

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.



The Writing Academy®, LLC

Grade 5 • Prepare Cluster • Paired Passages

TEKS 5.6(E) • Paired Passages • Week 1 of 36 • Prepare Cluster • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

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

“This week we are reading two articles together, the way the STAAR/SST test pairs them. Both are about the same class and the same cafeteria.”

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

“Each day we will practice a real STAAR question about both texts, and we will learn to spot answers that name a topic instead of an idea.”

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

PREP & MATERIALS: the Paired Passages slide deck for the Prepare Cluster Module 1 . a class or student copy of "The Great Chocolate Chip Cookie Mystery" and "The Fifth-Grade Cookie Commission" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice 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.



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Grade 5 • Prepare Cluster • Paired Passages • Monday

TEKS 5.6(E) • Paired Passages • Week 1 of 36 • Prepare Cluster • Module 1 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

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

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

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

"Before we connect two texts, we find the idea in each one. Watch what Mrs. Delgado tells the class."

▶ Read the line twice. Students circle the words that show it on the NOTICE row.

ANSWER KEY: Mrs. Delgado says first ideas are not the problem. The idea: what matters is checking with evidence.

CHECK FOR UNDERSTANDING

Ask a student to explain what Mrs. Delgado means by first ideas.

COMMON MISCONCEPTION

Students may say the idea is about cookies. Cookies are the topic, not the idea.

POSSIBLE STUDENT QUESTION

Does an idea have to be stated directly? No. Sometimes I figure it out from what the characters do.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what the class discovered when they compared their guesses to the cafeteria data.

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.



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Grade 5 • Prepare Cluster • Paired Passages • Tuesday

TEKS 5.6(E) • Paired Passages • Week 1 of 36 • Prepare Cluster • Module 1 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

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

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

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

"Hold each choice up to both articles. It must fit both."

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

ANSWER KEY: C. Gathering evidence leads to better decisions than guessing.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may pick B because both articles mention cookies. That is the topic, not the idea.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

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

Show the idea in the second 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.



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Grade 5 · Prepare Cluster · Paired Passages · Wednesday

TEKS 5.6(E) · Paired Passages · Week 1 of 36 · Prepare Cluster · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

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

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

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

"We found the idea in the Mystery. Now prove the Commission says it too."

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

ANSWER KEY: "Couldn't just choose based on what we personally wanted" matches Lucia learning to check evidence before believing a story.

CHECK FOR UNDERSTANDING

Ask a student to match a Commission line to an action in the Mystery.

COMMON MISCONCEPTION

Students may only explain the Commission article. A connection needs both texts.

POSSIBLE STUDENT QUESTION

Do the words have to match exactly? No. The idea is the same even with different words.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask which article shows the idea through an investigation and which shows it through a group decision.

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.



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Grade 5 · Prepare Cluster · Paired Passages · Thursday

TEKS 5.6(E) · Paired Passages · Week 1 of 36 · Prepare Cluster · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

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

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

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

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

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

ANSWER KEY: Example: Both articles show that gathering evidence helps people make better choices than guessing.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student about a time they changed their mind after learning new information.

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.



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Grade 5 · Prepare Cluster · Paired Passages · Friday

TEKS 5.6(E) · Paired Passages · Week 1 of 36 · Prepare Cluster · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

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

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

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

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

ANSWER KEY: Shared topic, not shared idea. Cookies are the subject. The shared idea is that evidence leads to better decisions.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may accept the trap because cookies appear in every paragraph. Topic is not the same as idea.

POSSIBLE STUDENT QUESTION

Is a topic ever enough for a STAAR answer? No. STAAR asks what both texts show, not just what they mention.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

Connect the texts on your own.

Go back to both 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.

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Grade 5 · Prepare Cluster · Paired Passages



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TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

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

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

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

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

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE 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.

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TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“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.



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TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing D because cookies appear in both articles, without checking whether that is the topic or the idea.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is 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.



TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

A 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.



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Grade 5 • Prepare Cluster • Paired Passages

TEKS 5.6(E) • Paired Passages • Week 2 of 36 • Prepare Cluster • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

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

“This week we are looking for similarities between the same two articles from last week.”

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

“Each day we will practice a STAAR question that asks how the two articles are alike, and we will learn to spot answers that fit only one text.”

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

PREP & MATERIALS: the Paired Passages slide deck for the Prepare Cluster Module 2 . a class or student copy of "The Great Chocolate Chip Cookie Mystery" and "The Fifth-Grade Cookie Commission" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain what a similarity between two texts means.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice 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.



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Grade 5 · Prepare Cluster · Paired Passages · Monday

TEKS 5.6(E) · Paired Passages · Week 2 of 36 · Prepare Cluster · Module 2 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

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

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

"Before we compare two texts, we need to see how people act in each one. Watch what happens in the cafeteria."

▶ Read the line twice. Students circle the words that show the pattern on the NOTICE row.

ANSWER KEY: The class jumps to conclusions. Pattern: making decisions before gathering facts.

CHECK FOR UNDERSTANDING

Ask a student to name one rumor the class spread about the cookies.

COMMON MISCONCEPTION

Students may say the similarity is that both texts have the same characters. Same characters is a detail, not a similarity in ideas.

POSSIBLE STUDENT QUESTION

Does a similarity mean the texts have the same events? No. It means they show the same idea or pattern.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what the students believed before they talked to Ms. Ruiz.

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.



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Grade 5 · Prepare Cluster · Paired Passages · Tuesday

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TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

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

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

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

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

▶ Students choose privately, then find one line in each article that proves their answer.

ANSWER KEY: B. In both articles, students start with assumptions and gather evidence.

CHECK FOR UNDERSTANDING

Ask a student to prove B with a line from the Commission article.

COMMON MISCONCEPTION

Students may pick A because Jordan blames sixth grade. Only the Mystery mentions sixth grade.

POSSIBLE STUDENT QUESTION

Can two articles share a similarity even if the events are different? Yes. The pattern can be the same even when the details change.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to name one assumption from each article.

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.



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Grade 5 · Prepare Cluster · Paired Passages · Wednesday

TEKS 5.6(E) · Paired Passages · Week 2 of 36 · Prepare Cluster · Module 2 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

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

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

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

"We saw the pattern in the Mystery. Now prove the Commission shows it too."

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

ANSWER KEY: "The greatest moment in American democracy" shows Jordan celebrating too early, matching the Mystery class spreading rumors.

CHECK FOR UNDERSTANDING

Ask a student to name what Jordan assumes in the Commission article.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

Do both articles need the exact same events? No. The pattern is the same even when the events differ.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask which article shows the pattern through rumors and which shows it through opinions.

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.



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Grade 5 · Prepare Cluster · Paired Passages · Thursday

TEKS 5.6(E) · Paired Passages · Week 2 of 36 · Prepare Cluster · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

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

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

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

"Start with what is similar, then say where it appears in each article."

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

ANSWER KEY: Example: Both articles show students who start with assumptions and learn to gather evidence first.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may describe only one article. A similarity must name both.

POSSIBLE STUDENT QUESTION

Can I use the word both in my sentence? Yes. Both helps show the similarity clearly.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student about a time they changed an opinion after learning something new.

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.



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Grade 5 · Prepare Cluster · Paired Passages · Friday

TEKS 5.6(E) · Paired Passages · Week 2 of 36 · Prepare Cluster · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

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

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

"A trap can use a real detail from one text. Check whether that same detail appears in the other."

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

ANSWER KEY: Only one text. Jordan asking for replacement cookies happens only in the Mystery, not in the Commission.

CHECK FOR UNDERSTANDING

Ask a student to explain what Jordan does in the Commission that is different from the Mystery.

COMMON MISCONCEPTION

Students may accept the trap because Jordan appears in both articles. The same character does not mean the same detail.

POSSIBLE STUDENT QUESTION

Is it a similarity if the same person does something in only one text? No. It must appear in both.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to turn the trap into a true similarity by changing what it says.

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.

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Grade 5 · Prepare Cluster · Paired Passages



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TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

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

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

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

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

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE The 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.

The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 2 of 36 · Prepare Cluster · Module 2 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“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.



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Grade 5 · Prepare Cluster · Paired Passages

TEKS 5.6(E) · Paired Passages · Week 2 of 36 · Prepare Cluster · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because cookie history appears in the Mystery, without checking whether the Commission also covers history.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is D.

- A Both 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.



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Grade 5 · Prepare Cluster · Paired Passages

TEKS 5.6(E) · Paired Passages · Week 2 of 36 · Prepare Cluster · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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.



The Writing Academy®, LLC

Grade 5 • Prepare Cluster • Paired Passages

TEKS 5.6(E) • Paired Passages • Week 3 of 36 • Prepare Cluster • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

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

“This week we are looking for differences between the same two articles we have been reading.”

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

“Each day we will practice a STAAR question that asks how the articles are different, and we will learn to spot answers that really describe a similarity.”

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

PREP & MATERIALS: the Paired Passages slide deck for the Prepare Cluster Module 3 . a class or student copy of "The Great Chocolate Chip Cookie Mystery" and "The Fifth-Grade Cookie Commission" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain the difference between a similarity and a difference.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice what one text focuses on."

EXACT TEKS WORDING

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

Notice 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.



The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Paired Passages · Monday

TEKS 5.6(E) · Paired Passages · Week 3 of 36 · Prepare Cluster · Module 3 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

"Today's thinking job is NOTICE. I can notice what one text focuses on."

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

"Before we find a difference, we need to understand what each text focuses on. Start with the Mystery."

▶ Read the line twice. Students circle words that show the focus on the NOTICE row.

ANSWER KEY: The Mystery investigates past events: who invented the cookie and what happened to the cafeteria cookies.

CHECK FOR UNDERSTANDING

Ask a student to name one thing the Mystery class investigated.

COMMON MISCONCEPTION

Students may say the focus is cookies. That is the topic, not what the text focuses on doing.

POSSIBLE STUDENT QUESTION

What does focus mean here? It means what the text spends most of its time explaining or doing.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing what one text focuses on. Keep the demand at this level.

RAISE THE THINKING

Ask what questions the Mystery class tried to answer.

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.



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Grade 5 · Prepare Cluster · Paired Passages · Tuesday

TEKS 5.6(E) · Paired Passages · Week 3 of 36 · Prepare Cluster · Module 3 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

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

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

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

"A difference means each text does something the other does not. Watch for answers that describe a similarity instead."

▶ Students choose privately, then find one line in each article that proves the difference.

ANSWER KEY: C. The Mystery investigates the past; the Commission plans ahead.

CHECK FOR UNDERSTANDING

Ask a student to name what the Commission plans that the Mystery does not.

COMMON MISCONCEPTION

Students may pick A because it sounds right. A describes what the articles share, not how they differ.

POSSIBLE STUDENT QUESTION

Can a true statement still be a wrong answer? Yes. If the question asks for a difference, a similarity is wrong.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to name one question the Mystery answers and one the Commission answers.

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.



The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Paired Passages · Wednesday

TEKS 5.6(E) · Paired Passages · Week 3 of 36 · Prepare Cluster · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

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

"Today's thinking job is SHOW. I can show how a second text differs from the first."

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

"We saw what the Mystery focuses on. Now prove the Commission does something different."

▶ Take two or three answers. Push students to explain the difference, not just describe one article.

ANSWER KEY: "Decide how to make a reasonable recommendation" shows the Commission plans ahead. The Mystery solves a past problem.

CHECK FOR UNDERSTANDING

Ask a student to explain what the Commission recommends.

COMMON MISCONCEPTION

Students may only describe the Commission without comparing. A difference needs both texts.

POSSIBLE STUDENT QUESTION

Do I need to explain both texts? Yes. A difference means I say what each text does.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask whether the Mystery class or the Commission class was trying to change the future.

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.



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Grade 5 · Prepare Cluster · Paired Passages · Thursday

TEKS 5.6(E) · Paired Passages · Week 3 of 36 · Prepare Cluster · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

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

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

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

"Start with what makes each article different, then name both articles."

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

ANSWER KEY: Example: The Mystery looks back at what happened, while the Commission looks forward to what should happen next.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and prove the difference with one line from each article.

COMMON MISCONCEPTION

Students may write what the articles have in common. A difference shows what each does separately.

POSSIBLE STUDENT QUESTION

Can I mention both articles in one sentence? Yes. That helps show the difference clearly.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student which article they would use to plan a class party and why.

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend against the trap.

How are the 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.



The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Paired Passages · Friday

TEKS 5.6(E) · Paired Passages · Week 3 of 36 · Prepare Cluster · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

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

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

"A trap can be a true statement that does not answer the question. If STAAR asks for a difference, a similarity is wrong."

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

ANSWER KEY: Similarity, not a difference. Learning from evidence is what both stories share, not how they differ.

CHECK FOR UNDERSTANDING

Ask a student to explain what would make this answer correct for a similarity question.

COMMON MISCONCEPTION

Students may accept the answer because it is true. True does not mean it answers the question.

POSSIBLE STUDENT QUESTION

Can a correct fact be a wrong STAAR answer? Yes. If the question asks for a difference, a fact about a similarity is wrong.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to rewrite the trap so it names a real difference.

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.

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Grade 5 · Prepare Cluster · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 3 of 36 · Prepare Cluster · Module 3 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

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

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

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

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

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE The 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.

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Grade 5 · Prepare Cluster · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 3 of 36 · Prepare Cluster · Module 3 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“the 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.

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Grade 5 · Prepare Cluster · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 3 of 36 · Prepare Cluster · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing C because teamwork appears in both articles, without noticing that the question asks for a difference.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is 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.



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Grade 5 · Prepare Cluster · Paired Passages

TEKS 5.6(E) · Paired Passages · Week 3 of 36 · Prepare Cluster · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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.



The Writing Academy®, LLC

Grade 5 • Prepare Cluster • Paired Passages

TEKS 5.6(E) • Paired Passages • Week 4 of 36 • Prepare Cluster • Module 4 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

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

“This week we are looking for an idea that appears in only one of our two articles.”

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

“Each day we will practice a STAAR question about which text contains the idea, and we will learn to spot traps that put the idea in the wrong text.”

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

PREP & MATERIALS: the Paired Passages slide deck for the Prepare Cluster Module 4 . a class or student copy of "The Great Chocolate Chip Cookie Mystery" and "The Fifth-Grade Cookie Commission" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain what it means when an idea is in one text but not the other.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice 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.



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Grade 5 · Prepare Cluster · Paired Passages · Monday

TEKS 5.6(E) · Paired Passages · Week 4 of 36 · Prepare Cluster · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

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

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

"Today we are looking for an idea that appears in only one text. Start by finding it in the Mystery."

▶ Read the line twice. Students circle the words that show the idea on the NOTICE row.

ANSWER KEY: The class questions a famous story about cookie invention. The Commission never discusses famous stories.

CHECK FOR UNDERSTANDING

Ask a student to name the famous story the Mystery class investigated.

COMMON MISCONCEPTION

Students may say cookies are the idea. Cookies are the topic, not an idea unique to one text.

POSSIBLE STUDENT QUESTION

How do I know the idea is only in one text? I search the other text for it. If it is not there, the idea belongs to only one.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what the class expected to find about Ruth Wakefield and what they actually discovered.

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.



The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Paired Passages · Tuesday

TEKS 5.6(E) · Paired Passages · Week 4 of 36 · Prepare Cluster · Module 4 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

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

"Today's thinking job is CHOOSE. I can choose an idea found in one text but not the other."

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

"Check each choice against both texts. The correct answer must be in the Mystery and missing from the Commission."

▶ Students choose privately, then point to a line in the Mystery and confirm it is missing from the Commission.

ANSWER KEY: A. Popular stories should be checked because they may leave out details.

CHECK FOR UNDERSTANDING

Ask a student to explain why B is in the wrong text.

COMMON MISCONCEPTION

Students may pick B because it sounds like something from the texts. The majority discussion is in the Commission, not the Mystery.

POSSIBLE STUDENT QUESTION

What if both texts mention something similar? Then it is a shared idea, not one found in only one text.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to name the evidence the Mystery uses to question the popular story.

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.



The Writing Academy®, LLC

Grade 5 • Prepare Cluster • Paired Passages • Wednesday

TEKS 5.6(E) • Paired Passages • Week 4 of 36 • Prepare Cluster • Module 4 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

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

"Today's thinking job is SHOW. I can show that an idea is missing from a second text."

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

"We found the idea in the Mystery. Now prove it is not in the Commission by explaining what the Commission does instead."

▶ Take two or three answers. Push students to name what the Commission focuses on.

ANSWER KEY: "Evidence suggested the creation was more deliberate" proves the popular story left out important details about Wakefield.

CHECK FOR UNDERSTANDING

Ask a student to name the main question the Commission tries to answer.

COMMON MISCONCEPTION

Students may say the Commission also checks facts. The Commission checks data, but it does not question a famous story.

POSSIBLE STUDENT QUESTION

Is checking data the same as checking a famous story? No. The Commission checks survey data, not whether a story is true.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining why an idea is missing from a second text. Keep the demand at this level.

RAISE THE THINKING

Ask what kind of evidence the Commission gathers that the Mystery does not.

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.



The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Paired Passages · Thursday

TEKS 5.6(E) · Paired Passages · Week 4 of 36 · Prepare Cluster · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

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

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

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

"Name the idea, say which text it belongs to, and explain why it is not in the other."

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

ANSWER KEY: Example: The Mystery questions a famous story, but the Commission focuses on group planning instead.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and prove the idea is only in the Mystery.

COMMON MISCONCEPTION

Students may write about something found in both texts. This question asks for only one.

POSSIBLE STUDENT QUESTION

Can I mention both texts? Yes. Name the text with the idea and the text without it.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to name one idea from the Commission that is not in the Mystery.

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.



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Grade 5 · Prepare Cluster · Paired Passages · Friday

TEKS 5.6(E) · Paired Passages · Week 4 of 36 · Prepare Cluster · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

"Today's thinking job is DEFEND. I can defend against a trap and explain which text the idea belongs to."

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

"A trap can put a real idea in the wrong text. Always check which text actually contains the idea."

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

ANSWER KEY: Texts switched. The majority discussion belongs to the Commission, not the Mystery.

CHECK FOR UNDERSTANDING

Ask a student to find the line in the Commission where Tessa discusses the majority.

COMMON MISCONCEPTION

Students may accept the trap because the idea sounds familiar from reading both articles. Familiar does not mean it is in the right text.

POSSIBLE STUDENT QUESTION

How do I catch a Texts switched trap? I find the idea in the text and check which article it actually comes from.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to name the character who makes the majority argument and which article that character is in.

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.

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Grade 5 · Prepare Cluster · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 4 of 36 · Prepare Cluster · Module 4 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

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

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

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

"Name the idea, say which article it belongs to, and explain why it is missing from the other."

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE The 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.

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Grade 5 · Prepare Cluster · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 4 of 36 · Prepare Cluster · Module 4 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“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.



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Grade 5 · Prepare Cluster · Paired Passages

TEKS 5.6(E) · Paired Passages · Week 4 of 36 · Prepare Cluster · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because committees sound like something in the Mystery, without checking which article actually forms a committee.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is C.

- A 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.



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Grade 5 · Prepare Cluster · Paired Passages

TEKS 5.6(E) · Paired Passages · Week 4 of 36 · Prepare Cluster · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Two texts can 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.



The Writing Academy®, LLC

Grade 5 • Cluster 1 • Paired Passages

TEKS 5.6(E) • Paired Passages • Week 5 of 36 • Cluster 1 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

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

“This week we are reading an article and a drama together. One explains historical events, and the other shows characters discussing the same period.”

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

“Each day we will practice a STAAR question about an idea both texts develop, and we will learn to spot answers that name a topic instead of an idea.”

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

PREP & MATERIALS: the Paired Passages slide deck for Cluster 1 Module 1 . a class or student copy of "From Tension to Revolution" and "A Voice of Their Own" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice an idea in one text."

EXACT TEKS WORDING

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

Notice the idea in the 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.



The Writing Academy®, LLC

Grade 5 · Cluster 1 · Paired Passages · Monday

TEKS 5.6(E) · Paired Passages · Week 5 of 36 · Cluster 1 · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

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

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

"Before we connect two texts, we find the idea in each one. Watch what the colonists argue."

▶ Read the line twice. Students circle the words that show the idea on the NOTICE row.

ANSWER KEY: The colonists wanted a voice. Idea: people deserve a say in the rules they follow.

CHECK FOR UNDERSTANDING

Ask a student to explain what taxation without representation means.

COMMON MISCONCEPTION

Students may say the idea is taxes. Taxes are the topic, not the idea the text develops.

POSSIBLE STUDENT QUESTION

Can a topic and an idea be about the same thing? Yes, but the idea goes deeper. Taxes are a topic. Wanting a voice is the idea.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask why the colonists felt the Stamp Act was unfair.

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.



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Grade 5 • Cluster 1 • Paired Passages • Tuesday

TEKS 5.6(E) • Paired Passages • Week 5 of 36 • Cluster 1 • Module 1 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

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

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

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

"Hold each choice up to both texts. It must be an idea both texts build on, not just a topic."

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

ANSWER KEY: C. People deserve a voice in the decisions that affect their lives.

CHECK FOR UNDERSTANDING

Ask a student to name a line from the drama that develops this idea.

COMMON MISCONCEPTION

Students may pick A because British taxes appear in both texts. Taxes are a topic, not the idea.

POSSIBLE STUDENT QUESTION

What does developed mean? It means the text builds on the idea through details, events, or dialogue.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask how the drama develops the idea differently from the article.

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.



The Writing Academy®, LLC

Grade 5 · Cluster 1 · Paired Passages · Wednesday

TEKS 5.6(E) · Paired Passages · Week 5 of 36 · Cluster 1 · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

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

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

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

"We found the idea in the article. Now prove the drama develops it too."

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

ANSWER KEY: Thomas says people want to be heard, just as colonists argued for representation.

CHECK FOR UNDERSTANDING

Ask a student to match Thomas's words to an action in the article.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

Do both texts need the same events? No. One uses events and the other uses dialogue to develop the same idea.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask whether Thomas learns about representation from a book or from a conversation.

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.



The Writing Academy®, LLC

Grade 5 · Cluster 1 · Paired Passages · Thursday

TEKS 5.6(E) · Paired Passages · Week 5 of 36 · Cluster 1 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

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

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

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

"Start with the idea, then say how each text develops it."

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

ANSWER KEY: Example: Both texts show that people want to participate in the decisions that affect their lives.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may write about only one text. A connection names both.

POSSIBLE STUDENT QUESTION

Can I use different words than the texts? Yes. The idea can be in my own words as long as it matches both texts.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student how their own school represents student voices.

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.



The Writing Academy®, LLC

Grade 5 · Cluster 1 · Paired Passages · Friday

TEKS 5.6(E) · Paired Passages · Week 5 of 36 · Cluster 1 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

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

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

"A trap can name something both texts mention without naming what they both teach. Check for the deeper idea."

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

ANSWER KEY: Shared topic, not shared idea. The colonies are the setting. The idea is that people deserve a voice in their laws.

CHECK FOR UNDERSTANDING

Ask a student to explain the difference between the setting and the idea.

COMMON MISCONCEPTION

Students may accept the trap because both texts mention the colonies. Mentioning something is not the same as developing an idea.

POSSIBLE STUDENT QUESTION

Is a setting ever an idea? No. A setting is where the text takes place. An idea is what the text shows or teaches.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to turn the trap into a true connection by naming the idea instead of the setting.

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.

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Grade 5 · Cluster 1 · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 5 of 36 · Cluster 1 · Module 1 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

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

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

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

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

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE The 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.



TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

"it was 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.



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Grade 5 · Cluster 1 · Paired Passages

TEKS 5.6(E) · Paired Passages · Week 5 of 36 · Cluster 1 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because the Boston Tea Party sounds important, without checking whether the drama also discusses it.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is 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.



The Writing Academy®, LLC

Grade 5 · Cluster 1 · Paired Passages

TEKS 5.6(E) · Paired Passages · Week 5 of 36 · Cluster 1 · Module 1 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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.



The Writing Academy®, LLC

Grade 5 • Cluster 1 • Paired Passages

TEKS 5.6(E) • Paired Passages • Week 6 of 36 • Cluster 1 • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

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

“This week we are comparing the people in an article and a drama about colonial America.”

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

“Each day we will practice a STAAR question about how the people in both texts are alike, and we will learn to spot traps that use a correct detail with the wrong idea.”

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

PREP & MATERIALS: the Paired Passages slide deck for Cluster 1 Module 2 . a class or student copy of "From Tension to Revolution" and "A Voice of Their Own" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain the difference between a topic two texts share and an action the people share.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice 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.



The Writing Academy®, LLC

Grade 5 • Cluster 1 • Paired Passages • Monday

TEKS 5.6(E) • Paired Passages • Week 6 of 36 • Cluster 1 • Module 2 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

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

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

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

"Before we compare people in two texts, we study what they do in each one. Start with the article."

▶ Read the line twice. Students circle the words that show what the colonists did on the NOTICE row.

ANSWER KEY: The colonists opposed the law because they had no representation. Action: speaking up for fairness.

CHECK FOR UNDERSTANDING

Ask a student to explain why the colonists opposed the Stamp Act.

COMMON MISCONCEPTION

Students may say the people are soldiers. The article mentions soldiers, but the focus is on the colonists who spoke up.

POSSIBLE STUDENT QUESTION

Does similar mean they do the exact same thing? No. It means they act for the same reason or show the same pattern.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what phrase the colonists used to describe their complaint.

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.



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Grade 5 • Cluster 1 • Paired Passages • Tuesday

TEKS 5.6(E) • Paired Passages • Week 6 of 36 • Cluster 1 • Module 2 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

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

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

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

"A similarity in people means they act for the same reason. Check each choice against both texts."

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

ANSWER KEY: B. In both texts, people question rules made without their input.

CHECK FOR UNDERSTANDING

Ask a student to name what Thomas questions in the drama.

COMMON MISCONCEPTION

Students may pick C because the drama mentions the king. Thomas questions the king's rules, not prefers them.

POSSIBLE STUDENT QUESTION

What if the people have different jobs? It does not matter. The similarity is in why they act, not what job they have.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a similarity in what people do. Keep the demand at this level.

RAISE THE THINKING

Ask a student how Thomas and the colonists are alike even though they live in different places.

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.



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Grade 5 · Cluster 1 · Paired Passages · Wednesday

TEKS 5.6(E) · Paired Passages · Week 6 of 36 · Cluster 1 · Module 2 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

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

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

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

"We saw what the colonists do in the article. Now prove the drama's characters do something similar."

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

ANSWER KEY: "Why do we follow laws from people" matches colonists protesting distant Parliament in the article.

CHECK FOR UNDERSTANDING

Ask a student to match Thomas's question to an event in the article.

COMMON MISCONCEPTION

Students may only explain the drama. A similarity needs both texts.

POSSIBLE STUDENT QUESTION

Does the drama have to use the same words as the article? No. The actions show the same pattern even with different words.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask which character in the drama changes his understanding of government and how.

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.



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Grade 5 · Cluster 1 · Paired Passages · Thursday

TEKS 5.6(E) · Paired Passages · Week 6 of 36 · Cluster 1 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

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

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

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

"Start with what the people do in both texts, then name each text."

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

ANSWER KEY: Example: In both texts, people speak up because they want a voice in the decisions that affect them.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may describe only one text's people. A comparison names people from both.

POSSIBLE STUDENT QUESTION

Do I need to name both texts? Yes. A comparison connects the people in each text.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student how the people in these texts remind them of someone today who speaks up for fairness.

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.



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Grade 5 • Cluster 1 • Paired Passages • Friday

TEKS 5.6(E) • Paired Passages • Week 6 of 36 • Cluster 1 • Module 2 • slide 6 of 10

TEACHER SAYS & DOES • SLIDE 6 OF 10 •

Friday • DEFEND • Reflective

~4 min

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

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

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

"A trap can use a true fact but connect it to the wrong reason. Check what makes the people similar in their actions."

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

ANSWER KEY: Right detail, wrong idea. Living in the colonies is a fact. The similarity is in how they challenged the rules.

CHECK FOR UNDERSTANDING

Ask a student to explain the difference between sharing a location and sharing a pattern of action.

COMMON MISCONCEPTION

Students may accept the trap because it is factually true. A true fact is not the same as the correct idea.

POSSIBLE STUDENT QUESTION

Can a true detail be the wrong answer? Yes. The detail is correct, but the idea it supports is not the one STAAR asks about.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to fix the trap so it names what the people actually do that is similar.

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.

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Grade 5 · Cluster 1 · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 6 of 36 · Cluster 1 · Module 2 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

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

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

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

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

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE 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?

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Grade 5 · Cluster 1 · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 6 of 36 · Cluster 1 · Module 2 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“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.



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Grade 5 · Cluster 1 · Paired Passages

TEKS 5.6(E) · Paired Passages · Week 6 of 36 · Cluster 1 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because the king is mentioned in both texts, without noticing that both texts show people questioning the king, not agreeing with him.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is B.

Both 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.



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Grade 5 · Cluster 1 · Paired Passages

TEKS 5.6(E) · Paired Passages · Week 6 of 36 · Cluster 1 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Two 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.



The Writing Academy®, LLC

Grade 5 • Cluster 1 • Paired Passages

TEKS 5.6(E) • Paired Passages • Week 7 of 36 • Cluster 1 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

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

“This week we are analyzing how two texts are organized differently, even though both teach about nature.”

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

“Each day we will practice a STAAR question about how texts present their ideas, and we will learn to spot answers that describe a similarity instead of a difference.”

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

PREP & MATERIALS: the Paired Passages slide deck for Cluster 1 Module 3 . a class or student copy of “The Ocean Lesson” and “The Garden That Wouldn't Grow” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain the difference between what a text is about and how it presents its ideas.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice how a text 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.



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Grade 5 • Cluster 1 • Paired Passages • Monday

TEKS 5.6(E) • Paired Passages • Week 7 of 36 • Cluster 1 • Module 3 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

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

"Today's thinking job is NOTICE. I can notice how a text is organized."

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

"Before we compare how two texts present ideas, we study how each one is built. Start with The Ocean Lesson."

▶ Read the line twice. Students circle words that show the text's structure on the NOTICE row.

ANSWER KEY: The Ocean Lesson uses a comparison of two animals to explain instinct versus learned behavior.

CHECK FOR UNDERSTANDING

Ask a student to name the two animals the text compares.

COMMON MISCONCEPTION

Students may say the text is about animals. That is the topic, not how the text presents its ideas.

POSSIBLE STUDENT QUESTION

What does how a text presents mean? It means the way the text is organized to share information.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing how a text is organized. Keep the demand at this level.

RAISE THE THINKING

Ask why the author chose to use two animals instead of one.

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.



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Grade 5 • Cluster 1 • Paired Passages • Tuesday

TEKS 5.6(E) • Paired Passages • Week 7 of 36 • Cluster 1 • Module 3 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

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

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

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

"A difference in presentation means each text is built in a different way. Watch for answers that describe a similarity."

▶ Students choose privately, then find one detail from each text that proves the difference.

ANSWER KEY: C. The Ocean Lesson compares two examples; the Garden follows one.

CHECK FOR UNDERSTANDING

Ask a student to name the two examples in the Ocean Lesson and the one problem in the Garden.

COMMON MISCONCEPTION

Students may pick A because both texts do include a person's experience. A similarity is not a difference.

POSSIBLE STUDENT QUESTION

Can I notice a difference in structure even if the texts share a topic? Yes. Structure is about how the text is built, not what it is about.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a difference in how texts present ideas. Keep the demand at this level.

RAISE THE THINKING

Ask a student how the Garden would be different if it used two examples like the Ocean Lesson.

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.



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Grade 5 · Cluster 1 · Paired Passages · Wednesday

TEKS 5.6(E) · Paired Passages · Week 7 of 36 · Cluster 1 · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

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

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

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

"We saw how the Ocean Lesson is built. Now prove the Garden is built differently."

▶ Take two or three answers. Push students to describe how each text is organized.

ANSWER KEY: "Believed that adding more water would help" shows the Garden follows one problem step by step, unlike the Ocean Lesson.

CHECK FOR UNDERSTANDING

Ask a student to describe the beginning, middle, and end of the Garden's problem.

COMMON MISCONCEPTION

Students may only describe the Garden. A difference in structure needs both texts.

POSSIBLE STUDENT QUESTION

Does one structure work better? Not always. Each structure fits its purpose.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask whether the Garden focuses more on the cause of the problem or the solution.

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.



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Grade 5 · Cluster 1 · Paired Passages · Thursday

TEKS 5.6(E) · Paired Passages · Week 7 of 36 · Cluster 1 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

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

"Today's thinking job is OWN. I can write about a difference in how texts present ideas."

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

"Start with how each text is organized, then name both texts."

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

ANSWER KEY: Example: The Ocean Lesson uses comparison. The Garden follows one problem from beginning to solution.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and prove the difference with one detail from each text.

COMMON MISCONCEPTION

Students may write about what the texts are about instead of how they present their ideas.

POSSIBLE STUDENT QUESTION

Can I talk about structure without mentioning the topic? Yes. Focus on how the text is built, not what it is about.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student whether they prefer the comparison structure or the problem-solution structure and why.

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



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Grade 5 · Cluster 1 · Paired Passages · Friday

TEKS 5.6(E) · Paired Passages · Week 7 of 36 · Cluster 1 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

"Today's thinking job is DEFEND. I can defend against a trap about structure."

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

"A trap can be true but not answer the question. If STAAR asks how texts differ in presentation, a similarity is wrong."

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

ANSWER KEY: Similarity, not a difference. A character who learns appears in both texts, so it is not a structural difference.

CHECK FOR UNDERSTANDING

Ask a student to name the character who learns in each text.

COMMON MISCONCEPTION

Students may accept the answer because both texts do have a learning character. True does not mean it answers the question.

POSSIBLE STUDENT QUESTION

Is a shared feature a difference? No. A shared feature is a similarity, and the question asks for a difference.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to turn the trap into a true difference by naming what each text does differently.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 7 of 36 · Cluster 1 · Module 3 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

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

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

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

“Structural difference first, in a full sentence. Then one detail from each text.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE The 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.

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 7 of 36 · Cluster 1 · Module 3 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“The 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.

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 7 of 36 · Cluster 1 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because both texts do use a character's experience, without noticing that the question asks for a difference.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is A.

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

A

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.

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

D

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



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Grade 5 · Cluster 1 · Paired Passages

TEKS 5.6(E) · Paired Passages · Week 7 of 36 · Cluster 1 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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.



The Writing Academy®, LLC

Grade 5 • Cluster 1 • Paired Passages

TEKS 5.6(E) • Paired Passages • Week 8 of 36 • Cluster 1 • Module 4 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

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

“This week we are finding a message that both texts teach, even though one is about animals and one is about a garden.”

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

“Each day we will practice a STAAR question about a shared message, and we will learn to spot answers that sound true but are not in the texts.”

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

PREP & MATERIALS: the Paired Passages slide deck for Cluster 1 Module 4 . a class or student copy of "The Ocean Lesson" and "The Garden That Wouldn't Grow" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain the difference between a topic and a message a text teaches.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice a message in one text."

EXACT TEKS WORDING

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

Notice the message in the 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.



The Writing Academy®, LLC

Grade 5 • Cluster 1 • Paired Passages • Monday

TEKS 5.6(E) • Paired Passages • Week 8 of 36 • Cluster 1 • Module 4 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

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

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

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

"Before we find a message in both texts, we identify the message in each one. Watch what Nyla learns."

▶ Read the line twice. Students circle words that show the message on the NOTICE row.

ANSWER KEY: Nyla learns about survival by observing closely. Message: careful observation builds understanding.

CHECK FOR UNDERSTANDING

Ask a student to describe what Nyla observes and what she learns from it.

COMMON MISCONCEPTION

Students may say the message is about animals. Animals are the topic, not the message.

POSSIBLE STUDENT QUESTION

What makes something a message instead of a topic? A message is a lesson the text teaches. A topic is just what it is about.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask how Nyla's understanding changes from the beach to the aquarium.

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.



The Writing Academy®, LLC

Grade 5 • Cluster 1 • Paired Passages • Tuesday

TEKS 5.6(E) • Paired Passages • Week 8 of 36 • Cluster 1 • Module 4 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

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

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

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

"A message must be taught by both texts, not just be something that sounds true. Check each choice against both."

▶ Students choose privately, then point to one line in each text that supports the message.

ANSWER KEY: A. Careful observation helps people understand and solve problems.

CHECK FOR UNDERSTANDING

Ask a student to name one line from the Garden that supports A.

COMMON MISCONCEPTION

Students may pick C because warm weather makes sense in real life. The Garden shows that more water made things worse.

POSSIBLE STUDENT QUESTION

What if a choice sounds like good advice? It still has to come from both texts, not just from real life.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student how Kendrix's observation changed her approach to the garden.

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.



The Writing Academy®, LLC

Grade 5 • Cluster 1 • Paired Passages • Wednesday

TEKS 5.6(E) • Paired Passages • Week 8 of 36 • Cluster 1 • Module 4 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

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

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

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

"We found the message in the Ocean Lesson. Now prove the Garden teaches it too."

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

ANSWER KEY: "Quietly observed the garden, paying closer attention" matches Nyla's careful watching in The Ocean Lesson.

CHECK FOR UNDERSTANDING

Ask a student to compare what Kendrix observes with what Nyla observes.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

Do both characters need to observe the same thing? No. The observation can be about different subjects as long as the message is the same.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask which character changes their behavior because of what they observe.

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.



The Writing Academy®, LLC

Grade 5 · Cluster 1 · Paired Passages · Thursday

TEKS 5.6(E) · Paired Passages · Week 8 of 36 · Cluster 1 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

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

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

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

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

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

ANSWER KEY: Example: Both texts show that careful observation helps people learn and make better decisions.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may write about only one text. A shared message names both.

POSSIBLE STUDENT QUESTION

Can the message be in my own words? Yes, as long as it matches what both texts teach.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student about a time when observing carefully helped them understand something.

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



The Writing Academy®, LLC

Grade 5 • Cluster 1 • Paired Passages • Friday

TEKS 5.6(E) • Paired Passages • Week 8 of 36 • Cluster 1 • Module 4 • slide 6 of 10

TEACHER SAYS & DOES • SLIDE 6 OF 10 •

Friday • DEFEND • Reflective

~4 min

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

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

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

"A trap can sound wise and true without being what the texts actually teach. Check both texts for support."

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

ANSWER KEY: Not in either text. Neither text delivers the message that nature is beautiful. Both teach about observation.

CHECK FOR UNDERSTANDING

Ask a student to find a line that shows what the texts actually teach.

COMMON MISCONCEPTION

Students may accept the trap because nature is beautiful is a common belief. Common beliefs are not always what texts teach.

POSSIBLE STUDENT QUESTION

Can a true fact be a wrong STAAR answer? Yes. If neither text teaches it, it does not belong.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to name what both texts actually focus on instead of beauty.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 8 of 36 · Cluster 1 · Module 4 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

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

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

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

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

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE 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.

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Grade 5 · Cluster 1 · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 8 of 36 · Cluster 1 · Module 4 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

"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.



The Writing Academy®, LLC

Grade 5 · Cluster 1 · Paired Passages

TEKS 5.6(E) · Paired Passages · Week 8 of 36 · Cluster 1 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing D because it sounds like good advice, without checking whether either text actually says every problem has a simple solution.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is C.

- A 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.



TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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.



The Writing Academy®, LLC

Grade 5 • Cluster 2 • Paired Passages

TEKS 5.6(E) • Paired Passages • Week 9 of 36 • Cluster 2 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

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

“This week we are comparing the people in two historical articles, one about Spanish settlers and one about Pilgrims.”

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

“Each day we will practice a STAAR question about how the people are alike, and we will learn to spot answers that belong to only one text.”

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

PREP & MATERIALS: the Paired Passages slide deck for Cluster 2 Module 1 . a class or student copy of "Spanish Rule in Early Texas" and "A Harvest to Remember" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name one challenge settlers face when they arrive in a new place.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice what people do in one text."

EXACT TEKS WORDING

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

Notice what 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.



The Writing Academy®, LLC

Grade 5 · Cluster 2 · Paired Passages · Monday

TEKS 5.6(E) · Paired Passages · Week 9 of 36 · Cluster 2 · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

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

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

"Before we compare people in two texts, we study what they do in each one. Start with the Spanish settlers."

▶ Read the line twice. Students circle words that show what the people did on the NOTICE row.

ANSWER KEY: The Spanish missionaries worked to convert Native Americans and teach them new skills.

CHECK FOR UNDERSTANDING

Ask a student to name one skill the missionaries taught.

COMMON MISCONCEPTION

Students may say the people are soldiers. The article discusses missionaries and soldiers, but the main focus is on the mission settlers.

POSSIBLE STUDENT QUESTION

Do I need to know every detail about the people? No. Focus on what they did and why.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask how Native Americans responded to the missions.

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.



The Writing Academy®, LLC

Grade 5 • Cluster 2 • Paired Passages • Tuesday

TEKS 5.6(E) • Paired Passages • Week 9 of 36 • Cluster 2 • Module 1 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

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

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

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

"A similarity means both groups of people did something alike. Check each choice against both texts."

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

ANSWER KEY: B. Both groups relied on help from others to survive.

CHECK FOR UNDERSTANDING

Ask a student to name who helped the Pilgrims and who helped the Spanish settlers.

COMMON MISCONCEPTION

Students may pick A because presidios sound important. Only the Spanish text mentions presidios.

POSSIBLE STUDENT QUESTION

Can people from different centuries be alike? Yes. The similarity is in what they did, not when they lived.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student what kind of help each group received.

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.



The Writing Academy®, LLC

Grade 5 • Cluster 2 • Paired Passages • Wednesday

TEKS 5.6(E) • Paired Passages • Week 9 of 36 • Cluster 2 • Module 1 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

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

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

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

"We saw what the Spanish settlers did. Now prove the Pilgrims followed a similar pattern."

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

ANSWER KEY: "With this help, the Pilgrims were able to grow enough food" shows reliance, just as Spanish Rule describes missions sharing skills.

CHECK FOR UNDERSTANDING

Ask a student what Squanto taught the Pilgrims.

COMMON MISCONCEPTION

Students may only explain the Pilgrim text. A similarity needs both texts.

POSSIBLE STUDENT QUESTION

Do the people need to receive the same kind of help? No. The pattern of needing and receiving help is the similarity.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask whether the Spanish or the Pilgrims arrived first in their new land.

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.



The Writing Academy®, LLC

Grade 5 · Cluster 2 · Paired Passages · Thursday

TEKS 5.6(E) · Paired Passages · Week 9 of 36 · Cluster 2 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

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

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

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

"Start with what the people share, then name each text."

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

ANSWER KEY: Example: Both the Spanish settlers and the Pilgrims needed help from others to build a life in a new place.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may compare locations instead of people. A comparison of people focuses on actions, not places.

POSSIBLE STUDENT QUESTION

Can I say both groups even though they are different people? Yes. Both groups is a clear way to compare.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student how the cooperation in each text changed the outcome for the settlers.

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.



The Writing Academy®, LLC

Grade 5 · Cluster 2 · Paired Passages · Friday

TEKS 5.6(E) · Paired Passages · Week 9 of 36 · Cluster 2 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

"Today's thinking job is DEFEND. I can defend against a trap and name it."

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

"A trap can use a real detail from one text and make it sound like it fits both. Always check."

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

ANSWER KEY: Only one text. The harvest celebration is in the Pilgrim article, not the Spanish article.

CHECK FOR UNDERSTANDING

Ask a student to search the Spanish text for any celebration and report what they find.

COMMON MISCONCEPTION

Students may accept the trap because celebrations sound positive. Positive details still need to appear in both texts.

POSSIBLE STUDENT QUESTION

How do I catch an Only one text trap? I search both texts for the detail and notice it is missing from one.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to name one event that happens only in the Spanish text.

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.

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Grade 5 · Cluster 2 · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 9 of 36 · Cluster 2 · Module 1 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

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

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

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

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

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE The 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.

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Grade 5 · Cluster 2 · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 9 of 36 · Cluster 2 · Module 1 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

"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.



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Grade 5 · Cluster 2 · Paired Passages

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TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing C because a celebration sounds like both texts, without checking whether the Spanish text describes a feast.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is B.

- A Both groups 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.**
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.



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TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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.



The Writing Academy®, LLC

Grade 5 • Cluster 2 • Paired Passages

TEKS 5.6(E) • Paired Passages • Week 10 of 36 • Cluster 2 • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

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

“This week we are analyzing what caused the people in both articles to take action.”

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

“Each day we will practice a STAAR question about shared causes, and we will learn to spot answers that sound true but are not in either text.”

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

PREP & MATERIALS: the Paired Passages slide deck for Cluster 2 Module 2 . a class or student copy of "Spanish Rule in Early Texas" and "A Harvest to Remember" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain the difference between a cause and an action.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice what 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.



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Grade 5 • Cluster 2 • Paired Passages • Monday

TEKS 5.6(E) • Paired Passages • Week 10 of 36 • Cluster 2 • Module 2 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

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

"Today's thinking job is NOTICE. I can notice what causes people to take action."

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

"Before we compare causes, we identify what drives the people in each text. Start with the Spanish."

▶ Read the line twice. Students circle words that show the cause on the NOTICE row.

ANSWER KEY: The Spanish built settlements because they wanted to expand, spread religion, and protect their land.

CHECK FOR UNDERSTANDING

Ask a student to list the three things that motivated the Spanish.

COMMON MISCONCEPTION

Students may say the cause is Texas. Texas is the location, not the cause of the actions.

POSSIBLE STUDENT QUESTION

What is the difference between a cause and an action? A cause is the reason. An action is what they did because of it.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing what causes people to act. Keep the demand at this level.

RAISE THE THINKING

Ask which motivation led to building missions and which led to building presidios.

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.



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Grade 5 • Cluster 2 • Paired Passages • Tuesday

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TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

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

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

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

"A shared cause means both groups acted for the same basic reason. Check each choice against both texts."

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

ANSWER KEY: C. Both groups faced challenges that pushed them to act.

CHECK FOR UNDERSTANDING

Ask a student to describe one challenge each group faced.

COMMON MISCONCEPTION

Students may pick A because exploration sounds historical. Neither text describes ocean exploration.

POSSIBLE STUDENT QUESTION

What if a cause sounds true but is not in the texts? Then it is a trap, even if it makes sense in real life.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a shared cause. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name one specific action each group took because of the need to survive.

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.



The Writing Academy®, LLC

Grade 5 • Cluster 2 • Paired Passages • Wednesday

TEKS 5.6(E) • Paired Passages • Week 10 of 36 • Cluster 2 • Module 2 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

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

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

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

"We found the cause in the Spanish text. Now prove the Pilgrims acted for the same reason."

▶ Take two or three answers. Push students to connect the cause to both texts.

ANSWER KEY: "Not used to the cold climate or the new land" in A Harvest to Remember matches the challenges described in Spanish Rule.

CHECK FOR UNDERSTANDING

Ask a student to name what the Pilgrims lacked when they first arrived.

COMMON MISCONCEPTION

Students may only describe the Pilgrims. A shared cause must reference both texts.

POSSIBLE STUDENT QUESTION

Can the specific challenges be different? Yes. The cause is the same: needing to survive in a new place.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask who helped the Pilgrims survive and what they taught them.

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.



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Grade 5 · Cluster 2 · Paired Passages · Thursday

TEKS 5.6(E) · Paired Passages · Week 10 of 36 · Cluster 2 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

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

"Today's thinking job is OWN. I can write about a shared cause in two texts."

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

"Start with the shared cause, then explain how each text shows it."

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

ANSWER KEY: Example: Both groups acted because survival in a new land required planning, cooperation, and change.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may name the actions instead of the cause. The cause is why they acted, not what they did.

POSSIBLE STUDENT QUESTION

Is a cause always stated directly? No. Sometimes I figure out the cause from the events.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student what would have happened if either group had not taken action.

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



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Grade 5 · Cluster 2 · Paired Passages · Friday

TEKS 5.6(E) · Paired Passages · Week 10 of 36 · Cluster 2 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

"Today's thinking job is DEFEND. I can defend against a trap about causes."

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

"A trap can sound reasonable without being in the texts. Check both texts for evidence."

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

ANSWER KEY: Not in either text. Wealth is not stated as a cause in either article.

CHECK FOR UNDERSTANDING

Ask a student to find the real causes stated in each text.

COMMON MISCONCEPTION

Students may accept the trap because wealth is a common reason in history. Common does not mean it is in these texts.

POSSIBLE STUDENT QUESTION

Can I assume a cause that sounds right? No. The cause must come from the text, not from background knowledge.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a cause is not in the texts. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name the causes that are actually stated in each text.

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.

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Grade 5 · Cluster 2 · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 10 of 36 · Cluster 2 · Module 2 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

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

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

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

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

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE 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.

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Grade 5 · Cluster 2 · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 10 of 36 · Cluster 2 · Module 2 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“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.



The Writing Academy®, LLC

Grade 5 · Cluster 2 · Paired Passages

TEKS 5.6(E) · Paired Passages · Week 10 of 36 · Cluster 2 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because gold sounds like a historical motive, without checking whether either text mentions it.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is C.

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.



The Writing Academy®, LLC

Grade 5 · Cluster 2 · Paired Passages

TEKS 5.6(E) · Paired Passages · Week 10 of 36 · Cluster 2 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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.



The Writing Academy®, LLC

Grade 5 • Cluster 2 • Paired Passages

TEKS 5.6(E) • Paired Passages • Week 11 of 36 • Cluster 2 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

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

“This week we are searching for details that appear in only one of our two historical articles.”

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

“Each day we will practice a STAAR question about which text contains a detail, and we will learn to spot traps that put the detail in the wrong text.”

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

PREP & MATERIALS: the Paired Passages slide deck for Cluster 2 Module 3 . a class or student copy of "Spanish Rule in Early Texas" and "A Harvest to Remember" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name one thing they remember from each article.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice 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.



The Writing Academy®, LLC

Grade 5 · Cluster 2 · Paired Passages · Monday

TEKS 5.6(E) · Paired Passages · Week 11 of 36 · Cluster 2 · Module 3 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

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

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

"Today we are looking for details that appear in only one text. Start by finding one in the Harvest."

▶ Read the line twice. Students circle the detail on the NOTICE row.

ANSWER KEY: Squanto taught the Pilgrims specific survival skills. This detail is only in the Harvest text.

CHECK FOR UNDERSTANDING

Ask a student to name two things Squanto taught the Pilgrims.

COMMON MISCONCEPTION

Students may say both texts mention a helper. The Spanish text has missionaries, but Squanto is named only in the Harvest.

POSSIBLE STUDENT QUESTION

Can both texts mention helping without sharing this detail?
Yes. The specific person and skills are unique to the Harvest.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask why Squanto's knowledge was important for the Pilgrims.

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.



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Grade 5 • Cluster 2 • Paired Passages • Tuesday

TEKS 5.6(E) • Paired Passages • Week 11 of 36 • Cluster 2 • Module 3 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

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

"Today's thinking job is CHOOSE. I can choose a detail found in only one text."

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

"Check each choice against both texts. The correct answer must be in the Harvest and missing from the Spanish text."

▶ Students choose privately, then confirm the detail is in the Harvest and not the Spanish text.

ANSWER KEY: B. A specific person taught settlers to use local resources.

CHECK FOR UNDERSTANDING

Ask a student to explain why A is in the wrong text.

COMMON MISCONCEPTION

Students may pick A because it sounds historical. Soldiers guarding the area is in the Spanish text, not the Harvest.

POSSIBLE STUDENT QUESTION

What if a detail sounds like it could be in both? I check the actual words. If it is only in one, that is the answer.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to name one detail from the Spanish text that is not in the Harvest.

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.



The Writing Academy®, LLC

Grade 5 · Cluster 2 · Paired Passages · Wednesday

TEKS 5.6(E) · Paired Passages · Week 11 of 36 · Cluster 2 · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

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

"Today's thinking job is SHOW. I can show that a detail is missing from a second text."

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

"We found the detail in the Harvest. Now prove it is missing from the Spanish text."

▶ Take two or three answers. Push students to name what the Spanish text says instead.

ANSWER KEY: "A man named Squanto taught the Pilgrims how to grow crops" is specific. Spanish Rule describes missionaries in general.

CHECK FOR UNDERSTANDING

Ask a student to describe what the missionaries did in the Spanish text.

COMMON MISCONCEPTION

Students may say missionaries also taught skills. The Spanish text describes teaching Spanish customs, not teaching settlers to use local resources.

POSSIBLE STUDENT QUESTION

Can teaching appear in both texts even if this detail is missing? Yes. The specific detail about one person and local resources is unique to the Harvest.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining why a detail is missing from a second text. Keep the demand at this level.

RAISE THE THINKING

Ask what kinds of skills the missionaries taught compared with what Squanto taught.

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.



The Writing Academy®, LLC

Grade 5 · Cluster 2 · Paired Passages · Thursday

TEKS 5.6(E) · Paired Passages · Week 11 of 36 · Cluster 2 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

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

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

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

"Name the detail, say which text it belongs to, and explain why it is not in the other."

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

ANSWER KEY: Example: Squanto teaching the Pilgrims to farm and fish is a detail found only in the Harvest.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and confirm it is only in the Harvest.

COMMON MISCONCEPTION

Students may write a detail from both texts. This question asks for only one.

POSSIBLE STUDENT QUESTION

Can I pick any detail that is missing? Yes, as long as it truly appears in one text and not the other.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to name one detail from the Spanish text that does not appear in the Harvest.

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.



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Grade 5 · Cluster 2 · Paired Passages · Friday

TEKS 5.6(E) · Paired Passages · Week 11 of 36 · Cluster 2 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

"Today's thinking job is DEFEND. I can defend against a trap and name it."

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

"A trap can put a real detail in the wrong text. Always check which text actually contains the detail."

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

ANSWER KEY: Texts switched. Presidios are in the Spanish text, not the Harvest.

CHECK FOR UNDERSTANDING

Ask a student to name the text that describes presidios.

COMMON MISCONCEPTION

Students may confuse the two texts because both are historical. The details belong to specific texts.

POSSIBLE STUDENT QUESTION

How do I catch a Texts switched trap? I find the detail and check which text it actually comes from.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student what the Harvest text describes instead of forts.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 11 of 36 · Cluster 2 · Module 3 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

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

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

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

"Name the detail, say which text it belongs to, and explain why it is missing from the other."

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE The 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.

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Grade 5 · Cluster 2 · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 11 of 36 · Cluster 2 · Module 3 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

"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.



The Writing Academy®, LLC

Grade 5 · Cluster 2 · Paired Passages

TEKS 5.6(E) · Paired Passages · Week 11 of 36 · Cluster 2 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because soldiers sound like they could be in both texts, without checking that soldiers are only in the Spanish text.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is A.

A 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.

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.

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.

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.



TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

Two texts can 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.



The Writing Academy®, LLC

Grade 5 • Cluster 2 • Paired Passages

TEKS 5.6(E) • Paired Passages • Week 12 of 36 • Cluster 2 • Module 4 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

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

“This week we are finding a conclusion that both historical articles support with their evidence.”

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

“Each day we will practice a STAAR question about shared conclusions, and we will learn to spot answers that claim more than the texts actually prove.”

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

PREP & MATERIALS: the Paired Passages slide deck for Cluster 2 Module 4 . a class or student copy of "Spanish Rule in Early Texas" and "A Harvest to Remember" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain the difference between a fact from one text and a conclusion from both.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice a conclusion one text supports."

EXACT TEKS WORDING

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

Notice a conclusion 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.



The Writing Academy®, LLC

Grade 5 • Cluster 2 • Paired Passages • Monday

TEKS 5.6(E) • Paired Passages • Week 12 of 36 • Cluster 2 • Module 4 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

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

"Today's thinking job is NOTICE. I can notice a conclusion one text supports."

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

"Before we find a shared conclusion, we identify what each text helps prove. Start with the Spanish text."

▶ Read the line twice. Students circle words that support the conclusion on the NOTICE row.

ANSWER KEY: The text proves that settling in a new place creates lasting change. Early actions shaped future culture.

CHECK FOR UNDERSTANDING

Ask a student to name one lasting effect of the Spanish settlements in Texas.

COMMON MISCONCEPTION

Students may say the conclusion is about Texas. Texas is the setting, not the conclusion.

POSSIBLE STUDENT QUESTION

What makes something a conclusion? A conclusion is a big idea that the text's evidence supports.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a conclusion one text supports. Keep the demand at this level.

RAISE THE THINKING

Ask what parts of Texas culture today came from Spanish influence.

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.



The Writing Academy®, LLC

Grade 5 • Cluster 2 • Paired Passages • Tuesday

TEKS 5.6(E) • Paired Passages • Week 12 of 36 • Cluster 2 • Module 4 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

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

"Today's thinking job is CHOOSE. I can choose a conclusion both texts support."

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

"A conclusion must be supported by evidence in both texts. Watch for claims that stretch beyond what the texts prove."

▶ Students choose privately, then find one line in each text that supports the conclusion.

ANSWER KEY: A. Early settlements had lasting effects on the cultures that followed.

CHECK FOR UNDERSTANDING

Ask a student to name one lasting effect from each text.

COMMON MISCONCEPTION

Students may pick B because it sounds fair. Neither text says all settlers were treated fairly. That goes too far.

POSSIBLE STUDENT QUESTION

What does goes too far mean? It means the claim says more than the texts can prove.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a conclusion both texts support. Keep the demand at this level.

RAISE THE THINKING

Ask a student how the Pilgrim celebration connects to a lasting tradition.

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.



The Writing Academy®, LLC

Grade 5 · Cluster 2 · Paired Passages · Wednesday

TEKS 5.6(E) · Paired Passages · Week 12 of 36 · Cluster 2 · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

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

"Today's thinking job is SHOW. I can show how a second text supports the same conclusion."

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

"We found the conclusion in the Spanish text. Now prove the Harvest text supports it too."

▶ Take two or three answers. Push students to connect the evidence to the conclusion.

ANSWER KEY: "The holiday is often connected to this early gathering" shows the Pilgrims created a lasting tradition, just as Spanish missions shaped Texas.

CHECK FOR UNDERSTANDING

Ask a student to name the tradition that connects to the Pilgrim celebration.

COMMON MISCONCEPTION

Students may only describe the Harvest. A supported conclusion needs evidence from both texts.

POSSIBLE STUDENT QUESTION

Do both texts need to use the word conclusion? No. The evidence supports it even if the word is not used.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask whether the effects in each text were planned or unexpected.

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.



The Writing Academy®, LLC

Grade 5 · Cluster 2 · Paired Passages · Thursday

TEKS 5.6(E) · Paired Passages · Week 12 of 36 · Cluster 2 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

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

"Today's thinking job is OWN. I can write a conclusion both texts support."

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

"Start with the conclusion, then name both texts and their evidence."

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

ANSWER KEY: Example: Both texts show that what people did centuries ago still affects how we live today.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may write a summary of one text instead of a conclusion both support.

POSSIBLE STUDENT QUESTION

Can a conclusion be something neither text says directly? Yes, if the evidence in both texts points to it.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to name a tradition from their own life that has historical roots.

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



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Grade 5 · Cluster 2 · Paired Passages · Friday

TEKS 5.6(E) · Paired Passages · Week 12 of 36 · Cluster 2 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

⌚ ~4 min

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

"Today's thinking job is DEFEND. I can defend against a trap about conclusions."

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

"A trap can take a true idea and push it further than the texts support. Check whether every part of the claim is backed by evidence."

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

ANSWER KEY: Goes too far. The texts show effects, not that every culture was improved. The Spanish text mentions loss.

CHECK FOR UNDERSTANDING

Ask a student to find a line that shows settlement caused problems, not just improvements.

COMMON MISCONCEPTION

Students may accept the trap because settlement did create changes. Changes are not the same as improvements for everyone.

POSSIBLE STUDENT QUESTION

Can a conclusion go too far even if part of it is true? Yes. If any part is not supported by the texts, the whole conclusion goes too far.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a conclusion goes too far. Keep the demand at this level.

RAISE THE THINKING

Ask a student how the Spanish text shows that settlement was not always positive.

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.

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Grade 5 · Cluster 2 · Paired Passages



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TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

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

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

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

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

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE The 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.

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Grade 5 · Cluster 2 · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 12 of 36 · Cluster 2 · Module 4 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“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.



The Writing Academy®, LLC

Grade 5 · Cluster 2 · Paired Passages

TEKS 5.6(E) · Paired Passages · Week 12 of 36 · Cluster 2 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because peaceful relationships sound positive, without noticing that the Spanish text mentions conflict and loss.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is C.

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.



TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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.



The Writing Academy®, LLC

Grade 5 • Cluster 3 • Paired Passages

TEKS 5.6(E) • Paired Passages • Week 13 of 36 • Cluster 3 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

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

“This week we are reading a poem and a drama together. They are different kinds of texts, but they can develop the same idea.”

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

“Each day we will practice a STAAR question about how different text types develop a shared idea, and we will learn to spot answers that name a topic instead of an idea.”

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

PREP & MATERIALS: the Paired Passages slide deck for Cluster 3 Module 1 . a class or student copy of "Our Rights, Our Voices" and "A Voice of Their Own" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name one difference between a poem and a drama.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice an idea in one text."

EXACT TEKS WORDING

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

Notice the idea in the poem.

Read the 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.



The Writing Academy®, LLC

Grade 5 • Cluster 3 • Paired Passages • Monday

TEKS 5.6(E) • Paired Passages • Week 13 of 36 • Cluster 3 • Module 1 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

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

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

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

"Before we connect a poem and a drama, we find the idea in each one. Watch what the poem teaches."

▶ Read the line twice. Students circle words that show the idea on the NOTICE row.

ANSWER KEY: The poem teaches that written rights protect people's freedoms and keep things fair.

CHECK FOR UNDERSTANDING

Ask a student to explain why the leaders wrote down the rights.

COMMON MISCONCEPTION

Students may say the idea is about laws. Laws are the topic, not the idea the poem develops.

POSSIBLE STUDENT QUESTION

Can a poem teach an idea the same way an article does? Yes. The poem uses rhythm and rhyme, but the idea is still there.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask which amendment the poem describes first and what it protects.

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.



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Grade 5 · Cluster 3 · Paired Passages · Tuesday

TEKS 5.6(E) · Paired Passages · Week 13 of 36 · Cluster 3 · Module 1 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

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

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

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

"The idea must be developed in both the poem and the drama. Check each choice against both."

▶ Students choose privately, then point to one line in each text that develops the idea.

ANSWER KEY: C. Both texts develop the idea that people deserve a voice.

CHECK FOR UNDERSTANDING

Ask a student to name a line from the drama that matches this idea.

COMMON MISCONCEPTION

Students may pick A because the amendments are listed in the poem. The drama never lists the ten amendments.

POSSIBLE STUDENT QUESTION

Can different kinds of texts develop the same idea? Yes. A poem and a drama can teach the same lesson in different ways.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a shared idea from different text types. Keep the demand at this level.

RAISE THE THINKING

Ask how the poem develops the idea differently from the drama.

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.



The Writing Academy®, LLC

Grade 5 · Cluster 3 · Paired Passages · Wednesday

TEKS 5.6(E) · Paired Passages · Week 13 of 36 · Cluster 3 · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

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

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

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

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

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

ANSWER KEY: Thomas wants to be heard, matching the poem's idea that rights protect people's voices.

CHECK FOR UNDERSTANDING

Ask a student to find a poem line that matches Thomas's desire to be heard.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

Do both texts use the same words? No. The poem talks about written rights, and the drama talks about wanting a voice. Both develop the same idea.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two text types develop a shared idea. Keep the demand at this level.

RAISE THE THINKING

Ask whether the poem or the drama came first in history and what difference that makes.

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.



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Grade 5 · Cluster 3 · Paired Passages · Thursday

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TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

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

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

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

"Start with the shared idea, then say how each text develops it."

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

ANSWER KEY: Example: Both texts show that people's voices and freedoms should be protected.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may write about only one text. A connection names both.

POSSIBLE STUDENT QUESTION

Can my sentence mention both a poem and a drama? Yes. That shows the reader which texts I am connecting.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student why the writers chose different forms to develop the same idea.

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.



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Grade 5 · Cluster 3 · Paired Passages · Friday

TEKS 5.6(E) · Paired Passages · Week 13 of 36 · Cluster 3 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

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

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

"A trap can name something both texts mention without naming the idea they share. Look for the deeper idea."

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

ANSWER KEY: Shared topic, not shared idea. Government is the topic. The idea is that people deserve a voice and protections.

CHECK FOR UNDERSTANDING

Ask a student to name the idea, not just the topic, that both texts develop.

COMMON MISCONCEPTION

Students may accept the trap because government appears in both texts. A topic is not the same as an idea.

POSSIBLE STUDENT QUESTION

Is a topic ever an idea? No. A topic is what the text is about. An idea is what the text teaches or shows.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a topic is not a shared idea. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name the idea both texts develop beyond the topic of government.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Paired Passages



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TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

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

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

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

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

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE The poem 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.

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Grade 5 · Cluster 3 · Paired Passages



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TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

"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.



The Writing Academy®, LLC

Grade 5 · Cluster 3 · Paired Passages

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TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because the poem lists the amendments, without checking whether the drama also lists them.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is D.

- A Both texts 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.



The Writing Academy®, LLC

Grade 5 · Cluster 3 · Paired Passages

TEKS 5.6(E) · Paired Passages · Week 13 of 36 · Cluster 3 · Module 1 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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.



The Writing Academy®, LLC

Grade 5 • Cluster 3 • Paired Passages

TEKS 5.6(E) • Paired Passages • Week 14 of 36 • Cluster 3 • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

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

“This week we are matching lines between the poem and the drama to find similar ideas.”

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

“Each day we will practice a STAAR question about matching lines, and we will learn to spot traps that use a correct detail with the wrong idea.”

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

PREP & MATERIALS: the Paired Passages slide deck for Cluster 3 Module 2 . a class or student copy of "Our Rights, Our Voices" and "A Voice of Their Own" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain what it means for two lines to express the same idea.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice 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.



The Writing Academy®, LLC

Grade 5 · Cluster 3 · Paired Passages · Monday

TEKS 5.6(E) · Paired Passages · Week 14 of 36 · Cluster 3 · Module 2 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

"Today's thinking job is NOTICE. I can notice what a line means."

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

"Today we are matching ideas between a poem and a drama. Start by understanding what each line means."

▶ Read the line twice. Students circle words that show the idea on the NOTICE row.

ANSWER KEY: The poem says amendments protect people by limiting what the government can do.

CHECK FOR UNDERSTANDING

Ask a student to explain what protecting the rights of me and you means.

COMMON MISCONCEPTION

Students may say the idea is about the government. The government is the topic. The idea is about protection.

POSSIBLE STUDENT QUESTION

How do I know what a line means? I look at what the words actually say and think about the bigger idea.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the meaning of a line. Keep the demand at this level.

RAISE THE THINKING

Ask how the rights protect people in their daily lives.

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.



The Writing Academy®, LLC

Grade 5 · Cluster 3 · Paired Passages · Tuesday

TEKS 5.6(E) · Paired Passages · Week 14 of 36 · Cluster 3 · Module 2 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

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

"Today's thinking job is CHOOSE. I can choose a line that expresses a similar idea."

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

"Match by meaning, not by exact words. The drama line must express the same idea as the poem."

▶ Students choose privately, then explain how the drama line matches the poem's idea.

ANSWER KEY: B. People deserve a say in the laws that affect them.

CHECK FOR UNDERSTANDING

Ask a student to explain how B matches the poem's idea about protected rights.

COMMON MISCONCEPTION

Students may pick A because it mentions rules and government. A states how things are, not the idea of protecting rights.

POSSIBLE STUDENT QUESTION

Can a match use completely different words? Yes. The meaning is what matters, not the exact words.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a matching line from another text. Keep the demand at this level.

RAISE THE THINKING

Ask how A and B are different in meaning even though both mention government.

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.



The Writing Academy®, LLC

Grade 5 · Cluster 3 · Paired Passages · Wednesday

TEKS 5.6(E) · Paired Passages · Week 14 of 36 · Cluster 3 · Module 2 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

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

"Today's thinking job is SHOW. I can show why two lines from different texts match."

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

"We found the matching lines. Now explain why they express the same idea."

▶ Take two or three answers. Push students to connect the meanings of both lines.

ANSWER KEY: "It seems fair for those people to have a voice" matches the poem's message about rights protecting freedoms.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may repeat the lines without explaining the connection. The explanation must show how the meanings match.

POSSIBLE STUDENT QUESTION

Do I explain both lines or just one? Both. A match means I show how the meanings connect.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining why two lines match in meaning. Keep the demand at this level.

RAISE THE THINKING

Ask what would happen if people did not have the protections the poem describes.

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.



The Writing Academy®, LLC

Grade 5 · Cluster 3 · Paired Passages · Thursday

TEKS 5.6(E) · Paired Passages · Week 14 of 36 · Cluster 3 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

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

"Today's thinking job is OWN. I can write about how two lines match in meaning."

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

"Name the lines from each text and explain the shared meaning."

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

ANSWER KEY: Example: Both lines express the idea that people deserve protections and a say in decisions.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and name the two lines they matched.

COMMON MISCONCEPTION

Students may describe only one line. A match needs both.

POSSIBLE STUDENT QUESTION

Can I use my own words to explain the match? Yes. Use your own words to show how the meanings connect.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to find another pair of matching lines from the poem and drama.

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.



The Writing Academy®, LLC

Grade 5 · Cluster 3 · Paired Passages · Friday

TEKS 5.6(E) · Paired Passages · Week 14 of 36 · Cluster 3 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

"Today's thinking job is DEFEND. I can defend against a trap about matching lines."

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

"A trap can use a real detail and connect it to the wrong idea. Check whether the meanings actually match."

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

ANSWER KEY: Right detail, wrong idea. Mentioning rules does not mean the line matches the poem's idea about protection.

CHECK FOR UNDERSTANDING

Ask a student to explain the difference between stating who makes rules and protecting people's rights.

COMMON MISCONCEPTION

Students may accept the trap because both lines mention rules or laws. Sharing a word does not mean sharing an idea.

POSSIBLE STUDENT QUESTION

Can two lines share a word but not share an idea? Yes. The word rules appears in both, but the meanings are different.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a detail does not support the right idea. Keep the demand at this level.

RAISE THE THINKING

Ask a student how the drama line about the king could be changed to match the poem's idea.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 14 of 36 · Cluster 3 · Module 2 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

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

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

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

"Name the two lines, then write the idea they share."

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE The poem 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.



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Grade 5 · Cluster 3 · Paired Passages

TEKS 5.6(E) · Paired Passages · Week 14 of 36 · Cluster 3 · Module 2 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

"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.



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Grade 5 · Cluster 3 · Paired Passages

TEKS 5.6(E) · Paired Passages · Week 14 of 36 · Cluster 3 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because it mentions rules, without checking whether the meaning matches the poem's idea about protection.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is B.

- A** **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.



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Grade 5 · Cluster 3 · Paired Passages

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TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

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

"The answer is B. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

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.



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Grade 5 • Cluster 3 • Paired Passages

TEKS 5.6(E) • Paired Passages • Week 15 of 36 • Cluster 3 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are comparing the purposes of a poem and an article. They cover related topics but were written for different reasons.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the *What does this mean to me* box in your own warm voice.

“Each day we will practice a STAAR question about different purposes, and we will learn to spot answers that describe a similarity instead of a difference.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 3 Module 3 . a class or student copy of "Our Rights, Our Voices" and "Words That Changed a Nation" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain what purpose means when talking about a text.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice 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.



The Writing Academy®, LLC

Grade 5 • Cluster 3 • Paired Passages • Monday

TEKS 5.6(E) • Paired Passages • Week 15 of 36 • Cluster 3 • Module 3 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice the purpose of one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Before we compare purposes, we identify why each text was written. Start with the poem."

▶ Read the line twice. Students circle words that show the purpose on the NOTICE row.

ANSWER KEY: The poem teaches the Bill of Rights so people can understand and remember each rule.

CHECK FOR UNDERSTANDING

Ask a student to explain what the poem is trying to help readers do.

COMMON MISCONCEPTION

Students may say the purpose is to list laws. The poem does list rights, but its purpose is to teach them.

POSSIBLE STUDENT QUESTION

What is the difference between a topic and a purpose? A topic is what the text is about. A purpose is why it was written.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the purpose of one text. Keep the demand at this level.

RAISE THE THINKING

Ask why the writer chose to use rhyme to teach the rights.

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.



The Writing Academy®, LLC

Grade 5 • Cluster 3 • Paired Passages • Tuesday

TEKS 5.6(E) • Paired Passages • Week 15 of 36 • Cluster 3 • Module 3 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a difference in purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A difference in purpose means each text was written for a different reason. Watch for similarities."

▶ Students choose privately, then point to one detail in each text that shows the different purpose.

ANSWER KEY: A. The poem teaches each right; the article explains a historical event.

CHECK FOR UNDERSTANDING

Ask a student to name one right the poem teaches and one event the article explains.

COMMON MISCONCEPTION

Students may pick C because rhyme sounds like a purpose. Only the poem uses rhyme, not the article.

POSSIBLE STUDENT QUESTION

Can two texts about rights have different purposes? Yes. One can teach the rights, and another can explain why they exist.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a difference in purpose. Keep the demand at this level.

RAISE THE THINKING

Ask what the article would be like if it used rhyme like the poem.

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.



The Writing Academy®, LLC

Grade 5 • Cluster 3 • Paired Passages • Wednesday

TEKS 5.6(E) • Paired Passages • Week 15 of 36 • Cluster 3 • Module 3 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a second text has a different purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We saw the poem's purpose. Now prove the article was written for a different reason."

▶ Take two or three answers. Push students to name each text's purpose.

ANSWER KEY: "Explained the ideas the new nation would be built on" shows the article's historical purpose, unlike the poem's teaching purpose.

CHECK FOR UNDERSTANDING

Ask a student to describe what historical event the article explains.

COMMON MISCONCEPTION

Students may only describe the article. A purpose comparison needs both texts.

POSSIBLE STUDENT QUESTION

Can two texts about the same topic have different purposes? Yes. Topic and purpose are separate.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two texts have different purposes. Keep the demand at this level.

RAISE THE THINKING

Ask which text a student would use to study for a test on the Bill of Rights and why.

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.



The Writing Academy®, LLC

Grade 5 · Cluster 3 · Paired Passages · Thursday

TEKS 5.6(E) · Paired Passages · Week 15 of 36 · Cluster 3 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write about a difference in purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Start with why each text was written, then name both texts."

▶ Students write the difference as a full sentence on the OWN row.

ANSWER KEY: Example: The poem teaches the amendments. The article explains the Declaration's history.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and prove the purposes are different.

COMMON MISCONCEPTION

Students may write about what the texts are about instead of why they were written.

POSSIBLE STUDENT QUESTION

Is purpose the same as topic? No. The topic is what the text covers. The purpose is why it was created.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a purpose difference independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name another text they have read and describe its purpose.

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.



The Writing Academy®, LLC

Grade 5 · Cluster 3 · Paired Passages · Friday

TEKS 5.6(E) · Paired Passages · Week 15 of 36 · Cluster 3 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend against a trap about purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A trap can be true but not answer the question. If STAAR asks for a different purpose, a similarity is wrong."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: Similarity, not a difference. Both mention rights, but their purposes for writing are different.

CHECK FOR UNDERSTANDING

Ask a student what the question is really asking about.

COMMON MISCONCEPTION

Students may accept the trap because both texts do mention rights. Mentioning rights is not the same as having the same purpose.

POSSIBLE STUDENT QUESTION

Can two texts share a topic but have different purposes? Yes. That is exactly what this week's question asks.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a similarity is not a purpose difference. Keep the demand at this level.

RAISE THE THINKING

Ask a student to describe the poem's purpose and the article's purpose separately.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 15 of 36 · Cluster 3 · Module 3 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to use the question on your own."

▶ Read the Your Turn task. Students work independently on the tracking sheet.

"Purpose difference first, in a full sentence. Then one proof line from each text."

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE The 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.

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 15 of 36 · Cluster 3 · Module 3 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

"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.

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 15 of 36 · Cluster 3 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, worded the way the STAAR test words it."

▶ Read the excerpt and the question aloud.

"Read all four choices. Cross out each trap and say its name before you choose."

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because both texts mention rights, without noticing that the article focuses on the Declaration's history, not the Bill of Rights.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is C.

- A Both texts 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.**
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.**
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.**
Reversed Meaning: Opposite of the text. It is the article that describes events, and the poem that uses rhyme.



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Grade 5 · Cluster 3 · Paired Passages

TEKS 5.6(E) · Paired Passages · Week 15 of 36 · Cluster 3 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is C. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

Two texts can 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.



The Writing Academy®, LLC

Grade 5 • Cluster 3 • Paired Passages

TEKS 5.6(E) • Paired Passages • Week 16 of 36 • Cluster 3 • Module 4 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are finding an idea that both the poem and the article develop together.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice a STAAR question about a shared idea, and we will learn to spot answers that sound not in either text but are not developed in both texts.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 3 Module 4 . a class or student copy of "Our Rights, Our Voices" and "Words That Changed a Nation" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain what it means for a text to develop an idea.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice 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.



The Writing Academy®, LLC

Grade 5 · Cluster 3 · Paired Passages · Monday

TEKS 5.6(E) · Paired Passages · Week 16 of 36 · Cluster 3 · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice an idea developed in one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Before we compare two texts, we need to see the deeper idea in each. Start with the poem."

▶ Read the line twice. Students circle words that show the idea on the NOTICE row.

ANSWER KEY: The poem develops the idea that written rights exist to protect fairness for everyone.

CHECK FOR UNDERSTANDING

Ask a student to explain what fairness means in the context of the poem.

COMMON MISCONCEPTION

Students may say the idea is about amendments. Amendments are the structure, not the deeper idea.

POSSIBLE STUDENT QUESTION

What is the difference between a detail and a developed idea? A detail is one fact. A developed idea is built throughout the text.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a developed idea in one text. Keep the demand at this level.

RAISE THE THINKING

Ask which amendments in the poem deal most directly with fairness.

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.



The Writing Academy®, LLC

Grade 5 • Cluster 3 • Paired Passages • Tuesday

TEKS 5.6(E) • Paired Passages • Week 16 of 36 • Cluster 3 • Module 4 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose an idea developed in both texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The idea must be developed in both texts, not just sound reasonable. Check each choice against both."

▶ Students choose privately, then point to one line in each text that develops the idea.

ANSWER KEY: B. People have rights that should be protected from being taken away.

CHECK FOR UNDERSTANDING

Ask a student to name a line from the article that develops this idea.

COMMON MISCONCEPTION

Students may pick A because fair decisions sound positive. Neither text says leaders always make fair decisions.

POSSIBLE STUDENT QUESTION

What if a choice sounds like good advice? It still must be developed in both texts to be correct.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting an idea developed in both texts. Keep the demand at this level.

RAISE THE THINKING

Ask how the article and the poem each explain why rights need protection.

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.



The Writing Academy®, LLC

Grade 5 · Cluster 3 · Paired Passages · Wednesday

TEKS 5.6(E) · Paired Passages · Week 16 of 36 · Cluster 3 · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a second text develops a shared idea."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We found the idea in the poem. Now prove the article develops it too."

▶ Take two or three answers. Push students to name one line from each text.

ANSWER KEY: The article describes natural rights. The poem lists protections. Both develop the same idea.

CHECK FOR UNDERSTANDING

Ask a student to explain what natural rights means in the article.

COMMON MISCONCEPTION

Students may only explain the article. A connection needs both texts.

POSSIBLE STUDENT QUESTION

Can both texts develop the same idea using different words? Yes. Different words can build the same deeper idea.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two texts develop a shared idea. Keep the demand at this level.

RAISE THE THINKING

Ask which text focuses on the rights themselves and which focuses on why they were created.

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.



The Writing Academy®, LLC

Grade 5 · Cluster 3 · Paired Passages · Thursday

TEKS 5.6(E) · Paired Passages · Week 16 of 36 · Cluster 3 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write about an idea developed in both texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Start with the shared idea, then say how each text develops it."

▶ Students write the idea as a full sentence on the OWN row.

ANSWER KEY: Example: Both texts develop the idea that people's rights deserve protection.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and prove it with both texts.

COMMON MISCONCEPTION

Students may describe only one text. A shared idea names both.

POSSIBLE STUDENT QUESTION

Can I talk about the bigger idea without listing every detail? Yes. The idea is the deeper meaning, not every fact.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a shared idea independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student why both the Declaration and the Bill of Rights were written.

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 | I can prove why a statement that sounds true goes beyond what the texts say.



The Writing Academy®, LLC

Grade 5 · Cluster 3 · Paired Passages · Friday

TEKS 5.6(E) · Paired Passages · Week 16 of 36 · Cluster 3 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend against a trap about ideas."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A trap can take an idea from the text and push it further than the evidence supports. Check both texts."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: Not in either text. The article shows that problems continued even after rights were written down.

CHECK FOR UNDERSTANDING

Ask a student to find a line showing that problems remained after the documents were created.

COMMON MISCONCEPTION

Students may accept the trap because writing down rights is positive. Positive does not mean it solved everything.

POSSIBLE STUDENT QUESTION

Can a partially true idea still be a trap? Yes. If any part goes beyond what the texts say, it is a trap.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a claim goes beyond the texts. Keep the demand at this level.

RAISE THE THINKING

Ask what the article says about who was not fully included when the Declaration was written.

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.

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Grade 5 · Cluster 3 · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 16 of 36 · Cluster 3 · Module 4 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Idea first, in a full sentence. Then one proof line from each text.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE The 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.

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Grade 5 · Cluster 3 · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 16 of 36 · Cluster 3 · Module 4 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

"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.



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Grade 5 · Cluster 3 · Paired Passages

TEKS 5.6(E) · Paired Passages · Week 16 of 36 · Cluster 3 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, worded the way the STAAR test words it."

▶ Read the excerpt and the question aloud.

"Read all four choices. Cross out each trap and say its name before you choose."

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing D because fair leadership sounds positive, without checking whether either text actually says leaders always agree.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is B.

- A 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.



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Grade 5 · Cluster 3 · Paired Passages

TEKS 5.6(E) · Paired Passages · Week 16 of 36 · Cluster 3 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is B. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

Two texts 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.



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Grade 5 • Cluster 4 • Paired Passages

TEKS 5.6(E) • Paired Passages • Week 17 of 36 • Cluster 4 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are comparing the experiences described in an article and a poem.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice a STAAR question about shared experiences, and we will learn to spot answers that describe something from only one text.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 4 Module 1 . a class or student copy of "The Garden That Wouldn't Grow" and "Try, Learn, Change" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain the difference between an event and an experience.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice an 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.



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Grade 5 · Cluster 4 · Paired Passages · Monday

TEKS 5.6(E) · Paired Passages · Week 17 of 36 · Cluster 4 · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice an experience in one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Before we compare experiences, we identify what each text describes. Watch what Kendrix goes through."

▶ Read the line twice. Students circle words that show the experience on the NOTICE row.

ANSWER KEY: Kendrix tries to help but makes things worse. She learns to observe before acting.

CHECK FOR UNDERSTANDING

Ask a student to describe what happened when Kendrix added more water.

COMMON MISCONCEPTION

Students may say the experience is about gardening. Gardening is the topic, not the experience of learning from a mistake.

POSSIBLE STUDENT QUESTION

What is the difference between an event and an experience? An event is what happens. An experience includes what the person feels and learns.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing an experience in one text. Keep the demand at this level.

RAISE THE THINKING

Ask how Kendrix felt when her plan did not work.

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.



The Writing Academy®, LLC

Grade 5 · Cluster 4 · Paired Passages · Tuesday

TEKS 5.6(E) · Paired Passages · Week 17 of 36 · Cluster 4 · Module 1 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a shared experience."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A shared experience means both texts describe people going through something similar. Check each choice."

▶ Students choose privately, then point to one line in each text that shows the experience.

ANSWER KEY: C. Both texts describe learning from a mistake and adjusting.

CHECK FOR UNDERSTANDING

Ask a student to name the mistake in the article and the lesson in the poem.

COMMON MISCONCEPTION

Students may pick A because watering appears in the article. The poem never mentions watering.

POSSIBLE STUDENT QUESTION

Can a poem describe an experience? Yes. The poem describes the experience of trying, failing, and learning.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a shared experience. Keep the demand at this level.

RAISE THE THINKING

Ask a student how the poem describes the feeling of making a mistake.

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.



The Writing Academy®, LLC

Grade 5 • Cluster 4 • Paired Passages • Wednesday

TEKS 5.6(E) • Paired Passages • Week 17 of 36 • Cluster 4 • Module 1 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a second text shares an experience."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We saw Kendrix's experience. Now prove the poem describes something similar."

▶ Take two or three answers. Push students to connect the poem's words to Kendrix's experience.

ANSWER KEY: The poem's wrong first answer matches Kendrix adding too much water. Both describe adjusting after a mistake.

CHECK FOR UNDERSTANDING

Ask a student to name what new information Kendrix learned.

COMMON MISCONCEPTION

Students may only explain the poem. A connection needs both texts.

POSSIBLE STUDENT QUESTION

Does the poem need to mention gardening? No. The experience is about learning from mistakes, not about gardening.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two texts share an experience. Keep the demand at this level.

RAISE THE THINKING

Ask which text describes the experience through a story and which uses direct advice.

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.



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TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write about a shared experience."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Start with the shared experience, then name each text."

▶ Students write the connection as a full sentence on the OWN row.

ANSWER KEY: Example: Both texts show that mistakes lead to learning when people observe and adjust.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and prove it with both texts.

COMMON MISCONCEPTION

Students may describe only one text's experience. A shared experience names both.

POSSIBLE STUDENT QUESTION

Can I use the word both? Yes. Both clearly shows the shared experience.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a shared experience independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student about a time they made a mistake and learned from it.

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.



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Grade 5 · Cluster 4 · Paired Passages · Friday

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TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend against a trap about experiences."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A trap can use a memorable detail from one text and make it sound like it fits both. Always check."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: Only one text. The grandmother is in the article only. The poem gives general advice without a character.

CHECK FOR UNDERSTANDING

Ask a student to describe who speaks in each text.

COMMON MISCONCEPTION

Students may accept the trap because the grandmother is memorable. Memorable details still need to appear in both texts.

POSSIBLE STUDENT QUESTION

Can a detail that I remember strongly still be from only one text? Yes. Check both texts before deciding.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a detail is from only one text. Keep the demand at this level.

RAISE THE THINKING

Ask a student what the poem uses instead of a character to deliver its message.

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.

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TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Shared experience first, in a full sentence. Then one proof line from each text.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE 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.

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TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

"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.

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TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, worded the way the STAAR test words it."

▶ Read the excerpt and the question aloud.

"Read all four choices. Cross out each trap and say its name before you choose."

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because the grandmother is memorable, without checking whether the poem also describes a grandmother.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is A.

A Both texts 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.



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TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

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.



The Writing Academy®, LLC

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TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are comparing the scope of the article and the poem. One gives a close, detailed look, and the other gives a broad overview.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice a STAAR question about how two texts differ in scope, and we will learn to spot answers that describe a similarity instead of a difference.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 4 Module 2 . a class or student copy of "The Garden That Wouldn't Grow" and "Try, Learn, Change" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain the difference between a close view and a broad view.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice 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.



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Grade 5 · Cluster 4 · Paired Passages · Monday

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TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice when a text gives a close view."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Before we compare how two texts differ in scope, we study the level of detail in each. Start with the article."

▶ Read the line twice. Students circle words that show the close, detailed view on the NOTICE row.

ANSWER KEY: The article shows one experience in detail: specific plants, specific soil, specific actions.

CHECK FOR UNDERSTANDING

Ask a student to name three specific details the article includes about Kendrix's garden.

COMMON MISCONCEPTION

Students may say the text is detailed because it is long. Length is not the same as scope. Scope is about how many examples it covers.

POSSIBLE STUDENT QUESTION

What does close view mean? It means the text stays focused on one experience and gives many details about it.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the scope of one text. Keep the demand at this level.

RAISE THE THINKING

Ask why the article spends so many paragraphs on one gardening season.

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.



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Grade 5 · Cluster 4 · Paired Passages · Tuesday

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TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a difference in scope."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A difference in scope means one text zooms in and the other zooms out. Watch for answers that describe a similarity."

▶ Students choose privately, then find one detail from each text that shows the different scope.

ANSWER KEY: B. The article zooms in on one story; the poem covers many examples.

CHECK FOR UNDERSTANDING

Ask a student to name the multiple examples the poem covers compared with the article's one example.

COMMON MISCONCEPTION

Students may pick A because both texts do discuss learning. A similarity is not a difference.

POSSIBLE STUDENT QUESTION

Can a close view and a broad view teach the same lesson? Yes. The lesson can be the same even when the scope is different.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a difference in scope. Keep the demand at this level.

RAISE THE THINKING

Ask a student whether they learn better from a detailed story or a broad overview.

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.



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TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a second text takes a broader view."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We saw the article's close view. Now prove the poem takes a broader view."

▶ Take two or three answers. Push students to name the different examples in the poem.

ANSWER KEY: "A turtle hatches near the sea, then crawls" is one of many poem examples. The Garden covers only Kendrix.

CHECK FOR UNDERSTANDING

Ask a student to count how many different examples the poem includes.

COMMON MISCONCEPTION

Students may only describe the poem. A scope comparison needs both texts.

POSSIBLE STUDENT QUESTION

Does broad mean less detailed? Often, yes. A broad view covers more examples but with less detail about each one.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two texts differ in scope. Keep the demand at this level.

RAISE THE THINKING

Ask which text would help a student understand gardening better and which would help with problem-solving in general.

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.



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Grade 5 · Cluster 4 · Paired Passages · Thursday

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TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write about a difference in scope."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Start with the scope of each text, then name both texts."

▶ Students write the difference as a full sentence on the OWN row.

ANSWER KEY: Example: The article zooms in on one story. The poem zooms out to show many examples of the same idea.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and prove the scope difference with one detail from each text.

COMMON MISCONCEPTION

Students may describe what the texts teach instead of how much they cover. Scope is about range, not just message.

POSSIBLE STUDENT QUESTION

Is scope the same as purpose? No. Scope is how much the text covers. Purpose is why it was written.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a scope difference independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student to describe a time they needed a close look at a problem and a time they needed the big picture.

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.



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TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is **DEFEND**. I can defend against a trap about scope."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A trap can be a true fact that does not answer the question. If the question asks for a difference, a similarity is wrong."

▶ Students write why the answer is a trap and its name on the **DEFEND** row.

ANSWER KEY: Similarity, not a difference. Learning from mistakes is the shared lesson, not the scope difference.

CHECK FOR UNDERSTANDING

Ask a student to explain what the question is really asking.

COMMON MISCONCEPTION

Students may accept the trap because it is true. True facts can still be wrong answers if the question asks for a difference.

POSSIBLE STUDENT QUESTION

Can a true statement be a wrong STAAR answer? Yes. If the question asks for a difference, a similarity does not answer it.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a similarity is not a scope difference. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name the scope difference instead of the shared lesson.

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.

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Grade 5 · Cluster 4 · Paired Passages



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TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to use the question on your own."

▶ Read the Your Turn task. Students work independently on the tracking sheet.

"Scope difference first, in a full sentence. Then one detail from each text."

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE The article 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.

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Grade 5 · Cluster 4 · Paired Passages



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TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“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.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Paired Passages



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TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because both texts do teach about observation, without noticing that the question asks for a difference, not a similarity.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is B.

A Both 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.



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TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is B. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

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.



The Writing Academy®, LLC

Grade 5 • Cluster 4 • Paired Passages

TEKS 5.6(E) • Paired Passages • Week 19 of 36 • Cluster 4 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are reading two informational texts together, the way the STAAR test pairs them. Both are about the American Revolution.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice a real STAAR question about both texts, and we will learn to spot answers that go too far beyond what the texts actually say.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 4 Module 3 . a class or student copy of "Words That Changed a Nation" and "From Tension to Revolution" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain the difference between a shared topic and a shared message.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice a message in one 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.



The Writing Academy®, LLC

Grade 5 • Cluster 4 • Paired Passages • Monday

TEKS 5.6(E) • Paired Passages • Week 19 of 36 • Cluster 4 • Module 3 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a message in one informational text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Before we connect two texts, we find the message in each one. Watch what the colonists believed."

▶ Read the line twice. Students circle have a voice in the government on the NOTICE row.

ANSWER KEY: Colonists argued for a voice in government. Message: people deserve a say in decisions that affect them.

CHECK FOR UNDERSTANDING

Ask a student to explain what taxation without representation means in their own words.

COMMON MISCONCEPTION

Students may say the message is about taxes. Taxes are the topic, but the message is about having a voice.

POSSIBLE STUDENT QUESTION

Does the message have to be stated directly? No. Sometimes I figure out the message from what the author shows.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a message in one informational text. Keep the demand at this level.

RAISE THE THINKING

Ask why the colonists thought it was unfair to pay taxes without representatives.

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.



The Writing Academy®, LLC

Grade 5 • Cluster 4 • Paired Passages • Tuesday

TEKS 5.6(E) • Paired Passages • Week 19 of 36 • Cluster 4 • Module 3 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a message that both authors share."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Hold each choice up to both texts. The shared message must be developed in each one."

▶ Students choose privately, then point to one line in each text that supports the message.

ANSWER KEY: A. People should have a voice in decisions that affect them.

CHECK FOR UNDERSTANDING

Ask a student to name one line from each text that supports B.

COMMON MISCONCEPTION

Students may pick A because both texts mention the Tea Party. Mentioning an event is not the same as sharing a message about it.

POSSIBLE STUDENT QUESTION

What if a choice sounds true but only one text develops it? It still has to be developed in both texts.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a message found in both informational texts. Keep the demand at this level.

RAISE THE THINKING

Ask how the second text shows that colonists wanted a voice.

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.



The Writing Academy®, LLC

Grade 5 • Cluster 4 • Paired Passages • Wednesday

TEKS 5.6(E) • Paired Passages • Week 19 of 36 • Cluster 4 • Module 3 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a second text shares a message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We found the message in the first text. Now prove the second text develops it too."

▶ Take two or three answers. Push students to name one line from each text.

ANSWER KEY: Colonial governments should have the power to tax connects to the message about having a voice.

CHECK FOR UNDERSTANDING

Ask a student to match this line to a similar idea in the first text.

COMMON MISCONCEPTION

Students may only explain the second text. A connection needs both texts.

POSSIBLE STUDENT QUESTION

Do both authors have to use the same words? No. They can show the same message with different details.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two informational texts share a message. Keep the demand at this level.

RAISE THE THINKING

Ask which text gives more examples of colonists demanding a voice.

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.



The Writing Academy®, LLC

Grade 5 · Cluster 4 · Paired Passages · Thursday

TEKS 5.6(E) · Paired Passages · Week 19 of 36 · Cluster 4 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a connection between two informational texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Start with the message, then say where it shows up in each text."

▶ Students write the connection as a full sentence on the OWN row.

ANSWER KEY: Example: Both texts develop the message that people deserve a voice in how they are governed.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and prove it with evidence from both texts.

COMMON MISCONCEPTION

Students may write a summary of one text instead of a message both texts share.

POSSIBLE STUDENT QUESTION

Can my sentence name both texts? Yes. Naming both texts makes the connection clearer.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a cross-text connection independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student how the colonists' belief about voice still matters today.

TODAY'S THINKING JOB

DEFEND

"I can defend a connection and explain why a trap is wrong."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Defend against the trap.

How 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 | I can prove why a statement that goes too far is not supported by the texts.



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Grade 5 · Cluster 4 · Paired Passages · Friday

TEKS 5.6(E) · Paired Passages · Week 19 of 36 · Cluster 4 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a connection and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A trap can sound right because it connects to something real in the texts. Check whether the texts actually go that far."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: Goes too far. Neither text claims the colonies would have stayed loyal just for lower taxes.

CHECK FOR UNDERSTANDING

Ask a student to explain what the colonists actually wanted besides lower taxes.

COMMON MISCONCEPTION

Students may accept the trap because both texts do discuss taxes. But the claim stretches beyond what either text says.

POSSIBLE STUDENT QUESTION

How do I know if an answer goes too far? Check whether the text actually says it, or if it just sounds reasonable.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a connection fails because it goes too far. Keep the demand at this level.

RAISE THE THINKING

Ask a student to rewrite the trap so it becomes a true shared message.

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.

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Grade 5 · Cluster 4 · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 19 of 36 · Cluster 4 · Module 3 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Message first, in a full sentence. Then one proof line from each text.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE 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.

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Grade 5 · Cluster 4 · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 19 of 36 · Cluster 4 · Module 3 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“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.



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Grade 5 · Cluster 4 · Paired Passages

TEKS 5.6(E) · Paired Passages · Week 19 of 36 · Cluster 4 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing D because the Stamp Act sounds important, without checking whether both texts say every colonist wanted independence.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is C.

- A 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.



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TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is C. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

Two texts 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.



The Writing Academy®, LLC

Grade 5 • Cluster 4 • Paired Passages

TEKS 5.6(E) • Paired Passages • Week 20 of 36 • Cluster 4 • Module 4 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we continue with the same two informational texts. Now we are looking for information that one text includes but the other does not.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice a real STAAR question about differences between the texts, and we will learn to spot Texts switched traps.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 4 Module 4 . a class or student copy of “Words That Changed a Nation” and “From Tension to Revolution” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain what a Texts switched trap means.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice 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.



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Grade 5 • Cluster 4 • Paired Passages • Monday

TEKS 5.6(E) • Paired Passages • Week 20 of 36 • Cluster 4 • Module 4 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a detail that belongs to only one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"When two texts share a topic, each author still chooses different details. Watch for what only one text includes."

▶ Read the line twice. Students circle Remember the Ladies on the NOTICE row.

ANSWER KEY: Abigail Adams is in Text 1 only. Text 2 does not mention her.

CHECK FOR UNDERSTANDING

Ask a student to confirm whether the second text mentions Abigail Adams anywhere.

COMMON MISCONCEPTION

Students may think both texts include every detail about the Revolution. Each author makes different choices.

POSSIBLE STUDENT QUESTION

Why do two texts on the same topic have different details? Each author decides what to include based on their purpose.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a detail unique to one informational text. Keep the demand at this level.

RAISE THE THINKING

Ask why the first author might have chosen to include Abigail Adams.

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.



The Writing Academy®, LLC

Grade 5 • Cluster 4 • Paired Passages • Tuesday

TEKS 5.6(E) • Paired Passages • Week 20 of 36 • Cluster 4 • Module 4 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose information found in one text but not the other."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Check each choice against both texts. The right answer must be in one text and absent from the other."

▶ Students choose privately, then confirm the detail is absent from the second text.

ANSWER KEY: B. The Declaration stated that people have unalienable rights.

CHECK FOR UNDERSTANDING

Ask a student to prove that the second text does not discuss unalienable rights.

COMMON MISCONCEPTION

Students may pick A because protests appear in both texts. But organized city protests with the Sons of Liberty are detailed in the second text.

POSSIBLE STUDENT QUESTION

What if a topic appears in both but the specific detail does not? Focus on the exact detail, not just the topic.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting information found in one text but not the other. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name one detail from the second text that is not in the first.

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.



The Writing Academy®, LLC

Grade 5 • Cluster 4 • Paired Passages • Wednesday

TEKS 5.6(E) • Paired Passages • Week 20 of 36 • Cluster 4 • Module 4 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show why a detail belongs to one text only."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Prove the detail is in one text and truly absent from the other. Check both carefully."

▶ Take two or three answers. Push students to search the second text for the detail.

ANSWER KEY: Unalienable rights are developed in Text 1. Text 2 never discusses them.

CHECK FOR UNDERSTANDING

Ask a student what the second text focuses on instead of the Declaration's ideas.

COMMON MISCONCEPTION

Students may assume both texts cover the same details. Each author has a different focus.

POSSIBLE STUDENT QUESTION

What if the other text hints at the idea? A hint is not the same as developing the information.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining why a detail is unique to one text. Keep the demand at this level.

RAISE THE THINKING

Ask what the second text includes about protests that the first text does not.

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.



The Writing Academy®, LLC

Grade 5 · Cluster 4 · Paired Passages · Thursday

TEKS 5.6(E) · Paired Passages · Week 20 of 36 · Cluster 4 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write about information unique to one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Name the detail, say which text includes it, and confirm the other text does not."

▶ Students write the analysis as a full sentence on the OWN row.

ANSWER KEY: Example: Only Words That Changed a Nation explains the Declaration's claims about natural rights.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and prove the detail is absent from the other text.

COMMON MISCONCEPTION

Students may write about a detail found in both texts instead of one that is unique.

POSSIBLE STUDENT QUESTION

Can I write about a detail unique to the second text instead? Yes. Either direction works.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating which information is unique to one text. Keep the demand at this level.

RAISE THE THINKING

Ask a student which text gives more detail about the Boston Massacre.

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 | I can prove why a Texts switched trap assigns a detail to the wrong text.



The Writing Academy®, LLC

Grade 5 · Cluster 4 · Paired Passages · Friday

TEKS 5.6(E) · Paired Passages · Week 20 of 36 · Cluster 4 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my analysis and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A trap can assign a detail to the wrong text. Always verify which text actually contains it."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: Texts switched. Boycotts are described in From Tension to Revolution, not in Words That Changed a Nation.

CHECK FOR UNDERSTANDING

Ask a student to prove that boycotts are not mentioned in Words That Changed a Nation.

COMMON MISCONCEPTION

Students may accept the trap because both texts discuss protests. But boycotts are only in From Tension to Revolution.

POSSIBLE STUDENT QUESTION

How do I catch a Texts switched trap? Search both texts for the exact detail before choosing.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a Texts switched trap assigns a detail to the wrong text. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name another detail that could be a Texts switched trap.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 20 of 36 · Cluster 4 · Module 4 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Name the detail, say which text includes it, and copy one proof line.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE 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.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 20 of 36 · Cluster 4 · Module 4 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

"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.



The Writing Academy®, LLC

Grade 5 · Cluster 4 · Paired Passages

TEKS 5.6(E) · Paired Passages · Week 20 of 36 · Cluster 4 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, worded the way the STAAR test words it."

▶ Read the excerpt and the question aloud.

"Read all four choices. Cross out each trap and say its name before you choose."

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because boycotts sound familiar from the topic, without checking which text actually describes them.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

PAIRED PASSAGES

The answer is 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.



The Writing Academy®, LLC

Grade 5 · Cluster 4 · Paired Passages

TEKS 5.6(E) · Paired Passages · Week 20 of 36 · Cluster 4 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is D. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

Two texts can show 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.



The Writing Academy®, LLC

Grade 5 • Cluster 5 • Paired Passages

TEKS 5.6(E) • Paired Passages • Week 21 of 36 • Cluster 5 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are reading a story and a poem together. Both show how people solve problems.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice a real STAAR question about both texts, and we will learn to spot answers that use a right detail but draw the wrong idea.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 5 Module 1 . a class or student copy of "A Visit to the Workshop" and "Try, Learn, Change" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name a time they solved a problem by watching carefully and trying again.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice how 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.



The Writing Academy®, LLC

Grade 5 · Cluster 5 · Paired Passages · Monday

TEKS 5.6(E) · Paired Passages · Week 21 of 36 · Cluster 5 · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice how people solve a problem in one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Before we compare two texts, we notice how each one shows problem solving. Watch what the workers do."

▶ Read the line twice. Students circle carefully adjusted on the NOTICE row.

ANSWER KEY: Workers adjust materials and observe results. Problem solving means testing and changing.

CHECK FOR UNDERSTANDING

Ask a student to describe what the workers are doing in their own words.

COMMON MISCONCEPTION

Students may say the problem is darkness. The problem is making light that lasts, and the method is careful testing.

POSSIBLE STUDENT QUESTION

Does problem solving always mean fixing something broken? No. It can also mean creating something that works better.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing how a problem is solved in one text. Keep the demand at this level.

RAISE THE THINKING

Ask what Edison says about why the work matters.

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.



The Writing Academy®, LLC

Grade 5 • Cluster 5 • Paired Passages • Tuesday

TEKS 5.6(E) • Paired Passages • Week 21 of 36 • Cluster 5 • Module 1 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose how problem solving is alike in both texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Hold each choice up to both texts. It must describe both, not just one."

▶ Students choose privately, then name one example from each text.

ANSWER KEY: C. Both show people solving problems by observing and testing.

CHECK FOR UNDERSTANDING

Ask a student to name one example of testing from each text.

COMMON MISCONCEPTION

Students may pick A because speed sounds good. Neither text says the fastest answer is best.

POSSIBLE STUDENT QUESTION

What if a choice uses real details? Check whether the idea it draws from those details is correct.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting how problem solving is similar in both texts. Keep the demand at this level.

RAISE THE THINKING

Ask what Kendrix and Edison's workers have in common.

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.



The Writing Academy®, LLC

Grade 5 • Cluster 5 • Paired Passages • Wednesday

TEKS 5.6(E) • Paired Passages • Week 21 of 36 • Cluster 5 • Module 1 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a second text shares a problem-solving approach."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We found the approach in the story. Now prove the poem shows it too."

▶ Take two or three answers. Push students to connect a poem line to a workshop action.

ANSWER KEY: Observe the roots matches the workers adjusting materials. Both require careful observation.

CHECK FOR UNDERSTANDING

Ask a student to explain how Kendrix changed her approach after observing.

COMMON MISCONCEPTION

Students may only explain the poem. A comparison needs evidence from both texts.

POSSIBLE STUDENT QUESTION

Do both texts have to use the word observe? No. They can show the same method with different words.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two texts share a problem-solving approach. Keep the demand at this level.

RAISE THE THINKING

Ask which text shows that a wrong first answer can still lead to learning.

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.



The Writing Academy®, LLC

Grade 5 · Cluster 5 · Paired Passages · Thursday

TEKS 5.6(E) · Paired Passages · Week 21 of 36 · Cluster 5 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a comparison between two texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Start with the similarity, then point to evidence in each text."

▶ Students write the comparison as a full sentence on the OWN row.

ANSWER KEY: Example: Both texts show that solving problems requires observation, testing, and willingness to change.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and prove it with one example from each text.

COMMON MISCONCEPTION

Students may describe only one text. A comparison must include both.

POSSIBLE STUDENT QUESTION

Can I use the word both to start? Yes. Both is a strong word for comparing.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a comparison of problem solving across texts. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a time they solved a problem by trying again differently.

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.



The Writing Academy®, LLC

Grade 5 · Cluster 5 · Paired Passages · Friday

TEKS 5.6(E) · Paired Passages · Week 21 of 36 · Cluster 5 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a comparison and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A trap can name a real person or event but draw the wrong conclusion. Check both texts."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: Right detail, wrong idea. Edison is real, but he did not work alone, and both texts show teamwork.

CHECK FOR UNDERSTANDING

Ask a student to find evidence in the story that Edison had help.

COMMON MISCONCEPTION

Students may accept the trap because Edison is famous. The story shows workers helping him.

POSSIBLE STUDENT QUESTION

How do I spot a Right detail, wrong idea trap? The detail is real, but the idea it supports is not in the texts.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a right detail leads to a wrong idea. Keep the demand at this level.

RAISE THE THINKING

Ask a student to rewrite the trap so it becomes a true comparison.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 5 · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 21 of 36 · Cluster 5 · Module 1 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Similarity first, in a full sentence. Then one proof line from each text.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE The 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.

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Grade 5 · Cluster 5 · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 21 of 36 · Cluster 5 · Module 1 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“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.



The Writing Academy®, LLC

Grade 5 · Cluster 5 · Paired Passages

TEKS 5.6(E) · Paired Passages · Week 21 of 36 · Cluster 5 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because Edison is mentioned, without noticing that the story also describes workers helping him.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is A.

- A Both 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.



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Grade 5 · Cluster 5 · Paired Passages

TEKS 5.6(E) · Paired Passages · Week 21 of 36 · Cluster 5 · Module 1 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

Two texts can describe similar 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.



The Writing Academy®, LLC

Grade 5 • Cluster 5 • Paired Passages

TEKS 5.6(E) • Paired Passages • Week 22 of 36 • Cluster 5 • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we continue with the same story and poem. Now we are looking for differences, not similarities.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice a real STAAR question about differences, and we will learn to spot traps that name similarities instead.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 5 Module 2 . a class or student copy of "A Visit to the Workshop" and "Try, Learn, Change" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain why a true statement can be the wrong answer on a test.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice 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.



The Writing Academy®, LLC

Grade 5 • Cluster 5 • Paired Passages • Monday

TEKS 5.6(E) • Paired Passages • Week 22 of 36 • Cluster 5 • Module 2 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice who a text describes."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"To find a difference, we first understand who each text describes. Watch who is in the story."

▶ Read the line twice. Students circle solving the same problem on the NOTICE row.

ANSWER KEY: Edison's team works together on one invention. They share one goal.

CHECK FOR UNDERSTANDING

Ask a student to describe what all the workers in the story are trying to do.

COMMON MISCONCEPTION

Students may focus on Zaylen. She is the observer, but the people solving the problem are Edison and his workers.

POSSIBLE STUDENT QUESTION

Does everyone in the story have the same job? No, but they share the same goal of making light that lasts.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing who a text describes. Keep the demand at this level.

RAISE THE THINKING

Ask how many different problems the workers are trying to solve.

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.



The Writing Academy®, LLC

Grade 5 · Cluster 5 · Paired Passages · Tuesday

TEKS 5.6(E) · Paired Passages · Week 22 of 36 · Cluster 5 · Module 2 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a difference between two texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A difference must be true of one text but not the other. Watch for choices that name similarities."

▶ Students choose privately, then explain why the other choices are not differences.

ANSWER KEY: B. The story shows one team; the poem shows many groups.

CHECK FOR UNDERSTANDING

Ask a student to name three different groups the poem describes.

COMMON MISCONCEPTION

Students may pick D because it sounds like a contrast. But both texts show people working with others, not alone.

POSSIBLE STUDENT QUESTION

What if a choice describes both texts equally? Then it is a similarity, not a difference.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a difference between the people in two texts. Keep the demand at this level.

RAISE THE THINKING

Ask how Kendrix's challenge is different from Edison's challenge.

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.



The Writing Academy®, LLC

Grade 5 • Cluster 5 • Paired Passages • Wednesday

TEKS 5.6(E) • Paired Passages • Week 22 of 36 • Cluster 5 • Module 2 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is **SHOW**. I can show how the people in two texts are different."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We see who the story describes. Now show how the poem describes a wider range of people."

▶ Take two or three answers. Push students to list different groups in the poem.

ANSWER KEY: Adaptation has no rule in the poem covers many people and problems. The story focuses on one team and one invention.

CHECK FOR UNDERSTANDING

Ask a student to name two people in the poem who face very different problems.

COMMON MISCONCEPTION

Students may say both texts describe Edison. That is a similarity, not a difference.

POSSIBLE STUDENT QUESTION

Can a difference be about how many groups a text covers? Yes. Scope is a valid difference.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how the people in two texts differ. Keep the demand at this level.

RAISE THE THINKING

Ask why the poem includes so many different examples instead of just one.

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.



The Writing Academy®, LLC

Grade 5 · Cluster 5 · Paired Passages · Thursday

TEKS 5.6(E) · Paired Passages · Week 22 of 36 · Cluster 5 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write about a difference between two texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Name what is different, then say how each text proves it."

▶ Students write the difference as a full sentence on the OWN row.

ANSWER KEY: Example: The story shows one focused team, but the poem shows many groups in many situations.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and prove it names a real difference.

COMMON MISCONCEPTION

Students may describe a similarity instead of a difference. A difference must be true of one but not the other.

POSSIBLE STUDENT QUESTION

Can the difference be about how the texts are written? Yes. Structure and focus count.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a difference between the people in two texts. Keep the demand at this level.

RAISE THE THINKING

Ask a student whether Kendrix works with a team like Edison's workers do.

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.



The Writing Academy®, LLC

Grade 5 · Cluster 5 · Paired Passages · Friday

TEKS 5.6(E) · Paired Passages · Week 22 of 36 · Cluster 5 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a difference and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"When the question asks for a difference, a true similarity is a trap. Both can be true and still be wrong."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: Similarity, not a difference. Learning from mistakes is in both texts, so it is not a difference.

CHECK FOR UNDERSTANDING

Ask a student to explain why a true statement can still be the wrong answer.

COMMON MISCONCEPTION

Students may accept the trap because it is accurate. But accuracy does not matter if the question asks for a difference.

POSSIBLE STUDENT QUESTION

Is a similarity always wrong? Only when the question asks for a difference.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a similarity does not answer a difference question. Keep the demand at this level.

RAISE THE THINKING

Ask a student to turn the similarity into a real difference between the texts.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 5 · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 22 of 36 · Cluster 5 · Module 2 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Difference first, in a full sentence. Then one proof line from each text.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE The story 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.

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Grade 5 · Cluster 5 · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 22 of 36 · Cluster 5 · Module 2 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

"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.

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Grade 5 · Cluster 5 · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 22 of 36 · Cluster 5 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, worded the way the STAAR test words it."

▶ Read the excerpt and the question aloud.

"Read all four choices. Cross out each trap and say its name before you choose."

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because observing is in both texts, without noticing the question asks for a difference.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is 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.



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Grade 5 · Cluster 5 · Paired Passages

TEKS 5.6(E) · Paired Passages · Week 22 of 36 · Cluster 5 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is D. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

A 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.



The Writing Academy®, LLC

Grade 5 • Cluster 5 • Paired Passages

TEKS 5.6(E) • Paired Passages • Week 23 of 36 • Cluster 5 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are reading an article and a poem together. Both connect to how the new nation tried to protect people's rights.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“Each day we will practice a real STAAR question about conclusions, and we will learn to spot answers that are not supported by either text.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Paired Passages slide deck for Cluster 5 Module 3 . a class or student copy of "A Difficult Compromise" and "Our Rights, Our Voices" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain the difference between a conclusion and a summary.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice a conclusion in one text."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Notice 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.



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Grade 5 • Cluster 5 • Paired Passages • Monday

TEKS 5.6(E) • Paired Passages • Week 23 of 36 • Cluster 5 • Module 3 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a conclusion in one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Before we connect two texts, we find the conclusion in each one. Watch what the author says about the compromise."

▶ Read the line twice. Students circle didn't solve the deeper problem on the NOTICE row.

ANSWER KEY: The compromise moved things forward but did not fix the real issue. Fair government is hard.

CHECK FOR UNDERSTANDING

Ask a student to explain what the deeper problem was.

COMMON MISCONCEPTION

Students may think the conclusion is that the compromise was a success. The text says it helped but did not solve everything.

POSSIBLE STUDENT QUESTION

Can a compromise be helpful and still have problems? Yes. That is part of the author's conclusion.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a conclusion in one text. Keep the demand at this level.

RAISE THE THINKING

Ask why delegates agreed to a compromise they were uncomfortable with.

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.



The Writing Academy®, LLC

Grade 5 • Cluster 5 • Paired Passages • Tuesday

TEKS 5.6(E) • Paired Passages • Week 23 of 36 • Cluster 5 • Module 3 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a conclusion supported by both texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Test each conclusion against both texts. It must have evidence in each one."

▶ Students choose privately, then point to one line in each text that supports C.

ANSWER KEY: A. Protecting people's rights requires writing rules down.

CHECK FOR UNDERSTANDING

Ask a student to name one line from each text that supports C.

COMMON MISCONCEPTION

Students may pick A because the compromise is mentioned. But the text says the compromise did not solve the deeper problem.

POSSIBLE STUDENT QUESTION

What if a conclusion sounds true but only one text supports it? It must have evidence in both.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a conclusion supported by both texts. Keep the demand at this level.

RAISE THE THINKING

Ask how the poem shows that written rights help protect people.

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.



The Writing Academy®, LLC

Grade 5 • Cluster 5 • Paired Passages • Wednesday

TEKS 5.6(E) • Paired Passages • Week 23 of 36 • Cluster 5 • Module 3 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a second text supports a shared conclusion."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We found the conclusion in the article. Now prove the poem supports it too."

▶ Take two or three answers. Push students to connect a poem line to the article's conclusion.

ANSWER KEY: The Eighth says punishments must be fair is one of the amendments that protect specific rights, matching the article about written rules.

CHECK FOR UNDERSTANDING

Ask a student to explain how the poem shows that written rights matter.

COMMON MISCONCEPTION

Students may only explain the poem. A connection needs evidence from both texts.

POSSIBLE STUDENT QUESTION

Do both texts have to say the same exact words? No. They can support the same conclusion differently.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two texts support the same conclusion. Keep the demand at this level.

RAISE THE THINKING

Ask what might happen if rights were not written down.

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.



The Writing Academy®, LLC

Grade 5 · Cluster 5 · Paired Passages · Thursday

TEKS 5.6(E) · Paired Passages · Week 23 of 36 · Cluster 5 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a conclusion supported by both texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Start with the conclusion, then point to evidence in each text."

▶ Students write the conclusion as a full sentence on the OWN row.

ANSWER KEY: Example: Both texts show that written rules are needed to protect people's rights in a government.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and prove it with evidence from both texts.

COMMON MISCONCEPTION

Students may write a summary of one text instead of a conclusion both texts support.

POSSIBLE STUDENT QUESTION

Can I use the word both to start my conclusion? Yes. Both is a strong start for a cross-text conclusion.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a conclusion independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student whether the Bill of Rights solved every problem the article describes.

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.



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Grade 5 · Cluster 5 · Paired Passages · Friday

TEKS 5.6(E) · Paired Passages · Week 23 of 36 · Cluster 5 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a conclusion and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A trap can sound like a fact about government but still have no evidence in the texts. Always check."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: Not in either text. Neither text discusses presidential power.

CHECK FOR UNDERSTANDING

Ask a student to search both texts and confirm neither mentions the president.

COMMON MISCONCEPTION

Students may accept the trap because it sounds like something they learned. But the texts do not say it.

POSSIBLE STUDENT QUESTION

What if I know something is true but the text does not say it? On STAAR, the answer must come from the texts.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a conclusion has no text support. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name one thing the article says about who has power in government.

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.

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Grade 5 · Cluster 5 · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 23 of 36 · Cluster 5 · Module 3 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Conclusion first, in a full sentence. Then one proof line from each text.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE The 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.

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Grade 5 · Cluster 5 · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 23 of 36 · Cluster 5 · Module 3 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

"The 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.



The Writing Academy®, LLC

Grade 5 · Cluster 5 · Paired Passages

TEKS 5.6(E) · Paired Passages · Week 23 of 36 · Cluster 5 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, worded the way the STAAR test words it."

▶ Read the excerpt and the question aloud.

"Read all four choices. Cross out each trap and say its name before you choose."

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because it sounds like a fact about government, without checking whether either text actually says it.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is C.

- 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.



The Writing Academy®, LLC

Grade 5 · Cluster 5 · Paired Passages

TEKS 5.6(E) · Paired Passages · Week 23 of 36 · Cluster 5 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is C. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

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.



The Writing Academy®, LLC

Grade 5 • Cluster 5 • Paired Passages

TEKS 5.6(E) • Paired Passages • Week 24 of 36 • Cluster 5 • Module 4 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we continue with the same article and poem. Now we are analyzing how both show that change affects people.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice a real STAAR question about effects of change, and we will learn to spot topic traps.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 5 Module 4 . a class or student copy of "A Difficult Compromise" and "Our Rights, Our Voices" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain how a rule can affect people who did not help create it.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice how a 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.



The Writing Academy®, LLC

Grade 5 • Cluster 5 • Paired Passages • Monday

TEKS 5.6(E) • Paired Passages • Week 24 of 36 • Cluster 5 • Module 4 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice how a change affects people in one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Before we compare two texts, we notice how each one shows change affecting people. Watch who is affected in the article."

▶ Read the line twice. Students circle had no voice in the government on the NOTICE row.

ANSWER KEY: Enslaved people were affected by the compromise but had no voice in the decision.

CHECK FOR UNDERSTANDING

Ask a student to explain how the compromise affected enslaved people differently than delegates.

COMMON MISCONCEPTION

Students may say the compromise only affected states. The text shows it affected enslaved people who had no say.

POSSIBLE STUDENT QUESTION

Can a change affect people who did not help make the decision? Yes. That is part of what both texts show.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing how change affects people in one text. Keep the demand at this level.

RAISE THE THINKING

Ask why some delegates were uncomfortable with the compromise.

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.



The Writing Academy®, LLC

Grade 5 · Cluster 5 · Paired Passages · Tuesday

TEKS 5.6(E) · Paired Passages · Week 24 of 36 · Cluster 5 · Module 4 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose how both texts show change affects people."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Hold each choice up to both texts. The answer must describe an effect shown in each."

▶ Students choose privately, then name one example from each text.

ANSWER KEY: C. Both show that rules shape how people are treated.

CHECK FOR UNDERSTANDING

Ask a student to name a rule from each text and how it affected people.

COMMON MISCONCEPTION

Students may pick A because the article discusses powerful states. But both texts show rules affect everyone, not just the makers.

POSSIBLE STUDENT QUESTION

What if a choice names the topic but not the effect? It is a Shared topic, not shared idea trap.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting how both texts show change affects people. Keep the demand at this level.

RAISE THE THINKING

Ask how the poem shows that written rights changed what the government could do.

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.



The Writing Academy®, LLC

Grade 5 · Cluster 5 · Paired Passages · Wednesday

TEKS 5.6(E) · Paired Passages · Week 24 of 36 · Cluster 5 · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is **SHOW**. I can show how a second text demonstrates that change affects people."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We saw how the article shows change affecting people. Now prove the poem shows it too."

▶ Take two or three answers. Push students to name a specific right and who it protects.

ANSWER KEY: They remind the government what it can do shows amendments limiting power, just as the compromise changed states' power.

CHECK FOR UNDERSTANDING

Ask a student to name one right from the poem and explain how it affects people today.

COMMON MISCONCEPTION

Students may only explain the poem. A comparison needs both texts.

POSSIBLE STUDENT QUESTION

Do both texts have to show the same people affected? No. They can show different people affected by different changes.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two texts both show that change affects people. Keep the demand at this level.

RAISE THE THINKING

Ask whether the poem suggests that written rights solve every problem.

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.



The Writing Academy®, LLC

Grade 5 · Cluster 5 · Paired Passages · Thursday

TEKS 5.6(E) · Paired Passages · Week 24 of 36 · Cluster 5 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·
Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a comparison about how change affects people."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Start with the shared idea about change, then point to evidence in each text."

▶ Students write the comparison as a full sentence on the OWN row.

ANSWER KEY: Example: Both texts show that rules and decisions about government shape people's lives.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and prove it with one example from each text.

COMMON MISCONCEPTION

Students may write about only one text. A comparison must include both.

POSSIBLE STUDENT QUESTION

Can I write about how both texts show unfairness? Yes, if both texts support it.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating how both texts show change affects people. Keep the demand at this level.

RAISE THE THINKING

Ask a student how the Bill of Rights might have helped people affected by the compromise.

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 | I can prove why naming a shared topic is not the same as showing a shared idea about change.



The Writing Academy®, LLC

Grade 5 · Cluster 5 · Paired Passages · Friday

TEKS 5.6(E) · Paired Passages · Week 24 of 36 · Cluster 5 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my comparison and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A topic trap names something both texts mention without explaining the effect. Always go deeper."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: Shared topic, not shared idea. Government is a topic, not an idea about how change affects people.

CHECK FOR UNDERSTANDING

Ask a student to explain the difference between a topic and an idea.

COMMON MISCONCEPTION

Students may accept the trap because both texts do mention government. But the question asks about effects of change.

POSSIBLE STUDENT QUESTION

Is a topic ever a good enough answer? Not when the question asks for a deeper idea.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a shared topic is not a shared idea about effects. Keep the demand at this level.

RAISE THE THINKING

Ask a student to improve the trap by adding how the government affected people.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 5 · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 24 of 36 · Cluster 5 · Module 4 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to use the question on your own."

▶ Read the Your Turn task. Students work independently on the tracking sheet.

"Effect first, in a full sentence. Then one proof line from each text."

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE The 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.

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Grade 5 · Cluster 5 · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 24 of 36 · Cluster 5 · Module 4 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

"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.



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Grade 5 · Cluster 5 · Paired Passages

TEKS 5.6(E) · Paired Passages · Week 24 of 36 · Cluster 5 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, worded the way the STAAR test words it."

▶ Read the excerpt and the question aloud.

"Read all four choices. Cross out each trap and say its name before you choose."

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because the Revolution is mentioned, without noticing the question asks about effects of change, not just the topic.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is 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.



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Grade 5 · Cluster 5 · Paired Passages

TEKS 5.6(E) · Paired Passages · Week 24 of 36 · Cluster 5 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is D. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

Two texts can 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.



The Writing Academy®, LLC

Grade 5 • Cluster 6 • Paired Passages

TEKS 5.6(E) • Paired Passages • Week 25 of 36 • Cluster 6 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are reading an article and a poem together. Both describe what happens when people use their voices.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice a real STAAR question about effects, and we will learn to spot answers that come from only one text.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 6 Module 1 . a class or student copy of "A Voice in the Community" and "One Voice Can Start a Wave" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain the difference between an action and its effect.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice an effect 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.



The Writing Academy®, LLC

Grade 5 • Cluster 6 • Paired Passages • Monday

TEKS 5.6(E) • Paired Passages • Week 25 of 36 • Cluster 6 • Module 1 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice an effect described in one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Before we compare effects, we find the effect in each text. Watch what happens when people participate."

▶ Read the line twice. Students circle have a say in those decisions on the NOTICE row.

ANSWER KEY: Speaking up lets people influence decisions. That is the effect.

CHECK FOR UNDERSTANDING

Ask a student to explain what kind of decisions the article is talking about.

COMMON MISCONCEPTION

Students may say the effect is voting. Voting is the action, not the effect. The effect is having a say.

POSSIBLE STUDENT QUESTION

Is the effect the same as the action? No. The action is speaking up. The effect is what changes because of it.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing an effect in one text. Keep the demand at this level.

RAISE THE THINKING

Ask what happens when people do not speak up, according to the article.

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.



The Writing Academy®, LLC

Grade 5 · Cluster 6 · Paired Passages · Tuesday

TEKS 5.6(E) · Paired Passages · Week 25 of 36 · Cluster 6 · Module 1 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose an effect described in both texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Test each choice against both texts. The effect must be described in each one."

▶ Students choose privately, then name one line from each text that shows the effect.

ANSWER KEY: A. One voice can grow and lead to larger change.

CHECK FOR UNDERSTANDING

Ask a student to name one example from each text where a voice leads to change.

COMMON MISCONCEPTION

Students may pick C because the article mentions groups. But the poem says even one voice can start change.

POSSIBLE STUDENT QUESTION

What if a choice is true of one text but not the other? Then it is an Only one text trap.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting an effect described in both texts. Keep the demand at this level.

RAISE THE THINKING

Ask how the poem shows one voice growing into something larger.

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.



The Writing Academy®, LLC

Grade 5 • Cluster 6 • Paired Passages • Wednesday

TEKS 5.6(E) • Paired Passages • Week 25 of 36 • Cluster 6 • Module 1 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is **SHOW**. I can show how a second text describes the same effect."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We found the effect in the article. Now prove the poem describes it too."

▶ Take two or three answers. Push students to connect a poem line to the article.

ANSWER KEY: Gather, write, and speak matches the article's idea that participation leads to influence.

CHECK FOR UNDERSTANDING

Ask a student to match one poem line to one article example.

COMMON MISCONCEPTION

Students may only explain the poem. A comparison needs both texts.

POSSIBLE STUDENT QUESTION

Does the poem have to describe the same kind of participation? No. The effect can be the same even if the actions differ.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two texts describe the same effect. Keep the demand at this level.

RAISE THE THINKING

Ask which text describes the effect more directly and which uses more imagery.

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.



The Writing Academy®, LLC

Grade 5 · Cluster 6 · Paired Passages · Thursday

TEKS 5.6(E) · Paired Passages · Week 25 of 36 · Cluster 6 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write about an effect described in both texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Start with the effect, then point to evidence in each text."

▶ Students write the effect as a full sentence on the OWN row.

ANSWER KEY: Example: Both texts show that speaking up can grow from one voice into a force for change.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and prove it with one example from each text.

COMMON MISCONCEPTION

Students may describe the action instead of the effect. Focus on what happens because of the action.

POSSIBLE STUDENT QUESTION

Can I write about the effect of not speaking up? Yes, if both texts support it.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating an effect described in both texts. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a time when one person's question led to a bigger conversation.

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 | I can prove why a detail from only one text is not a valid shared effect.



The Writing Academy®, LLC

Grade 5 · Cluster 6 · Paired Passages · Friday

TEKS 5.6(E) · Paired Passages · Week 25 of 36 · Cluster 6 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my comparison and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A trap can use a real detail from one text and assume it is in both. Always check both texts."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: Only one text. Local elections are in the article only. The poem never mentions them.

CHECK FOR UNDERSTANDING

Ask a student to search the poem for any mention of voting or elections.

COMMON MISCONCEPTION

Students may accept the trap because voting sounds important. But the poem does not describe voting.

POSSIBLE STUDENT QUESTION

What if the detail is only in one text? Then it cannot be a shared effect.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a detail from only one text is not a shared effect. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name something both texts do describe, not just one.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 25 of 36 · Cluster 6 · Module 1 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Effect first, in a full sentence. Then one proof line from each text.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE 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.



The Writing Academy®, LLC

Grade 5 · Cluster 6 · Paired Passages

TEKS 5.6(E) · Paired Passages · Week 25 of 36 · Cluster 6 · Module 1 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

"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.



The Writing Academy®, LLC

Grade 5 · Cluster 6 · Paired Passages

TEKS 5.6(E) · Paired Passages · Week 25 of 36 · Cluster 6 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, worded the way the STAAR test words it."

▶ Read the excerpt and the question aloud.

"Read all four choices. Cross out each trap and say its name before you choose."

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing D because the article mentions meetings, without checking whether the poem also describes meeting in person.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is A.

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.



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Grade 5 · Cluster 6 · Paired Passages

TEKS 5.6(E) · Paired Passages · Week 25 of 36 · Cluster 6 · Module 1 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

Two texts 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.



The Writing Academy®, LLC

Grade 5 • Cluster 6 • Paired Passages

TEKS 5.6(E) • Paired Passages • Week 26 of 36 • Cluster 6 • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we continue with the same article and poem. Now we are comparing how each text presents its ideas differently.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice a real STAAR question about presentation, and we will learn to spot similarity traps.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 6 Module 2 . a class or student copy of "A Voice in the Community" and "One Voice Can Start a Wave" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name one way a poem is different from an article.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice 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.



The Writing Academy®, LLC

Grade 5 · Cluster 6 · Paired Passages · Monday

TEKS 5.6(E) · Paired Passages · Week 26 of 36 · Cluster 6 · Module 2 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice how an author presents ideas."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Before we compare, we notice how each text presents its ideas. Watch the method the article uses."

▶ Read the line twice. Students circle city council meeting, neighborhood cleanup on the NOTICE row.

ANSWER KEY: The article uses specific, real examples to explain participation.

CHECK FOR UNDERSTANDING

Ask a student to name two specific examples the article gives about how people participate.

COMMON MISCONCEPTION

Students may focus on what the article says instead of how it says it. The method matters here.

POSSIBLE STUDENT QUESTION

What does method mean? It means the way the author chooses to explain or show an idea.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing how one text presents its ideas. Keep the demand at this level.

RAISE THE THINKING

Ask whether the article uses rhyme, rhythm, or imagery to make its 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.



The Writing Academy®, LLC

Grade 5 • Cluster 6 • Paired Passages • Tuesday

TEKS 5.6(E) • Paired Passages • Week 26 of 36 • Cluster 6 • Module 2 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a difference in how two texts present ideas."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Look at how each text is built, not just what it says. Which method does each use?"

▶ Students choose privately, then name one method from each text.

ANSWER KEY: B. The article uses examples; the poem uses imagery and rhythm.

CHECK FOR UNDERSTANDING

Ask a student to point to one example from the article and one image from the poem.

COMMON MISCONCEPTION

Students may pick A because both texts discuss voices. But only the poem uses rhyme.

POSSIBLE STUDENT QUESTION

Can two texts say similar things in different ways? Yes. That is what this question is about.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a difference in how two texts present ideas. Keep the demand at this level.

RAISE THE THINKING

Ask why a poet might use rhythm and imagery instead of specific examples.

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.



The Writing Academy®, LLC

Grade 5 • Cluster 6 • Paired Passages • Wednesday

TEKS 5.6(E) • Paired Passages • Week 26 of 36 • Cluster 6 • Module 2 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how two texts present ideas differently."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We saw how the article presents ideas. Now show how the poem does it differently."

▶ Take two or three answers. Push students to compare the method, not just the content.

ANSWER KEY: Their separate voices formed a call builds meaning through images and rhythm. The article builds it through facts and examples.

CHECK FOR UNDERSTANDING

Ask a student to explain how voices formed a call is different from naming a specific meeting.

COMMON MISCONCEPTION

Students may compare the content instead of the method. Focus on how each text presents its idea.

POSSIBLE STUDENT QUESTION

Is one method better than the other? No. Both methods can effectively present ideas.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two texts present ideas using different methods. Keep the demand at this level.

RAISE THE THINKING

Ask which text would be more useful for a school report and why.

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.



The Writing Academy®, LLC

Grade 5 · Cluster 6 · Paired Passages · Thursday

TEKS 5.6(E) · Paired Passages · Week 26 of 36 · Cluster 6 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write about a difference in presentation between two texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Name the method each text uses, then explain how they differ."

▶ Students write the difference as a full sentence on the OWN row.

ANSWER KEY: Example: The article explains with facts; the poem persuades with rhythm and images.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and prove it with one example from each text.

COMMON MISCONCEPTION

Students may write about what the texts say rather than how they say it.

POSSIBLE STUDENT QUESTION

What if I notice both texts are about participation? That is content, not method. Focus on how.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a difference in how two texts present ideas. Keep the demand at this level.

RAISE THE THINKING

Ask a student which text feels more emotional and why.

TODAY'S THINKING JOB

DEFEND

"I can defend a difference and explain why a trap is wrong."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Defend against the trap.

How 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.



The Writing Academy®, LLC

Grade 5 · Cluster 6 · Paired Passages · Friday

TEKS 5.6(E) · Paired Passages · Week 26 of 36 · Cluster 6 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a difference and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A true statement about both texts can still be the wrong answer if the question asks for a difference."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: Similarity, not a difference. Encouraging participation is something both texts share, not a difference.

CHECK FOR UNDERSTANDING

Ask a student to explain why a true similarity is wrong here.

COMMON MISCONCEPTION

Students may accept the trap because it is accurate. But the question asks for a difference.

POSSIBLE STUDENT QUESTION

Can the right answer to a difference question also be partly true of both? No. A difference must set them apart.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a similarity is not a difference in presentation. Keep the demand at this level.

RAISE THE THINKING

Ask a student to turn the similarity into a difference by comparing methods.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 26 of 36 · Cluster 6 · Module 2 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Difference in method first, in a full sentence. Then one proof line from each text.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE The article 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.

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Grade 5 · Cluster 6 · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 26 of 36 · Cluster 6 · Module 2 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“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.



The Writing Academy®, LLC

Grade 5 · Cluster 6 · Paired Passages

TEKS 5.6(E) · Paired Passages · Week 26 of 36 · Cluster 6 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because both texts discuss participation, without noticing the question asks how they present ideas differently.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is B.

A Both 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.



The Writing Academy®, LLC

Grade 5 · Cluster 6 · Paired Passages

TEKS 5.6(E) · Paired Passages · Week 26 of 36 · Cluster 6 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is B. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

A 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.



The Writing Academy®, LLC

Grade 5 • Cluster 6 • Paired Passages

TEKS 5.6(E) • Paired Passages • Week 27 of 36 • Cluster 6 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are reading a story about immigration and an article about the Declaration together. Both connect to freedom.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice a real STAAR question about shared ideas, and we will learn to spot answers that sound true but are not in the texts.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 6 Module 3 . a class or student copy of "A Gift that Welcomed Millions" and "Words That Changed a Nation" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain the difference between something not in either text and something developed in a text.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice an idea developed 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.



The Writing Academy®, LLC

Grade 5 • Cluster 6 • Paired Passages • Monday

TEKS 5.6(E) • Paired Passages • Week 27 of 36 • Cluster 6 • Module 3 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice an idea developed in one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Before we connect two texts, we find the idea in each one. Watch why Rosa's family left Italy."

▶ Read the line twice. Students circle hoping to build a new life on the NOTICE row.

ANSWER KEY: Rosa's family sacrificed to find opportunity. Idea: people seek freedom and new chances.

CHECK FOR UNDERSTANDING

Ask a student to explain what Rosa's family gave up by traveling to America.

COMMON MISCONCEPTION

Students may say the idea is about boats. The journey is the setting, not the idea. The idea is about seeking freedom.

POSSIBLE STUDENT QUESTION

Does the idea have to be about Rosa specifically? No. It is about what her story shows about people and freedom.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing an idea developed in one text. Keep the demand at this level.

RAISE THE THINKING

Ask what Rosa's father hoped his children would have in America.

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.



The Writing Academy®, LLC

Grade 5 • Cluster 6 • Paired Passages • Tuesday

TEKS 5.6(E) • Paired Passages • Week 27 of 36 • Cluster 6 • Module 3 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose an idea developed in both texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Test each choice against both texts. The idea must be developed, not just hinted at."

▶ Students choose privately, then point to one line in each text.

ANSWER KEY: A. Freedom and opportunity inspire people to take bold action.

CHECK FOR UNDERSTANDING

Ask a student to name one bold action from each text.

COMMON MISCONCEPTION

Students may pick B because ships are in the story. But the article does not discuss Ellis Island or ships.

POSSIBLE STUDENT QUESTION

What if a choice is only in one text? Then it cannot be a shared idea.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting an idea developed in both texts. Keep the demand at this level.

RAISE THE THINKING

Ask how the colonists' bold action compares to Rosa's family's bold action.

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.



The Writing Academy®, LLC

Grade 5 • Cluster 6 • Paired Passages • Wednesday

TEKS 5.6(E) • Paired Passages • Week 27 of 36 • Cluster 6 • Module 3 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a second text develops a shared idea."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We found the idea in the story. Now prove the article develops it too."

▶ Take two or three answers. Push students to name one bold action from each text.

ANSWER KEY: Declaring independence was a bold action for freedom, just as Rosa's family's journey was.

CHECK FOR UNDERSTANDING

Ask a student to explain what risk the colonial leaders took for freedom.

COMMON MISCONCEPTION

Students may only explain the article. A connection needs both texts.

POSSIBLE STUDENT QUESTION

Do both texts have to describe the same kind of action? No. The idea can be the same even with different actions.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two texts develop the same idea about freedom. Keep the demand at this level.

RAISE THE THINKING

Ask which text shows the idea through a personal story and which through a historical explanation.

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.



The Writing Academy®, LLC

Grade 5 · Cluster 6 · Paired Passages · Thursday

TEKS 5.6(E) · Paired Passages · Week 27 of 36 · Cluster 6 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a connection between two texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Start with the idea, then say where it shows up in each text."

▶ Students write the connection as a full sentence on the OWN row.

ANSWER KEY: Example: Both texts show that people are willing to sacrifice for freedom and opportunity.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and prove it with evidence from both texts.

COMMON MISCONCEPTION

Students may write about only one text. A connection must include both.

POSSIBLE STUDENT QUESTION

Can my idea be about more than just freedom? Yes, as long as both texts develop it.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a cross-text connection independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student how the Statue of Liberty connects the two texts.

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 | I can prove why a statement that sounds reasonable is not supported by the texts.



The Writing Academy®, LLC

Grade 5 · Cluster 6 · Paired Passages · Friday

TEKS 5.6(E) · Paired Passages · Week 27 of 36 · Cluster 6 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a connection and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A trap can sound like something you believe, but the texts must actually say it. Check both."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: Not in either text. Neither text says immigrants became successful quickly.

CHECK FOR UNDERSTANDING

Ask a student to find what the story says about how hard life was for Rosa's family.

COMMON MISCONCEPTION

Students may accept the trap because America is often described as a land of opportunity. But the texts do not say success came quickly.

POSSIBLE STUDENT QUESTION

How do I know if something is Not in either text? Check whether the texts actually develop the idea.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a reasonable-sounding idea is not in the texts. Keep the demand at this level.

RAISE THE THINKING

Ask a student what challenges Rosa's family faced after arriving.

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.

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Grade 5 · Cluster 6 · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 27 of 36 · Cluster 6 · Module 3 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Idea first, in a full sentence. Then one proof line from each text.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE 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.



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Grade 5 · Cluster 6 · Paired Passages

TEKS 5.6(E) · Paired Passages · Week 27 of 36 · Cluster 6 · Module 3 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“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.



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Grade 5 · Cluster 6 · Paired Passages

TEKS 5.6(E) · Paired Passages · Week 27 of 36 · Cluster 6 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because it sounds like something true about America, without checking whether both texts actually say it.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is D.

- A 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.



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TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is D. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

Two texts can 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.



The Writing Academy®, LLC

Grade 5 • Cluster 6 • Paired Passages

TEKS 5.6(E) • Paired Passages • Week 28 of 36 • Cluster 6 • Module 4 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we continue with the same story and article. Now we connect both texts to society and community.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the *What does this mean to me* box in your own warm voice.

“Each day we will practice connecting texts to how people live together, and we will learn to spot answers that go too far.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 6 Module 4 . a class or student copy of “A Gift that Welcomed Millions” and “Words That Changed a Nation” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain what it means to connect a text to society.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice what a text suggests about community."

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.



The Writing Academy®, LLC

Grade 5 · Cluster 6 · Paired Passages · Monday

TEKS 5.6(E) · Paired Passages · Week 28 of 36 · Cluster 6 · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice what a text suggests about community."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Before we compare, we notice what each text says about how people live together. Watch what Rosa does."

▶ Read the line twice. Students circle *made friends, helped her brother* on the NOTICE row.

ANSWER KEY: Rosa's community grew through friendship and learning. People help each other.

CHECK FOR UNDERSTANDING

Ask a student to name one way Rosa became part of her new community.

COMMON MISCONCEPTION

Students may say the idea is about school. School is the setting, but the idea is about growing into a community.

POSSIBLE STUDENT QUESTION

Does community have to mean a neighborhood? No. It can mean any group that works together.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing what a text suggests about community. Keep the demand at this level.

RAISE THE THINKING

Ask what challenges Rosa's family faced while becoming part of a new 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.



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Grade 5 • Cluster 6 • Paired Passages • Tuesday

TEKS 5.6(E) • Paired Passages • Week 28 of 36 • Cluster 6 • Module 4 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose what both texts suggest about community."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Test each choice against both texts. The answer must describe something about society that both texts show."

▶ Students choose privately, then name one example from each text.

ANSWER KEY: C. Communities grow when people work toward shared ideals.

CHECK FOR UNDERSTANDING

Ask a student to name a shared ideal from each text.

COMMON MISCONCEPTION

Students may pick A because both texts show people together. But neither text says everyone always agrees.

POSSIBLE STUDENT QUESTION

What if an idea is too strong for the texts? Then it goes too far beyond what the authors show.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting what both texts suggest about society. Keep the demand at this level.

RAISE THE THINKING

Ask how Rosa's family working toward a new life compares to the colonists' work.

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.



The Writing Academy®, LLC

Grade 5 · Cluster 6 · Paired Passages · Wednesday

TEKS 5.6(E) · Paired Passages · Week 28 of 36 · Cluster 6 · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is **SHOW**. I can show how a second text suggests the same idea about community."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We found the idea in the story. Now prove the article suggests it about society too."

▶ Take two or three answers. Push students to connect the article line to Rosa's experience.

ANSWER KEY: Her words showed that even at the beginning, people questioned who equality included, supporting the idea of communities working toward ideals.

CHECK FOR UNDERSTANDING

Ask a student how the Declaration's ideals connect to Rosa's experience arriving in America.

COMMON MISCONCEPTION

Students may only explain the article. A connection needs both texts.

POSSIBLE STUDENT QUESTION

Do both texts have to show the same community? No. They can show different communities working toward similar ideals.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two texts suggest the same idea about community. Keep the demand at this level.

RAISE THE THINKING

Ask what the Declaration promised that immigrants like Rosa hoped to find.

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.



The Writing Academy®, LLC

Grade 5 · Cluster 6 · Paired Passages · Thursday

TEKS 5.6(E) · Paired Passages · Week 28 of 36 · Cluster 6 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write what both texts suggest about society."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Start with what both texts suggest about society, then point to evidence in each."

▶ Students write the connection as a full sentence on the OWN row.

ANSWER KEY: Example: Both texts show that communities grow when people pursue shared ideals.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and prove it with one example from each text.

COMMON MISCONCEPTION

Students may focus on differences between the texts instead of what they share about society.

POSSIBLE STUDENT QUESTION

Can I connect both texts to my own community? Yes. That is part of the society connection.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating what both texts suggest about community. Keep the demand at this level.

RAISE THE THINKING

Ask a student how the ideals in the Declaration still affect communities today.

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 | I can prove why a statement stretches beyond what the texts actually say.



The Writing Academy®, LLC

Grade 5 · Cluster 6 · Paired Passages · Friday

TEKS 5.6(E) · Paired Passages · Week 28 of 36 · Cluster 6 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my analysis and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A trap can take a real idea from the texts and stretch it further than the authors actually go."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: Goes too far. Both texts show ideals of equality, but neither says they were always applied.

CHECK FOR UNDERSTANDING

Ask a student to find evidence in the article that equality was not fully applied.

COMMON MISCONCEPTION

Students may accept the trap because both texts discuss freedom and equality. But the claim stretches beyond what the texts say.

POSSIBLE STUDENT QUESTION

How do I spot a Goes too far trap? Check whether the texts actually say what the answer claims.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a statement goes too far beyond the texts. Keep the demand at this level.

RAISE THE THINKING

Ask a student what Abigail Adams said that shows the promise was not yet complete.

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.

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Grade 5 · Cluster 6 · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 28 of 36 · Cluster 6 · Module 4 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Community idea first, in a full sentence. Then one proof line from each text.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE 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.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 28 of 36 · Cluster 6 · Module 4 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“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.



The Writing Academy®, LLC

Grade 5 · Cluster 6 · Paired Passages

TEKS 5.6(E) · Paired Passages · Week 28 of 36 · Cluster 6 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing D because it sounds like something true about America, without checking that both texts show the ideals were not always fully applied.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is C.

- A 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.



The Writing Academy®, LLC

Grade 5 · Cluster 6 · Paired Passages

TEKS 5.6(E) · Paired Passages · Week 28 of 36 · Cluster 6 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is C. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

Two 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.



The Writing Academy®, LLC

Grade 5 • Cluster 7 • Paired Passages

TEKS 5.6(E) • Paired Passages • Week 29 of 36 • Cluster 7 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are reading two poems together. Both describe how people respond to challenges.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice finding a shared message in two poems, and we will learn to tell a topic from a message.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 7 Module 1 . a class or student copy of "One Voice Can Start a Wave" and "Try, Learn, Change" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain the difference between a topic and a message.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice a message in one poem."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Notice the message in the first poem.

Read the line from **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.



The Writing Academy®, LLC

Grade 5 · Cluster 7 · Paired Passages · Monday

TEKS 5.6(E) · Paired Passages · Week 29 of 36 · Cluster 7 · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a message in one poem."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Before we connect two poems, we find the message in each one. Watch what this poem says about taking action."

▶ Read the line twice. Students circle soft and small, reach all on the NOTICE row.

ANSWER KEY: A small voice can grow. Message: taking action can lead to bigger change.

CHECK FOR UNDERSTANDING

Ask a student to explain how a soft voice can reach all people.

COMMON MISCONCEPTION

Students may say the message is about being loud. The poem says the voice starts small and grows through bravery, not volume.

POSSIBLE STUDENT QUESTION

Does the poem say everyone has to speak up? No. It says one person's action can start something larger.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a message in one poem. Keep the demand at this level.

RAISE THE THINKING

Ask what happens between the whisper at the start and the wave at the end.

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.



The Writing Academy®, LLC

Grade 5 · Cluster 7 · Paired Passages · Tuesday

TEKS 5.6(E) · Paired Passages · Week 29 of 36 · Cluster 7 · Module 1 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a message found in both poems."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Test each message against both poems. It must be developed in each one."

▶ Students choose privately, then name one line from each poem that supports C.

ANSWER KEY: A. Taking action and learning from results leads to growth.

CHECK FOR UNDERSTANDING

Ask a student to name one line from each poem that shows learning from results.

COMMON MISCONCEPTION

Students may pick B because the second poem mentions testing. But both poems describe everyday people, not just scientists.

POSSIBLE STUDENT QUESTION

What if a message fits one poem perfectly but not the other? It must fit both.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a message found in both poems. Keep the demand at this level.

RAISE THE THINKING

Ask how the first poem's brave question connects to the second poem's idea of trying.

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.



The Writing Academy®, LLC

Grade 5 · Cluster 7 · Paired Passages · Wednesday

TEKS 5.6(E) · Paired Passages · Week 29 of 36 · Cluster 7 · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a second poem shares a message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We found the message in the first poem. Now prove the second poem develops it too."

▶ Take two or three answers. Push students to connect a line from each poem.

ANSWER KEY: If something fails don't turn away matches the first poem's idea that action leads to growth.

CHECK FOR UNDERSTANDING

Ask a student to explain what evidence can guide your way means.

COMMON MISCONCEPTION

Students may only explain the second poem. A connection needs both poems.

POSSIBLE STUDENT QUESTION

Do both poems have to describe the same kind of action? No. The message can be the same with different examples.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two poems share a message about growth. Keep the demand at this level.

RAISE THE THINKING

Ask which poem focuses more on speaking up and which focuses more on learning.

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.



The Writing Academy®, LLC

Grade 5 · Cluster 7 · Paired Passages · Thursday

TEKS 5.6(E) · Paired Passages · Week 29 of 36 · Cluster 7 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a message found in both poems."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Start with the message, then say where each poem shows it."

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: Both poems show that action, even small or imperfect, leads to learning and growth.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and prove it with one line from each poem.

COMMON MISCONCEPTION

Students may describe only one poem. A shared message must come from both.

POSSIBLE STUDENT QUESTION

Can I use the word both? Yes. It makes the shared message clear.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a shared message independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student how the two poems could both help someone facing a challenge.

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 | I can prove why naming a shared topic is not the same as identifying a shared message.



The Writing Academy®, LLC

Grade 5 · Cluster 7 · Paired Passages · Friday

TEKS 5.6(E) · Paired Passages · Week 29 of 36 · Cluster 7 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a message and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A topic trap names something both texts mention without saying what they teach. Go deeper."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: Shared topic, not shared idea. Change is the topic. The message is that action leads to growth.

CHECK FOR UNDERSTANDING

Ask a student to explain how a topic is different from a message.

COMMON MISCONCEPTION

Students may accept the trap because both poems do mention change. But the question asks for a message, not a topic.

POSSIBLE STUDENT QUESTION

Is a topic ever enough? Not when the question asks for a message. Messages say something about the topic.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a shared topic is not a shared message. Keep the demand at this level.

RAISE THE THINKING

Ask a student to explain what the poems teach about change, not just that they mention it.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 29 of 36 · Cluster 7 · Module 1 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to use the question on your own."

▶ Read the Your Turn task. Students work independently on the tracking sheet.

"Message first, in a full sentence. Then one proof line from each poem."

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE The 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.



TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

"A 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.



The Writing Academy®, LLC

Grade 5 · Cluster 7 · Paired Passages

TEKS 5.6(E) · Paired Passages · Week 29 of 36 · Cluster 7 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, worded the way the STAAR test words it."

▶ Read the excerpt and the question aloud.

"Read all four choices. Cross out each trap and say its name before you choose."

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing C because avoiding mistakes sounds wise, without noticing both poems say mistakes are part of learning.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is A.

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.



TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

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.



The Writing Academy®, LLC

Grade 5 • Cluster 7 • Paired Passages

TEKS 5.6(E) • Paired Passages • Week 30 of 36 • Cluster 7 • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we continue with the same two poems. Now we are analyzing how specific details help build a similar idea.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice connecting details to ideas, and we will learn to spot traps that use real details but connect them to the wrong idea.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 7 Module 2 . a class or student copy of "One Voice Can Start a Wave" and "Try, Learn, Change" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain the difference between a detail and the idea it helps express.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice how a detail builds 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.



The Writing Academy®, LLC

Grade 5 • Cluster 7 • Paired Passages • Monday

TEKS 5.6(E) • Paired Passages • Week 30 of 36 • Cluster 7 • Module 2 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice how a detail builds a bigger idea."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Poets use specific images to build bigger ideas. Watch how this detail contributes."

▶ Read the line twice. Students circle separate voices formed a call on the NOTICE row.

ANSWER KEY: Separate voices joining shows individual efforts combining. Idea: small actions build power.

CHECK FOR UNDERSTANDING

Ask a student to explain how separate voices formed a call shows growth.

COMMON MISCONCEPTION

Students may focus on the historical detail about colonists. The image itself builds the idea that small actions combine.

POSSIBLE STUDENT QUESTION

Is the image the same as the idea? No. The image is the detail. The idea is the bigger point it helps express.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing how a detail builds an idea. Keep the demand at this level.

RAISE THE THINKING

Ask what happens between one voice at the start and the wave at the end.

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.



The Writing Academy®, LLC

Grade 5 • Cluster 7 • Paired Passages • Tuesday

TEKS 5.6(E) • Paired Passages • Week 30 of 36 • Cluster 7 • Module 2 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the idea that details in both poems build."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Look at the details in each poem. What bigger idea do they build together?"

▶ Students choose privately, then name one detail from each poem that builds the idea.

ANSWER KEY: B. Both use details that show how effort and learning lead to progress.

CHECK FOR UNDERSTANDING

Ask a student to connect Kendrix's garden detail to the colonists' voices detail.

COMMON MISCONCEPTION

Students may pick A because plants appear in the second poem. But gardening is a specific detail, not the larger idea.

POSSIBLE STUDENT QUESTION

Can two very different details build the same idea? Yes. That is exactly what these poems do.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the idea that details in both poems express. Keep the demand at this level.

RAISE THE THINKING

Ask how Edison's broken bulbs in the second poem also build the same idea.

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.



The Writing Academy®, LLC

Grade 5 • Cluster 7 • Paired Passages • Wednesday

TEKS 5.6(E) • Paired Passages • Week 30 of 36 • Cluster 7 • Module 2 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how details in two poems express the same idea."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We saw details in the first poem. Now connect a detail in the second poem to the same idea."

▶ Take two or three answers. Push students to name the detail AND the idea it builds.

ANSWER KEY: A turtle hatches near the sea shows natural effort leading somewhere, just as the voices lead to change.

CHECK FOR UNDERSTANDING

Ask a student to explain what idea the turtle detail helps express.

COMMON MISCONCEPTION

Students may describe the detail without connecting it to the bigger idea. Always link detail to idea.

POSSIBLE STUDENT QUESTION

Can a detail about an animal build the same idea as a detail about people? Yes. The idea is the connection.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how details in two poems express the same idea. Keep the demand at this level.

RAISE THE THINKING

Ask which detail in the second poem is most similar to the voices forming a call.

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.



The Writing Academy®, LLC

Grade 5 · Cluster 7 · Paired Passages · Thursday

TEKS 5.6(E) · Paired Passages · Week 30 of 36 · Cluster 7 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write how details in both poems build one idea."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Name the idea first, then point to specific details in each poem."

▶ Students write the analysis as a full sentence on the OWN row.

ANSWER KEY: Example: Both poems use details about action and learning to express the idea that effort leads to progress.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and name one detail from each poem.

COMMON MISCONCEPTION

Students may describe only one poem's details. The analysis must connect both.

POSSIBLE STUDENT QUESTION

Can my sentence name specific details? Yes. Specific details make the analysis stronger.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating how details in two poems build one idea. Keep the demand at this level.

RAISE THE THINKING

Ask a student which poem's details feel more personal and why.

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.



The Writing Academy®, LLC

Grade 5 · Cluster 7 · Paired Passages · Friday

TEKS 5.6(E) · Paired Passages · Week 30 of 36 · Cluster 7 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my analysis and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A trap can name a real detail but connect it to the wrong idea. Always check what the detail actually shows."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: Right detail, wrong idea. The poem says failure is a clue for the next test, not the end.

CHECK FOR UNDERSTANDING

Ask a student to explain what the second poem says about broken bulbs.

COMMON MISCONCEPTION

Students may accept the trap because broken bulbs sound like failure. The poem says failure helps, not ends.

POSSIBLE STUDENT QUESTION

How do I know when a detail connects to the wrong idea? Check what the text says happens because of that detail.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a right detail connects to the wrong idea. Keep the demand at this level.

RAISE THE THINKING

Ask a student to restate the trap using the correct idea the detail builds.

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.

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Grade 5 · Cluster 7 · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 30 of 36 · Cluster 7 · Module 2 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to use the question on your own."

▶ Read the Your Turn task. Students work independently on the tracking sheet.

"Idea first, then one specific detail from each poem."

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE The 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.



TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

"Their 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.

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Grade 5 · Cluster 7 · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 30 of 36 · Cluster 7 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, worded the way the STAAR test words it."

▶ Read the excerpt and the question aloud.

"Read all four choices. Cross out each trap and say its name before you choose."

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because results are mentioned, without noticing both poems say learning from results is important, not unnecessary.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is D.

- A Both 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.**
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.**
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.



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Grade 5 · Cluster 7 · Paired Passages

TEKS 5.6(E) · Paired Passages · Week 30 of 36 · Cluster 7 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is D. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

Two 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.



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Grade 5 • Cluster 7 • Paired Passages

TEKS 5.6(E) • Paired Passages • Week 31 of 36 • Cluster 7 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we continue with the same two poems. Now we are analyzing how their views of change are different.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice a real STAAR question about different views, and we will learn to spot similarity traps.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 7 Module 3 . a class or student copy of "One Voice Can Start a Wave" and "Try, Learn, Change" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain how two poems about the same topic can have different views.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice the view 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.



The Writing Academy®, LLC

Grade 5 • Cluster 7 • Paired Passages • Monday

TEKS 5.6(E) • Paired Passages • Week 31 of 36 • Cluster 7 • Module 3 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice the view in one poem."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Before we compare views, we notice how each poem sees change. Watch what this poem says about how change grows."

▶ Read the line twice. Students circle one alone, all had known on the NOTICE row.

ANSWER KEY: The poem sees change growing from one voice to many. Change is collective.

CHECK FOR UNDERSTANDING

Ask a student to explain how the poem shows one person's problem becoming a shared cause.

COMMON MISCONCEPTION

Students may focus on the historical details instead of the view. The view is about how change happens through collective voice.

POSSIBLE STUDENT QUESTION

What is the difference between a detail and a view? A detail is a fact. A view is how the author sees or interprets something.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the view in one poem. Keep the demand at this level.

RAISE THE THINKING

Ask what the poem means by a stronger voice has learned to hear.

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.



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Grade 5 • Cluster 7 • Paired Passages • Tuesday

TEKS 5.6(E) • Paired Passages • Week 31 of 36 • Cluster 7 • Module 3 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a difference between two poets' views."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Look at how each poem sees the process of change. What angle does each one take?"

▶ Students choose privately, then name one line from each poem that supports C.

ANSWER KEY: C. One sees change through voices; the other through evidence.

CHECK FOR UNDERSTANDING

Ask a student to explain how each poem's view of change is different.

COMMON MISCONCEPTION

Students may pick A because both discuss change. But neither says change happens quickly, and the question asks for a difference.

POSSIBLE STUDENT QUESTION

Can two poems about the same topic have different views? Yes. That is exactly what this week is about.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a difference between two poets' views. Keep the demand at this level.

RAISE THE THINKING

Ask which poem would be more helpful if you were trying to solve a science problem.

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.



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Grade 5 • Cluster 7 • Paired Passages • Wednesday

TEKS 5.6(E) • Paired Passages • Week 31 of 36 • Cluster 7 • Module 3 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how two poets view change differently."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We see the first poem's view. Now show how the second poem takes a different angle."

▶ Take two or three answers. Push students to name the specific view each poem takes.

ANSWER KEY: Each failed attempt became a clue shows an evidence-based view, different from the collective-voice view in the first poem.

CHECK FOR UNDERSTANDING

Ask a student to explain how a clue from failure is different from a voice joining others.

COMMON MISCONCEPTION

Students may describe both poems' content without identifying the different views.

POSSIBLE STUDENT QUESTION

Is one view better than the other? No. Both views are valid ways of understanding change.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two poets view change differently. Keep the demand at this level.

RAISE THE THINKING

Ask whether both views could work together in a real situation.

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.



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Grade 5 · Cluster 7 · Paired Passages · Thursday

TEKS 5.6(E) · Paired Passages · Week 31 of 36 · Cluster 7 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write about a difference between two poets' views."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Name each poem's view, then explain how they differ."

▶ Students write the difference as a full sentence on the OWN row.

ANSWER KEY: Example: One poem sees change through people uniting; the other sees it through testing and learning.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and prove it names a real difference.

COMMON MISCONCEPTION

Students may describe a similarity instead of a difference in views.

POSSIBLE STUDENT QUESTION

Can I say one poem is better? No. The question asks for a difference, not a judgment.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a difference between two poets' views. Keep the demand at this level.

RAISE THE THINKING

Ask a student which view best fits how their school community makes changes.

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 | I can prove why a similarity is not a valid answer to a difference question.



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Grade 5 · Cluster 7 · Paired Passages · Friday

TEKS 5.6(E) · Paired Passages · Week 31 of 36 · Cluster 7 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a difference and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A similarity can be true and still be the wrong answer when the question asks for a difference."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: Similarity, not a difference. Effort is in both poems, so it is not a difference between their views.

CHECK FOR UNDERSTANDING

Ask a student to explain why a true similarity is the wrong answer here.

COMMON MISCONCEPTION

Students may accept the trap because both poems do require effort. But the question asks for a difference.

POSSIBLE STUDENT QUESTION

Is it always wrong to name a similarity? Only when the question asks for a difference.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a similarity does not answer a difference question. Keep the demand at this level.

RAISE THE THINKING

Ask a student to turn this similarity into a real difference between the poems' views.

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.

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Grade 5 · Cluster 7 · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 31 of 36 · Cluster 7 · Module 3 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Difference first, in a full sentence. Then one proof line from each poem.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE The 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.

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Grade 5 · Cluster 7 · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 31 of 36 · Cluster 7 · Module 3 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

"A 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.

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Grade 5 · Cluster 7 · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 31 of 36 · Cluster 7 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, worded the way the STAAR test words it."

▶ Read the excerpt and the question aloud.

"Read all four choices. Cross out each trap and say its name before you choose."

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing C because both poems do require effort, without noticing the question asks for a difference, not a similarity.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is A.

A 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.



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Grade 5 · Cluster 7 · Paired Passages

TEKS 5.6(E) · Paired Passages · Week 31 of 36 · Cluster 7 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

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.



The Writing Academy®, LLC

Grade 5 • Cluster 7 • Paired Passages

TEKS 5.6(E) • Paired Passages • Week 32 of 36 • Cluster 7 • Module 4 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we continue with the same two poems. Now we are connecting their ideas to our own lives and choices.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice connecting poems to personal experience, and we will learn to spot ideas that sound like good advice but are not in the texts.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 7 Module 4 . a class or student copy of "One Voice Can Start a Wave" and "Try, Learn, Change" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name a time a poem or story helped them think about a real choice.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice how 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.



The Writing Academy®, LLC

Grade 5 • Cluster 7 • Paired Passages • Monday

TEKS 5.6(E) • Paired Passages • Week 32 of 36 • Cluster 7 • Module 4 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice how an idea in a poem connects to real life."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Poems teach ideas that can help us in real life. Watch how this idea connects to choices you might face."

▶ Read the line twice. Students circle one small sound, grows on the NOTICE row.

ANSWER KEY: A small start can grow. This could help someone take a first step toward change.

CHECK FOR UNDERSTANDING

Ask a student to name a time a small action led to something bigger.

COMMON MISCONCEPTION

Students may say the line is only about history. The idea applies to real choices too.

POSSIBLE STUDENT QUESTION

Can a poem's idea help me even if the poem is about something different? Yes. Ideas can transfer to new situations.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing how a poem's idea connects to real life. Keep the demand at this level.

RAISE THE THINKING

Ask a student when they felt unsure about speaking up and what happened.

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.



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Grade 5 • Cluster 7 • Paired Passages • Tuesday

TEKS 5.6(E) • Paired Passages • Week 32 of 36 • Cluster 7 • Module 4 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose an idea from both poems that helps a reader."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Test each idea against both poems and against real life. It must work for all three."

▶ Students choose privately, then explain how the idea could help a real person.

ANSWER KEY: A. Starting small and learning from evidence helps a person grow.

CHECK FOR UNDERSTANDING

Ask a student to explain how this idea connects to both poems and to real life.

COMMON MISCONCEPTION

Students may pick B because a first idea sounds decisive. But the second poem says first ideas should be tested with evidence.

POSSIBLE STUDENT QUESTION

What if an idea sounds good but is not in the poems? Then it is Not in either text.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting an idea from both poems that could help a reader. Keep the demand at this level.

RAISE THE THINKING

Ask a student to describe a choice where starting small and learning would help.

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.



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Grade 5 • Cluster 7 • Paired Passages • Wednesday

TEKS 5.6(E) • Paired Passages • Week 32 of 36 • Cluster 7 • Module 4 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a second poem develops an idea that helps a reader."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We found the idea in the first poem. Now show how the second poem develops it for a reader."

▶ Take two or three answers. Push students to connect the poem to a real choice.

ANSWER KEY: We learn, revise, and rearrange matches the first poem's idea that action grows through learning.

CHECK FOR UNDERSTANDING

Ask a student to explain what revise means for a real choice they face.

COMMON MISCONCEPTION

Students may only explain the poem. A connection needs both poems and a real-life application.

POSSIBLE STUDENT QUESTION

Does the poem have to mention my situation directly? No. The idea transfers to new situations.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two poems' ideas help a reader. Keep the demand at this level.

RAISE THE THINKING

Ask a student when they changed their mind after learning new information.

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.



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Grade 5 · Cluster 7 · Paired Passages · Thursday

TEKS 5.6(E) · Paired Passages · Week 32 of 36 · Cluster 7 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write how both poems' ideas connect to real life."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Start with the idea, then explain how a reader could use it."

▶ Students write the connection as a full sentence on the OWN row.

ANSWER KEY: Example: Both poems show that small starts and learning from evidence help people make better choices.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and give a specific example from their own experience.

COMMON MISCONCEPTION

Students may write a summary of one poem instead of connecting an idea to real life.

POSSIBLE STUDENT QUESTION

Can I write about my own experience? Yes. That is exactly what connecting to personal experience means.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating how both poems' ideas connect to personal experience. Keep the demand at this level.

RAISE THE THINKING

Ask a student how they could use this idea at school this week.

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.



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Grade 5 • Cluster 7 • Paired Passages • Friday

TEKS 5.6(E) • Paired Passages • Week 32 of 36 • Cluster 7 • Module 4 • slide 6 of 10

TEACHER SAYS & DOES • SLIDE 6 OF 10 •

Friday • DEFEND • Reflective

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my analysis and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A trap can sound like good advice but still not be in the texts. Always check both poems."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: Not in either text. Neither poem mentions asking a teacher.

CHECK FOR UNDERSTANDING

Ask a student to find what the second poem says about the turtle having no instructor.

COMMON MISCONCEPTION

Students may accept the trap because asking a teacher is good advice. But the poems do not develop this idea.

POSSIBLE STUDENT QUESTION

How do I tell the difference between good advice and what the texts say? Check whether the poems actually develop the idea.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a reasonable idea is not developed in the texts. Keep the demand at this level.

RAISE THE THINKING

Ask a student what the poems say to do instead of asking someone else.

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.

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Grade 5 · Cluster 7 · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 32 of 36 · Cluster 7 · Module 4 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Idea first, then how it helps you, then one proof line from each poem.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE The 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.

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TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

"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.



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TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, worded the way the STAAR test words it."

▶ Read the excerpt and the question aloud.

"Read all four choices. Cross out each trap and say its name before you choose."

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing C because teamwork sounds not in either text, without checking whether both poems actually develop this idea.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is B.

- A** **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.



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TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is B. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

An 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.



The Writing Academy®, LLC

Grade 5 • Cluster 8 • Paired Passages

TEKS 5.6(E) • Paired Passages • Week 33 of 36 • Cluster 8 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are reading an article and a poem together. Both connect to how people participate in democracy.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the *What does this mean to me* box in your own warm voice.

“Each day we will practice synthesizing two texts, and we will learn to tell topics from ideas.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 8 Module 1 . a class or student copy of "From Protest to Participation: How a Nation Changes" and "One Voice Can Start a Wave" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain what synthesis means when reading two texts together.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice an idea in one text."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Notice 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.



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Grade 5 • Cluster 8 • Paired Passages • Monday

TEKS 5.6(E) • Paired Passages • Week 33 of 36 • Cluster 8 • Module 1 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice an idea in one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Before we connect these texts, we find the idea in each one. Watch what the article says about being a citizen."

▶ Read the line twice. Students circle *begins long before* on the NOTICE row.

ANSWER KEY: Citizenship starts before voting. Idea: informed participation begins early.

CHECK FOR UNDERSTANDING

Ask a student to name one way a young person can participate in their community.

COMMON MISCONCEPTION

Students may think the idea is only about voting. The article says citizenship is broader than voting.

POSSIBLE STUDENT QUESTION

Can someone too young to vote still be a citizen? Yes. The article says citizenship starts with learning how communities work.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing an idea about citizenship in one text. Keep the demand at this level.

RAISE THE THINKING

Ask what the article says about how students can participate.

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.



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Grade 5 • Cluster 8 • Paired Passages • Tuesday

TEKS 5.6(E) • Paired Passages • Week 33 of 36 • Cluster 8 • Module 1 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose an idea developed in both texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Test each idea against both texts. The shared idea must be developed, not just hinted at."

▶ Students choose privately, then name one line from each text that develops the idea.

ANSWER KEY: B. Informed participation makes democracy stronger over time.

CHECK FOR UNDERSTANDING

Ask a student how each text shows that informed participation makes democracy stronger.

COMMON MISCONCEPTION

Students may pick C because the article mentions leaders. But both texts show ordinary people participating too.

POSSIBLE STUDENT QUESTION

What if an idea names the topic but not the deeper point? Then it is a topic trap.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting an idea developed in both texts. Keep the demand at this level.

RAISE THE THINKING

Ask how the poem shows that informed voices are stronger than uninformed ones.

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.



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Grade 5 · Cluster 8 · Paired Passages · Wednesday

TEKS 5.6(E) · Paired Passages · Week 33 of 36 · Cluster 8 · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a poem develops the same idea as an article."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We found the idea in the article. Now prove the poem develops it too."

▶ Take two or three answers. Push students to connect a poem line to the article.

ANSWER KEY: A stronger voice has learned to hear connects to the article's idea about informed participation strengthening democracy.

CHECK FOR UNDERSTANDING

Ask a student to explain how learning to hear connects to informed participation.

COMMON MISCONCEPTION

Students may only explain the poem. A connection needs both texts.

POSSIBLE STUDENT QUESTION

Does the poem use the word informed? No. But seeking truth and listening mean the same thing.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how a poem and an article develop the same idea. Keep the demand at this level.

RAISE THE THINKING

Ask whether the poem agrees with the article that listening is part of participation.

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.



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Grade 5 · Cluster 8 · Paired Passages · Thursday

TEKS 5.6(E) · Paired Passages · Week 33 of 36 · Cluster 8 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a connection between an article and a poem."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Start with the idea, then point to evidence in each text."

▶ Students write the connection as a full sentence on the OWN row.

ANSWER KEY: Example: Both texts develop the idea that democracy grows stronger through informed participation.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and prove it with one line from each text.

COMMON MISCONCEPTION

Students may summarize one text instead of stating a shared idea.

POSSIBLE STUDENT QUESTION

Can the connection include my own thoughts? The idea should come from the texts, but you can explain it in your own words.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a cross-text idea independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student how informed participation today connects to what colonists did.

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 | I can prove why naming a shared topic is not the same as identifying a shared idea.



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Grade 5 · Cluster 8 · Paired Passages · Friday

TEKS 5.6(E) · Paired Passages · Week 33 of 36 · Cluster 8 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a connection and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A topic trap names what both texts are about without saying what they teach. Always go deeper."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: Shared topic, not shared idea. History is the topic. The idea is about informed participation.

CHECK FOR UNDERSTANDING

Ask a student to explain the difference between a topic and an idea.

COMMON MISCONCEPTION

Students may accept the trap because both texts do discuss history. But a topic is not the same as a developed idea.

POSSIBLE STUDENT QUESTION

Is a topic ever the right answer? Not when the question asks for an idea. Ideas go deeper than topics.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a shared topic is not a shared idea. Keep the demand at this level.

RAISE THE THINKING

Ask a student to turn the topic into a real shared idea by adding what both texts teach.

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.

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Grade 5 · Cluster 8 · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 33 of 36 · Cluster 8 · Module 1 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Idea first, in a full sentence. Then one proof line from each text.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE The 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.

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Grade 5 · Cluster 8 · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 33 of 36 · Cluster 8 · Module 1 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

"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.



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Grade 5 · Cluster 8 · Paired Passages

TEKS 5.6(E) · Paired Passages · Week 33 of 36 · Cluster 8 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, worded the way the STAAR test words it."

▶ Read the excerpt and the question aloud.

"Read all four choices. Cross out each trap and say its name before you choose."

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing C because both texts mention the Revolution, without noticing the question asks for a developed idea, not a topic.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is 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.



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Grade 5 · Cluster 8 · Paired Passages

TEKS 5.6(E) · Paired Passages · Week 33 of 36 · Cluster 8 · Module 1 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is D. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

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.



The Writing Academy®, LLC

Grade 5 • Cluster 8 • Paired Passages

TEKS 5.6(E) • Paired Passages • Week 34 of 36 • Cluster 8 • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are reading an article and a poem that share the same topic but take different angles.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice finding differences in focus, and we will learn to spot similarity traps.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 8 Module 2 . a class or student copy of "How Change Happens: Observe, Adapt, Test, and Improve" and "Try, Learn, Change" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain the difference between a topic and a focus.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice what 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.



The Writing Academy®, LLC

Grade 5 · Cluster 8 · Paired Passages · Monday

TEKS 5.6(E) · Paired Passages · Week 34 of 36 · Cluster 8 · Module 2 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice what an article focuses on."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Before we compare focuses, we notice what each text emphasizes. Watch what the article stresses."

▶ Read the line twice. Students circle *Was it fair* on the NOTICE row.

ANSWER KEY: The article focuses on evaluating consequences and fairness, not just solving problems.

CHECK FOR UNDERSTANDING

Ask a student to explain why asking was it fair matters after solving a problem.

COMMON MISCONCEPTION

Students may think the focus is just on solving problems. The article goes further to ask about fairness and consequences.

POSSIBLE STUDENT QUESTION

What does focus mean? It means the main angle or emphasis a text takes on a topic.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the focus of one text. Keep the demand at this level.

RAISE THE THINKING

Ask what other questions the article says researchers should ask after making a decision.

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.



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Grade 5 • Cluster 8 • Paired Passages • Tuesday

TEKS 5.6(E) • Paired Passages • Week 34 of 36 • Cluster 8 • Module 2 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a difference in focus between two texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Look at what each text emphasizes most. Their topic may be the same, but their angle differs."

▶ Students choose privately, then name one line from each text that shows the focus.

ANSWER KEY: A. The article uses a central question; the poem uses rhyme.

CHECK FOR UNDERSTANDING

Ask a student to explain how the article's emphasis differs from the poem's emphasis.

COMMON MISCONCEPTION

Students may pick B because both discuss change. But the question asks how their focuses differ, not what they share.

POSSIBLE STUDENT QUESTION

Can two texts share a topic but have different focuses? Yes. That is what this question tests.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a difference in focus between two texts. Keep the demand at this level.

RAISE THE THINKING

Ask which text you would read if you wanted to know whether a decision was fair.

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.



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Grade 5 • Cluster 8 • Paired Passages • Wednesday

TEKS 5.6(E) • Paired Passages • Week 34 of 36 • Cluster 8 • Module 2 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is **SHOW**. I can show how two texts focus on different aspects of the same topic."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We see the article's focus. Now show how the poem takes a different angle."

▶ Take two or three answers. Push students to name what each text emphasizes most.

ANSWER KEY: We learn, revise, and rearrange focuses on willingness to change thinking. The article focuses on evaluating fairness.

CHECK FOR UNDERSTANDING

Ask a student how good thinkers know to change differs from was it fair.

COMMON MISCONCEPTION

Students may compare content instead of focus. The focus is what each text emphasizes most.

POSSIBLE STUDENT QUESTION

Is focus the same as topic? No. Topic is what both texts are about. Focus is the angle each takes.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two texts focus on different aspects of change. Keep the demand at this level.

RAISE THE THINKING

Ask whether the poem ever mentions checking whether change was fair.

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.



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Grade 5 • Cluster 8 • Paired Passages • Thursday

TEKS 5.6(E) • Paired Passages • Week 34 of 36 • Cluster 8 • Module 2 • slide 5 of 10

TEACHER SAYS & DOES • SLIDE 5 OF 10 •

Thursday • OWN • Advanced

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write about a difference in focus between two texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Name each text's focus, then explain how they differ."

▶ Students write the difference as a full sentence on the OWN row.

ANSWER KEY: Example: The article evaluates consequences; the poem encourages willingness to change.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and prove it with one line from each text.

COMMON MISCONCEPTION

Students may describe the content instead of the focus. Focus is about emphasis.

POSSIBLE STUDENT QUESTION

Can the difference be about how they write, not just what they say? Yes. Structure and emphasis count.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a difference in focus between two texts. Keep the demand at this level.

RAISE THE THINKING

Ask a student which text would help more if you needed to evaluate a decision.

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 | I can prove why a similarity is not a valid answer to a difference question.



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Grade 5 · Cluster 8 · Paired Passages · Friday

TEKS 5.6(E) · Paired Passages · Week 34 of 36 · Cluster 8 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a difference and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A true similarity is still the wrong answer when the question asks for a difference."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: Both use the turtle and orca: the article explains it under a central question; the poem retells it in rhyme.

CHECK FOR UNDERSTANDING

Ask a student to explain why a true similarity can be the wrong answer.

COMMON MISCONCEPTION

Students may accept the trap because both texts do mention observing. But the question asks for a difference.

POSSIBLE STUDENT QUESTION

Is observation really in both texts? Yes, but that makes it a similarity, not a difference.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a similarity is not a difference in focus. Keep the demand at this level.

RAISE THE THINKING

Ask a student to explain what the article emphasizes that the poem does not.

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.

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Grade 5 · Cluster 8 · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 34 of 36 · Cluster 8 · Module 2 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Difference in focus first, in a full sentence. Then one proof line from each text.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE The article 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.

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Grade 5 · Cluster 8 · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 34 of 36 · Cluster 8 · Module 2 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

**“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.

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Grade 5 · Cluster 8 · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 34 of 36 · Cluster 8 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because both texts discuss change, without noticing the question asks how their focuses differ.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is C.

Both 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.



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Grade 5 · Cluster 8 · Paired Passages

TEKS 5.6(E) · Paired Passages · Week 34 of 36 · Cluster 8 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is C. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

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.



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Grade 5 • Cluster 8 • Paired Passages

TEKS 5.6(E) • Paired Passages • Week 35 of 36 • Cluster 8 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are reading two informational texts together. Both examine how and why change happens.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice finding the strongest conclusion from both texts, and we will learn to spot conclusions that go too far.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 8 Module 3 . a class or student copy of "Six Turning Points: What Made Change Happen?" and "Words That Changed a Nation" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain what makes a conclusion strong versus weak.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice a conclusion in one text."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Notice 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.



The Writing Academy®, LLC

Grade 5 • Cluster 8 • Paired Passages • Monday

TEKS 5.6(E) • Paired Passages • Week 35 of 36 • Cluster 8 • Module 3 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a conclusion in one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Before we compare conclusions, we find the conclusion in each text. Watch what this text says about evidence."

▶ Read the line twice. Students circle evidence, prove your claim on the NOTICE row.

ANSWER KEY: Evidence must prove a claim. Conclusion: change should be understood through evidence.

CHECK FOR UNDERSTANDING

Ask a student to explain the difference between an interesting fact and a piece of evidence.

COMMON MISCONCEPTION

Students may think the conclusion is about choosing facts. The deeper point is about using evidence to understand change.

POSSIBLE STUDENT QUESTION

What makes evidence different from a random fact? Evidence directly supports a specific claim.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a conclusion about evidence and change. Keep the demand at this level.

RAISE THE THINKING

Ask what happens when people choose facts just because they are interesting.

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.



The Writing Academy®, LLC

Grade 5 • Cluster 8 • Paired Passages • Tuesday

TEKS 5.6(E) • Paired Passages • Week 35 of 36 • Cluster 8 • Module 3 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a conclusion supported by both texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Test each conclusion against both texts. The strongest conclusion has evidence in each."

▶ Students choose privately, then name one piece of evidence from each text.

ANSWER KEY: C. Understanding change requires examining evidence and consequences.

CHECK FOR UNDERSTANDING

Ask a student how each text supports this conclusion.

COMMON MISCONCEPTION

Students may pick A because it sounds powerful. But neither text says change solves all problems permanently.

POSSIBLE STUDENT QUESTION

What does best supported mean? It means the conclusion with the most evidence from both texts.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the strongest conclusion from both texts. Keep the demand at this level.

RAISE THE THINKING

Ask what both texts say about consequences of decisions.

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.



The Writing Academy®, LLC

Grade 5 • Cluster 8 • Paired Passages • Wednesday

TEKS 5.6(E) • Paired Passages • Week 35 of 36 • Cluster 8 • Module 3 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a second text supports the same conclusion."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We found the conclusion in the first text. Now prove the second text supports it too."

▶ Take two or three answers. Push students to connect evidence from both texts.

ANSWER KEY: Today the Declaration of Independence remains important supports the conclusion that change requires ongoing examination of evidence.

CHECK FOR UNDERSTANDING

Ask a student how the second text shows that people continued examining the Declaration's ideas.

COMMON MISCONCEPTION

Students may only explain the second text. A connection needs both texts supporting one conclusion.

POSSIBLE STUDENT QUESTION

Does the conclusion have to be stated in both texts? No. Both texts can support it with different evidence.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two texts support the same conclusion. Keep the demand at this level.

RAISE THE THINKING

Ask what questions people continued asking after the Declaration was written.

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.



The Writing Academy®, LLC

Grade 5 • Cluster 8 • Paired Passages • Thursday

TEKS 5.6(E) • Paired Passages • Week 35 of 36 • Cluster 8 • Module 3 • slide 5 of 10

TEACHER SAYS & DOES • SLIDE 5 OF 10 •

Thursday • OWN • Advanced

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a conclusion supported by both texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Start with the conclusion, then point to the strongest evidence in each text."

▶ Students write the conclusion as a full sentence on the OWN row.

ANSWER KEY: Example: Both texts show that meaningful change is understood through evidence and careful analysis.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and name one piece of evidence from each text.

COMMON MISCONCEPTION

Students may write a conclusion that only one text supports. The strongest conclusion has evidence from both.

POSSIBLE STUDENT QUESTION

Can two texts support the same conclusion with different evidence? Yes. That makes the conclusion even stronger.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating the strongest cross-text conclusion. Keep the demand at this level.

RAISE THE THINKING

Ask a student how examining consequences helped the colonists understand their situation.

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 | I can prove why a conclusion stretches beyond what the texts actually support.



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Grade 5 • Cluster 8 • Paired Passages • Friday

TEKS 5.6(E) • Paired Passages • Week 35 of 36 • Cluster 8 • Module 3 • slide 6 of 10

TEACHER SAYS & DOES • SLIDE 6 OF 10 •

Friday • DEFEND • Reflective

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a conclusion and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A trap can take a real event and claim it did more than the texts say. Always check."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: Goes too far. Both texts show problems continued after the Revolution.

CHECK FOR UNDERSTANDING

Ask a student to find evidence that questions remained after independence.

COMMON MISCONCEPTION

Students may accept the trap because the Revolution was important. But neither text says it solved everything.

POSSIBLE STUDENT QUESTION

How do I know when a conclusion goes too far? Check whether the texts support every part of the claim.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a conclusion goes too far beyond the texts. Keep the demand at this level.

RAISE THE THINKING

Ask a student what problems the second text says remained after the Declaration.

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.

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Grade 5 · Cluster 8 · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 35 of 36 · Cluster 8 · Module 3 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Conclusion first, in a full sentence. Then one proof line from each text.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE The text 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.

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Grade 5 · Cluster 8 · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 35 of 36 · Cluster 8 · Module 3 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

“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.



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Grade 5 · Cluster 8 · Paired Passages

TEKS 5.6(E) · Paired Passages · Week 35 of 36 · Cluster 8 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because the Revolution was a major event, without checking whether both texts say it solved every problem.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is D.

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.



TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is D. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

PAIRED PASSAGES

EXACT TEKS WORDING (FROM TEA)

“make connections to personal experiences, ideas in other texts, and society”

WHAT DOES THIS MEAN TO ME?

Two texts can 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.



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Grade 5 • Cluster 8 • Paired Passages

TEKS 5.6(E) • Paired Passages • Week 36 of 36 • Cluster 8 • Module 4 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This is our capstone week. We are bringing together everything we have learned about connecting two texts.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“We will connect, compare, and defend, using all the skills we have practiced this year.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Paired Passages slide deck for Cluster 8 Module 4 . a class or student copy of "The Change Files: How Questions Become Decisions" and "A Voice in the Community" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name three trap types we have studied and explain each one.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice an idea in one text."

EXACT TEKS WORDING

"make connections to personal experiences, ideas in other texts, and society"

Notice 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.



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Grade 5 • Cluster 8 • Paired Passages • Monday

TEKS 5.6(E) • Paired Passages • Week 36 of 36 • Cluster 8 • Module 4 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice an idea in one text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Before we connect two texts, we find the idea in each one. Watch what this text says about decisions."

▶ Read the line twice. Students circle strong decision-making, same pattern on the NOTICE row.

ANSWER KEY: Decisions follow a pattern of gathering evidence. Idea: informed decision-making is a process.

CHECK FOR UNDERSTANDING

Ask a student to explain what pattern the text describes for making decisions.

COMMON MISCONCEPTION

Students may think the idea is just about big decisions. The text says both big and small decisions follow a pattern.

POSSIBLE STUDENT QUESTION

Does every decision have to follow this pattern? The text says strong decisions do.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing an idea about decision-making in one text. Keep the demand at this level.

RAISE THE THINKING

Ask what steps the text says are part of the decision-making pattern.

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.



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Grade 5 • Cluster 8 • Paired Passages • Tuesday

TEKS 5.6(E) • Paired Passages • Week 36 of 36 • Cluster 8 • Module 4 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose an idea found in both texts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Test each idea against both texts. The shared idea must be developed in each one."

▶ Students choose privately, then name one line from each text that supports A.

ANSWER KEY: A. Strong decisions need evidence and different perspectives.

CHECK FOR UNDERSTANDING

Ask a student to explain how each text shows that evidence and different views matter.

COMMON MISCONCEPTION

Students may pick B because the first text mentions scientists. But both texts describe everyday people making decisions too.

POSSIBLE STUDENT QUESTION

What if an idea is true of one text but not the other? Then it is an Only one text trap.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting an idea found in both texts for the capstone. Keep the demand at this level.

RAISE THE THINKING

Ask how gathering evidence in research connects to gathering information for a community decision.

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.



The Writing Academy®, LLC

Grade 5 • Cluster 8 • Paired Passages • Wednesday

TEKS 5.6(E) • Paired Passages • Week 36 of 36 • Cluster 8 • Module 4 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is **SHOW**. I can show how a second text develops the same idea."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"We found the idea in the first text. Now prove the second text develops it too."

▶ Take two or three answers. Push students to connect a line from each text.

ANSWER KEY: People may have different ideas about what is best matches the first text's emphasis on considering evidence and views.

CHECK FOR UNDERSTANDING

Ask a student to explain how community discussions connect to the decision-making pattern.

COMMON MISCONCEPTION

Students may only explain the second text. A connection needs both texts.

POSSIBLE STUDENT QUESTION

Do both texts have to describe the same kind of decision? No. The idea applies to different kinds of decisions.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how two texts develop the same idea about informed decisions. Keep the demand at this level.

RAISE THE THINKING

Ask whether the second text's description of civic participation follows the pattern from the first text.

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.



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Grade 5 · Cluster 8 · Paired Passages · Thursday

TEKS 5.6(E) · Paired Passages · Week 36 of 36 · Cluster 8 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a connection between two texts and connect it to my life."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Start with the shared idea, point to evidence in each text, then connect it to your own experience."

▶ Students write the connection and personal application as full sentences on the OWN row.

ANSWER KEY: Example: Both texts show that strong decisions require evidence and multiple perspectives.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and name a community decision where this idea applies.

COMMON MISCONCEPTION

Students may write about only one text or skip the personal connection.

POSSIBLE STUDENT QUESTION

Can I connect the idea to my school community? Yes. That is a great way to connect texts to personal experience.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating a cross-text connection and relating it to life. Keep the demand at this level.

RAISE THE THINKING

Ask a student how they would use this idea if their school was deciding how to spend activity funds.

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.



The Writing Academy®, LLC

Grade 5 • Cluster 8 • Paired Passages • Friday

TEKS 5.6(E) • Paired Passages • Week 36 of 36 • Cluster 8 • Module 4 • slide 6 of 10

TEACHER SAYS & DOES • SLIDE 6 OF 10 •

Friday • DEFEND • Reflective

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my analysis and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A trap can take a detail from one text and pretend it appears in both. Always verify."

▶ Students write why the answer is a trap and its name on the DEFEND row.

ANSWER KEY: Only one text. Kendrix is only in the first text. The second text never mentions her.

CHECK FOR UNDERSTANDING

Ask a student to confirm that the second text does not mention Kendrix.

COMMON MISCONCEPTION

Students may accept the trap because Kendrix's experiment sounds scientific. But the second text does not include it.

POSSIBLE STUDENT QUESTION

Can I use a detail from only one text to prove a shared idea? No. I need evidence from both texts.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a detail from only one text cannot support a claim about both. Keep the demand at this level.

RAISE THE THINKING

Ask a student to find evidence from the second text that does support the shared idea.

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.

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Grade 5 · Cluster 8 · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 36 of 36 · Cluster 8 · Module 4 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to use the question on your own."

▶ Read the Your Turn task. Students work independently on the tracking sheet.

"Idea first, then proof from each text, then connect it to your own life."

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE The author says 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.

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Grade 5 · Cluster 8 · Paired Passages



TEKS 5.6(E) · Paired Passages · Week 36 of 36 · Cluster 8 · Module 4 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

PAIRED PASSAGES

READ THIS PASSAGE EXCERPT.

"The 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.



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Grade 5 · Cluster 8 · Paired Passages

TEKS 5.6(E) · Paired Passages · Week 36 of 36 · Cluster 8 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, worded the way the STAAR test words it."

▶ Read the excerpt and the question aloud.

"Read all four choices. Cross out each trap and say its name before you choose."

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because Kendrix's experiment is memorable, without checking whether the second text ever mentions her.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is B.

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.



The Writing Academy®, LLC

Grade 5 · Cluster 8 · Paired Passages

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TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is B. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.