRED PASSAGES

Match lines on your own.

Go back to both texts. Find one line from the poem and one from the drama that express the same idea. Write the idea they share.

Go back to both texts.
Find one line from the poem and one from the drama that
express the same idea.
Write the idea they share.

I CAN | I can match lines from two texts and explain the shared idea.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The poem says the amendments remind the government of its limits while protecting people. The idea: written rules protect people's rights from being taken away.

CHOOSE B. People deserve a say in the laws that affect them. A is Right detail, wrong idea. C is Only one text.

SHOW Thomas says "it seems fair for those people to have a voice," connecting to the poem's idea that rights protect freedoms. Both the poem and the drama express that people should be protected and heard.

OWN Answers vary. Example: The poem says rights protect people's freedoms, and the drama says people deserve a voice, showing that both texts believe people should be protected.

DEFEND The poem says rights protect freedoms. The drama shows Thomas learning people deserve a voice in the rules. Both express the idea that people should be protected and heard in decisions that affect them.

YOUR TURN Answers vary. Poem: They wrote down rights to make things fair. Drama: If we live here and follow these laws, we should have a part in making them. Shared idea: People deserve fair rules and a voice.



PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“They remind the government what it can do, While protecting the rights of me and you. ... If we live here and follow these laws, we should have a part in making them.”

Read the lines from "Our Rights, Our Voices." Which sentence from "A Voice of Their Own" expresses a similar idea?

- A** Because the king and Parliament make the rules.
- B** If we live here and follow these laws, we should have a part in making them.
- C** News moved slowly, but people shared what they heard.
- D** Shops can be places where people exchange ideas as well as goods.



PAIRED PASSAGES

The answer is B.

- A** **Because the king and Parliament make the rules.**
Reversed Meaning: Right detail, wrong idea. This states who controls the rules, not that rights protect people.
- B** **If we live here and follow these laws, we should have a part in making them. Correct.**
Correct. Both the poem and this line express the idea that people deserve protections and a say in the rules that affect them.
- C** **News moved slowly, but people shared what they heard.**
Topic Trap: Shared topic, not shared idea. This describes how news traveled, not the idea of protected rights.
- D** **Shops can be places where people exchange ideas as well as goods.**
Topic Trap: Shared topic, not shared idea. This describes what shops do, not the poem's idea about rights protecting freedoms.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Two texts about related topics can have different purposes.

I analyze why each text was written, not just what it says, to find the difference.

STAAR traps may describe a similarity in purpose instead of a difference.

THIS WEEK’S FOCUS

Paired Passages

from “Our Rights, Our Voices and Words That Changed a Nation”

This week we read **Our Rights, Our Voices** and **Words That Changed a Nation**. STAAR asks: **How is the purpose of one text different from the other?**

Purpose means why the text was written. Traps this week: **Similarity, not a difference, Only one text,** and **Shared topic, not shared idea.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PAIRED PASSAGES

TODAY'S THINKING JOB

NOTICE

"I can notice the purpose of one text."

EXACT TEKS WORDING

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

Notice the purpose of the poem.

Read the line from **Our Rights, Our Voices**. Notice what the poem is trying to do.

"When people learn these rights at school, They better understand each rule."

I CAN | I can notice why a text was written and describe its purpose.



TODAY'S THINKING JOB

CHOOSE

"I can choose a difference in purpose."

EXACT TEKS WORDING

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

Choose the difference in purpose.

STAAR asks: **How is the purpose of the poem different from the article?**

"This document did more than announce freedom from Great Britain."

A The poem teaches each right; the article explains a historical event. • **B** Both texts describe the Declaration of Independence. • **C** Both texts use rhyme to help readers remember key ideas.

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



TODAY'S THINKING JOB

SHOW

“I can show how a second text has a different purpose.”

EXACT TEKS WORDING

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

Show the different purpose in the article.

Which detail from the article best supports the idea that **the article has a different purpose than the poem?**

“It explained the ideas the new nation would be built on.”

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



TODAY'S THINKING JOB

OWN

“I can write about a difference in purpose.”

EXACT TEKS WORDING

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

Own the difference in purpose.

Write one sentence that explains how the purposes of the poem and the article are different. Name each text.

“As new generations learn these rights, They help keep fairness shining bright.”

I CAN

I can write a purpose difference that shows why each text was written.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can defend against a trap about purpose."

EXACT TEKS WORDING

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

Defend against the trap.

How is the purpose of the poem different from the purpose of the article in how each **relates to rights**?

"She argued that women should also have greater rights and protections."

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



PAIRED PASSAGES

Compare the purposes on your own.

Go back to both texts. Write one sentence about how their purposes are different. Copy one line from each text that shows the purpose.

Go back to both texts.

Write one sentence about how their purposes are different.

Copy one line from each text that shows the purpose.

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

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The poem teaches readers about each amendment in the Bill of Rights. Its purpose is to help people understand and remember their rights.

CHOOSE A. The poem teaches each right; the article explains a historical event. B is Only one text. C is Similarity, not a difference.

SHOW The article says "it explained the ideas the new nation would be built on," showing its historical purpose. The poem Our Rights, Our Voices teaches each amendment. The article describes history while the poem teaches rules.

OWN Answers vary. Example: The poem was written to teach readers about the Bill of Rights, while the article was written to explain the history behind the Declaration of Independence.

DEFEND In Our Rights, Our Voices, each stanza teaches one amendment. In Words That Changed a Nation, the article explains how leaders approved the Declaration and Abigail Adams urged them to remember the ladies. Their purposes differ.

YOUR TURN Answers vary. Poem purpose: to teach the rights. Article purpose: to explain the history. Poem: When people learn these rights at school. Article: They approved the Declaration of Independence.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“When people learn these rights at school, They better understand each rule. ... After many discussions, they approved the Declaration of Independence on July 4, 1776.”

How is the purpose of "Our Rights, Our Voices" different from the purpose of "Words That Changed a Nation"?

- A** Both texts are written to entertain readers with a funny story.
- B** Both texts teach students about the Bill of Rights.
- C** The poem teaches readers about each right, while the article explains the history of the Declaration.
- D** The poem describes historical events, while the article uses rhyme.

PAIRED PASSAGES

The answer is C.

A Both texts are written to entertain readers with a funny story.

Stretched or Unsupported: Not in either text. Neither text is a funny story written to entertain.

B Both texts teach students about the Bill of Rights.

B Pattern Mix-Up: Similarity, not a difference. While both mention rights, the article focuses on the Declaration, not the Bill of Rights.

C The poem teaches readers about each right, while the article explains the history of the Declaration. Correct.

C Correct. The poem's purpose is to teach the amendments, while the article's purpose is to explain the Declaration's history.

D The poem describes historical events, while the article uses rhyme.

D Reversed Meaning: Opposite of the text. It is the article that describes events, and the poem that uses rhyme.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Two texts can develop the same big idea even when they focus on different documents.

I analyze the deeper meaning behind both texts to find the shared idea.

STAAR traps may state something that sounds not in either text but is not developed in both texts.

THIS WEEK’S FOCUS

Paired Passages

from “Our Rights, Our Voices and Words That Changed a Nation”

This week we continue with **Our Rights, Our Voices** and **Words That Changed a Nation**. STAAR asks: **Which idea is developed in both selections?** Both texts address rights and protections. Traps this week: **Not in either text**, **Only one text**, and **Not in either text**.

This deck teaches **finding an idea developed in both texts at a deeper level** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice an idea developed in one text.”

EXACT TEKS WORDING

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

Notice the idea in the poem.

Read the line from **Our Rights, Our Voices**. Notice what idea the poem develops about people and their rights.

“The people who wrote these rights believed Fairness should always be achieved.”

I CAN | I can notice the deeper idea a text develops and explain it.



TODAY'S THINKING JOB

CHOOSE

"I can choose an idea developed in both texts."

EXACT TEKS WORDING

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

Choose the idea in both.

STAAR asks: Which idea is developed in both selections?

"These rights were considered natural, meaning they could not be taken away by a government."

A All leaders make fair decisions without help. • **B** People have rights that should be protected from being taken away. • **C** Every law written in 1776 is still in effect today.

I CAN | I can choose a deeper idea both texts develop and skip claims not in the texts.



TODAY'S THINKING JOB

SHOW

"I can show how a second text develops a shared idea."

EXACT TEKS WORDING

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

Show the idea in the article.

Which sentence from the article best supports the idea that **rights belong to every person and cannot be taken away?**

"It also stated that people are born with certain unalienable rights, including life, liberty, and the pursuit of happiness."

I CAN | I can explain how the article develops the same idea as the poem.



TODAY'S THINKING JOB

OWN

“I can write about an idea developed in both texts.”

EXACT TEKS WORDING

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

Own the idea.

Write one sentence about an idea developed in both texts. Name each text.

“By understanding what they mean, We can build a future strong and free.”

I CAN | I can write a deeper idea that both texts build on.

PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can defend against a trap about ideas."

EXACT TEKS WORDING

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

Defend against the trap.

How are the two texts connected by the idea that **rights protect people and belong to everyone?**

"Even as the ink dried on the document, those questions did not disappear."



I can prove why a statement that sounds true goes beyond what the texts say.



PAIRED PASSAGES

Find the shared idea on your own.

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

Go back to both texts.
Write one idea they both develop in a full sentence.
Copy one line from each text that proves it.

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

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The poem says the people who wrote the rights believed in fairness. The idea: written protections help make sure everyone is treated fairly.

CHOOSE B. People have rights that should be protected from being taken away. A is Reversed Meaning: Opposite of the text. C is Not in either text.

SHOW The article says people are born with rights that cannot be taken away. The poem says rights were written down to make things fair. Both develop the idea that people have rights that should be protected.

OWN Answers vary. Example: Both the poem and the article develop the idea that people have fundamental rights that should be written down and protected.

DEFEND The poem says rights protect freedoms. The article says people are born with rights that cannot be taken away. Both develop the idea that rights deserve protection. A Not in either text trap may sound right but miss the texts.

YOUR TURN Answers vary. Idea: People have rights that deserve protection. Poem: These rights protect us every day. Article: These rights were considered natural, meaning they could not be taken away.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“They wrote down rights to make things fair, So people's freedoms would be there. ... These rights were considered natural, meaning they could not be taken away by a government.”

Which idea is developed in both "Our Rights, Our Voices" and "Words That Changed a Nation"?

- A** Every country in the world follows the same set of rights.
- B** People have rights that deserve to be written down and protected.
- C** The Declaration of Independence listed all ten amendments.
- D** Leaders always agree on the best way to govern.



PAIRED PASSAGES

The answer is B.

- A Every country in the world follows the same set of rights.**
Stretched or Unsupported: Not in either text. Neither text claims that every country follows the same rights.
- B People have rights that deserve to be written down and protected. Correct.**
Correct. The poem lists written rights that protect freedoms, and the article explains that the Declaration stated people have natural rights.
- C The Declaration of Independence listed all ten amendments.**
Stretched or Unsupported: Not in either text. The Declaration and the Bill of Rights are separate documents.
- D Leaders always agree on the best way to govern.**
Reversed Meaning: Opposite of the text. The article shows leaders disagreed about who was included in the promise of equality.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Two texts can describe similar experiences even when one is an article and one is a poem.

I analyze what the people in each text go through, not just what they do.

STAAR traps may describe an experience found in only one text.

THIS WEEK’S FOCUS

Paired Passages

from “The Garden That Wouldn't Grow and Try, Learn, Change”

This week we read **The Garden That Wouldn't Grow** and **Try, Learn, Change**. STAAR asks: **How are the experiences in these texts similar?** We compare what the people go through, not just the details. Traps this week: **Only one text**, **Shared topic**, **not shared idea**, and **Not in either text**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice an experience in one text."

EXACT TEKS WORDING

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

Notice the experience in the article.

Read the line from **The Garden That Wouldn't Grow**. Notice what Kendrix experiences when she tries to fix the garden.

"Instead, her plan seemed to be making the problem worse."

I CAN | I can notice what a person goes through and how it changes them.



TODAY'S THINKING JOB

CHOOSE

"I can choose a shared experience."

EXACT TEKS WORDING

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

Choose the shared experience.

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

"If something fails, don't turn away; The evidence can guide your way."

- A** Both texts describe the experience of watering plants. • **B** Both texts include a grandmother who gives advice. • **C** Both texts describe learning from a mistake and adjusting.

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



TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

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

Show the experience in the poem.

Which sentence from the poem best supports the idea that **trying again after a mistake leads to growth**?

"A wrong first answer isn't strange; New information helps us change."

I CAN | I can explain how a poem describes the same experience as an article.



TODAY'S THINKING JOB

OWN

“I can write about a shared experience.”

EXACT TEKS WORDING

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

Own the connection.

Write one sentence about how the experiences in both texts are similar. Name each text.

“She had believed that adding more water would help the plants grow stronger.”

I CAN | I can write a similarity in experiences that fits both texts.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can defend against a trap about experiences."

EXACT TEKS WORDING

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

Defend against the trap.

How are the experiences in the article and the poem connected by the idea that **mistakes lead to growth**?

"Her grandmother examined the soil and carefully looked at the plants."

I CAN | I can prove why a detail from only one text is not a shared experience.



PAIRED PASSAGES

Compare the experiences on your own.

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

Go back to both texts.

Write one sentence about how the experiences are similar.

Copy one line from each text that proves it.

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

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE Kendrix experiences failure when her plan to add more water makes the garden worse. This experience teaches her to observe before acting.

CHOOSE C. Both texts describe learning from a mistake and adjusting. A is Only one text. B is Only one text.

SHOW The poem says a wrong first answer is not strange and new information helps us change. Kendrix's wrong first idea led her to change her approach. Both describe the experience of learning from a mistake.

OWN Answers vary. Example: Both texts describe the experience of making a mistake, learning from it, and changing your approach based on new information.

DEFEND In *The Garden That Wouldn't Grow*, Kendrix overwatered then adjusted after examining the soil. In the poem *Try, Learn, Change*, a wrong first answer is not strange and new information helps us change. Both describe learning from a mistake.

YOUR TURN Answers vary. Shared experience: Learning from a mistake. Article: Instead, her plan seemed to be making the problem worse. Poem: A wrong first answer isn't strange.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“Instead, her plan seemed to be making the problem worse. ... A wrong first answer isn't strange; New information helps us change.”

How are the experiences in "The Garden That Wouldn't Grow" and "Try, Learn, Change" similar?

- A** Both texts describe the experience of learning from a mistake and adjusting based on new evidence.
- B** Both texts describe a grandmother who teaches gardening skills.
- C** Both texts explain how to water plants correctly.
- D** Both texts describe a student who gives up after failing.

PAIRED PASSAGES

The answer is A.

- A Both texts describe the experience of learning from a mistake and adjusting based on new evidence. Correct.**

Correct. Kendrix learns from overwatering, and the poem says new information helps us change.

- B Both texts describe a grandmother who teaches gardening skills.**

Another Place: Only one text. The grandmother appears only in the article. The poem has no characters.

- C Both texts explain how to water plants correctly.**

Another Place: Only one text. Watering appears only in the article. The poem gives general advice.

- D Both texts describe a student who gives up after failing.**

Reversed Meaning: Opposite of the text. Kendrix does not give up, and the poem says don't turn away.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

One text can give a close, detailed view of an experience while another gives a broad, general view.

I analyze the scope of each text to understand how they differ.

STAAR traps may describe a similarity instead of a difference in scope.

THIS WEEK'S FOCUS

Paired Passages

from “The Garden That Wouldn't Grow and Try, Learn, Change”

This week we continue with **The Garden That Wouldn't Grow** and **Try, Learn, Change**. STAAR asks: **Which statement describes a difference between the two texts?** One takes a close view of one experience, and the other takes a broad view of many. Traps this week: **Similarity, not a difference, Only one text, and Not in either text.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PAIRED PASSAGES

TODAY'S THINKING JOB

NOTICE

“I can notice when a text gives a close view.”

EXACT TEKS WORDING

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

Notice the close view in the article.

Read the line from **The Garden That Wouldn't Grow**. Notice how the text gives a detailed, close look at one experience.

“She slowly poured water around every stem until the soil became dark and soaked.”

I CAN | I can notice the level of detail a text uses and describe its scope.



TODAY'S THINKING JOB

CHOOSE

"I can choose a difference in scope."

EXACT TEKS WORDING

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

Choose the difference in scope.

STAAR asks: Which statement describes a difference between the two texts?

"Different problems may require Different ways to reach desire."

A Both texts describe the process of learning from mistakes. • **B** The article zooms in on one story; the poem covers many examples. • **C** Both texts include scientific information about plants.

I CAN | I can choose a difference between a close view and a broad view.



TODAY'S THINKING JOB

SHOW

“I can show how a second text takes a broader view.”

EXACT TEKS WORDING

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

Show the broad view in the poem.

Which detail from the poem best supports the idea that **the poem takes a broader view than the article**?

“A turtle hatches near the sea, Then crawls by instinct naturally.”

I CAN | I can explain how a poem covers multiple examples compared with an article's one example.



TODAY'S THINKING JOB

OWN

“I can write about a difference in scope.”

EXACT TEKS WORDING

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

Own the difference.

Write one sentence that describes the difference in scope between the two texts. Name each text.

“As they worked, Kendrix remembered how worried she had been only a few weeks earlier.”

I CAN | I can describe how one text zooms in and the other zooms out.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

"I can defend against a trap about scope."

EXACT TEKS WORDING

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

Defend against the trap.

How are the article and the poem connected by the way each **presents mistakes and learning at a different scale?**

"Each afternoon, Kendrix wrote short notes in a small gardening notebook."

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



PAIRED PASSAGES

Compare the scopes on your own.

Go back to both texts. Write one sentence about how the article's close view and the poem's broad view are different. Copy one detail from each text that shows the scope.

Go back to both texts.

Write one sentence about how the article's close view and the poem's broad view are different.

Copy one detail from each text that shows the scope.

I CAN | I can compare the scopes of two texts and prove the difference with a detail from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The article gives a close, step-by-step look at Kendrix's gardening experience. It describes specific actions, feelings, and changes in detail.

CHOOSE B. The article zooms in on one story; the poem covers many examples. A is Similarity, not a difference. C is Only one text.

SHOW The poem says "a turtle hatches near the sea, then crawls by instinct naturally," one of many examples. The Garden stays focused on Kendrix alone. The poem covers many examples while the article gives one in depth.

OWN Answers vary. Example: The article gives a close, detailed view of one gardening experience, while the poem takes a broad view that includes gardens, animals, and inventions.

DEFEND Both texts connect mistakes to learning at different scales. In The Garden That Wouldn't Grow, Kendrix follows one experience in detail. In Try, Learn, Change, the poem covers the garden, turtles, orcas, and Edison briefly.

YOUR TURN Answers vary. Scope difference: The article follows one person through one problem. The poem covers gardens, turtles, orcas, and Edison. Article: She slowly poured water around every stem. Poem: A turtle hatches near the sea.



PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“She slowly poured water around every stem until the soil became dark and soaked. ... A turtle hatches near the sea, Then crawls by instinct naturally.”

Which statement describes a difference between "The Garden That Wouldn't Grow" and "Try, Learn, Change"?

- A** Both texts teach that observation leads to better understanding.
- B** The article follows one experience in detail, while the poem covers several examples briefly.
- C** Both texts use rhyme to help readers remember key ideas.
- D** Both texts include the same number of examples.



PAIRED PASSAGES

The answer is B.

- A Both texts teach that observation leads to better understanding.**
Pattern Mix-Up: Similarity, not a difference. Both texts do teach about observation, but that is what they share.
- B The article follows one experience in detail, while the poem covers several examples briefly. Correct.**
Correct. The article gives a close view of Kendrix's garden, while the poem gives a broad view including gardens, turtles, orcas, and Edison.
- C Both texts use rhyme to help readers remember key ideas.**
Another Place: Only one text. The poem uses rhyme, but the article does not.
- D Both texts include the same number of examples.**
Reversed Meaning: Opposite of the text. The poem includes several examples while the article focuses on one.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Two informational texts about the same topic can share a deeper message, not just a shared subject.

I analyze how each author develops an idea before I decide what message they share.

STAAR traps may stretch an idea further than either author actually goes, so I check the texts carefully.

THIS WEEK'S FOCUS

Paired Passages

from “Words That Changed a Nation and From Tension to Revolution”

This week we read **two informational texts together: Words That Changed a Nation and From Tension to Revolution**. Both discuss the American Revolution, but we are looking for a **message both authors share**, not just a shared topic. STAAR asks: **What message do both authors share?** Traps this week: **Goes too far, Only one text, and Shared topic, not shared idea.**

This deck teaches **finding a message both authors share** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice a message in one informational text."

EXACT TEKS WORDING

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

Notice the message in the first text.

Read the line from **Words That Changed a Nation**. Notice the message about why colonists acted. Circle the words that show it.

"They argued that people should have a voice in the government before being required to pay taxes."

I CAN | I can notice what an author argues and the message it shows.



TODAY'S THINKING JOB

CHOOSE

"I can choose a message that both authors share."

EXACT TEKS WORDING

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

Choose the shared message.

STAAR asks: What message do both authors share?

"They argued that it was unfair to be taxed without a voice, which led to the phrase 'taxation without representation.'"

A People should have a voice in decisions that affect them. • **B** The Tea Party was the most important event of all. • **C** Great Britain was wrong to fight the French and Indian War.

I CAN | I can choose a message both texts develop and skip ideas from only one text.

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

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

Show the message in the second text.

Which sentence from **From Tension to Revolution** best supports the idea that colonists wanted a voice in the decisions that affected them?

“They believed that only their own colonial governments should have the power to tax them.”

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



TODAY'S THINKING JOB

OWN

“I can write a connection between two informational texts.”

EXACT TEKS WORDING

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

Own the connection.

Write one sentence that states a message found in both texts. Name both texts.

“If a government failed to protect the rights of its people, it was not carrying out its proper purpose.”

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



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

How are the two texts connected in their message about people wanting a voice in government?

"As more taxes and laws were passed, disagreements between the colonies and Great Britain continued to grow."



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



PAIRED PASSAGES

Connect the texts on your own.

Go back to both texts. Write one message both authors share. Copy one line from each text that proves it.

Go back to both texts.

Write one message both authors share in a full sentence.

Copy one line from each text that proves it.

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

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The author argues that people deserve a voice in decisions that affect them. The message: people should have a say in how they are governed.

CHOOSE A. People should have a voice in decisions that affect them. B is Goes too far. C is Not in either text.

SHOW The second text says colonists believed only their own governments should tax them. Both texts show the message: people deserve a voice in decisions that affect their lives.

OWN Answers vary. Example: Both texts show that people should have a voice in government, and when that voice is ignored, conflict follows.

DEFEND Words That Changed a Nation and From Tension to Revolution both show colonists demanding a voice. Words says they argued for representation; From Tension says colonial governments should tax them. Goes too far traps stretch beyond the text.

YOUR TURN Answers vary. Message: When people are denied a voice, they find ways to resist. Text 1: They argued that people should have a voice. Text 2: Colonists began to protest.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“These rights were considered natural, meaning they could not be taken away by a government. ... They believed that only their own colonial governments should have the power to tax them.”

What message do both "Words That Changed a Nation" and "From Tension to Revolution" share?

- A** Great Britain should not have fought the French and Indian War.
- B** Colonists were always united against Great Britain from the start.
- C** People deserve to have a voice in the government that makes decisions affecting their lives.
- D** Every colonist wanted independence immediately after the Stamp Act.



PAIRED PASSAGES

The answer is C.

A **Great Britain should not have fought the French and Indian War.**

Stretched or Unsupported: Not in either text. Neither text argues Britain should not have fought the war.

B **Colonists were always united against Great Britain from the start.**

Stretched or Unsupported: Goes too far. Both texts say many colonists were loyal at first.

C **People deserve to have a voice in the government that makes decisions affecting their lives. Correct.**

Correct. Both texts develop the idea that colonists demanded representation and a voice in their government.

D **Every colonist wanted independence immediately after the Stamp Act.**

Stretched or Unsupported: Goes too far. The Stamp Act is detailed in the second text, and neither text says every colonist wanted independence immediately.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Two texts on the same topic may include different information, and STAAR asks me to tell which details belong to which text.

I analyze each text separately before deciding what is unique to one.

A Texts switched trap flips which text contains the detail, so I verify carefully.

THIS WEEK'S FOCUS

Paired Passages

from “Words That Changed a Nation and From Tension to Revolution”

This week we read **two informational texts together: Words That Changed a Nation and From Tension to Revolution**. We are looking for **information included in one text but not the other**. STAAR asks: **What information is included in one text but not in the other?** Traps this week: **Texts switched, Shared topic, not shared idea, and Not in either text.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PAIRED PASSAGES

TODAY'S THINKING JOB

NOTICE

“I can notice a detail that belongs to only one text.”

EXACT TEKS WORDING

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

Notice a detail unique to one text.

Read the line from **Words That Changed a Nation**. Notice a detail that is developed only in this text. Circle the key words.

“Abigail Adams, the wife of John Adams, wrote a famous letter urging leaders to ‘Remember the Ladies.’”

I CAN

I can notice information that one author includes and the other does not.



TODAY'S THINKING JOB

CHOOSE

“I can choose information found in one text but not the other.”

EXACT TEKS WORDING

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

Choose the unique information.

STAAR asks: **What information is included in "Words That Changed a Nation" but not in "From Tension to Revolution"?**

“Paul Revere created an engraving that showed the soldiers firing at colonists.”

A Colonists protested the Stamp Act in many cities. • **B** The Declaration stated that people have unalienable rights. • **C** Groups such as the Sons of Liberty organized protests.

I CAN | I can choose a detail unique to one text and spot when a detail belongs to the other.



TODAY'S THINKING JOB

SHOW

“I can show why a detail belongs to one text only.”

EXACT TEKS WORDING

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

Show what makes the detail unique.

Which detail from **Words That Changed a Nation** best supports the idea that the Declaration described rights not found in **From Tension to Revolution**?

“The Declaration rejected this belief by saying that governments should serve the people instead of ruling over them without their agreement.”

I CAN | I can explain how one text develops a detail that the other text does not include.



TODAY'S THINKING JOB

OWN

“I can write about information unique to one text.”

EXACT TEKS WORDING

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

Own the analysis.

Write one sentence that names a detail found in one text but not the other. Name both texts.

“Colonists believed that governments should listen to the people they governed.”

I CAN | I can write a statement that correctly assigns a detail to one text.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

How does the detail about the Sons of Liberty support a connection between both texts?

"Some colonists began to boycott British goods."



I can prove why a Texts switched trap assigns a detail to the wrong text.



PAIRED PASSAGES

Analyze the texts on your own.

Go back to both texts. Write one detail that is in one text but not the other. Copy one line from the text that includes it.

Go back to both texts.

Write one detail found in only one text.

Copy one line from the text that includes it and confirm the other text does not.

I CAN | I can identify information unique to one text and prove it with a line.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE Only Words That Changed a Nation discusses Abigail Adams and her letter about women's rights. From Tension to Revolution does not mention her.

CHOOSE B. The Declaration stated that people have unalienable rights. A is Texts switched. C is Similarity, not a difference.

SHOW The Declaration rejected this belief by saying governments should serve the people. Words explains these natural rights ideas. From Tension focuses on events and protests, not unalienable rights.

OWN Answers vary. Example: Words That Changed a Nation discusses how the Declaration explained unalienable rights, but From Tension to Revolution does not include this detail.

DEFEND Words That Changed a Nation and From Tension to Revolution both cover the Revolution but include different details. Words explains the Declaration; From Tension details boycotts. The Texts switched trap assigns a detail to the wrong text.

YOUR TURN Answers vary. Detail: Paul Revere's engraving is in From Tension to Revolution only. Line: Paul Revere created an engraving that showed the soldiers firing at colonists.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

"It also stated that people are born with certain unalienable rights, including life, liberty, and the pursuit of happiness. ... Samuel Adams and the Sons of Liberty helped organize resistance and spread ideas."

What information is included in "Words That Changed a Nation" but not in "From Tension to Revolution"?

- A** Colonists boycotted British goods to pressure Parliament.
- B** Paul Revere created an engraving of the Boston Massacre.
- C** The Stamp Act required taxes on printed materials.
- D** The Declaration claimed that governments get power from the consent of the governed.



PAIRED PASSAGES

The answer is D.

Colonists boycotted British goods to pressure Parliament.

- A** Another Place: Texts switched. Boycotts are described in the second text, not in Words That Changed a Nation.

Paul Revere created an engraving of the Boston Massacre.

- B** Another Place: Texts switched. Revere's engraving is described in From Tension to Revolution, not in the first text.

The Stamp Act required taxes on printed materials.

- C** Another Place: Texts switched. The Stamp Act details appear in From Tension to Revolution.

The Declaration claimed that governments get power from the consent of the governed. Correct.

- D** Correct. Words That Changed a Nation explains consent of the governed. From Tension to Revolution does not include this idea.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Two texts can show similar problem-solving approaches even when the subjects are completely different.

I analyze the methods people use in each text before comparing them.

A Right detail, wrong idea trap uses a real detail but draws the wrong conclusion from it.

THIS WEEK’S FOCUS

Paired Passages

from “A Visit to the Workshop and Try, Learn, Change”

This week we read **two texts together**: the story **A Visit to the Workshop** and the poem **Try, Learn, Change**. Both show how people solve problems, but in different ways. STAAR asks: **How are the ways people solve problems alike?** Traps this week: **Right detail, wrong idea, Only one text, and Shared topic, not shared idea.**

This deck teaches **comparing how people solve problems across texts** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice how people solve a problem in one text.”

EXACT TEKS WORDING

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

Notice how a problem is solved.

Read the line from **A Visit to the Workshop**. Notice how people in the workshop solve problems. Circle the key words.

“Zaylen watched as one of the men carefully adjusted a thin wire inside a glass bulb.”

I CAN | I can notice what people do to work through a challenge.



TODAY'S THINKING JOB

CHOOSE

"I can choose how problem solving is alike in both texts."

EXACT TEKS WORDING

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

Choose how both texts are alike.

STAAR asks: **How are the ways people solve problems in both texts alike?**

"Edison's workers tested wire, Hoping longer light would fire."

- A** Both say that the fastest answer is always best. • **B** Both describe people who give up after one failure. • **C** Both show people solving problems by observing and testing.

I CAN | I can choose a similarity and skip choices that use right details but wrong ideas.



TODAY'S THINKING JOB

SHOW

“I can show how a second text shares a problem-solving approach.”

EXACT TEKS WORDING

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

Show the similarity in the poem.

Which sentence from **Try, Learn, Change** best supports the idea that observing and testing leads to solutions, just as it does in **A Visit to the Workshop**?

“She had to let her first thought go, Observe the roots and watch them grow.”

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



TODAY'S THINKING JOB

OWN

“I can write a comparison between two texts.”

EXACT TEKS WORDING

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

Own the comparison.

Write one sentence comparing how people solve problems in both texts. Name both texts.

“A broken bulb was not the end; Its failure helped the next test mend.”

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



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

How are the two texts connected in their view that solving problems takes more than one person or one try?

"We're getting closer," he said. 'People should have light that is safe and lasts longer.'"

I CAN | I can prove why a right detail is used to support a wrong idea.



PAIRED PASSAGES

Compare the texts on your own.

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

Go back to both texts.

Write one way the problem-solving approaches are alike.

Copy one line from each text that proves it.

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

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The workers carefully adjust materials and test ideas. They solve problems by trying, observing, and making changes.

CHOOSE C. Both show people solving problems by observing and testing. A is Opposite of the text. B is Opposite of the text.

SHOW Kendrix had to observe the roots and change her plan. Edison's workers also observed results and adjusted their approach. Both texts show that solving problems requires watching carefully and changing your plan.

OWN Answers vary. Example: In both A Visit to the Workshop and Try, Learn, Change, people solve problems by observing what happens, learning from results, and adjusting their approach.

DEFEND Both texts show solving problems takes observation and teamwork. The story shows Edison's workers testing wires together. The poem says communities gather facts and weigh paths. Right detail, wrong idea traps use Edison but ignore the team.

YOUR TURN Answers vary. Similarity: Both show that failure gives useful information. Story: We're getting closer. Poem: A broken bulb was not the end.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“Zaylen watched as one of the men carefully adjusted a thin wire inside a glass bulb. ... She had to let her first thought go, Observe the roots and watch them grow.”

How are the ways people solve problems in both "A Visit to the Workshop" and "Try, Learn, Change" alike?

- A** Both show that people solve problems by observing carefully and adjusting their approach.
- B** Both texts say that problems are solved when one person works alone.
- C** Both texts describe people who avoid making any mistakes.
- D** Both show that solving problems always requires special tools.



PAIRED PASSAGES

The answer is A.

A Both show that people solve problems by observing carefully and adjusting their approach. Correct.
Correct. The workshop workers adjust wires and observe results. The poem's Kendrix observes roots and changes her plan.

B Both texts say that problems are solved when one person works alone.
Reversed Meaning: Right detail, wrong idea. Edison is one person, but the story shows workers helping him.

C Both texts describe people who avoid making any mistakes.
Reversed Meaning: Opposite of the text. Both texts show that mistakes and failures are part of problem solving.

D Both show that solving problems always requires special tools.
Stretched or Unsupported: Goes too far. The story mentions wires and bulbs, but neither text says solving problems always requires special tools.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Two texts can describe similar ideas but focus on very different kinds of people and challenges.

I analyze who each text describes and how they respond before I compare.

A Similarity, not a difference trap names something both texts share instead of something that sets them apart.

THIS WEEK’S FOCUS

Paired Passages

from “A Visit to the Workshop and Try, Learn, Change”

This week we continue with **A Visit to the Workshop** and **Try, Learn, Change**. Now we look for a **difference between the people described** in each text. STAAR asks: **What is one difference between the people described in these texts?** Traps this week: **Similarity, not a difference, Only one text, and Not in either text.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice who a text describes.”

EXACT TEKS WORDING

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

Notice who the story describes.

Read the line from **A Visit to the Workshop**. Notice who is working and what they are doing. Circle the key words.

“Everyone was focused on solving the same problem.”

I CAN | I can notice what kind of people a text focuses on and how they respond.



TODAY'S THINKING JOB

CHOOSE

“I can choose a difference between two texts.”

EXACT TEKS WORDING

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

Choose the difference.

STAAR asks: What is one difference between the people described in these texts?

“At Plymouth, English settlers found A different climate, coast, and ground.”

- A** Both texts describe people who learn from mistakes. • **B** The story shows one team; the poem shows many groups. • **C** The poem describes only animals, not people.

I CAN | I can choose a real difference and skip choices that name a similarity instead.



TODAY'S THINKING JOB

SHOW

“I can show how the people in two texts are different.”

EXACT TEKS WORDING

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

Show the difference in the poem.

Which sentence from **Try, Learn, Change** best supports the idea that the people described are different from those in **A Visit to the Workshop**?

“So adaptation has no rule That says each creature needs one tool.”

I CAN | I can explain how a line in the poem proves a difference from the story.



TODAY'S THINKING JOB

OWN

“I can write about a difference between two texts.”

EXACT TEKS WORDING

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

Own the difference.

Write one sentence that describes a difference between the people in each text. Name both texts.

“It followed testing, notes, mistakes, And many choices teams would make.”

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



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

How does the detail about learning from mistakes relate to a similarity between both texts, rather than a difference?

"Her brother smiled. 'He says each test teaches them something.'"

I CAN | I can prove why a similarity is not a valid answer to a difference question.



PAIRED PASSAGES

Analyze the difference on your own.

Go back to both texts. Write one difference between the people described. Copy one line from each text that proves it.

Go back to both texts.
Write one difference between the people described.
Copy one line from each text that proves it.

I CAN | I can analyze a difference between two texts and prove it with a line from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The story describes Edison and his workers all focused on one problem: making a light bulb that lasts. They are one team with one goal.

CHOOSE B. The story shows one team; the poem shows many groups. A is Similarity, not a difference. C is Opposite of the text.

SHOW The poem says "adaptation has no rule" and describes many groups: turtles, orcas, settlers, Kendrix, and Edison. The story stays with one team. The difference is scope: many challenges versus one.

OWN Answers vary. Example: A Visit to the Workshop focuses on one team solving one problem, while Try, Learn, Change describes many different people facing many different challenges.

DEFEND A Visit to the Workshop follows one team solving one problem; Try, Learn, Change covers many groups facing many challenges. Both show learning from mistakes, but they differ in scope. Similarity, not a difference traps name what they share.

YOUR TURN Answers vary. Difference: The story focuses on one team in one workshop, but the poem includes animals, settlers, a gardener, and communities. Story: Everyone was focused on solving the same problem. Poem: So adaptation has no rule.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“Everyone was focused on solving the same problem. ... So adaptation has no rule That says each creature needs one tool.”

What is one difference between the people described in both "A Visit to the Workshop" and "Try, Learn, Change"?

- A** Both describe people who solve problems by observing.
- B** Both texts say that only scientists can solve problems.
- C** The story focuses on animals, while the poem focuses on inventors.
- D** The story centers on one team with one goal, but the poem describes many groups facing many challenges.

PAIRED PASSAGES

The answer is D.

- A Both describe people who solve problems by observing.**
Pattern Mix-Up: Similarity, not a difference. Observing is in both texts, so it is a shared trait, not a difference.
- B Both texts say that only scientists can solve problems.**
Stretched or Unsupported: Not in either text. Neither text says only scientists can solve problems.
- C The story focuses on animals, while the poem focuses on inventors.**
Reversed Meaning: Opposite of the text. The story focuses on inventors. The poem includes both animals and people.
- D The story centers on one team with one goal, but the poem describes many groups facing many challenges. Correct.**
Correct. The story stays with Edison's team on one invention. The poem covers turtles, orcas, settlers, Kendrix, and more.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

A conclusion must be supported by evidence in both texts, not just sound reasonable.

I analyze what each text actually says before deciding which conclusion both support.

A Not in either text trap sounds believable but has no evidence in the passages.

THIS WEEK’S FOCUS

Paired Passages

from “A Difficult Compromise and Our Rights, Our Voices”

This week we read **two texts together**: the article **A Difficult Compromise** and the poem **Our Rights, Our Voices**. Both relate to how the new nation tried to be fair. STAAR asks: **Which conclusion is supported by both selections?** Traps this week: **Not in either text**, **Only one text**, and **Shared topic**, not shared idea.

This deck teaches **finding a conclusion supported by both texts** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PAIRED PASSAGES

TODAY'S THINKING JOB

NOTICE

"I can notice a conclusion in one text."

EXACT TEKS WORDING

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

Notice a conclusion in the article.

Read the line from **A Difficult Compromise**. Notice what conclusion the author develops about creating a government. Circle the key words.

"The compromise helped the group move forward, but it didn't solve the deeper problem."

I CAN | I can notice what an author concludes about creating fair rules.



TODAY'S THINKING JOB

CHOOSE

"I can choose a conclusion supported by both texts."

EXACT TEKS WORDING

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

Choose the shared conclusion.

STAAR asks: Which conclusion is supported by both selections?

"They wrote down rights to make things fair, So people's freedoms would be there."

A Protecting people's rights requires writing rules down. • **B** The Three-Fifths Compromise was fair to everyone. • **C** All ten amendments protect the same right.

I CAN | I can choose a conclusion both texts develop and skip conclusions with no support.



TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

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

Show the conclusion in the poem.

Which sentence from **Our Rights, Our Voices** best supports the conclusion that written rules protect rights, as shown in **A Difficult Compromise**?

“The Eighth says punishments must be fair, Not too harsh or hard to bear, The Ninth reminds us rights still exist, Even ones not on the list.”

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

TODAY'S THINKING JOB

OWN

“I can write a conclusion supported by both texts.”

EXACT TEKS WORDING

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

Own the conclusion.

Write one sentence stating a conclusion both texts support. Name both texts.

“Even after the meeting ended, people continued to question the decision.”

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



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

How are the two texts connected in showing that power is shared among different groups, not held by one leader?

"Voices were raised, and some delegates worried the meeting might fall apart."

I CAN | I can prove why a conclusion with no text evidence is a trap.



PAIRED PASSAGES

Draw a conclusion on your own.

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

Go back to both texts.

Write one conclusion both texts support in a full sentence.

Copy one line from each text that proves it.

I CAN | I can draw a conclusion from two texts and prove it with a line from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The author concludes that creating a government involved difficult decisions, and compromises did not always solve the real problems.

CHOOSE A. Protecting people's rights requires writing rules down. B is Not in either text. C is Not in either text.

SHOW The poem says "The Eighth says punishments must be fair" and lists written rights that protect people. The article shows leaders writing rules at the convention. Both support the conclusion that protecting rights requires writing them down.

OWN Answers vary. Example: Both A Difficult Compromise and Our Rights, Our Voices show that building a fair government requires people to write down rules that protect rights.

DEFEND Both texts show that protecting rights means writing them down. The article describes leaders debating rules at the convention. The poem lists amendments that guard freedoms. A Not in either text trap claims something neither text supports.

YOUR TURN Answers vary. Conclusion: Creating a fair government means making rules that protect rights. Article: The debate went on for days. Poem: They wrote down rights to make things fair.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“The compromise helped the group move forward, but it didn't solve the deeper problem. ... They wrote down rights to make things fair, So people's freedoms would be there.”

Which conclusion is supported by both "A Difficult Compromise" and "Our Rights, Our Voices"?

- A** The president has more power than any other leader.
- B** All compromises are completely fair to every group.
- C** Protecting rights in a new nation requires creating written rules.
- D** The Bill of Rights was written before the Constitution.



PAIRED PASSAGES

The answer is C.

- A** **The president has more power than any other leader.**
Stretched or Unsupported: Not in either text. Neither text discusses presidential power.
- B** **All compromises are completely fair to every group.**
Reversed Meaning: Opposite of the text. The article says the compromise did not solve the deeper problem.
- C** **Protecting rights in a new nation requires creating written rules. Correct.**
Correct. The article shows leaders debating how to write rules. The poem lists written rights that protect people.
- D** **The Bill of Rights was written before the Constitution.**
Stretched or Unsupported: Not in either text. Neither text says when the Bill of Rights was written relative to the Constitution.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Two texts can both show that change affects people, even when the changes and the people are different.

I analyze the effects described in each text before comparing them.

A Shared topic, not shared idea trap names something both texts mention without showing how change affects people.

THIS WEEK'S FOCUS

Paired Passages

from “A Difficult Compromise and Our Rights, Our Voices”

This week we continue with **A Difficult Compromise** and **Our Rights, Our Voices**. Now we analyze how both texts show that change affects people.

STAAR asks: How do both selections show that change affects people? Traps this week: Shared topic, not shared idea, Only one text, and Goes too far.

This deck teaches how both texts show that change affects people across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PAIRED PASSAGES

TODAY'S THINKING JOB

NOTICE

“I can notice how a change affects people in one text.”

EXACT TEKS WORDING

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

Notice how change affected people.

Read the line from **A Difficult Compromise**. Notice how the compromise affected different people. Circle the key words.

“Enslaved people worked on farms and plantations, but they had no voice in the government.”

I CAN

I can notice how a decision changed the lives of different groups.



TODAY'S THINKING JOB

CHOOSE

“I can choose how both texts show change affects people.”

EXACT TEKS WORDING

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

Choose how both texts show this.

STAAR asks: How do both selections show that change affects people?

“They wrote down rights to make things fair, So people's freedoms would be there.”

A Both show that change only helps the people who make it. • **B** Both focus on how unfair laws always stay the same. • **C** Both show that rules shape how people are treated.

I CAN | I can choose an idea both texts develop and skip choices that name only a topic.



TODAY'S THINKING JOB

SHOW

“I can show how a second text demonstrates that change affects people.”

EXACT TEKS WORDING

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

Show the effect in the poem.

Which sentence from **Our Rights, Our Voices** best supports the idea that rules shape how people are treated, as also shown in **A Difficult Compromise**?

“They remind the government what it can do, While protecting the rights of me and you.”

I CAN | I can explain how a line in the poem connects to the article's message about change.



TODAY'S THINKING JOB

OWN

“I can write a comparison about how change affects people.”

EXACT TEKS WORDING

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

Own the comparison.

Write one sentence explaining how both texts show that change affects people. Name both texts.

“The compromise helped the group move forward, but it didn't solve the deeper problem.”

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



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

How does the shared topic of government relate to a deeper connection between both texts about how rules affect people?

“Knowing freedoms, big and small, Helps us respect the rights of all.”



I can prove why naming a shared topic is not the same as showing a shared idea about change.



PAIRED PASSAGES

Analyze the texts on your own.

Go back to both texts. Write one way both show that change affects people. Copy one line from each text that proves it.

Go back to both texts.
Write one way both show that change affects people.
Copy one line from each text that proves it.

I CAN | I can analyze how both texts show that change affects people and prove it with a line from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The compromise changed how states counted their population, but enslaved people were counted without being given any rights or voice.

CHOOSE C. Both show that rules shape how people are treated. A is Goes too far. B is Not in either text.

SHOW The poem says "They remind the government what it can do" and shows amendments limiting government power. The article shows the compromise changed how states held power. Both show written rules shape how people are treated.

OWN Answers vary. Example: Both A Difficult Compromise and Our Rights, Our Voices show that written rules change how people are governed and who has power.

DEFEND A Difficult Compromise shows the compromise changed how states held power. Our Rights, Our Voices shows amendments protecting people. Both show written rules shape how people are treated. Shared topic traps just name government.

YOUR TURN Answers vary. Idea: Rules shaped lives. Article: Enslaved people had no voice. Poem: These rights protect us every day.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“Enslaved people worked on farms and plantations, but they had no voice in the government. ... They remind the government what it can do, While protecting the rights of me and you.”

How do both "A Difficult Compromise" and "Our Rights, Our Voices" show that change affects people?

- A** Both texts are about the American Revolution.
- B** Both describe government as a subject students study in school.
- C** Both texts focus only on how change helped everyone equally.
- D** Both show that rules and decisions about government shape people's lives.



PAIRED PASSAGES

The answer is D.

Both texts are about the American Revolution.

- A** Topic Trap: Shared topic, not shared idea. The Revolution is a topic, not an idea about how change affects people.

Both describe government as a subject students study in school.

- B** Stretched or Unsupported: Not in either text. Neither text describes government as a school subject.

Both texts focus only on how change helped everyone equally.

- C** Reversed Meaning: Opposite of the text. The article shows the compromise did not help everyone equally.

Both show that rules and decisions about government shape people's lives. Correct.

- D** Correct. The article shows the compromise affected states and enslaved people. The poem shows amendments protect freedoms.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Two texts can describe the same effect even when they use different kinds of writing.

I analyze what happens as a result in each text before I compare effects.

An Only one text trap uses a detail from just one text as if it were in both.

THIS WEEK’S FOCUS

Paired Passages

from “A Voice in the Community and One Voice Can Start a Wave”

This week we read **two texts together**: the article **A Voice in the Community** and the poem **One Voice Can Start a Wave**. Both describe what happens when people speak up. STAAR asks: **What effect is described in both selections?** Traps this week: **Only one text, Shared topic, not shared idea, and Goes too far.**

This deck teaches **comparing causes and effects across two texts** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice an effect described in one text.”

EXACT TEKS WORDING

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

Notice an effect in the article.

Read the line from **A Voice in the Community**. Notice what effect the author describes when people speak up. Circle the key words.

“By voting or speaking up, people can have a say in those decisions.”

I CAN | I can notice what happens as a result of people taking action.



TODAY'S THINKING JOB

CHOOSE

“I can choose an effect described in both texts.”

EXACT TEKS WORDING

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

Choose the shared effect.

STAAR asks: **What effect is described in both selections?**

“A whisper travels down the street, Then other voices rise to meet.”

A One voice can grow and lead to larger change. • **B** Leaders always ignore what people say. • **C** Only large groups can make a difference.

I CAN | I can choose an effect both texts describe and skip effects from only one text.



TODAY'S THINKING JOB

SHOW

“I can show how a second text describes the same effect.”

EXACT TEKS WORDING

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

Show the effect in the poem.

Which sentence from **One Voice Can Start a Wave** best supports the idea that one person can create change, as also described in **A Voice in the Community**?

“People can gather, write, and speak, To help protect the change they seek.”

I CAN | I can explain how a line in the poem matches an effect from the article.

TODAY'S THINKING JOB

OWN

“I can write about an effect described in both texts.”

EXACT TEKS WORDING

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

Own the comparison.

Write one sentence naming an effect described in both texts. Name both texts.

“Some people are busy with work or family and choose not to get involved.”

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



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

How are the two texts connected in showing ways people participate beyond voting in elections?

“They share their thoughts and make them known, So leaders hear more than their own.”



I can prove why a detail from only one text is not a valid shared effect.



PAIRED PASSAGES

Analyze the texts on your own.

Go back to both texts. Write one effect described in both. Copy one line from each text that proves it.

Go back to both texts.

Write one effect described in both texts in a full sentence.

Copy one line from each text that proves it.

I CAN | I can analyze an effect from two texts and prove it with a line from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE When people speak up or vote, the effect is that they can influence the decisions that shape their community.

CHOOSE A. One voice can grow and lead to larger change. B is Opposite of the text. C is Only one text.

SHOW The poem says people gather and speak to protect change. The article says speaking up gives people a say. Both show that voices can lead to change.

OWN Answers vary. Example: Both A Voice in the Community and One Voice Can Start a Wave show that when people speak up, their voices can influence decisions and lead to change.

DEFEND Both texts show that speaking up leads to change. The article says people can attend meetings and share opinions. The poem says one voice can start a wave. An Only one text trap uses a detail from just one.

YOUR TURN Answers vary. Effect: Voices lead to change. Article: People can have a say in those decisions. Poem: One voice can start a mighty wave.



PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“By voting or speaking up, people can have a say in those decisions. ... A whisper travels down the street, Then other voices rise to meet.”

What effect is described in both "A Voice in the Community" and "One Voice Can Start a Wave"?

- A** Speaking up can influence decisions and lead to change.
- B** Only people who vote can make any difference at all.
- C** Leaders always ignore what community members say.
- D** Change happens only after a large group meets in person.



PAIRED PASSAGES

The answer is A.

Speaking up can influence decisions and lead to change. Correct.

- A** Correct. The article says participation gives people a say. The poem says one voice can start a wave of change.

Only people who vote can make any difference at all.

- B** Stretched or Unsupported: Goes too far. The article names voting as one option, and the poem describes speaking and writing too.

Leaders always ignore what community members say.

- C** Reversed Meaning: Opposite of the text. Both texts show that voices can reach leaders and lead to change.

Change happens only after a large group meets in person.

- D** Another Place: Only one text. The article mentions meetings, but the poem describes voices spreading without a meeting.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Two texts about the same topic can present their ideas in very different ways.

I analyze the method each author uses before I compare how they present ideas.

A Similarity, not a difference trap names something both texts do the same way.

THIS WEEK’S FOCUS

Paired Passages

from “A Voice in the Community and One Voice Can Start a Wave”

This week we continue with **A Voice in the Community** and **One Voice Can Start a Wave**. Now we analyze **how each text presents its ideas differently**. STAAR asks: **How is the way one text presents its ideas different from the other?** Traps this week: **Similarity, not a difference, Not in either text, and Only one text.**

This deck teaches **comparing how two texts present their ideas differently** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice how an author presents ideas.”

EXACT TEKS WORDING

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

Notice how the article presents ideas.

Read the line from **A Voice in the Community**. Notice the method the author uses to present ideas. Circle the key words.

“At the local level, people may attend a city council meeting, help with a neighborhood cleanup, or speak to school leaders about a concern.”

I CAN | I can notice the specific methods an author uses to develop a point.



TODAY'S THINKING JOB

CHOOSE

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

EXACT TEKS WORDING

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

Choose the difference in presentation.

STAAR asks: How is the way these texts present their ideas different?

"A question traveled town to town: 'Should distant rulers hold us down?'"

- A** Both use rhyme and rhythm to make their point. • **B** The article uses examples; the poem uses imagery and rhythm. • **C** Both focus on animals rather than people.

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



TODAY'S THINKING JOB

SHOW

“I can show how two texts present ideas differently.”

EXACT TEKS WORDING

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

Show the difference in the poem.

Which sentence from **One Voice Can Start a Wave** best supports the idea that the poem presents its ideas differently from **A Voice in the Community**?

“Their separate voices formed a call, And one by one they joined them all.”

I CAN | I can explain how a poem line shows a different method from the article.



TODAY'S THINKING JOB

OWN

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

EXACT TEKS WORDING

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

Own the difference.

Write one sentence describing how the two texts present their ideas differently. Name both texts.

“People may have different ideas about what is best for a community.”

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



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

How does the shared topic of participation relate to a real difference in how each text presents its ideas?

"Today we still can speak and learn, Attend a meeting, wait our turn."

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



PAIRED PASSAGES

Analyze the difference on your own.

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

Go back to both texts.

Write one difference in how the texts present ideas.

Copy one line from each text that proves it.

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

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The article uses specific examples like city council meetings and cleanups to explain how people participate. It presents ideas through facts and real situations.

CHOOSE B. The article uses examples; the poem uses imagery and rhythm. A is Similarity, not a difference. C is Not in either text.

SHOW The poem says "Their separate voices formed a call" using images of voices joining together. The article explains with specific examples like meetings. The poem uses figurative language; the article uses facts.

OWN Answers vary. Example: A Voice in the Community presents its ideas through factual examples and explanations, while One Voice Can Start a Wave uses imagery, rhythm, and historical narrative.

DEFEND A Voice in the Community uses facts and examples; One Voice Can Start a Wave uses figurative images like voices forming a call. Both encourage participation but present it differently. Similarity, not a difference traps name what they share

YOUR TURN Answers vary. Difference: The article uses concrete examples; the poem uses images. Article: people may attend a city council meeting. Poem: A whisper travels down the street.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“At the local level, people may attend a city council meeting, help with a neighborhood cleanup, or speak to school leaders about a concern. ... Their separate voices formed a call, And one by one they joined them all.”

How is the way "A Voice in the Community" presents its ideas different from the way "One Voice Can Start a Wave" does?

- A** Both texts use the same method to present ideas about participation.
- B** The article presents ideas with factual examples, while the poem uses imagery and rhythm.
- C** The poem includes more specific data than the article does.
- D** Both texts rely on historical stories rather than explanations.



PAIRED PASSAGES

The answer is B.

- A** Both texts use the same method to present ideas about participation.
Pattern Mix-Up: Similarity, not a difference. The question asks how the methods differ, not how they are alike.
- B** The article presents ideas with factual examples, while the poem uses imagery and rhythm. **Correct.**
Correct. The article lists specific examples like meetings and cleanups. The poem uses images like voices forming a call.
- C** The poem includes more specific data than the article does.
Reversed Meaning: Opposite of the text. The article includes specific examples like meetings and cleanups. The poem relies on imagery.
- D** Both texts rely on historical stories rather than explanations.
Pattern Mix-Up: Similarity, not a difference. This describes both texts the same way, but the article uses explanations, not stories.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

A narrative about immigration and an informational text about the Declaration can share the same idea about freedom.

I analyze how each text develops the idea with evidence before I decide the connection is real.

A Not in either text trap sounds reasonable but is not actually developed in the passages.

THIS WEEK'S FOCUS

Paired Passages

from “A Gift that Welcomed Millions and Words That Changed a Nation”

This week we read **two texts together**: the story **A Gift that Welcomed Millions** and the article **Words That Changed a Nation**. Both connect to freedom, but we look for an **idea developed in both**. STAAR asks: **Which idea is developed in both selections?** Traps this week: **Not in either text**, **Only one text**, and **Shared topic**, not shared idea.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice an idea developed in one text.”

EXACT TEKS WORDING

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

Notice an idea in the story.

Read the line from **A Gift that Welcomed Millions**. Notice the idea the author develops about why Rosa's family came to America. Circle the key words.

“Her family had traveled for weeks from Italy, hoping to build a new life in the United States.”

I CAN | I can notice what a text shows about why people seek freedom and opportunity.



TODAY'S THINKING JOB

CHOOSE

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

EXACT TEKS WORDING

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

Choose the shared idea.

STAAR asks: Which idea is developed in both selections?

“These rights were considered natural, meaning they could not be taken away by a government.”

A Freedom and opportunity inspire people to take bold action. • **B** All immigrants arrived at Ellis Island by ship. • **C** The Declaration was written only for colonists.

I CAN | I can choose an idea both texts develop and skip ideas that sound true but are not in the texts.



TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

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

Show the idea in the article.

Which sentence from **Words That Changed a Nation** best supports the idea that both texts share a message about ideals welcoming or inspiring people?

“As tensions increased, more leaders began to believe that declaring independence was the only solution.”

I CAN | I can explain how a line in the article connects to an idea in the story.



TODAY'S THINKING JOB

OWN

“I can write a connection between two texts.”

EXACT TEKS WORDING

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

Own the connection.

Write one sentence stating an idea developed in both texts. Name both texts.

“It explained the ideas the new nation would be built on.”

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



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

How are the two texts connected in showing that American ideals inspired hope, even when those ideals were not fully realized?

"The morning mist curled around its base, while sunlight touched the crown on its head."



I can prove why a statement that sounds reasonable is not supported by the texts.



PAIRED PASSAGES

Connect the texts on your own.

Go back to both texts. Write one idea developed in both. Copy one line from each text that proves it.

Go back to both texts.
Write one idea developed in both texts in a full sentence.
Copy one line from each text that proves it.

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

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE Rosa's family traveled to find a new life. The idea: people are willing to make sacrifices for freedom and opportunity.

CHOOSE A. Freedom and opportunity inspire people to take bold action. B is Only one text. C is Opposite of the text.

SHOW The article says leaders believed declaring independence was the only solution. Both texts show people taking bold action because they valued freedom.

OWN Answers vary. Example: Both A Gift that Welcomed Millions and Words That Changed a Nation develop the idea that freedom inspires people to take bold and difficult actions.

DEFEND Both texts show ideals inspiring hope despite unmet promises. Rosa's family seeks freedom despite hardship; the article says equality was not fully applied. Not in either text traps add claims neither text makes.

YOUR TURN Answers vary. Idea: Freedom inspires sacrifice. Story: hoping to build a new life. Article: declaring independence was the only solution.



PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

"Her family had traveled for weeks from Italy, hoping to build a new life in the United States. ... As tensions increased, more leaders began to believe that declaring independence was the only solution."

Which idea is developed in both "A Gift that Welcomed Millions" and "Words That Changed a Nation"?

- A** All families who moved to America found wealth within a year.
- B** The statue was built by French and American workers together.
- C** Boats were the only way to cross the Atlantic Ocean.
- D** Freedom and opportunity inspire people to take bold action.



PAIRED PASSAGES

The answer is D.

A All families who moved to America found wealth within a year.

Stretched or Unsupported: Not in either text. Neither text says immigrants found wealth quickly.

B The statue was built by French and American workers together.

Another Place: Only one text. The statue is in the story, but this claim is not developed in the article.

C Boats were the only way to cross the Atlantic Ocean.

Stretched or Unsupported: Not in either text. Neither text makes this claim.

D Freedom and opportunity inspire people to take bold action. Correct.

Correct. Rosa's family crossed the ocean for a new life. Colonial leaders declared independence for freedom.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Two texts can suggest the same idea about how people live and work together, even when the settings are different.

I analyze what each text says about community before I compare.

A Goes too far trap stretches an idea beyond what the texts actually say about society.

THIS WEEK’S FOCUS

Paired Passages

from “A Gift that Welcomed Millions and Words That Changed a Nation”

This week we continue with **A Gift that Welcomed Millions** and **Words That Changed a Nation**. Now we connect both texts to **society**, asking how people live and work together. STAAR asks: **What do both selections suggest about community?** Traps this week: **Goes too far**, **Only one text**, and **Shared topic**, not shared idea.

This deck teaches **connecting both texts to society** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PAIRED PASSAGES

TODAY'S THINKING JOB

NOTICE

“I can notice what a text suggests about community.”

EXACT TEKS WORDING

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

Notice what the story suggests about community.

Read the line from **A Gift that Welcomed Millions**. Notice what the author suggests about how people live together. Circle the key words.

“Yet Rosa made friends, helped her brother with school, and learned her way around the city.”

I CAN | I can notice how a text shows people working together in a community.



TODAY'S THINKING JOB

CHOOSE

“I can choose what both texts suggest about community.”

EXACT TEKS WORDING

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

Choose what both suggest about community.

STAAR asks: **What do both selections suggest about how people live and work together?**

“In homes, meetings, and letters, people continued to talk about what those rights really meant, and who should have them.”

A Everyone in a community always agrees on every issue. • **B** Only leaders shape how communities change over time. • **C** Communities grow when people work toward shared ideals.

I CAN | I can choose an idea about society developed in both texts and skip traps.



TODAY'S THINKING JOB

SHOW

“I can show how a second text suggests the same idea about community.”

EXACT TEKS WORDING

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

Show the suggestion in the article.

Which sentence from **Words That Changed a Nation** best supports the idea that communities grow when people work toward shared ideals?

“Her words showed that even at the nation's beginning, people were already questioning who was included in the promise of equality.”

I CAN | I can explain how a line in the article connects to the story's idea about community.





TODAY'S THINKING JOB

OWN

“I can write what both texts suggest about society.”

EXACT TEKS WORDING

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

Own the connection to society.

Write one sentence explaining what both texts suggest about how people live and work together. Name both texts.

“He had heard that people in America could earn money, attend school, and begin again.”

I CAN | I can write an idea about community that fits both texts.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

How does the idea of questioning ideals support a connection between both texts about community?

"Not everyone in the colonies believed these ideas were being fully applied."



I can prove why a statement stretches beyond what the texts actually say.



PAIRED PASSAGES

Connect the texts to society.

Go back to both texts. Write what both suggest about how people live and work together. Copy one line from each text.

Go back to both texts.
Write what both suggest about society in a full sentence.
Copy one line from each text that proves it.

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

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE Rosa built a new life by making friends and learning. The text suggests that people in a community help one another and grow together over time.

CHOOSE C. Communities grow when people work toward shared ideals. A is Goes too far. B is Goes too far.

SHOW The article says "Her words showed that even at the nation's beginning, people were already questioning" who was included in equality. Both texts suggest communities grow by working toward shared ideals, even when progress is slow.

OWN Answers vary. Example: Both texts suggest that communities grow when people work together toward shared ideals like freedom and equality.

DEFEND Both texts show communities grow when people question ideals. The article says people debated who equality included. Rosa's family builds a new life despite hardship. Goes too far traps stretch beyond what the texts state.

YOUR TURN Answers vary. Idea: Communities grow by pursuing shared ideals. Story: Rosa made friends and learned. Article: People questioned who was included in equality.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“Yet Rosa made friends, helped her brother with school, and learned her way around the city. ... In homes, meetings, and letters, people continued to talk about what those rights really meant, and who should have them.”

What do both “A Gift that Welcomed Millions” and “Words That Changed a Nation” suggest about how people live and work together in a community?

- A** Communities never change over time.
- B** Only wealthy people can shape a community.
- C** Communities grow when people work toward shared ideals.
- D** America has always given every person equal rights.



PAIRED PASSAGES

The answer is C.

- A** **Communities never change over time.**
Reversed Meaning: Opposite of the text. Both texts show communities changing as people act on ideals.
- B** **Only wealthy people can shape a community.**
Stretched or Unsupported: Not in either text. Neither text says only wealthy people shape communities.
- C** **Communities grow when people work toward shared ideals. Correct.**
Correct. Rosa's family built a new life pursuing opportunity. The colonists pursued ideals of equality and freedom.
- D** **America has always given every person equal rights.**
Stretched or Unsupported: Goes too far. The article says equality was not fully applied, and Rosa's family faced challenges.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Two poems can share a deeper message even when they describe different situations.

I analyze the message each poem develops before deciding what they share.

A Shared topic, not shared idea trap names a subject both poems mention without identifying the real message.

THIS WEEK’S FOCUS

Paired Passages

from “One Voice Can Start a Wave and Try, Learn, Change”

This week we read **two poems together: One Voice Can Start a Wave and Try, Learn, Change**. Both describe how people respond to challenges. STAAR asks: **What message is found in both poems?** Traps this week: **Shared topic, not shared idea, Only one text, and Goes too far.**

This deck teaches **finding a shared message in two poems** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice a message in one poem."

EXACT TEKS WORDING

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

Notice the message in the first poem.

Read the line from **One Voice Can Start a Wave**. Notice the message about what happens when people act. Circle the key words.

"A voice may start out soft and small, Yet one brave question can reach all."

I CAN | I can notice what a poem says about how people create change.



PAIRED PASSAGES

TODAY'S THINKING JOB

CHOOSE

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

EXACT TEKS WORDING

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

Choose the shared message.

STAAR asks: What message is found in both poems?

"A wrong first answer isn't strange; New information helps us change."

A Taking action and learning from results leads to growth. • **B** People should never try anything new. • **C** Only scientists can solve real problems.

I CAN | I can choose a message both poems develop and skip topic traps.



TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

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

Show the message in the second poem.

Which sentence from **Try, Learn, Change** best supports the same message about growth through action found in **One Voice Can Start a Wave**?

“If something fails, don't turn away; The evidence can guide your way.”

I CAN | I can explain how a line in one poem matches a message from the other.



TODAY'S THINKING JOB

OWN

“I can write a message found in both poems.”

EXACT TEKS WORDING

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

Own the message.

Write one sentence stating a message found in both poems. Name both poems.

“People can gather, write, and speak, To help protect the change they seek.”

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

PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

How are the two texts connected beyond simply both being about change?

"Observe, then question, test, arrange, We try, we learn, and then we change."



I can prove why naming a shared topic is not the same as identifying a shared message.



PAIRED PASSAGES

Connect the poems on your own.

Go back to both poems. Write one message they share. Copy one line from each poem that proves it.

Go back to both poems.
Write one message they share in a full sentence.
Copy one line from each poem that proves it.

I CAN | I can connect two poems and prove the shared message with a line from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The poem says even a small voice can reach everyone. The message: taking action, even a small action, can lead to bigger results.

CHOOSE A. Taking action and learning from results leads to growth. B is Opposite of the text. C is Not in either text.

SHOW The second poem says "If something fails, don't turn away" because the evidence can guide you. The first poem says a brave question can grow. Both share the message that taking action leads to growth.

OWN Answers vary. Example: Both One Voice Can Start a Wave and Try, Learn, Change share the message that taking action and learning from results leads to meaningful growth.

DEFEND One Voice Can Start a Wave says a brave question can grow. Try, Learn, Change says evidence guides you after failure. Both share the message that taking action leads to growth. Shared topic, not shared idea traps just name change.

YOUR TURN Answers vary. Message: Action leads to growth. Poem 1: one brave question can reach all. Poem 2: New information helps us change.



PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

"A voice may start out soft and small, Yet one brave question can reach all. ... A wrong first answer isn't strange; New information helps us change."

What message is found in both "One Voice Can Start a Wave" and "Try, Learn, Change"?

- A** Taking action and learning from results leads to growth.
- B** Only experts should try to solve difficult problems.
- C** People should avoid making any mistakes.
- D** Change always happens quickly and without effort.



PAIRED PASSAGES

The answer is A.

Taking action and learning from results leads to growth. Correct.

- A** Correct. The first poem says a brave voice can reach all. The second says learning from new information leads to change.

Only experts should try to solve difficult problems.

- B** Stretched or Unsupported: Not in either text. Neither poem limits problem solving to experts.

People should avoid making any mistakes.

- C** Reversed Meaning: Opposite of the text. The second poem says a wrong first answer is normal and leads to learning.

Change always happens quickly and without effort.

- D** Stretched or Unsupported: Goes too far. Neither poem says change is quick or effortless.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Poets choose specific images and details to express a deeper idea, and two poems can use different details to express the same one.

I analyze how each detail contributes to the idea before I compare.

A Right detail, wrong idea trap uses a real detail but misidentifies what idea it builds.

THIS WEEK’S FOCUS

Paired Passages

from “**One Voice Can Start a Wave and Try, Learn, Change**”

This week we continue with **One Voice Can Start a Wave** and **Try, Learn, Change**. Now we analyze how details in both poems help express a similar idea. STAAR asks: **How do details in both poems help express a similar idea?** Traps this week: **Right detail, wrong idea, Not in either text, and Only one text.**

This deck teaches **how details in two poems build one idea** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TODAY'S THINKING JOB

NOTICE

“I can notice how a detail builds a bigger idea.”

EXACT TEKS WORDING

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

Notice a detail that builds an idea.

Read the line from **One Voice Can Start a Wave**. Notice how this detail helps build a bigger idea. Circle the key image.

“Their separate voices formed a call, And one by one they joined them all.”

I CAN | I can notice how a poet uses an image to express a deeper point.



TODAY'S THINKING JOB

CHOOSE

“I can choose the idea that details in both poems build.”

EXACT TEKS WORDING

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

Choose the idea both build.

STAAR asks: How do details in both poems help express a similar idea?

“She checked the soil and changed her plan, And healthier growth at last began.”

A Both focus on details about gardening and plants. • **B** Both use details that show how effort and learning lead to progress. • **C** Both use details that prove mistakes cannot be fixed.

I CAN | I can choose an idea that both poems' details express and skip traps.



TODAY'S THINKING JOB

SHOW

“I can show how details in two poems express the same idea.”

EXACT TEKS WORDING

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

Show how a detail builds the idea.

Which detail from **Try, Learn, Change** best supports the idea that effort and learning lead to progress, as also shown in **One Voice Can Start a Wave**?

“A turtle hatches near the sea, Then crawls by instinct naturally.”

I CAN | I can explain how a specific image in one poem connects to an idea in the other.



TODAY'S THINKING JOB

OWN

“I can write how details in both poems build one idea.”

EXACT TEKS WORDING

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

Own the analysis.

Write one sentence explaining how details in both poems help express a similar idea. Name both poems.

“The Declaration made the claim That natural rights should guide the frame.”

I CAN | I can write about an idea that both poems' details express.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

How does the detail about broken bulbs support a connection between both texts about learning from failure?

"We vote, we serve, we read, we weigh, And one voice still can start a wave."

I CAN | I can prove why a real detail is connected to the wrong idea.



PAIRED PASSAGES

Analyze both poems on your own.

Go back to both poems. Write how details in both help express a similar idea. Copy one detail from each poem.

Go back to both poems.
Write how details in both help express a similar idea.
Copy one detail from each poem that proves it.

I CAN | I can analyze how details in two poems express a similar idea and prove it with a detail from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The detail of separate voices forming a call shows that individual efforts combine into something stronger. The idea: small actions can build into something powerful.

CHOOSE B. Both use details that show how effort and learning lead to progress. A is Shared topic, not shared idea. C is Opposite of the text.

SHOW The second poem says "A turtle hatches near the sea" and crawls by instinct. The first poem's voices forming a call show effort leading to change. Both details express the idea that action leads to progress.

OWN Answers vary. Example: In both poems, details about effort and observation build the idea that learning and action lead to meaningful progress.

DEFEND One Voice Can Start a Wave and Try, Learn, Change both show effort leading to progress. One Voice says a voice grows into a wave. Try, Learn, Change says a broken bulb became a clue. Right detail, wrong idea traps twist details.

YOUR TURN Answers vary. Idea: Effort leads to progress. Poem 1: Their separate voices formed a call. Poem 2: She checked the soil and changed her plan.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“Their separate voices formed a call, And one by one they joined them all. ... She checked the soil and changed her plan, And healthier growth at last began.”

How do details in both "One Voice Can Start a Wave" and "Try, Learn, Change" help express a similar idea?

- A** Both use details about gardens and flowers.
- B** Both use details showing that learning from results is unnecessary.
- C** Both use details that prove only famous leaders create change.
- D** Both use details about effort and observation to express that learning and action lead to progress.

PAIRED PASSAGES

The answer is D.

A Both use details about gardens and flowers.

Another Place: Only one text. Garden details appear only in the second poem.

B Both use details showing that learning from results is unnecessary.

B Reversed Meaning: Right detail, wrong idea. Both poems show results, but they say learning from results is important, not unnecessary.

C Both use details that prove only famous leaders create change.

C Stretched or Unsupported: Not in either text. Neither poem says only famous leaders create change.

D Both use details about effort and observation to express that learning and action lead to progress. Correct.

Correct. Voices forming a call and checking soil both show effort and observation building toward growth.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Two poets can write about change but view it from different angles.

I analyze the perspective each poem takes before I compare.

A Similarity, not a difference trap names something both poems share instead of what sets their views apart.

THIS WEEK’S FOCUS

Paired Passages

from “One Voice Can Start a Wave and Try, Learn, Change”

This week we continue with **One Voice Can Start a Wave** and **Try, Learn, Change**. Now we analyze how the views in these poems differ. STAAR asks: **How is the view in one poem different from the view in the other?** Traps this week: **Similarity, not a difference, Not in either text, and Goes too far.**

This deck teaches **analyzing a difference between two poets' views** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice the view in one poem."

EXACT TEKS WORDING

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

Notice the view in the first poem.

Read the line from **One Voice Can Start a Wave**. Notice the poem's view of how change happens. Circle the key words.

"A problem felt by one alone Became a cause that all had known."

I CAN | I can notice how a poem views the process of change.



TODAY'S THINKING JOB

CHOOSE

“I can choose a difference between two poets' views.”

EXACT TEKS WORDING

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

Choose the difference in views.

STAAR asks: How is the view in these two poems different?

“Good thinkers do not guard a guess; They change when facts suggest what's best.”

A Both view change as something that happens quickly. • **B** Both poems agree that evidence does not matter. • **C** One sees change through voices; the other through evidence.

I CAN | I can choose a real difference in views and skip similarity traps.



TODAY'S THINKING JOB

SHOW

“I can show how two poets view change differently.”

EXACT TEKS WORDING

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

Show the different view in the second poem.

Which sentence from **Try, Learn, Change** best supports the idea that it views change through evidence and testing, unlike **One Voice Can Start a Wave**?

“Each failed attempt became a clue That helped them choose what next to do.”

I CAN | I can explain how a line in one poem shows a different view from the other.



TODAY'S THINKING JOB

OWN

“I can write about a difference between two poets' views.”

EXACT TEKS WORDING

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

Own the difference.

Write one sentence describing how the two poems' views of change are different. Name both poems.

“But speaking should not end the task; A thoughtful citizen must also ask.”

I CAN | I can write a difference in views that is true of one poem but not the other.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

How does each poem relate to a different way of thinking about change?

"Adaptation did not mean they knew; It meant they learned from something new."



I can prove why a similarity is not a valid answer to a difference question.



Analyze the difference on your own.

Go back to both poems. Write one difference between their views of change. Copy one line from each poem that proves it.

Go back to both poems.
Write one difference between their views of change.
Copy one line from each poem that proves it.

I CAN | I can analyze how two poets view change differently and prove it with a line from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The poem views change as growing from people joining their voices together. One person's concern becomes a shared cause.

CHOOSE C. One sees change through voices; the other through evidence. A is Opposite of the text. B is Opposite of the text.

SHOW The second poem says "Each failed attempt became a clue" that helped them choose what to do next. The first poem views change through voices joining together. The difference is evidence versus collective action.

OWN Answers vary. Example: One Voice Can Start a Wave views change as growing from people joining their voices, while Try, Learn, Change views change as growing from observing evidence and adjusting.

DEFEND One Voice Can Start a Wave views change through collective voices; Try, Learn, Change views it through evidence and clues from failed attempts. Both need effort, but they differ. Similarity, not a difference traps name the shared effort.

YOUR TURN Answers vary. Difference: Poem 1 sees change through voices; Poem 2 sees change through evidence. Poem 1: A problem felt by one alone Became a cause. Poem 2: Each failed attempt became a clue.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“A problem felt by one alone Became a cause that all had known. ... Good thinkers do not guard a guess; They change when facts suggest what's best.”

How is the view in "One Voice Can Start a Wave" different from the view in "Try, Learn, Change"?

- A** One views change through collective voice, while the other views it through evidence and testing.
- B** Both poems view change as something unnecessary.
- C** Both view change as something that requires effort and time.
- D** One poem says change is impossible, while the other says it is easy.

PAIRED PASSAGES

The answer is A.

A **One views change through collective voice, while the other views it through evidence and testing. Correct.**

Correct. The first poem shows voices joining to create change. The second shows evidence and testing leading to better answers.

B **Both poems view change as something unnecessary.**

Reversed Meaning: Opposite of the text. Both poems view change as important and valuable.

C **Both view change as something that requires effort and time.**

Pattern Mix-Up: Similarity, not a difference. Effort is in both poems, so this is a shared trait, not a difference.

D **One poem says change is impossible, while the other says it is easy.**

Stretched or Unsupported: Not in either text. Neither poem says change is impossible or easy.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Ideas from two poems can connect to choices I face in my own life.

I analyze what both poems teach before connecting them to my experience.

A Not in either text trap names something I believe but neither poem actually develops.

THIS WEEK'S FOCUS

Paired Passages

from “One Voice Can Start a Wave and Try, Learn, Change”

This week we continue with **One Voice Can Start a Wave** and **Try, Learn, Change**. Now we connect both poems to **personal experiences**, thinking about how their ideas could help a reader facing a choice. STAAR asks: **Which idea from both selections could help a reader facing a similar choice?** Traps this week: **Not in either text**, **Only one text**, and **Shared topic**, not shared idea.

This deck teaches **connecting both poems to my own life** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice how an idea in a poem connects to real life."

EXACT TEKS WORDING

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

Notice an idea that connects to real life.

Read the line from **One Voice Can Start a Wave**. Notice how this idea could help someone facing a real choice. Circle the key words.

"A change may start with one small sound, But grows as others gather round."

I CAN | I can notice how a poet's message could help someone facing a choice.



TODAY'S THINKING JOB

CHOOSE

"I can choose an idea from both poems that helps a reader."

EXACT TEKS WORDING

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

Choose the idea that helps a reader.

STAAR asks: Which idea from both poems could help a reader facing a similar choice?

"The first response that comes to mind May not be best when facts are found."

A Starting small and learning from evidence helps a person grow. • **B** People should always follow their first idea. • **C** Only adults can make meaningful changes.

I CAN | I can choose an idea both poems develop that applies to real choices.



TODAY'S THINKING JOB

SHOW

“I can show how a second poem develops an idea that helps a reader.”

EXACT TEKS WORDING

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

Show the idea in the second poem.

Which sentence from **Try, Learn, Change** best supports the idea that both texts encourage independent thinking and action?

“We learn, revise, and rearrange, Because good thinkers know to change.”

I CAN | I can explain how a poem line connects to an idea a reader could use.



TODAY'S THINKING JOB

OWN

“I can write how both poems' ideas connect to real life.”

EXACT TEKS WORDING

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

Own the connection to life.

Write one sentence explaining how an idea from both poems could help someone facing a choice. Name both poems.

“One voice speaks, then others say, ‘Let's learn before we choose our way.’”

I CAN | I can write an idea from both poems that a reader could actually use.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

How are the two texts connected in showing that good decisions come from thinking for yourself, not just following instructions?

"A turtle breaking through the sand Has no instructor close at hand."

I CAN | I can prove why a reasonable-sounding idea is not actually in the poems.



PAIRED PASSAGES

Connect the poems to your life.

Go back to both poems. Write one idea they share that could help you face a choice. Copy one line from each poem.

Go back to both poems.

Write one idea both share that could help you face a choice.

Copy one line from each poem that proves it.

I CAN | I can connect two poems to my own life and prove the connection with a line from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The poem says change can start small and grow. A reader facing a choice could use this idea: even a small first step can lead to bigger results.

CHOOSE A. Starting small and learning from evidence helps a person grow. B is Opposite of the text. C is Not in either text.

SHOW The second poem says "We learn, revise, and rearrange" because good thinkers know to change. The first poem says change starts small. Both help a reader by saying: start with what you know, learn, and adjust.

OWN Answers vary. Example: Both poems teach that starting with a small action and learning from what happens can help anyone facing a difficult choice.

DEFEND One Voice Can Start a Wave and Try, Learn, Change show thinking for yourself leads to growth. One Voice asks what facts support claims. Try, Learn, Change says good thinkers revise. Not in either text traps add advice neither poem says.

YOUR TURN Answers vary. Idea: Start small and learn. Poem 1: A change may start with one small sound. Poem 2: We try, we learn, and then we change.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“A change may start with one small sound, But grows as others gather round. ... The first response that comes to mind May not be best when facts are found.”

Which idea from both "One Voice Can Start a Wave" and "Try, Learn, Change" could help a reader facing a similar choice?

- A** People should always follow their very first idea.
- B** Starting small, learning from evidence, and adjusting can help a person grow.
- C** Only large groups of people can solve any problem.
- D** Making a mistake means a person should stop trying.



PAIRED PASSAGES

The answer is B.

A People should always follow their very first idea.

Reversed Meaning: Opposite of the text. The second poem says the first response may not be best.

B Starting small, learning from evidence, and adjusting can help a person grow. Correct.

Correct. The first poem says change starts small and grows. The second says good thinkers revise based on evidence.

C Only large groups of people can solve any problem.

Stretched or Unsupported: Not in either text. Neither poem says only groups can solve problems.

D Making a mistake means a person should stop trying.

Reversed Meaning: Opposite of the text. Both poems show that mistakes lead to learning, not stopping.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

An informational article and a poem can develop the same idea, even when they use very different methods.

I analyze how each text develops the idea with evidence before comparing.

A Shared topic, not shared idea trap names a subject both texts mention without identifying the deeper idea.

THIS WEEK’S FOCUS

Paired Passages

from “From Protest to Participation: How a Nation Changes and One Voice Can Start a Wave”

This week we read **two texts together**: the article **From Protest to Participation** and the poem **One Voice Can Start a Wave**. Both connect to citizenship. STAAR asks: **What idea is developed in both selections?** Traps this week: **Shared topic**, **not shared idea**, **Only one text**, and **Goes too far**.

This deck teaches **synthesizing an article and a poem to find a shared idea** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice an idea in one text."

EXACT TEKS WORDING

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

Notice an idea in the article.

Read the line from **From Protest to Participation**. Notice the idea the author develops about citizenship. Circle the key words.

"Citizenship begins long before a person is old enough to vote."

I CAN

I can notice how an author develops an idea about informed participation.



PAIRED PASSAGES

TODAY'S THINKING JOB

CHOOSE

"I can choose an idea developed in both texts."

EXACT TEKS WORDING

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

Choose the shared idea.

STAAR asks: What idea is developed in both selections?

"For change grows stronger day by day When informed voices shape the wave."

A Democracy works only when it never changes. • **B** Informed participation makes democracy stronger over time. • **C** Only famous leaders can create meaningful change.

I CAN | I can choose a deeper idea both texts develop and skip topic traps.



TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

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

Show the idea in the poem.

Which sentence from **One Voice Can Start a Wave** best supports the same idea about participation developed in **From Protest to Participation**?

“A stronger voice has learned to hear, To seek what's true and make it clear.”

I CAN | I can explain how a poem line connects to an article's idea.



TODAY'S THINKING JOB

OWN

“I can write a connection between an article and a poem.”

EXACT TEKS WORDING

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

Own the connection.

Write one sentence stating an idea developed in both texts. Name both texts.

“Respectful disagreement allows people to continue working together even when they prefer different solutions.”

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



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

How are the two texts connected beyond simply sharing the topic of American history?

"These actions gave ordinary people ways to participate."



I can prove why naming a shared topic is not the same as identifying a shared idea.



PAIRED PASSAGES

Synthesize the texts on your own.

Go back to both texts. Write one idea developed in both. Copy one line from each text that proves it.

Go back to both texts.
Write one idea developed in both in a full sentence.
Copy one line from each text that proves it.

I CAN | I can synthesize an article and a poem and prove the shared idea with a line from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The author says **citizenship starts early, not just when you can vote**. The idea: informed participation matters, and anyone can start practicing it.

CHOOSE B. Informed participation makes democracy stronger over time. A is Opposite of the text. C is Only one text.

SHOW The poem says **"A stronger voice has learned to hear" and to seek what is true**. The article says informed participation strengthens democracy. Both develop the idea that learning and listening make participation more effective.

OWN **Answers vary.** Example: Both From Protest to Participation and One Voice Can Start a Wave develop the idea that informed, active participation strengthens democracy over time.

DEFEND **From Protest to Participation says learning leads to effective action.** One Voice Can Start a Wave says a stronger voice has learned to hear. Both show informed participation strengthens democracy. Shared topic traps just name history.

YOUR TURN **Answers vary.** Idea: Informed participation builds democracy. Article: Citizenship begins before voting. Poem: Informed voices shape the wave.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“Citizenship begins long before a person is old enough to vote. ... A stronger voice has learned to hear, To seek what's true and make it clear.”

What idea is developed in both "From Protest to Participation" and "One Voice Can Start a Wave"?

- A** Only older adults can participate in democracy.
- B** Governments should never change their laws.
- C** Both texts are about the American Revolution.
- D** Informed participation makes democracy stronger over time.



PAIRED PASSAGES

The answer is D.

- A Only older adults can participate in democracy.**
Reversed Meaning: Opposite of the text. The article says citizenship begins before voting age.
- B Governments should never change their laws.**
Reversed Meaning: Opposite of the text. Both texts show that laws and government evolve over time.
- C Both texts are about the American Revolution.**
Topic Trap: Shared topic, not shared idea. The Revolution is a topic, not the idea both texts develop.
- D Informed participation makes democracy stronger over time. Correct.**
Correct. The article says citizens strengthen democracy by participating. The poem says informed voices shape the wave.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Two texts about the same topic can focus on different aspects of it.

I analyze what each text emphasizes before I compare their focuses.

A Similarity, not a difference trap names something both texts share instead of what makes their focuses different.

THIS WEEK’S FOCUS

Paired Passages

from “How Change Happens: Observe, Adapt, Test, and Improve and Try, Learn, Change”

This week we read **two texts together**: the article **How Change Happens** and the poem **Try, Learn, Change**. Both address responding to challenges. STAAR asks: **How is the focus of the article different from the focus of the poem?** Traps this week: **Similarity, not a difference, Not in either text, and Only one text.**

This deck teaches **analyzing different focuses on the same topic** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PAIRED PASSAGES

TODAY'S THINKING JOB

NOTICE

"I can notice what an article focuses on."

EXACT TEKS WORDING

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

Notice the focus of the article.

Read the line from **How Change Happens**. Notice what the article emphasizes about responding to challenges. Circle the key words.

"They also need to ask: Was it fair?"

I CAN | I can notice how a text emphasizes a particular aspect of a topic.



TODAY'S THINKING JOB

CHOOSE

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

EXACT TEKS WORDING

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

Choose the difference in focus.

STAAR asks: How is the focus of these two texts different?

"A wrong first answer isn't strange; New information helps us change."

A The article uses a central question; the poem uses rhyme. • **B** Both focus on the same exact ideas about change. • **C** The poem focuses on history; the article focuses on poetry.

I CAN | I can choose a real difference in focus and skip similarity traps.



TODAY'S THINKING JOB

SHOW

“I can show how two texts focus on different aspects of the same topic.”

EXACT TEKS WORDING

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

Show the different focus in the poem.

Which sentence from **Try, Learn, Change** best supports the idea that the poem focuses differently from **How Change Happens**?

“We learn, revise, and rearrange, Because good thinkers know to change.”

I CAN | I can explain how a poem line shows a different emphasis from the article.



TODAY'S THINKING JOB

OWN

"I can write about a difference in focus between two texts."

EXACT TEKS WORDING

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

Own the difference.

Write one sentence describing how the focuses of both texts are different. Name both texts.

"They gather information, debate choices, act, and experience consequences."

I CAN

I can write a difference in focus that accurately describes each text's emphasis.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

How are the two texts connected, and how does each one present the turtle and orca example differently?

"A turtle breaking through the sand Has no instructor close at hand."



I can prove why a similarity is not a valid answer to a difference question.



PAIRED PASSAGES

Analyze the difference on your own.

Go back to both texts. Write one difference in focus. Copy one line from each text that proves it.

Go back to both texts.
Write one difference in focus between the texts.
Copy one line from each text that proves it.

I CAN | I can analyze how two texts focus differently on the same topic and prove it with a line from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The article focuses on the process of evaluating change: asking whether a solution was fair, who benefited, and what consequences followed.

CHOOSE A. The article uses a central question; the poem uses rhyme. B is Similarity, not a difference. C is Not in either text.

SHOW The poem says "We learn, revise, and rearrange" to show the mindset of changing. The article emphasizes evaluating whether change was fair. The poem says change your thinking; the article says check the consequences.

OWN Answers vary. Example: How Change Happens focuses on evaluating whether changes are fair and who is affected, while Try, Learn, Change focuses on the mindset of being willing to revise thinking.

DEFEND Both texts use the same turtle and orca example to show that a response must fit the challenge. How Change Happens explains it in a section under a central question. Try, Learn, Change retells it in rhyming lines.

YOUR TURN Answers vary. Difference: The article evaluates fairness; the poem encourages revision. Article: Was it fair? Poem: Good thinkers know to change.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

**“Central Question: What do history and science teach us about responding to challenges? ...
A turtle breaking through the sand Has no instructor close at hand.”**

How is the focus of "How Change Happens: Observe, Adapt, Test, and Improve" different from the focus of "Try, Learn, Change"?

- A** Both texts focus on the same exact ideas about changing and learning.
- B** The poem focuses only on history, while the article focuses on science.
- C** The article explains the ideas around a central question; the poem retells the same examples in rhyme.
- D** Neither text focuses on how people respond to challenges.

PAIRED PASSAGES

The answer is C.

Both texts focus on the same exact ideas about changing and learning.

- A** Pattern Mix-Up: Similarity, not a difference. This describes both texts the same way, but the question asks for a difference.

The poem focuses only on history, while the article focuses on science.

- B** Reversed Meaning: Opposite of the text. The article includes both history and science, and the poem includes science examples.

The article explains the ideas around a central question; the poem retells the same examples in rhyme. Correct.

- C** Correct. The article opens with a Central Question and headings; the poem tells of the turtle and orca in rhyme.

Neither text focuses on how people respond to challenges.

- D** Stretched or Unsupported: Not in either text. Both texts are centrally about responding to challenges.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

A conclusion must be strongly supported by evidence in both texts, not just loosely connected.

I analyze the strongest evidence in each text before choosing a conclusion.

A Goes too far trap stretches a conclusion beyond what the evidence in both texts actually supports.

THIS WEEK’S FOCUS

Paired Passages

from “Six Turning Points: What Made Change Happen? and Words That Changed a Nation”

This week we read **two texts together: Six Turning Points and Words That Changed a Nation**. Both examine how change happens. STAAR asks: **Which conclusion is best supported by both selections?** Traps this week: **Goes too far, Only one text, and Shared topic, not shared idea.**

This deck teaches **finding the strongest conclusion across two texts** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice a conclusion in one text."

EXACT TEKS WORDING

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

Notice a conclusion in the first text.

Read the line from **Six Turning Points**. Notice what conclusion the text develops about change. Circle the key words.

"Choose evidence because it helps prove your claim."

I CAN

I can notice how a text builds toward a conclusion about evidence and change.





TODAY'S THINKING JOB

CHOOSE

“I can choose a conclusion supported by both texts.”

EXACT TEKS WORDING

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

Choose the strongest conclusion.

STAAR asks: Which conclusion is best supported by both selections?

“In homes, meetings, newspapers, and letters, people continued to discuss what those rights really meant, and who should have them.”

- A** Every major change in history solved all problems permanently. • **B** The Revolutionary War lasted exactly five years. • **C** Understanding change requires examining evidence and consequences.

I CAN | I can choose the strongest conclusion and skip those that go too far.



TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

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

Show the conclusion in the second text.

Which sentence from **Words That Changed a Nation** best supports the conclusion that key documents shaped the nation, as also described in **Six Turning Points**?

“Today, the Declaration of Independence remains one of the most important documents in American history.”

I CAN | I can explain how a line in the second text connects to a conclusion from the first.



TODAY'S THINKING JOB

OWN

“I can write a conclusion supported by both texts.”

EXACT TEKS WORDING

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

Own the conclusion.

Write one sentence stating the conclusion best supported by both texts. Name both texts.

“Research Question How can a government action create a larger movement for change?”

I CAN | I can write the strongest conclusion that both texts' evidence supports.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

How are the two texts connected in showing that major changes created new challenges along with new freedoms?

"These questions about equality would continue to shape the nation for generations."



I can prove why a conclusion stretches beyond what the texts actually support.



PAIRED PASSAGES

Draw the strongest conclusion.

Go back to both texts. Write the conclusion best supported by both. Copy one line from each text that proves it.

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

I CAN | I can draw the strongest conclusion from two texts and prove it with a line from each.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The text concludes that meaningful conclusions need evidence, not just interesting facts. Change must be studied with real proof.

CHOOSE C. Understanding change requires examining evidence and consequences. A is Goes too far. B is Not in either text.

SHOW The second text says "Today, the Declaration of Independence remains one of the most important documents" in American history. Both texts support the conclusion that understanding change requires examining evidence over time.

OWN Answers vary. Example: Both Six Turning Points and Words That Changed a Nation support the conclusion that understanding change requires examining evidence, consequences, and who was affected.

DEFEND Six Turning Points and Words That Changed a Nation both show that questions about equality continued after the Revolution. Neither says the Revolution solved every problem. Goes too far traps claim the texts say more than they actually do.

YOUR TURN Answers vary. Conclusion: Change must be studied with evidence. Text 1: Choose evidence because it helps prove your claim. Text 2: People continued to discuss what those rights really meant.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“Choose evidence because it helps prove your claim. ... These questions about equality would continue to shape the nation for generations.”

Which conclusion is best supported by both "Six Turning Points" and "Words That Changed a Nation"?

- A** The Revolution solved every problem the colonists faced.
- B** The Statue of Liberty was the most important symbol in American history.
- C** Women gained equal rights immediately after the Declaration was signed.
- D** Understanding change requires examining evidence and its consequences over time.



PAIRED PASSAGES

The answer is D.

The Revolution solved every problem the colonists faced.

- A** Stretched or Unsupported: Goes too far. Both texts show that questions about equality continued for generations.

The Statue of Liberty was the most important symbol in American history.

- B** Stretched or Unsupported: Goes too far. Neither text calls the Statue of Liberty the most important symbol, and only one text mentions it.

Women gained equal rights immediately after the Declaration was signed.

- C** Stretched or Unsupported: Goes too far. The second text shows Abigail Adams had to argue for women's rights.

Understanding change requires examining evidence and its consequences over time. Correct.

- D** Correct. The first text says to choose evidence that proves a claim. The second shows people still examining the Declaration's promises.



PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Two texts can develop the same idea about informed decision-making, even when one is about research and the other about civic participation.

I analyze the evidence in each text carefully and defend my connection against traps.

An Only one text trap assigns a detail to both texts when it actually comes from just one.

THIS WEEK'S FOCUS

Paired Passages

from “The Change Files: How Questions Become Decisions and A Voice in the Community”

This is our **capstone week**. We read **The Change Files** and **A Voice in the Community** together. We connect, compare, and defend. STAAR asks: **Which idea is found in both selections, and which evidence proves it?** Traps this week: **Only one text**, **Shared topic**, **not shared idea**, and **Goes too far**.

This deck teaches **capstone: connect, compare, and defend across two texts** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PAIRED PASSAGES

TODAY'S THINKING JOB

NOTICE

"I can notice an idea in one text."

EXACT TEKS WORDING

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

Notice an idea in the first text.

Read the line from **The Change Files**. Notice the idea the author develops about making decisions. Circle the key words.

"The size of the decision may change, but strong decision-making often follows the same pattern."

I CAN | I can notice how a text develops an idea about informed decision-making.



TODAY'S THINKING JOB

CHOOSE

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

EXACT TEKS WORDING

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

Choose the shared idea.

STAAR asks: Which idea is found in both selections?

“Civic life gives them ways to discuss those ideas, ask questions, and work toward solutions.”

A Strong decisions need evidence and different perspectives. • **B** Only scientists follow a decision-making process. • **C** People should avoid participating in community decisions.

I CAN | I can choose an idea both texts develop and defend it against traps.



TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

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

Show the idea in the second text.

Which sentence from **A Voice in the Community** best supports the idea that both texts value gathering evidence before making decisions?

“People may have different ideas about what is best for a community.”

I CAN | I can explain how a line in the second text connects to an idea from the first.



PAIRED PASSAGES

TODAY'S THINKING JOB

OWN

“I can write a connection between two texts and connect it to my life.”

EXACT TEKS WORDING

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

Own the connection.

Write one sentence stating an idea found in both texts. Name both texts. Then connect it to your own life or community.

“These actions may seem small, but they can lead to changes.”

I CAN | I can write an idea that fits both texts and explain why it matters.



PAIRED PASSAGES

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

How does the garden experiment in **The Change Files** support a connection to the community decisions described in **A Voice in the Community**?

"A problem cannot be investigated until someone notices it."

I CAN | I can prove why a detail from only one text cannot support a claim about both.



PAIRED PASSAGES

Connect, compare, and defend.

Go back to both texts. Write one idea found in both. Copy one line from each text that proves it. Then connect the idea to your own life or community.

Go back to both texts.
Write one idea found in both in a full sentence.
Copy one line from each text that proves it.
Then connect the idea to your own life.

I CAN | I can connect, compare, and defend across two texts and relate the idea to my own experience.

PAIRED PASSAGES

Answers, across the five thinking levels.

NOTICE The author says decisions big and small follow the same pattern of gathering evidence and thinking carefully. The idea: informed decisions follow a process.

CHOOSE A. Strong decisions need evidence and different perspectives. B is Only one text. C is Opposite of the text.

SHOW The second text says "People may have different ideas about what is best" for a community. The first text says strong decisions come from gathering evidence. Both develop the idea that informed decisions consider multiple views.

OWN Answers vary. Example: Both The Change Files and A Voice in the Community develop the idea that informed decisions require evidence and multiple viewpoints, which I can use when my community faces a choice.

DEFEND Both texts value gathering evidence before deciding. The Change Files shows Kendrix checking soil before acting. A Voice in the Community says people should learn about issues first. Only one text traps use a detail from just one.

YOUR TURN Answers vary. Idea: Informed decisions require evidence. Text 1: Strong decision-making follows the same pattern. Text 2: Civic life gives ways to discuss ideas. Personal: I can gather evidence before making a choice at school.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“The size of the decision may change, but strong decision-making often follows the same pattern. ... Civic life gives them ways to discuss those ideas, ask questions, and work toward solutions.”

Which idea is found in both "The Change Files" and "A Voice in the Community"?

- A** Kendrix's garden experiment is the best example of civic participation.
- B** Informed decisions require gathering evidence and considering different perspectives.
- C** People should never change their minds after making a decision.
- D** Only elected leaders have the ability to make important choices.



PAIRED PASSAGES

The answer is B.

Kendrix's garden experiment is the best example of civic participation.

- A** Another Place: Only one text. Kendrix's garden is in The Change Files only. The second text never mentions her.

Informed decisions require gathering evidence and considering different perspectives. Correct.

- B** Correct. The first text describes a decision-making pattern. The second shows civic life giving people ways to discuss and question.

People should never change their minds after making a decision.

- C** Reversed Meaning: Opposite of the text. The first text says strong thinkers revise after checking outcomes.

Only elected leaders have the ability to make important choices.

- D** Stretched or Unsupported: Goes too far. The second text says ordinary people participate through voting, meetings, and volunteering.

